

# AUPMAGAZINE

60TH ANNIVERSARY EDITION

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# PRESIDENT'S LETTER

AUPMAGAZINE | 60TH ANNIVERSARY EDITION - FALL 2021

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Dear Members of AUP's Worldwide Community,

As we celebrate the University's 60th anniversary this academic year, we will be drawing together the founding years of the college (from 1962 to when we became a four-year college in 1974) and the re-founding years that began with my own presidency in 2008. Taken together like a pair of bookends, this period corresponds to 60 years of a privileged status for AUP: that of being the only foreign-accredited, comprehensive university on French soil. We will not fail to take the measure of what has been accomplished by devoted boards, faculty and staff during this historical period of building the modern AUP, but we are also looking forward. We will be talking about where AUP - a university perpetually en marche - is going next. With

a bold new strategic plan in hand (see the article in this issue), with a new curriculum for the 21st century currently being implemented, with a new center for the arts opening this fall, with plans in hand to house all of our students ourselves, with a fully integrated upgrade of our information systems in the works, with Covid more or less safely behind us and with stronger-than-ever recruitment figures before us, AUP is poised for yet more loft.

Our theme for the 60th anniversary, reflected in this issue of the AUP Magazine, is not just AUP's past and future. We are interested, to borrow the title of journalist Dan Rather's last book, in what unites us as members of the AUP community past and present across our differences in language, nationality, belief, culture, ethnicity, race,

sexual identity and faith. To that end, the 60th-anniversary celebrations will focus on the ideas of students, alumni, faculty and staff about what constitutes the AUP experience, about what connects us to each other, about the ways in which we are all working steadfastly to perfect not just our own union here in Paris, but also that of communities across the globe, wherever global explorers currently find themselves. We look forward to holding 60 birthday parties for AUP across the world, during which we will invite you, as members of the AUP community, to hold such conversations - about what we all have in common and what that common ground has to do with the common good - and then to take a picture of your gathering and send it back to us for inclusion on our 60th anniversary

website. All of this will be marked by a new logo, existing in both a special, temporary anniversary version and a permanent version designed to carry AUP into the future.

But first, please enjoy all the contributions to this issue - from explorations of democracy and social justice within our research centers and academic majors to an introduction to our new MSc in Human Rights and Data Science, from a snapshot of our new first-year experience to imagined future directions for AUP Student Media, from student reflections on their pathways through AUP via our Global Professional Skills (GPS) Program to stories about how alumni ten years out have recast and relaunched their careers. You will recognize the fiber of our tightly knit community in the We Are AUP feature piece, and perhaps be

able to complete for yourself spontaneously the sentence "AUP is..." Wherever we are in the world, those of us who have studied or worked at The American University of Paris know that this experience has not left us unchanged, and that it has, for all time, united us.



Dr. Celeste Schenck, President

## AUP HIGHLIGHTS

- 6 What Demos for the 21st-Century?
- 10 GPS Students Reflect on Their Pathways
- 12 Students Collaborate Toward Social Justice
- 14 Navigating 21st-Century Pathways
- 16 A New Logo for AUP

## ON CAMPUS

- 20 FirstBridge and the First-Year Experience
- 24 The Future of AUP Student Media
- 28 A Master's Degree for a Changing World

## FEATURE

- 32 We Are AUP

## ALUMNI CAREERS

- 46 The Global Impact of AUP Alumni
- 52 Ten Years Out

## CLASS NOTES

- 58 AUP Is...

## GIVE & TAKE

- 70 Monttessuy Campaign Update
- 72 The Gil Kemp Presidential Scholars

# CONTENTS

12



20



32



52



70



# AUP HIGHLIGHTS

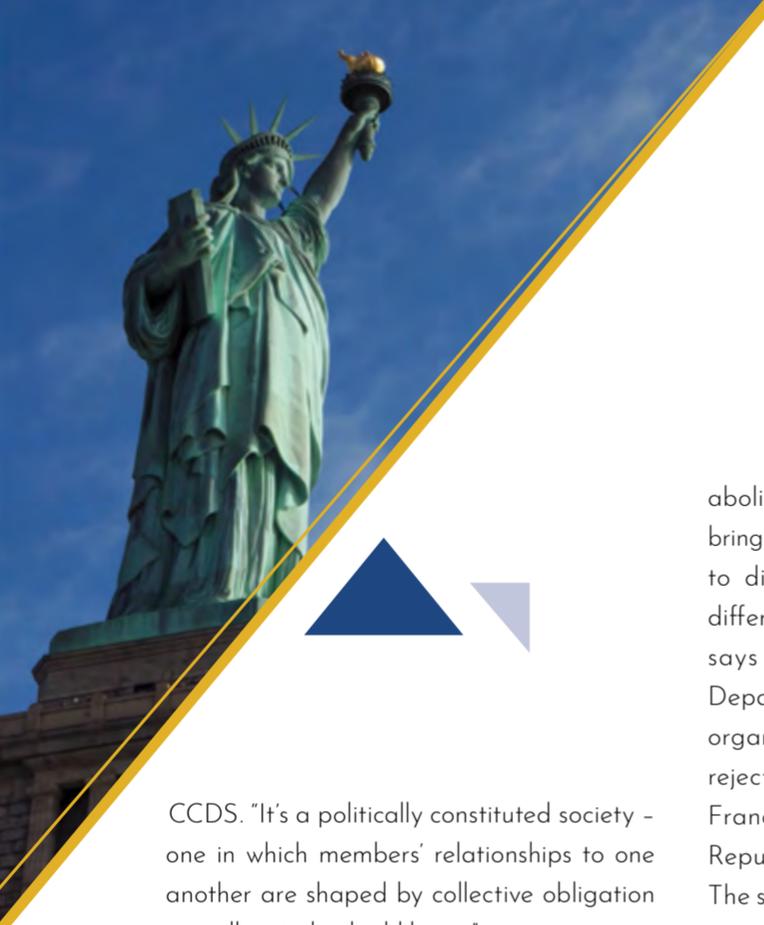
*The section covers the latest news from across the University, including a year-long conference from one of our research centers, student pathways through the GPS Program, the Leadership Team's latest strategic plan, and the redesigned AUP logo.*

## WHAT DEMOS FOR THE 21ST CENTURY?

The American University of Paris acts as a hub of engaged scholarship. Through both teaching and research, AUP faculty work at the forefront of global issues, asking questions with wide-ranging implications and focusing on solutions. Throughout 2021, the Center for Critical Democracy Studies (CCDS), a research center working to promote the practice, study and life of democracy, is hosting a series of lectures, workshops and roundtable discussions titled Demos21, asking researchers to engage with practical and theoretical questions concerning contemporary democracy. The convocation aims to explore how we may

build political and social solidarity within and beyond the nation in order to confront today's fundamental challenges, including climate change, racial injustice and global inequality.

The series' inaugural talk - a lecture from French philosopher Étienne Balibar, who presented his response to the fundamental democratic question "What is engagement?" - took place in December 2020, and events are scheduled through to Spring semester 2022. "Broadly speaking, a demos is a social formation that requires self-government," says Professor Stephen Sawyer, Director of



CCDS. "It's a politically constituted society - one in which members' relationships to one another are shaped by collective obligation as well as individual liberty."

Given the ambitious scope of its theme, Demos21 breaks down the subject into three key sections. The first, "Race, Law and Justice," explores judicial struggle around race and racism in legal history. Examples include the legal implications of France's colonial legacy and the growing US prison

abolitionist movement. "The idea was to bring together French and American scholars to discuss race, law and social justice in different periods and different countries," says Professor Miranda Spieler of the Department of History and Politics who organized the series for CCDS. "There's a rejection of research on race and law in France that is done in the name of the Republic. The US context is very different." The seven symposia that made up the series were accessible to students and interested members of the public.

A second section, organized by Professor Julian Culp of the Department of History and Politics, tackled "Contemporary European Democratic Theory," asking whether Europe and European political tradition have specific contributions to make to theorizing democracy in the 21st century. "The boundaries of democratic states are not

determined democratically, yet the decisions made by citizens of democratic states profoundly affect the livelihoods of members of other states," explains Culp, citing migration policy as a key example. The series explores cutting-edge research on a number of topics, including the so-called "democratic boundary problem," with a particular emphasis on the European Union. The themes explored in this section will also form the basis for a book, co-edited by Culp and Sawyer.

The final section, "Digital Demos," will begin in Fall semester 2021. "We're asking hopeful, critical questions about how emerging technologies can affect and potentially help with practicing democracy," explains Professor Jessica Feldman from the Department of Communication, Media and Culture. The planned events will engage practitioners such as policymakers and

members of international organizations and grassroots movements alongside academics. Topics will include the ways in which political ideology and opinion formation in democracy overlap with social media, targeted marketing and artificial intelligence. "These are ancient questions about how we make choices and take care of each other as a community, but these technologies change our understanding of how we might respond," says Feldman.

Demos21 asks participants to consider the shape that various publics vital to dynamic democratic life may take in the decades to come. "Race and law, the boundary problem and emerging technologies: these are three key topics with huge implications for centuries-old questions," says Sawyer. "AUP's position as an internationally focused institution allows us to attract scholars and practitioners with a variety of perspectives, across languages, cultures, disciplines and media." Demos21, which will continue into the year of AUP's 60th anniversary, is proof of the power of engaged research to generate change in the world. ■

## The logo for Demos21, featuring the word "DEMO" in a large, blue, distressed font, followed by "S21" in a smaller, blue, distressed font. The letters are set against a background of blue brushstrokes and geometric shapes.

## GPS GRADUATES REFLECT ON THEIR PATHWAYS

At The American University of Paris, life and learning move in tandem. Students' academic progress toward their core, major and elective requirements is supported by experiential learning opportunities outside the classroom. The Global Professional Skills (GPS) Program, whose first group of participating students graduated in 2018, encourages students to view their time at the University holistically. It helps them reflect on their accomplishments so they can navigate effectively toward their goals.

By developing a personal narrative, students contextualize their unique learning pathways with concrete personal achievements.

For **Michael Bowers '21**, that personal narrative begins with his grandfather: "He was a butcher his whole life, and he always said there were two kinds of jobs - feeding people or burying people." Preferring the former, Michael came to Paris to train as a chef - but after a year of cookery school, he decided to change tack and apply to AUP, choosing to major in politics, philosophy and economics (PPE). The GPS Program helped Michael communicate this transition more clearly. The program includes three design-thinking workshops spread out over the four years of an undergraduate degree. Participants adopt a holistic view of their university experience and life trajectory, culminating in a senior-year presentation of their unique personal narrative. "The workshops were really beneficial," says Michael.

His final presentation, "Feeding the People Through Knowledge, Passion and Laughter,"

brought his narrative full circle by reinterpreting his grandfather's words in the context of his interest in philosophy. "When you cook, you learn about people's culture," says Michael. "I realized PPE was also about understanding people's culture, especially with regard to morals and ethics. Everything is rooted in your past and upbringing." Michael was also able to connect his interest in intercultural communication to his co-curricular pursuits, including his work as a student advisor and his involvement in student government. By engaging with peers from all over the world, he was able to feel more deeply connected to the AUP community.

Early in the GPS process, Michael met **Sandra Lefaure '21**, a fellow GPS participant majoring in international and comparative politics. Sandra arrived at AUP in Spring semester 2019 as a transfer student, and was introduced to the GPS Program during orientation. She and Michael first spoke at the Design Your Life workshop for AUP juniors. "We realized we'd been following each

other through these events," says Sandra. "So we decided, let's do this thing together!" The pair kept each other accountable, on track and motivated to tick off the program's requirements, which fall into four broad categories - professional competencies, cultural fluency, leadership skills, and personal development. Sandra and Michael also worked together on environmental initiatives across campus as part of the Advisory Board on Environmental Sustainability, which met several GPS requirements.

Upon graduation from the GPS Program, students are presented with a Co-Curricular Record that summarizes all the activities they have completed - from Cultural Program study trips to involvement in athletics teams. Sandra says that the Co-Curricular Record helped her see how her involvement in clubs and committees contributed to her professional skill sets. "I like that the program gives you flexibility in working out how your activities contribute to different criteria," says Sandra. "It definitely pushed me to go further." Sandra took advantage of the GPS advising process to create her own personal narrative -

a process she initially found challenging. "I'm not used to talking about myself," she admits. "But I like that it took me outside my comfort zone."

As GPS graduates head out into the world, they can be confident in their ability to present themselves effectively to employers and graduate admissions counselors. Both Sandra and Michael have been accepted to master's programs beginning this fall. The reflective process inherent in the GPS Program encourages students to engage with their strengths and weaknesses and to make deliberate, intentional choices when it comes to their next steps. "That's one of the best things about the program," says Michael. "You learn to understand yourself in a new way." ■



**Michael Bowers '21 (left)**  
**Sandra Lefaure '21 (right)**



**Darcee Caron '13**, Director of the ACE Center, speaking at the GPS Award Ceremony

## STUDENTS COLLABORATE TOWARD SOCIAL JUSTICE

At AUP, students are encouraged, with the support of faculty and staff, to take the initiative in establishing their own projects and organizations. Having a small community makes collaboration easy, helping students turn their ideas into reality. One prominent example of this is the History, Law and Society (HLS) Board, a student organization that works closely with faculty in the Department of History and Politics. The board was established in response to the desire of students majoring in the discipline to engage in activism and make a tangible impact on social justice.

"We wanted to offer a space for people interested in integrating on-the-ground social change movements into their studies," explains Professor Michelle Kuo, faculty advisor to the HLS Board. Back in 2019, Kuo co-led a trip to the US-Mexico border, during which students provided legal counsel in a migrant detention center to people seeking asylum. "There was so much energy after that trip," says Kuo, who also highlights a Cultural Program study trip focusing on democracy in Taiwan as a critical factor in establishing the board. The idea was twofold; the board would collaborate with faculty on departmental events and help build a strong community around the major. "Students are so eager to be part of social change," says Kuo. "Tapping into that as a teacher has been one of my greatest pleasures."

Kuo initially appointed students to run the board, but board members soon began to self-organize, developing their own appointment process and switching to a non-hierarchical management structure. Since 2020, the board has had three directors, each taking on a different core part of the organization. The most recent board consisted of **Zach Egan '22**, an HLS junior who handled administration; **Krystal Nozier '22**, an HLS junior who covered events management; and **Jasmine Cowen '21**, a history senior who headed up the communications team. "They are all very encouraging people who reflect the kind of community we wanted to create," says Kuo.

"The HLS major is a tight-knit community," explains Zach. "Faculty trust us and let us represent the department." Zach and his team are charged with a weekly newsletter, exploring topics related to current affairs

while providing writing opportunities for students interested in journalism. Initially, Professor Kuo provided guidance on subject matter and tone, but as the team gained experience, they became more autonomous over the editorial process. "We always try to tie what we are producing to people's interests," says Zach.

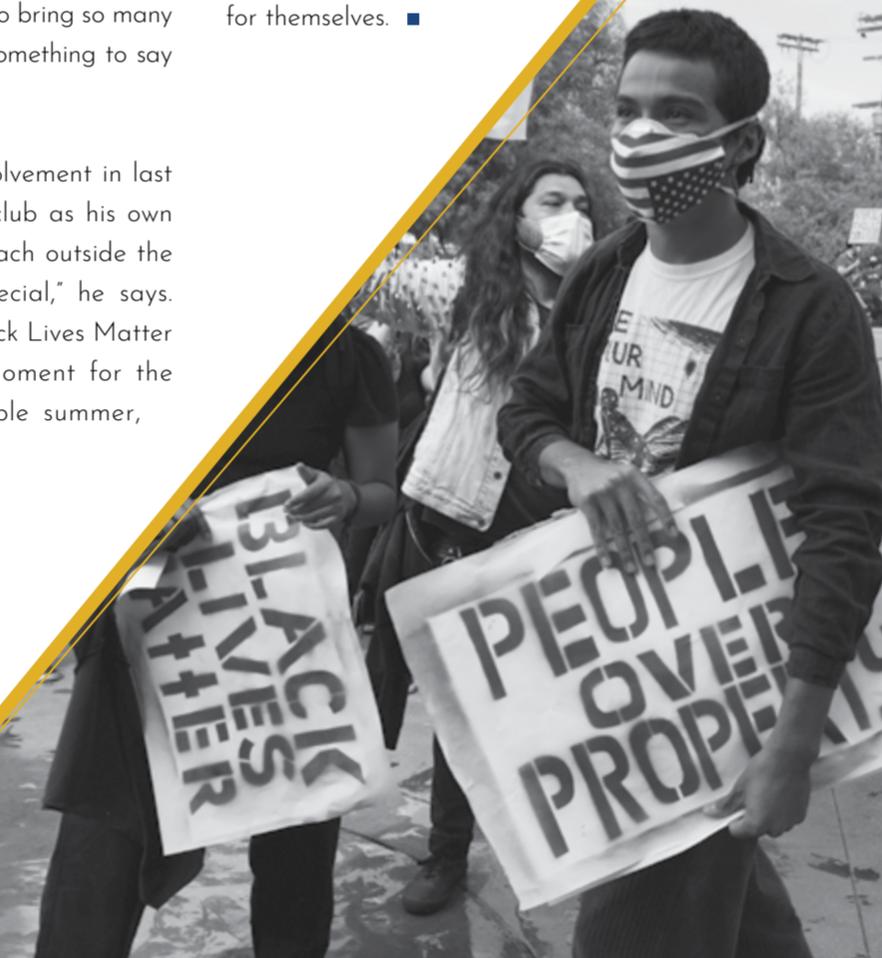
Many of the board's day-to-day activities involve working with faculty and peers across the major. "Professors ask us to promote things and join in conversations about upcoming events," explains Krystal. She describes her events management role as primarily community outreach, encouraging students to come together to engage in deeper conversations. "We're finding ways to change narratives," she says. "It's a way of bringing the community together and working out how to change the things we want to see change." Key events in the board's calendar include February's Black History Month celebrations and, as of 2021, May's Asian Heritage Month. The choice of events is designed to reflect students' interests and to maximize opportunities for positive change both on and off campus.

Krystal and Zach cite last summer's community-wide discussions on racial justice as a highlight of their experience with the HLS Board. Krystal took the lead in organizing a town hall to discuss the kinds of changes AUP students want to see in their own community in response to worldwide Black Lives Matter protests. "I would never have imagined that we would get 180 people - staff, faculty and students - on a Zoom call in the middle of summer," she says. She believes that HLS is one of the only majors able to bring so many people together. "We have something to say about every moment."

Zach agrees, citing his involvement in last summer's anti-racist book club as his own highlight. "Being able to reach outside the department was really special," he says. Kuo also notes that the Black Lives Matter response was a pivotal moment for the board: "It was an incredible summer,

where I saw the students take leadership." Built on a foundation of student-faculty collaboration and strengthened by support and engagement from across the University, the HLS Board is a prime example of how a small, close-knit institution such as AUP can encourage student creativity and foster community change. When students take initiative, and faculty support them, the results often speak for themselves. ■

Protesters during a Black Lives Matter rally in Los Angeles, May 31, 2020



## NAVIGATING 21ST-CENTURY PATHWAYS

AUP students are on a journey – they arrive in Paris from all over the world and follow diverse, highly personalized pathways that are tailored to their interests and informed by continuous personal reflection. These pathways form the basis of AUP’s 2020–23 strategic plan: *Navigating 21st-Century Pathways*. The aims of the plan are wide-reaching and include navigating the effects of the Covid-19 pandemic, establishing AUP-owned housing for all incoming students and continuing the University’s digital transformation by implementing new IT resources and systems. But the central pillars supporting these goals are a renewal of the University’s holistic, liberal-arts-based curriculum to meet the challenges of a changing world and the communication of the University’s rising reputation and reach.

In 2013, AUP’s Leadership Team and Board of Trustees, in collaboration with offices and departments across the University, identified the concept of the “global explorer” as the kind of student that AUP exists to educate. Global explorers are students searching for an international university experience that emphasizes personal exploration and extends beyond the classroom into student life, travel, community service, experiential learning and professional development. They embrace the intellectual adventures and cultural challenges inherent in studying abroad. AUP’s last five-year strategic plan, titled *AUP Ascending*, focused on aligning every program and process, and every structure and strategy, with the needs of the global explorer. The associated capital campaign raised the funds to renovate AUP’s campus into a modern hub of engaged

scholarship that fosters an inclusive, student-centered approach to higher education.

*Navigating 21st-Century Pathways* extends this holistic approach to the academic curriculum. “The moment has come to recalibrate our curriculum to make sure it is anticipating the needs and pathways of the global explorer,” says AUP President Celeste M. Schenck. “We’re building a richer curriculum that is paced in ways that allow students to find their own way forward into the world.” The AUP curriculum, embedded in liberal arts roots, has always taken a hybrid approach, continually encouraging students to apply classroom learning to real-world situations. The new strategic plan takes this notion of integrated education a step further, weaving it throughout the entire student life and learning experience.

“The emphasis is on navigation,” says William Fisher, AUP’s Provost. “We want students to think about how their pathways are unique, holistic and complex.” Students are encouraged to view the core curriculum, major curriculum and co-curriculum as fully integrated aspects of the university experience. By reflecting on the skills they acquire throughout their time at university, both in and beyond the classroom, students grow more comfortable with their choices and develop a clearer understanding of the full range of opportunities available to them in the future.

The strategic plan focuses on integrated advising as a key element in cultivating this process of reflection. From the first semester, students are appointed both a faculty advisor and an academic advisor to help them engage with critical aspects of their university experience. This advising encourages students to make careful, considered choices. “Such a system ensures

they don’t get lost along the way,” says Fisher. “Students are ready to explore from the moment they arrive.” Mentorship gives students the space to reflect on their pathways and the support to decide where their journeys will take them next.

Advisors also help students appreciate the wide range of possibilities on offer at AUP. The University’s revised Global Liberal Arts Core Curriculum provides students with a breadth of knowledge and exposes them to interdisciplinary approaches. It thereby complements the depth of knowledge and specialization that students acquire through their major. The Global Professional Skills (GPS) Program then encourages students to reflect on their co-curricular activities using design-thinking techniques to take the learning process outside of the classroom. Participation in the GPS Program helps students navigate their journey with both

creativity and intention. Integrated advising means students appreciate the broad employment opportunities available to liberal arts graduates – regardless of their major. “It is most important to have a sense of purpose, a sense of one’s own values, and intentionality in your academic and co-curricular choices,” says Schenck.

Students construct an integrated life and learning pathway through their time at AUP. The University’s learning model, as laid out in the new strategic plan, privileges experiential learning, interdisciplinarity, digital literacy, mentorship and the co-curricular exploration of postgraduation options. AUP graduates emerge as global citizens who understand the choices that led them where they are and who are equipped with the necessary confidence to take their next steps into a world that has need of them. ■

A New  
Strategic Plan

## A NEW LOGO FOR AUP

*Our 60th anniversary is both an opportunity to celebrate the tremendous progress that the University has achieved over six decades and to envision how AUP will continue evolving its unique educational offering to meet the needs of today's global explorers. This time of reflection and evaluation was the perfect moment to commission a bold new logo - one befitting the University's rising reputation as the premier American international institution of higher learning in Europe.*

### DRAWING ON THE PAST, LOOKING TO THE FUTURE

The logo redevelopment marks an important moment in the University's history. Having completed one strategic plan and embarked on the next, AUP is now better placed than ever to communicate its position as a vibrant hub of academic rigor and engaged scholarship. The new logo embodies both the long road travelled to reach this point

and the exciting opportunities that await in the future. It differentiates the University from its competitors in the international education market by highlighting the transformative nature of an AUP degree.

From the beginning, the logo redesign was a collaborative effort, informed by perspectives from across the AUP community. During the research phase of the process, the Leadership Team formed seven committees comprised of alumni, students, staff and faculty alongside external consultants. Across several rounds of surveys, presentations and feedback, participants contributed their views on what defines AUP, as well as its values and unique educational offering.

As committee members shared stories of their AUP experiences, they helped describe the University's own unique pathway through the last 60 years and shape the direction in which it is moving forward.

What emerged was a picture of the University as both American and international, as bridging the gaps between cultures by emphasizing civic responsibility, and as producing graduates who have a tangible impact on the communities in which they live. **We'd like to thank everyone who contributed to the logo redesign for this vital role in shaping how AUP will present itself to the world in the years and decades to come.**



# The American University of Paris

### EMBODYING AUP'S VALUES

During the creative phase of the process, the goal was to synthesize all of this research into a visual form - one that reflects the vision and values of the AUP community while telling a compelling story that would resonate with future generations of global explorers. Five key themes shaped this narrative and inspired the creative process for a bold new chapter in AUP's history.

**Monogram:** Historically, only those who know AUP well have referred to the University by its initials. That's about to change. As AUP's academic reputation grows, so too does its brand recognition. The choice of a monogram reflects a desire to welcome newcomers

into the AUP family. As "AUP" becomes a widely recognized term, anyone who uses it will be able to feel as though they belong in our diverse, international community. This ambition taps into the idea of the University as an open and welcoming place - an oft-expressed sentiment during the research phase - while also speaking to our confidence in the quality of an AUP education.

**Pathways:** The idea of pathways is both central to AUP's strategic plan and to the AUP experience as told by our alumni and current student committees. The word pathways is used to describe the diverse individual journeys that students take through AUP and into their professional lives.

In Paris, students' pathways intersect, change course, influence one another and become intertwined, sometimes for life. The wide range of experiences and perspectives that make up our community further reinforces the unique nature of these journeys. The notion of pathways was therefore used to bring movement to the monogram and its accompanying typography.



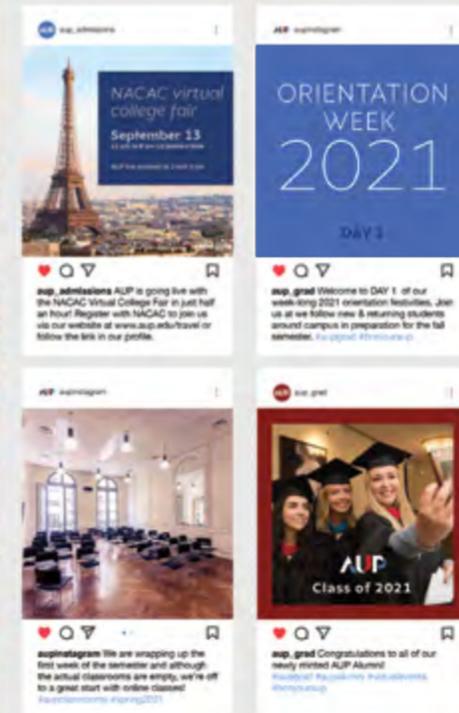
**Transformation:** The most commonly reported value of the AUP experience was that of transformation, at both the personal and professional level. Participants described AUP as a place that challenges students to grow in multiple ways: not only academically but also culturally and collectively as a community. The monogram was created with this notion in mind. Each of the letters start one way and end in another, taking, in the process, an unexpected turn. This represents who students are before AUP, and who they become once they graduate.

**Scale:** AUP is a place of contrasts. It is a relatively small school with big ideas about the world we live in. This mix of intimacy and ambition was another recurring theme in the research phase. Students reported feeling at home at AUP even though they may have been thousands of miles from the places they came from. In the monogram, this idea

is present in the interplay between form and counter form, where one can see up to three versions of each letter represented at different scales.



**Colors:** The choice of colors evokes both the University's roots in the American education system and its geographic location: red and blue are the two dominant colors in the American, French and Parisian flags. This chromatic common ground is a fitting metaphor for how different cultures come together at AUP. ■



# ON CAMPUS

- 20 FirstBridge and the First-Year Experience
- 24 The Future of AUP Student Media
- 28 A Master's Degree for a Changing World



AUP students enjoy the traditional boat ride during orientation

## FIRSTBRIDGE AND THE FIRST-YEAR EXPERIENCE

*The 60th anniversary of AUP is also the 20th anniversary of FirstBridge. We take a look at how the new strategic plan is re-examining the first-year experience for a new generation of global explorers.*

Starting university can be an exciting and challenging experience. First-year students at The American University of Paris are often arriving in a new country, communicating in a new language or studying new disciplines. AUP fosters a supportive, welcoming community that emphasizes exploration and mentorship during the first year of study. For 20 years, the FirstBridge program has offered a crucible of community interaction and interdisciplinary scholarship, exposing first-year students to multiple academic perspectives while integrating experiential learning opportunities. In AUP's 60th anniversary year, the Office of Academic Affairs is looking ahead to how the first-year experience can be reimagined to meet students' evolving expectations, ensuring it continues to provide a seamless transition into undergraduate life.

When it was established between 2001 and 2003, FirstBridge aimed to construct like-minded first-year learning communities. "FirstBridge was set up as a way to introduce students to the University and start them exploring," explains AUP's Provost, William Fisher. Classes take place during the first semester and are co-taught by faculty members from two different departments, allowing students and professors alike to forge strong interdepartmental connections. Examples of co-taught classes include "Shaping History," which combines an understanding of the history of human society with an exploration of how art can help influence historical narratives, and "Democracy, Participation and Digital Life in Times of Crisis," which links a philosophical overview of democratic theory to the importance of digital technologies.

By taking FirstBridge classes, students immerse themselves in the interdisciplinary culture of an American institution of higher learning from the moment they arrive in Paris. FirstBridge helps them understand the benefits of a liberal arts education and encourages them to engage with peers from diverse backgrounds. "We get students thinking from the beginning about the kinds of skills they are acquiring," says Fisher. "It's about preparing students to be successful as undergraduates." While the core aims of FirstBridge remain unchanged two decades later, AUP is now considering how the program could be extended across the whole first year and oriented around students' passions, values and interests.

Over the past academic year, Academic Affairs and faculty have had a number of

conversations reimagining the first-year experience, weighing the value of the current program, building on 20 years of knowledge about the kinds of skills that students require, and proposing new initiatives that would enhance the student experience and respond to evolving needs. A revised first-year experience would help students identify their values, build stronger mentoring relationships with faculty members who would accompany them throughout their entire first year, and hone the skills that will help them chart a personalized critical pathway through AUP's curriculum and co-curricular offerings.

One goal of the new first-year experience would be to launch students into their academic explorations in a way that allows them to view their life goals holistically and encourages them to appreciate the value of learning as doing. "We want to make sure we are responding to students' desire to project themselves into the future and act as agents of change," says Elizabeth Kinne, an Assistant Professor of Comparative English and Literature and AUP's FirstBridge Coordinator. An expanded first-year experience would continue to emphasize broad academic exploration while also allowing students to begin discovering their major during their first semester, helping

them develop an appreciation of how the subject interacts with other disciplines. "It's important that students look at the ways in which discourses are connected," says Fisher.

This exploration of interconnectedness encourages students to reflect on the broad applications of the liberal arts skills they acquire. "It's really about cultivating a transferable skill set," says Kinne. "The best pathway to students' dream careers might not be the major they imagined when they arrived." Enhanced advising could play a key role in helping students realize this. Students could be assigned both a professional advisor and a faculty advisor, so they have as broad an exposure to potential mentors as possible. "We might also plan to introduce students to alumni who are graduates from the various disciplines to give them some early exposure to practitioners as well as academics," says Fisher. An enhanced first-year experience might intentionally build Cultural Program study trips into FirstBridge classes and design them to allow students to meet industry practitioners out in the field. This emphasis on experiential learning would give real-world context to in-class study, which would encourage students to reflect on the practical applications of the skills they acquire.

This process of reflection is already emphasized in the Global Professional Skills (GPS) Program, which provides a space within which students consider how their personal learning pathways are constructed, taking into account both academic and co-curricular activities. The GPS Program's first-year workshop, Design Your AUP, encourages students to begin building out this pathway as early as possible in their university experience. It prepares students to make informed choices about how they will spend their time at AUP. Integrating co-curricular activities into the first-year experience also helps students build a strong community of peers.

"We live in an interconnected world, and learning is an interconnected process," says Kinne. "The most interesting things come out of the most unlikely combinations." Integrative inquiry is a key component of an AUP education, bringing together disciplines, experiences and cultural perspectives to provide a holistic view on global issues. The first-year experience prepares AUP students to curate an intentional pathway through liberal arts learning, exercising curiosity, motivation and, above all, exploration. ■

New students discover  
AUP's AMEX Café



A FirstBridge class on a Cultural Program study trip during students' first semester



## THE FUTURE OF AUP STUDENT MEDIA

*Student media has long been a vital part of AUP's vibrant on-campus community. As the University celebrates its 60th anniversary, administrative staff and student leaders are working together to restructure ASM to ensure student-led publications can have equal access to technical resources and faculty support.*



Guests discovering **Peacock Magazine** during a launch party for a recent issue



Journalism

For 60 years, student media has been a vital part of student life at The American University of Paris. Creative and journalistic initiatives allow students to apply their academic interests to concrete projects while developing preprofessional communications skills. Opportunities for both journalistic reporting and submission to scholarly journals are a longstanding AUP tradition, and participating students can often translate their activities into academic credit. For the 2021-22 academic year, the Office of Student

Development will be working with student leaders to re-establish an umbrella structure to support all student media projects on campus, ensuring each publication has equal access to opportunities, resources and faculty support.

For the last decade, ASM has been synonymous with Peacock Media, a trio of platforms linked to for-credit workshops. There is **Peacock Plume**, a digital journalism platform; **Peacock Play**, an online video channel; and **Peacock Magazine**, a semesterly print publication combining journalistic reporting and artistic endeavors. More recently, **Peacock Radio** has added podcasts into the mix. The board of Peacock Media, which includes a representative of the Office of Student Development and a faculty advisor from the Department of Communication, Media and Culture, currently meets once a week. Graduate students act as managing editors, supporting their undergraduate peers in their editorial work. Vivian Stuart, a graduate student in the MAGC program, was managing editor for the 2021 Spring semester. "It's been so formative in terms of professional experience," she says. "You learn so much about communication."

Other initiatives, such as **Paris/Atlantic** and **The Lutetian**, two journals covering the arts

and social sciences respectively, have up until now been run independently of Peacock by their own committees and boards. In recent years, there has been a crop of new scholarly journals launched by AUP students. **Roaches** is a militant zine aligned with the gender, sexuality and society major; it connects revolutionary queer, feminist and race theory with creative activist projects across campus. **Hibou Magazine** is tied to the history, law and society program; it publishes reporting and creative output on topics related to the

Literary and Creative Arts



themes of the major. **Dépaysants** is an arts and culture magazine showcasing students' creative work. "All of these journals are currently free electrons that don't always benefit from the same institutional support as the Peacock group," says Kevin Fore, Dean of Student Development. "AUP Student Media was therefore a misnomer - it didn't include the full breadth of student creativity."

Moving forward, the Office of Student Development has worked with students to

put in place a structure around student-led media projects to ensure they get access to a budget, multimedia resources, faculty support and exterior services, such as printing. The current board structure will be renamed Peacock Media and will keep its weekly meetings. The new ASM board will meet twice a year as a full board and will include the managing editors of each publication along with Kevin Fore and AUP's Provost, William Fisher. Vivian Stuart has been appointed to chair the board. "Throughout my undergraduate experience, I never had the opportunity to do anything like ASM," she explains. "It's great to facilitate that for other students." The new role won't be that of a managing editor, but instead will involve coordinating logistics and offering feedback and expertise. Stuart is keen to emphasize that the new organization will be as transparent as possible. "I'm not trying to edit any headlines," she explains.

The new umbrella structure brings ASM full circle, back to a time when student newspaper **The Planet** stood alongside long-running scholarly publications. "ASM has always adapted to media trends, including more recently digital and social media," explains Fore. The new structure will not impose editorial limitations on participating

publications. "The goal of this structure is not to create a harmonious message where everyone speaks from the same playbook," says Fore. "It is rather to foster creativity and ensure equal access to resources."

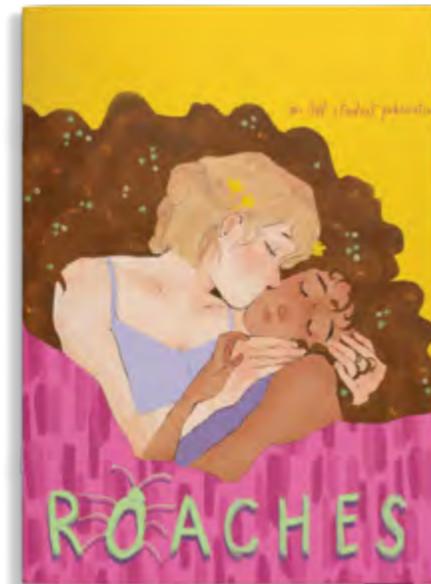
One of the main aims of ASM in the future will be to increase visibility for all participating groups at AUP. Communication to promote student media on campus will flow through this new structure. Publications will, for example, be able to email the

entire student body to announce new issues or recruitment drives. "With so many publications, you benefit from coordinating in terms of how you're going to get that information out," says Fore. Resource access is also a vital concern; the AUP Multimedia Office, for example, provides software and equipment for video and audio production. Stuart believes the new structure will keep all student projects informed of the technical resources available to them. "I'm excited that they will have access to those tools," she says.

It is not mandatory for publications to join ASM. "It's been nice to give small publications at AUP a choice," says Vivian. "I feel that's really helping the transition." ASM will therefore be both a collaboration and a way of encouraging competition. "Each of the publications has an important role in articulating how the bylaws of the new group will function," says Fore. Any students looking to set up a new publication will be invited to share their plans with the ASM umbrella structure for feedback; all current publications will therefore be given an opportunity to raise questions or concerns. In the future, the board plans to expand to provide other resources, helping smaller publications to produce their own websites or develop other media formats, such as podcasts.

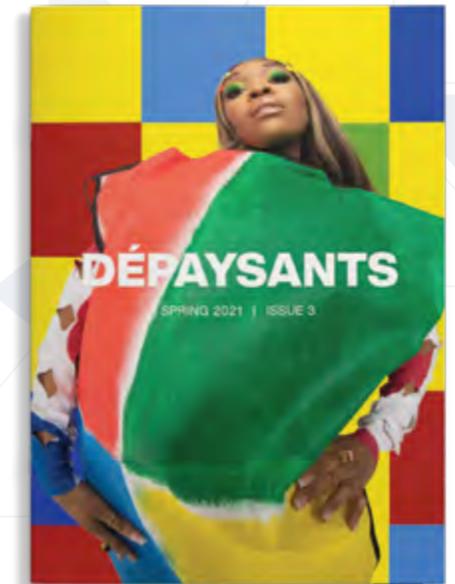
The goal of an umbrella ASM is both to facilitate creativity on campus and to make it as easy as possible for students to acquire preprofessional skills in communications fields. Vivian herself is keen to apply for project management roles after graduation; chairing the new ASM board will help provide her with valuable experience. "I'd love to use what I've learned to work with others," she explains. "That's what I enjoy most - collaborating." As AUP enters its 60th year, its long tradition of student media continues to be central to student life on campus. ■

Social Sciences



Gender, Sexuality and Society

History, Law and Society



Arts and Culture



LEARN MORE  
About AUP  
publications



Professor Susan Perry  
(left) and Professor  
Claudia Roda (right)



## A MASTER'S DEGREE FOR A CHANGING WORLD

*AUP's MSc in Human Rights and Data Science, launching this Fall semester, offers graduate students the chance to futureproof their careers while learning from faculty experts who work at the forefront of an exciting emerging field.*

In the 60 years since AUP was founded, technological progress has revolutionized the workplace, irrevocably changing people's lives and careers in nearly every field. The next 60 years will be no different - a 2020 report from the World Economic Forum highlighted a clear acceleration in the adoption of digital technologies, such as artificial intelligence, Big Data and the Internet of Things. As these developments transform industries, it is vital that engineers understand the human rights implications of the systems they design and that regulators and policymakers explore technological solutions to legal problems. AUP's new MSc in Human Rights and Data Science seeks to give students an understanding

of the technical and practical aspects of emerging technologies alongside a thorough examination of human rights and ethical regulations. It prepares graduates to act as curators and stewards of a rapidly changing world.

Graduates who undertake engaged scholarship in forward-looking, internationally focused fields will develop a competitive edge in the professional landscape of the future. "The new MSc exemplifies AUP's commitment to providing graduate programs that engage with the vital global issues of our times," says AUP's Provost, William Fisher. AUP's status as a small institution with a close-knit graduate community also allows for

a high level of student-faculty interaction. At the core of the new MSc is a long-running interdisciplinary collaboration between **Professor Susan Perry** of the Department of History and Politics and **Professor Claudia Roda** of the Department of Computer Science, Mathematics and Environmental Science – both are academic experts and industry professionals in the field of technology and human rights. The duo has worked together on several EU-sponsored research projects focusing on data privacy and, more recently, artificial intelligence. Their joint publication, *Human Rights and Digital Technologies: Digital Tightrope* (Palgrave Macmillan 2016), informs the curriculum of the new MSc.

The program will encourage students to immerse themselves in an emerging field at the intersection of human rights and data science. “The question we are asking is: how do we get societies, individuals and governments to strike a balance between technology and ethics?” says Perry. “AUP is small enough and flexible enough for a high level of collaboration between colleagues in these two fields.” The program combines a strong foundation in data science with the philosophical considerations necessary to design ethical

regulations on digital technologies. Case studies cover fields as diverse as digital commerce, humanitarianism and warfare. “Liberal arts thinking and human-to-human networking are two important skills that robots can’t imitate,” says Perry. Committing to an evolving field helps futureproof students’ careers, giving new graduates a competitive edge while offering a valuable additional skill set to those with previous professional experience.

Recent regulatory developments such as the creation of the EU’s General Data Protection Regulation, or GDPR, have thrust human rights issues to the forefront of policymaking on digital technologies. As part of the program’s core courses, students will be trained to take the examination required to obtain a widely recognized professional privacy certification from the International Association of Privacy Professionals (IAPP). Should they choose to go on to take the exam, acquiring the certification will demonstrate to employers that they are qualified to act as Data Protection Officers (DPOs). “The IAPP is not one certification out of many – it is the certification that you need to work as a DPO for an EU agency,” says Roda. The EU is currently exploring similar options

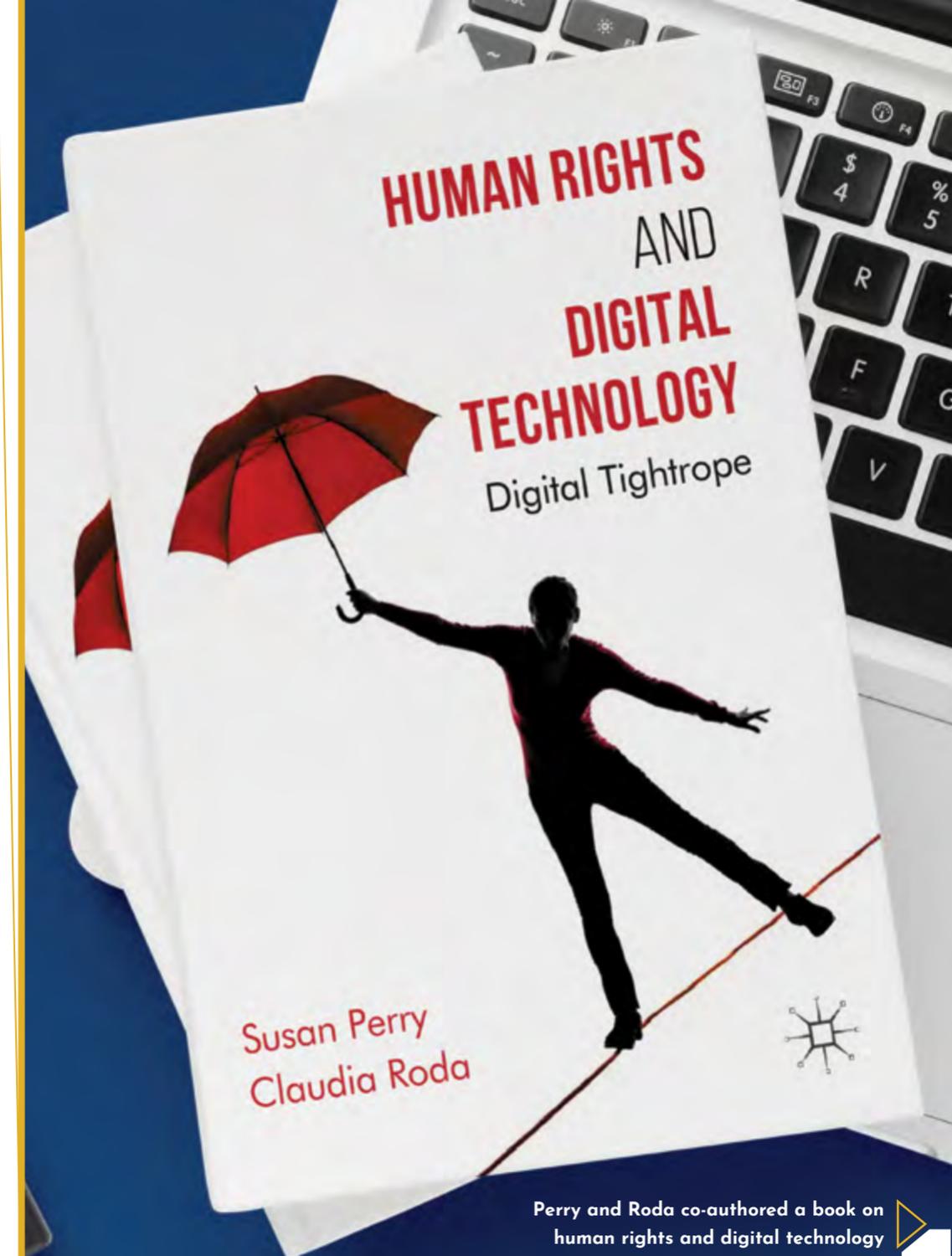
when it comes to regulating the use of artificial intelligence.

Roda and Perry designed the curriculum to ensure graduates develop a firm interdisciplinary grounding, regardless of their undergraduate major or professional experience. “Everyone starts from a different place, but we bring them to the same level,” says Roda. “Lawyers will learn the foundations of data science, while engineers will learn to develop systems with ethical perspectives in mind.” Electives include topics as varied as climate policy and health communications, meaning students can tailor their studies to a particular interest or perspective. In the final semester, students conduct a credited internship – in, for example, one of the many international organizations headquartered in Paris, such as the OECD or Human Rights Watch – allowing them to gain relevant professional experience. In lieu of an internship, legally minded students can apply to the Oxford University Human Rights Summer School, a month-long opportunity to study human rights law under some of the field’s most renowned experts.

The MSc program also offers professional experience through the Data Science Industry

Practicum, which invites practitioners from various fields to host hands-on workshops with students on relevant applications of the course material. The Ecole de Guerre Practicum provides a different kind of professional experience; AUP’s long-running collaboration with the French War College allows students to take on the roles of governments and humanitarian organizations in a conflict-resolution scenario. “The idea is that you want to see real-world applications of a human rights framework,” says Perry. “You’ll also be exposed to different perspectives to the ones we study in class.” Students see how technology may be used to serve humanitarian action, while also exploring ethical uses of technology in warfare.

Such a broad interdisciplinary grounding prepares graduates to tackle legal, philosophical and technical questions related to the ethical implementation of digital technologies. The MSc in Human Rights and Data Science adds to AUP’s existing suite of master’s programs, furthering the University’s commitment to resolving global issues through engaged scholarship. The world may be changing, but AUP graduates will be well equipped to ensure that it changes for the better. ■



Perry and Roda co-authored a book on human rights and digital technology

# FEATURE

32 We are AUP

# WE ARE AUP

*The AUP global community of alumni, students, staff, faculty, trustees and friends of the University is diverse, international and multidisciplinary. Yet despite such diversity, there are certain values that unite every community member under the AUP banner. We turned to the community to answer the question of what it means to be part of AUP.*

For this piece, we asked six AUP community members what the University means to them:

**34** Alumna Rana Valenzuela '06

**36** Professor Dan Gunn

**38** Alumna Gina Torry '98

**40** Professor Tanya Elder

**42** Alumnus Elan Garonzik '70

**44** Current student Linh Do '22

AUP's annual Commencement Ceremony at Théâtre du Châtelet



**RANA  
VALENZUELA '06**

**Deputy Director  
International  
Crime Policy, Global  
Affairs Canada**

**LEARN MORE**  
about Rana's major



The Canadian Embassy in Paris

“ *AUP is... the center of many great possibilities. AUP gave me a strong, well-rounded education, but also allowed me to experience life in the hub of a vibrant city, surrounded by people from all over the world with myriad experiences and backgrounds. I made so many connections and learned from people with diverse points of view.* ”

I grew up in Nouakchott, Mauritania, where my parents both worked for the US embassy. It was a tiny microcosm of Americanness, but in a very diverse place. For my high school education, my parents moved us to Canada, which felt less diverse to me. When I got my high school diploma, I wanted to move someplace where I could engage with more people like me - people with international perspectives. At AUP, I made friends from different backgrounds. I'm part Filipino and part Iranian, and I was able to have a cultural exchange with people from both countries. I'm still in touch with several friends.

I moved to Paris about a year and a half before I went to AUP. When you live alone in a city like Paris, you get to know yourself. I was able to make my own decisions, and I learned how to negotiate. At AUP, I

became a point person for other first-years, helping people use the metro and find cool spots. I loved hearing my peers' stories and learning how they interacted with the amazing city around us. We held food exchanges, which started with the World's Fair - a long-running event where students share recipes from their home countries.

I majored in what was then called international affairs and politics. I always thought I would go into development, but I didn't have a solid understanding of what development work was. AUP helped me figure out what I didn't want to do as much as what I did. Professor Oleg Kobtzeff, who taught a class on politics and the environment, helped me figure out that the development stream wasn't for me. I really appreciated his humanity. Sometimes faculty are too busy to see individuals, but Professor Kobtzeff was always ready to have that one-on-one.

Several professors really marked me. We would discuss life in Paris as well as my academic interests. I learned to always take an opportunity when it presented itself - and there was no shortage of opportunities! I worked with Professor Nathalie Debroise on a film studies project. Professor George Wanklyn was always so kind - even when I

struggled in his class. Professor Susan Perry saw I was interested in human trafficking issues and helped me launch a project in Thailand with the charity JustWorld International, founded by an AUP alumna. That project was eye-opening; it helped me realize I was most interested in the security aspects of these issues.

My first job out of university was as an immigration assistant at the Canadian embassy in the 8th *arrondissement*. I soon started working as a consular officer. After three years, I took some time off and moved back to the States. I had noticed that there were not a lot of people like me - young women, but also racial minorities - working in security. I found a job with Transport Canada as an intelligence officer. I've now held various roles in the security field. Right now, I'm Deputy Director of the international crime policy unit at Global Affairs Canada. We do international advocacy and diplomacy in support of our efforts to advance international peace and security. My culturally diverse background, my language skills and my exposure to diverse perspectives, much of which was honed at AUP, helped me excel in this field. If it weren't for the opportunities I was given at AUP, I wouldn't be where I am today.



Professor Dan Gunn (center) at the launch of the *Beckett Letters*, with translator George Craig (left) and actor Ciarán Hinds (right)



### PROFESSOR DAN GUNN

Distinguished Professor, Department of Comparative Literature and English; Director, Center for Writers & Translators

“ AUP is... freedom. It is both academic freedom, in the sense that we can choose what we teach, and the freedom that comes from being part of a sustaining group of people with different origins, backgrounds and ideals, who share a common interest and for whom there is no norm. ”

I joined AUP in 1988. In those days, the University felt fairly improvised, but there was also a real sense of liberty. We had a small department, and I was told early on I would have the chance to teach all sorts of topics and texts outside my specialization. I received great encouragement from my colleagues Marc Pelen and Roy Rosenstein. They were both genuine comparatists, in the sense that they had an in-depth knowledge of several languages and literatures. After my time teaching at the *École Normale Supérieure*, where the curriculum drew on a set list of Anglo-American texts, it was hugely liberating to access a wider canon.

Teaching at AUP is never boring, because you have students from all over the world. I remember teaching someone whose first language was Hungarian and whose second language was Thai! In a way, AUP was a harbinger of what we've experienced over the last 30 years - an atomization

of culture. There is no given sense of communal culture at the University, so you have to create that commonality. In English classes, I use themes such as "childhood" to encourage students to share their stories and learn from each other. You can't assume anything about students' replies.

I've also cherished contact with students outside the classroom. I've run countless study trips, and I've often kept in touch with students after they graduate. Several are now among my closest friends; they are people with whom I still work and am in daily contact, people whose careers I've followed, whom I've supported when necessary and from whom I've learned and benefitted. We continue to help each other thrive.

Since I arrived at AUP, the Department of Comparative Literature and English has grown dramatically. One of the great pleasures of AUP has been my colleagues. I employed good people who employed good people in turn. It's always a pleasure to see my colleagues again after the summer. There's a real sense of friendliness and of sharing among a group of talented people. We often read and provide feedback on each other's work. I sense almost no rivalries between faculty, which is rare in academia.

We've also created a greater diversity of courses, including the creative writing major, which has influenced academic work across the department. Then there's the Center for Writers & Translators, which was set up in 2007 to promote literary activity, primarily as it relates to translation. All of this has led to a greater sense of security, which has in turn led to increased creative freedom and a commitment to long-term projects. The *Cahiers Series* - a journal that makes new explorations in writing, translating and the areas between - has now reached number 37. My biggest project, the *Beckett Letters*, was the result of three decades of scholarship. I'm now working on the letters of Muriel Spark, and that's going to take years too.

It is that sense of constant creation that makes AUP so exciting. I never wanted to be part of a big institution; I wanted more room for improvisation than that would have permitted. There's a sense of lightness at AUP that certainly feels like freedom. There's an academic freedom in what I teach and in the examples I use in class, there's a freedom that comes from living in a big city like Paris, and then there's the freedom to be part of a diverse community that doesn't judge you. At AUP, there is no norm.



A lineup of publications from the Center's *Cahiers Series*

LEARN MORE about the *Cahiers Series*





**GINA TORRY '98**  
Director, International  
Center for Dialogue  
and Peacebuilding

DISCOVER THE  
Quai d'Orsay  
Learning Commons



Students exploring Paris during the  
Paris Through Its Architecture class

“ *AUP is... who I am. I am who I am today because of AUP. The friendships that I've formed here have been my core friendships for the last 20 years, and the relationships I've had with professors have continued just as long.* ”

I was 18 when I arrived in Paris. Every time I would pop up out of the metro, I'd think: what kind of magical world is this? Being from a small town in Nevada, I'd never been higher than the sixth floor. I took a class called Paris Through Its Architecture, taught at the time by Professor Kathleen Chevalier. It was a fantastic introduction to the city - visiting and being taught in some of the world's most amazing places. The '90s AUP student was an odd bird - a free spirit, someone well versed in life in an international city. My generation often has fond memories of the Bosquet building; you were always seeing fellow students there, and it felt like home. It was the kind of experience that forged lasting friendships.

Given that AUP was a smaller school, we had a lot of access to professors. That attention really helped me going into my master's and professional life. Professor Marc Pelen, who taught comparative literature, helped me hone my writing skills.

He organized an after-class study group to teach us Latin. President Celeste M. Schenck, at the time a professor of comparative literature, oversaw my thesis. I still have all my notebooks from her class. Some university professors tend to sit in ivory towers and aren't connected to the work they teach about - this wasn't true of AUP faculty. They had often worked for the UN or the World Bank and were connected to the real world of policy and politics.

That practical approach stayed with me after graduation. I was a graduate student in one of the first master's programs in gender studies at the London School of Economics and Political Science. I then moved to the States and started working for the New York City law department in their civil rights unit. My career eventually led me to the United Nations, where I worked as a gender, peace and security specialist. I was part of the beginning of the women, peace and security movement - advocating for better recognition of the impact of war on women and the importance of ensuring women's effective participation in peacebuilding and peace processes. As the first full-time coordinator of the NGO Working Group on Women, Peace and Security, I helped push for the

first UN Security Council resolution to recognize sexual violence as a matter of international peace and security.

Today, I work on advancing dialogue initiatives, and advising ceasefires and peace processes on the protection of civilians. The climate crisis is one of the most critical peace and security issues of our time; I was very pleased to be invited by President Schenck to take part in a climate conference that AUP hosted a few years ago, and to build relationships with students who were interested in making an impact, both on and off campus. Two of these students currently work with me on the organization of a Track 1.5 dialogue initiative, which brings together government representatives and experts to work toward the adoption of a United Nations "High Seas Treaty." The treaty is a legally binding international instrument under the United Nations Convention on the Law of the Sea; it focuses on the conservation and sustainable use of marine biological diversity in areas beyond national jurisdiction.

Through working with students, I've seen how AUP has kept its small-university feeling while massively expanding the professional

feel of the campus. The new buildings are amazing - what fantastic places in which to be a student! The Quai d'Orsay Learning Commons has great classroom spaces. As wonderful as my memories of Bosquet are, today's campus is much better suited for students in the modern age.





**PROFESSOR TANYA ELDER**

Assistant Professor,  
Department of  
Communication,  
Media and Culture



AUP students sitting in front of a traditional "kolam" at the Mohanam Cultural Center

EXPLORE THE  
Sustainable  
Development Practicum



“ AUP is... opportunities. AUP is possibilities. AUP is a rich and dynamic environment, primarily because of the diversity of our students, staff and faculty. It's a place where you are able to experiment, stretch boundaries and think outside the box. ”

I started in Fall semester 2001. I was initially asked by Professor Waddick Doyle to teach a class on intercultural communication. I had never taught before, and it was a scary but invigorating experience to engage with students in a new way. It made me reflect on my own college years and the teachers who were important to me. As faculty in our classrooms, we learn an important lesson, which is that students are continually teaching us something about the world around us. That's one of the main reasons I love teaching - because I love learning from my students.

I soon secured a part-time permanent contract and started teaching additional courses in anthropology and sociology. I then had a parenthesis in my AUP career, when I was offered a job teaching sustainable development in India on a study abroad program with the University of Massachusetts. In India, I worked with AUP alumnus and fellow professor Laurent

Sauerwein '62. We both returned to AUP and, in 2008, established a field-based course drawing on our time in India: the Sustainable Development Practicum. Students visit Auroville, India - a township known for its NGOs and associations. The practicum allows for a lot of self-discovery. Students question their preconceived notions about development and NGO work. We had a fabulous cohort of students that first year, and I've stayed in touch with many of them.

Starting in the second year of the practicum, Professor Charles Talcott came on board. I left AUP again in 2010 to return to my home country of Sweden, where I worked at Linnaeus University to set up an undergraduate degree in development communications. I continued to collaborate with Professor Talcott on the Sustainable Development Practicum, bringing Linnaeus students to India along with AUP students. It was interesting to explore coteaching not only within an institution but also across institutions and cultures. We did that for four years, then I returned to AUP in 2014 to help build up the development communications track of the MA in Global Communications.

What's been fascinating to see over my time at AUP is that course offerings and even

whole degree programs have developed in line with a growing desire from students to engage with the issues we face in the world today. Development communications is one example; environmental studies is another. The history, law and society major has developed a stronger focus on social justice and migration. I'm pleased to see faculty working toward the goal of making our students into global citizens. Students appreciate this diversification of courses too. If you give them the right opportunities, they do a lot of the teaching themselves. I love to see how students' engagement with the course material comes from a deep-seated desire to understand the world.

I have come to know AUP from the perspective of a parent; my daughter graduated in the class of '21. It has been amazing to see what she has experienced at AUP. I think my colleagues are fantastic people, but now I have also gotten to know them as teachers. I couldn't be more thankful! My daughter's experience has enriched my understanding of the University. Her teachers have challenged her and helped her grow. I love AUP from the perspective of faculty, but it's even more amazing from the perspective of a student.



Students studying in the American Church in Paris in 1966



Demonstrations in the streets of Paris in May 1968



ELAN GARONZIK  
'70

Retired, Former Vice  
President for Program  
Administration at  
ELMA Philanthropies

LEARN MORE  
about Legacy Giving



“ *AUP is... a terrific platform for an international career, both from an academic perspective and due to the array of classmates and professors from different nationalities and backgrounds with whom you study.* ”

I began my studies at the American College in Paris in September 1968, the year of historic demonstrations in Paris. At orientation, I was offered a weekend bus trip to Mont-Saint-Michel with hotel and food for just \$21! It was a great way to meet classmates and get an introduction to what was coming. ACP balanced the pleasures of being in a world capital like Paris, full of cultural offerings in abundance, with serious academic fare. My art professor was always taking our group to the Louvre or the Musée de Cluny; in two semesters, we hardly bothered with slides. I took a chemistry class inside the Petit Palais, which was part of the University of Paris at the time. I got to live in one of the world's most beautiful cities and experience one of the world's most complex cultures. That's something that stays with you. I formed important friendships too, some of which have lasted for life.

Back then, ACP was a two-year college, so I transferred to George Washington

University to finish my BA, before continuing on to get a master's from Carnegie Mellon University and an MBA from the University of Michigan. In 1991, I was lucky enough to come back to Europe when I was offered a job in Brussels, working in international philanthropy at a European level. The fact I spoke French and had already lived abroad were vital to securing that job. I was in the position to see a new, exciting Europe from a fresh perspective. My cultural and personal interests have leaned toward Europe ever since, though I moved back to the US eight years later for a job with the Mott Foundation. I must admit that in looking back on my career, I feel blessed. ACP provided a real foundation upon which to build an international career. AUP continues to do just that.

I moved to New York in 2005, around the time the President's Alumni Advisory Council came into effect. They would hold meetings for AUP's sizable alumni community in New York. I joined the council and began hosting events for alumni in the club room of my apartment building. That was when I started becoming more connected with AUP as a donor. Due to my work in philanthropy, it was important to me not only to give but also to encourage others to

do so. I was part of a decade-based giving challenge for the classes of the '70s, which raised money for a vertical garden in the Quai d'Orsay Learning Commons. To have a permanent place on the Quai d'Orsay, just down from where AUP was founded, is so important for AUP's history.

AUP is still a fairly young university, and it needs alumni support so much more than larger, older institutions. My other alma maters have existed for well over a century - in some cases over two centuries. They have massive lists of alumni and donors, including those who have passed on and left legacies and bequests of assets in their wills. Your older alma maters don't need your money, but AUP does. Legacy giving is an engine with which endowments can be built. It's terribly important, on this 60th anniversary, for my fellow alumni to consider giving to AUP. I would urge all alumni from the University's early years both to write a will and to put AUP in it. I have! The University will so benefit from the strength of a considerable endowment.





A library information session during orientation week on campus



**LINH DO '22**  
Current student,  
majoring in  
international business  
administration with  
a minor in global  
communications

**FOLLOW RESISTERS**  
on Instagram



“ *AUP is... what you make it! There is no shortage of opportunities and resources. For one thing, we live in Paris, which is such a hub. But the school also has its own culture - not French or American, but a mix of all the different people who come through. It feels like traveling to another world.* ”

I transferred to AUP in January 2020, having spent two years at a community college in the US. The different approaches at the two institutions have been tremendously beneficial to how I approach learning; community college helped me with the technical aspects of my studies, but AUP teaches you how to learn for yourself. There's not so much handholding, which I really appreciate. I also love how quirky AUP can be. The professors can be pretty out there! But they always have the goal of making sure you properly understand the material, instead of relying on rote learning.

I was interested in business because it's a broad degree. I'm doing a directed study right now with Professor Robert Earhart and Professor Albert Cath. We are writing an anthology book on a concept called hyper-management. It came out of a graduate-level class I took in my senior year. I have

a lot of respect for my professors, because they took the time to address my needs. I asked some of them to write letters of recommendation for a scholarship, and they helped me out so much. The faculty want students to do well, and that's something I appreciate a lot.

At AUP, I feel very involved in the community. It's a small university, so even if you don't know someone, you know someone who knows that person. There's a cultural fluency among AUP students, which is pretty special. None of the clubs or projects feel inaccessible or gatekept. I'm part of Vegan Club and the ReSisters mentorship program. ReSisters is a club that encourages community members to share their experiences with intersectional feminism and resist normative discourses. There are great incentives to get involved, like the packed event schedule, and the whole thing runs very smoothly. I'm mentoring first- and second-year students who are part of the club. It's fun! They thought a lot about how to connect mentors and mentees and provided great training.

With Covid-19, it's been difficult to meet in person. But I've found myself getting more involved during the pandemic. No one is saying that living through Covid is

enjoyable, but being in Paris has been a unique experience. I found myself saying yes to more things so I could meet new people. I was part of a photography session for Peacock Magazine, and I got involved in discussions with the Psychology club. I definitely took on more projects.

I also participated in the Global Professional Skills (GPS) Program. I thoroughly enjoyed the design workshops that help you plan your pathway. The reflective activities, in particular, gave me a holistic view of my time at AUP. I think GPS is a great opportunity for everyone; there's so much in it, and you can have a lot of fun with it. I love that it's run by a great group of staff members, like Darcee Caron, Isabella Archer, Kyle McGuan and Kevin Fore. They become your go-to people - like mentors. It's nice to have someone consistently showing up and being in your corner. I think that's important for a college student to experience. ■



# ALUMNI CAREERS

46 The Global Impact of AUP Alumni

52 Ten Years Out



EXPLORE  
SANNA Conscious  
Concept

## THE GLOBAL IMPACT OF AUP ALUMNI

*Alumni find meaningful jobs in communities all over the world, working on solutions to cross-border problems in fields such as sustainability, social justice, and health and welfare. We caught up with three alumnae who have translated their time as students into careers with a global impact.*

### SANNA RASMUSSEN '17 and G'19

"It's hard to talk about me and what I'm doing without first explaining AUP," begins **Sanna Rasmussen '17 and G'19**, the founder of online sustainable fashion boutique SANNA Conscious Concept. "It's where my personal journey began." Sanna transferred to AUP in her sophomore year, choosing to major in global communications, combining a fashion focus with a newfound interest in development communications. She credits Professor Tanya Elder with helping her make the decision to enter the field of sustainable fashion. "Tanya's classes were when I understood how I could find a passion working in the fashion industry with a purpose."

Building on this realization, Sanna remained at AUP for an MA in Global Communications, during which she attended the Sustainable Development Practicum in Auroville, India.

There, she worked with a supplier of organic cotton and received an eye-opening tour of the company's supply chain. These experiential opportunities - a cornerstone of an AUP education - provided Sanna with the necessary first-hand experience to move into entrepreneurship. Her academic advisor, Professor Madeleine Czigler, was also a driving influence: "I consider her one of my mentors in life."

After graduating, Sanna started her own company. "I wanted to give people a curated, conscious space, where they can be confident that the options being vetted are made ethically and with transparency," she explains. Her e-commerce platform went live on March 31, 2021. The website showcases over 250 items from 35 sustainable brands and is organized into categories - such as clean manufacturing or veganism - allowing consumers to shop according to their own value systems. As well as adding a personal

touch to the curation, the name SANNA is an acronym: sustainable, activist, natural, native and accountable. "Those categories are the fundamental ethos of the brand."

In the future, she hopes to expand the company with an in-person boutique, which would include interactive and informative elements, exposing consumers to the details of the manufacturing process. The educational component of the company is particularly important to Sanna; she believes that consumer choices have the power to influence legislation from the bottom up. For Sanna, the treatment of garment workers is a vital issue. "You cannot be sustainable without first being ethical," she argues. However, she believes it is crucial for consumers to decide which sustainability issues are most important to them. "There's no right or wrong. There is only learning and evolving to be more educated as we go."



## CHANEЕ FRANKLIN MINOR G'15

**Chanee Franklin Minor G'15** is an attorney and policymaker with a decade of experience working in housing policy. She attended AUP for an MA in Public Policy and International Law. "I wanted to look at housing policy through an international framework and get a deeper background in economic policy and analysis," she explains. After graduation, she returned to California to manage the city of Berkeley's housing program. Today, she manages the Rent Adjustment Program in Oakland, California.

Chanee explains that nearly half of all homeless people in the US are in California, and that Oakland itself has been highlighted by the UN as a humanitarian crisis. Chanee was part of the movement to establish stronger social protections in the city against mass evictions and displacement. "There's been a significant shift in the narrative over the last five years," she says. The core of this shift is a move from a production framework, which sees the solution to homelessness as building more housing, to a protection framework, which both preserves existing housing and protects the rights of individuals. "We want to see housing as a human rights issue," she says. "We have to create stability for the people who are here."

She's eager to acknowledge the importance of activists on the ground. Both Covid-19 and the Black Lives Matter movement have brought social justice issues to the forefront of public awareness. "We're at this new civil rights moment in America," says Chanee. "It's become a global movement." She sees this as an opportunity to connect housing policy to social justice campaigns and human rights frameworks at the national level, as successful programs in local communities can then be modeled state- or country-wide. "The fire is lit at a local level, then it spreads nationally and, hopefully, internationally." Due to her work as a municipal attorney in Oakland, Chanee was invited to inform California's Fair Employment and Housing Commission, which deals with civil rights issues in work and housing as well as public accommodations and hate crimes. Today, she also informs the US Civil Rights Commission, tackling these topics at a federal level. "It's an exciting time to be in housing," says Chanee. "But it's also a time where we need to move thoughtfully if we are going to have sustainable solutions."



**LEARN MORE**  
about Chanee's  
master's program



A tent city in Oakland,  
California



## LOULOUA SMADI '14

**Louloua Smadi '14** is a neurofeedback specialist. "Neurofeedback is a brain-training technique in which you teach the brain how to self-regulate," she explains. It's a therapy-based alternative to medication that helps with a wide range of disorders, including autism, anxiety and ADHD. The process involves monitoring brainwave activity and then providing rewards-based feedback signals to reinforce healthy brain function.

At AUP, Louloua double majored in global communications and entrepreneurship. Today, she works as a therapist for children with autistic spectrum disorder, and has also authored a book, *From Client to Clinician: The Transformative Power of Neurofeedback Therapy for Families Living with Autism and Other Special Needs*. The book is an exploration of neurofeedback therapy set against Louloua's personal experience with her brother, who has autism. "It's mainly about families and the neurodiversity community as a whole," she explains. It looks at how families can face the challenges of neurodiversity through personal stories alongside a technical introduction to neurofeedback concepts. "Our audience is really caregivers - professionals as well as parents."

“ It's easy for parents to listen to what is said about a specific disorder and then forget who is standing right in front of them. ”

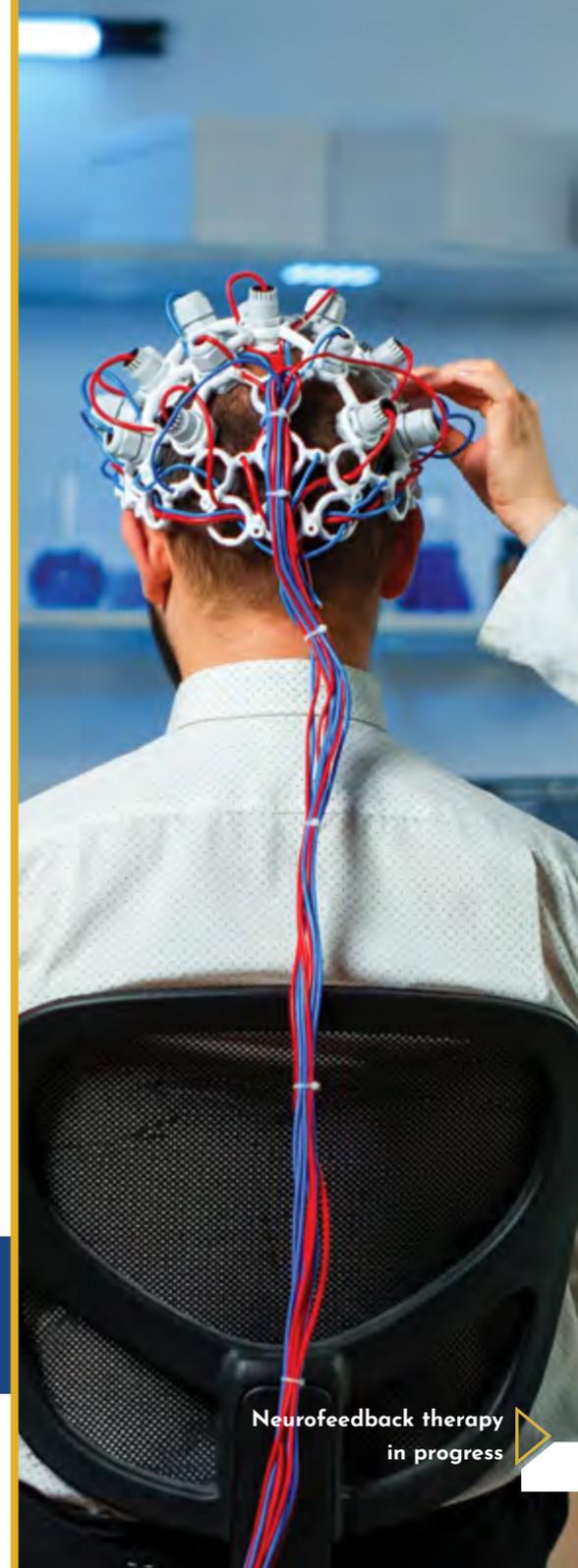
Louloua hopes to communicate two main messages through her work: firstly, that therapy must be backed up by a consistent, understanding approach at home, and secondly, that freedom and independence are just as important for neurodiverse individuals. "It's easy for parents to listen to what is said about a specific disorder and then forget who is standing right in front of them," she explains. "It's important to believe in competence and growth."

These messages are central to Louloua's newest project: an online education platform aimed at caregivers called All Brains Grow. "We can be doing the best work ever with these children, but if the parents aren't being taught the right things, our work will never reach its full potential," she explains. The platform is currently in development and will include online courses and animations that teach play therapy, neurofeedback and other behavioral tools and solutions.

She hopes it will improve caregivers' access to the information they need to maintain a comfortable home life for themselves and their neurodiverse loved ones. It's a need that has been brought sharply into focus by the Covid-19 pandemic, as parents of autistic children have been unable to access the resources and support usually available to them. "There are amazing schools, amazing clinics and amazing hospitals," says Louloua. "But of all the places I've worked, where I've seen the biggest impact being made is in people's homes." ■



LEARN MORE  
about Louloua's work





## TEN YEARS OUT

*AUP produces graduates who are adaptable changemakers seeking meaningful careers. We caught up with three alumni who, a decade after graduation, are pivoting their careers in new directions.*

The liberal arts skills that students acquire at AUP allow them to succeed as graduates in a wide range of international careers. After graduation, alumni continue to develop unique trajectories through their professional lives with confidence and dexterity. After a decade, alumni will have developed solid professional experience and may be thinking about shifting into new roles or industries. We spoke to three alumni currently using the skills they developed at

AUP to find new pathways and continue expanding their professional portfolios.

**Tendayi Olga Chirawu '12** (pictured: left) graduated from AUP with an MA in Global Communications and Civil Society. "The program enabled me to use storytelling in engaging ways that impact people's lives concretely," she says. Tendayi took courses that focused on using storytelling as a medium, which culminated in a thesis for which she researched the use of radio storytelling to

increase awareness of preventable deafness due to malaria medication in Namibia.

Upon graduation, Tendayi put her storytelling skills to good use, working as a teacher and communications specialist and becoming a published author. Now, Tendayi works for News Decoder, an organization working to deal with important global issues and make them relevant to young people throughout the world. The company pairs up schools in different countries to decode international news issues, such as identity formation or space travel, in a way that translates to students' local communities and cultures. "I looked at the job description and thought - that's for me," she says. "The concept of global citizenship is really in my wheelhouse."

Having gained valuable experience in a variety of professional contexts, Tendayi is making a shift back to academia. "I wanted to focus on storytelling first, so I held off on starting a PhD," she explains. "Now the opportunity to do both has presented itself." She will be returning to her thesis research, but shifting focus to capacity building and youth empowerment, drawing on her experience at News Decoder. She hopes to help differently abled young people in Namibia by encouraging communities to

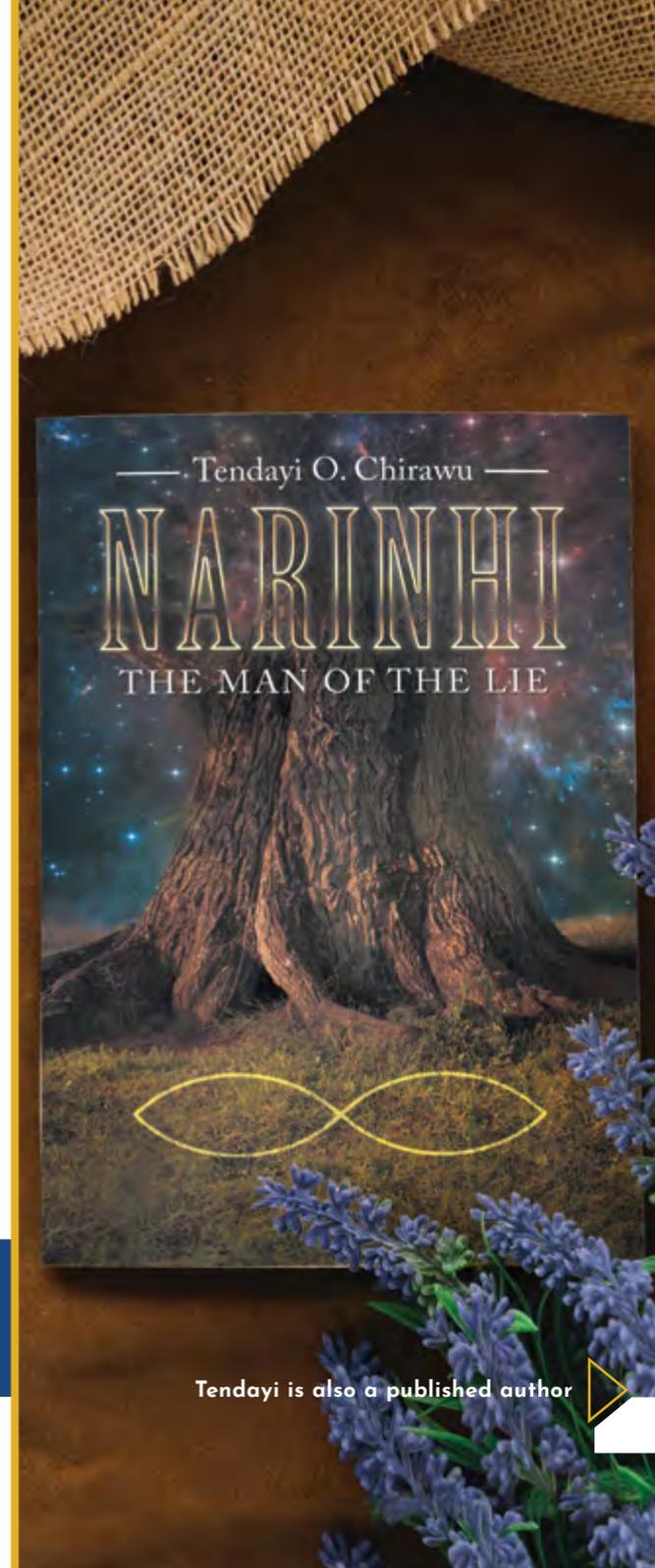
adapt to their needs. "My focus will be on facilitating that transition, helping society cope with and, hopefully, decrease the prevalence of preventable deafness."

Storytelling is also essential to the career of **Rieko Whitfield '14** (pictured: next page). Her self-designed major at AUP was in visual practice and critical theory, culminating in a capstone project that consisted of a large-scale art installation, entitled *Metanoia*, in the American Church in Paris. After graduation, Rieko moved to Tokyo to work at the American Chamber of Commerce in Japan. "I was working with CEOs of multinational corporations, entrepreneurs and policymakers," she says. Two years ago, she left Japan to return to the art world for an MA in Contemporary Art Practice at the Royal College of Art.

Studying during the Covid-19 pandemic allowed Rieko to grasp the importance of creating communities and building platforms for artists. "I now have such valuable



LEARN MORE  
about Tendayi



Tendayi is also a published author

Stills from *Regenesiis:  
An Opera Tentacular*



knowledge, skills and professional experiences that I can use not only to promote myself but also to uplift others through community organizing,” she explains. During her time at the Royal College of Art, Rieko founded *Diasporas Now*, a live-streaming platform for multidisciplinary performance artists from non-Western diasporic backgrounds. It aims to help its members celebrate identity, self-representation and intersectional solidarity. “As we come out of the pandemic, tearing down systems that never worked for us, I am focusing on deep, foundational questions about the kinds of values we want to take into the new world we are creating.”

Rieko’s latest work brings her practice full circle, engaging with the theme of rebirth after catastrophe. *Regenesiis: An Opera Tentacular* is a three-act rock opera she wrote, directed, filmed and produced while on lockdown in her London home. Drawing on her Japanese roots, specifically the tradition of Noh theatre, Rieko tells a post-apocalyptic story about radical collective care. The narrative, which Rieko refers to as speculative mythology, takes on climate change, capitalism and colonialism, encouraging viewers to resist the idea of a single, hegemonic worldview. “I think storytelling is a powerful tool,”

she explains. “We have to prototype our futures somehow.”

The creative practice of **Ford Leland '13** (pictured: next page) is also coming full circle; he founded his brand management agency, Leland International, during his time at AUP, where he studied for a self-designed major in brand management psychology. “I had only planned to be at the University for a year, but I stayed because of the amazing opportunities it offered me,” he explains. “It very much became the birthplace of ‘me’ and my company.” He credits the success of his early career to his role as founder of AUP Student Media’s *Peacock Magazine*, which a professor encouraged him to take to fashion week. There, he soon met his first clients and became the go-to Paris-based photographer for Nordstrom and, later, for Saks Fifth Avenue. Flash-forward to today and his company’s clients include the United Nations, SOS Children’s Villages and even AUP; Leland International led the renovations of the Combes Student



LEARN MORE  
about Rieko’s work





Life Center in 2014 and designs the *AUP Magazine*.

In 2017, Ford's agency expanded operations to Tokyo, where he and his small international team work on everything from brand identities and campaigns to websites and print publications. "As my career evolved, I found my niche helping bridge the business and design worlds as a consultant and creative director," he explains. His role as CEO is one of creative oversight - providing perspective and guidance to help his team and their partner agencies deliver results that embody the brand DNA of their clients.

As the company grows, Ford is looking to the future. "When I started my business I promised myself that I would use it to generate the capital I needed to invest in my long-term dream - developing my own products and brands." Now his business has progressed to a point where he can take a step back and pursue that ambition. In 2021, Ford will begin a part-time industrial design and engineering master's program at Politecnico di Milano, in Italy. He aims to channel his company's current momentum into designing in-house product lines, a new endeavor that he and his team are looking forward to tackling together.



Works by Leland from various client projects 

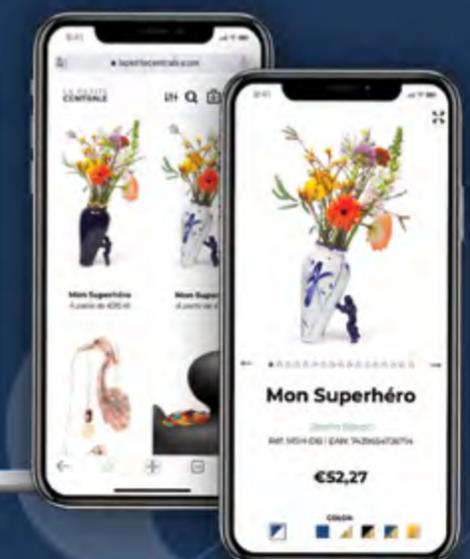
AUP alumni continue to navigate complex pathways throughout their professional lives, often drawing on the interdisciplinary skill sets acquired at AUP to adapt to new opportunities. Whether developing a business, embarking on a creative journey, or choosing to return to academia with new professional experience, alumni continue to shape meaningful careers, supported all the while by the AUP community. A decade after graduation, their stories are far from over. ■



EXPLORE  
Leland Intl.'s website



LA PETITE CENTRALE



# AUP IS

*...many things to many people.  
We asked the AUP community  
to define what the University  
means to them.*

## MOUNIR AKL '94 & '96

Developer

"...a unique and top-quality life experience."



## STEPHANIE ALEXANDER G'18

Law Student

"...life-changing. Studying in Paris provides a broad perspective on any area of academic study. AUP alumni are trailblazers ready to find innovative ways to enrich the fields they enter."



## ANAÏS ALIJANI '12

Project and Promotion Manager, Neoma Business School

"...impossible to describe in a few sentences. I had been told about how enriching the experience would be, but I never imagined the impact it would have on my life. I remember how small and in awe I felt upon my arrival on campus in the fall of 2008.

"AUP gave me the knowledge, tools and confidence to navigate our ever-changing world. It taught me how to speak about complex topics with confidence. I learned to show up and take risks. I met, connected and bonded with beautiful humans from all over the world. No other school that I know of can provide such an authentic, raw and unique academic experience.



## ELIZABETH GANSHERT BARRY G'09

Program Officer

"...a community that prepares you for life. The skills that I gained - academic, professional and personal - provided the resilience, adaptability and fearlessness needed when carving out my career. My master's cohort was diverse, which heightened my understanding of how different perspectives shape our views and lead to interconnectedness. The overall experience was both challenging and rewarding; it prepared me for the chapters of my life that followed and gave me lifelong friends."



## HABIBA BELGUEDJ G'16

Program Manager at an international organization whose mission is to improve the health and well-being of communities worldwide

"...where my aspired career path came into fruition by allowing me to merge my academic and professional experience into one deliverable: co-founding Baytna à Vous, a student-led initiative that aimed to support refugees at a time of crisis and need.



## VADIM BONDARENKO '99

Private entrepreneur involved in import/export trading

"...a dream that comes true. Even if you come from a small village in the middle of nowhere, caught between new European perspectives and the pull of your Russian roots, having nothing but a cherished dream about Paris, The American University of Paris makes it happen!"

"What makes the AUP experience different from that of other universities is being able to position yourself as an academic and civic leader - in the heart of Paris, which is an epicenter of opportunities - to make a difference in the local community and beyond. AUP alumni are people who come from diverse backgrounds, yearning to learn more and diversify further through academia and human interactions. AUP is a community of diverse identities, languages and cultures in an American university with an American curriculum. This experience brings up our vulnerabilities as individuals, makes us consider how we relate to each other, and helps us find our true calling.

"The community, faculty, and support system at AUP is what turns this into a great opportunity to learn, grow and shape our own values so that we can make a difference in today's world as it constantly evolves."



### DARCEE CARON '13

Director of Academic Advising, Careers and Experiential Learning at AUP

"...a place that feels like home. A place that changed my life. A place that inspires me. A place that motivates me. A place where I can project myself many years into the future. A place that is complex. A beautiful place. A comfortable place. A place that challenges me. A place that embraces me. A place I love."



### OLAF CRATO '98

Documentary and commercial filmmaker

"...the time of one's life!"



### PETER D'APRIX '66

Photographer and videographer

"...an educational template that could help save humanity from itself. As a species, we seem either blind to others or simply see them as 'others' and not as fellow human beings with all the same strengths and weaknesses as ourselves. Without empathy for others, we are the seeds of our own destruction - carrying the destruction of so many other species along with us."

"But, like ACP did before it, AUP brings people of various cultures and backgrounds together, even studying all the varied fields the University offers. I see AUP as an example of how humans can educate their young to save the species rather than destroy it."



### DWIGHT DAY '96

Solo practitioner at general practice law firm providing legal services to individuals and small businesses in New Jersey

"...providing an incredible opportunity for people from different countries and of all ages, races and backgrounds, with different beliefs, to come together and learn not just from the University's great faculty but from each other as well."



### LOUISE DE TURCKHEIM (NÉE KAHRMANN) '04

Director of Global Marketing and Communications

"...an education in itself, outside of the actual degree program. The melting pot of different cultures and nationalities teaches you as much as the courses you attend."



### PRIZMA GHIMIRE G'21

Current student, MA in Global Communications

"...a multicultural and diverse learning environment where ideologies, lifestyles and cultural knowledge intersect and are shared for mutual growth and understanding. It is beyond an educational institution; it's a home away from home with loving and caring professors and friends that enable your growth."



### ANNE GIRE '01

Associate Founder, DivoVino Luxury Wines - collaborator with the Pontifical Foundation Gravissimum Educationis (Holy See)

"...a short period of multicultural education that lasts a lifetime! AUP faculty provide all the sharpest tools for a student to bloom as an expert in their chosen field of expertise. The international affairs and politics major not only unveiled the modes of functioning of international institutions, but also gave us an in-depth insight into how the politics game is played, with no sugar-coating or hiding the truth. In providing precious knowledge and know-how in how to behave, adapt quickly and react to international situations, crises and evolutions, professors gave us all the necessary solutions to move our pawns on the chessboard. We developed many skills at a time: political strategy, networking, lobbying and analysis. Professor Susan Perry once took us to the French Senate to work as translators and we saw behind the scenes at a French political institution. Our very first professional experience!"



### JEFFREY H. GLASSOVER, ESQ. '72

Attorney, entrepreneur, artist

"...a once in a lifetime experience that will change your life forever."



### SEENA M. HADDAD '12

Writer and director

"...proof. Proof that you can have people from all over the world, from all sides of life, come together to work, live, learn and play. Proof that the best way forward on this planet is to acknowledge and respect our differences, while also learning to adapt and serve each other."



### ALFRED HARRY HERGET '67

Former Founder and Chairman of Trinamic Corp.

"...the offspring of the American College in Paris (ACP) - a more refined version of itself that carries forward the core value of world peace through understanding.

"...a melting pot of global values, concerns, personalities, ambitions, anxieties and dreams.

"...an organic amalgam of diversity: cultural and national identities, religious faiths, genders, sexual orientations, political orthodoxies, economic statuses and educational levels.

"...an evolving and profound force for personal and cultural enrichment."

### BOB HERTZKA '68

Managing Director and Founder, Resorts Online; CFO, Global Give Back Circle

"...a continuation of the great education, quality of life and leadership I had at ACP on a much more sophisticated level! ACP was an amazing experience that brought together a uniquely diverse collection of students and teachers from around the world with the opportunity to have courses with professors normally found at top US universities who were doing a sabbatical or temporary stay in Paris.

"The class size made it easy to have one-on-one relations with most of the professors adding to the

uniqueness of the experience. Living in Paris allowed for the opportunity to visit many places in France and Europe. I returned to NYU for my BA and, for me, there was no comparison!"



### PETRA JENKINS '88

Account manager and business development professional in the CPG industry

"...a culturally diverse university that fostered my love of travel, culture, art, language and world experiences. My friends from AUP are interesting and expansive in their thinking, having lived internationally. AUP alumni are citizens of the world, interested in what is beyond their doors. I am grateful for my adventure at AUP and will forever call Paris my second home."



### W GILLETT JOHNSON '86

President and owner of International Vines

"...an American-based university in Paris that opens a world of culture and opportunities."



### HOUSSEM KAHLAOUI '00

CEO

"...AUP. It's unique. There's nothing more to be said."



### JOANNE KELLY-COUDERC '92

English teacher for French-speaking adult professionals

"...responsible for some of the most enriching and fulfilling years of my life. Not only did I have Paris as my campus, which in itself was a dream come true, but I also benefitted from meeting people from all over the world in what I would call a truly international environment.

"My professors were also as diverse as the student body, so the classroom experience was one that gave me perspectives from all angles. Being that classes were relatively small, there was a lot of interaction and debate making the classroom experience livelier than any standard university lecture I have attended since then.

"I think that as a student at AUP, I felt, like many others, that we were somehow in a special place, an enclave in a way, because of the fact that the school was an American institution, and yet open to a much wider international community and in the center of such an amazing European capital. As an alumna, I have carried this experience into my personal and professional life thanks to the simple fact that my eyes have been opened. This essentially means that the world does not revolve around one country or one ideology. This now seemingly obvious notion has continued to further my understanding of that world."



### PATRICIA KESSLER '72

Artistic Director, Dear Conjunction Theatre Company

"...a university within a university: Paris."



### DR. BIRGIT KLEYMANN '91

Professor of Organization Theory

"...the place where I learned what it means to be a citizen of the world. Paris, with all its beauty and all its quirks, was indeed the campus, and I loved the balance of, on the one hand, being part of a unique community at AUP and, on the other, being free to set up my own life as an inhabitant of this fascinating city.

"Academically, I loved the emphasis on interdisciplinary work. Understanding our world through both arts and literature and the analysis of economic data started a habit that I eventually carried over into my work, now that I am a professor myself.

"My time at AUP was a human and intellectual adventure, and, 30 years later, I still remember it with gratitude."



### OLEG KOBTZEFF

Associate Professor, Department of History and Politics

"...a pioneer in education in an exceptionally multicultural environment."



### JANA LAHITOVA G'14

Assistant to the CEO

"...the best of all worlds. AUP is based in the heart of Paris, arguably the most beautiful city in the world, where one can breathe history and l'art de vivre. The administrative aspects of getting to France and living and studying there are taken off your shoulders because the school helps you with every step - from finding your appartement to setting up your bank accounts or getting an internship that might lead to a job. You only have two tasks - succeed in your studies and make the most of what Paris has to offer.

"What I love most about an AUP education is that it is so interconnected with the real workforce. Most of the professors came to teaching after careers in the world of economics, business, journalism, political science or nongovernmental organizations. Instead of burying students in books and academia, they gave us practical assignments and advice for real-life jobs - and that is worth gold. We left ready for life as citizens of the world."



### ENZO LA ROSA '93

Director, Food and Beverage

"...An Uncommon (or Unique) Place to live, love and learn, with so many students and professors originating from countless different countries and diverse cultural backgrounds coming together in the City of Light."



### P JOSHUA LASKEY G'16

Instructor of Rhetoric, PhD student, University of Texas at Dallas

"...the best and brightest from all over the world gathered together for the common good in the most beautiful and vibrant city on Earth, pushing the envelope and one another to dream in a common language, though we speak in many; to dare to defy conventional wisdom practically; and to demand excellence from the powerful and for the powerless relentlessly."



### SANDRA LEFAURE '21

Current student, majoring in international and comparative politics with a minor in information and computer technology

"...a family! One with its good moments, but also its ups and downs - we see each other grow."



### SERENA LEILANI '22

Current student, double major in creative writing and film studies with a minor in French

"...a voyage. What differentiates an AUP education from a traditional university experience is its emphasis on global learning: global as much in the sense of travel and real-world experience as in ensuring a well-rounded education for all students. Many AUP alumni are leaders and change-makers, their time in Paris, and all this city teaches, having prepared them for demanding roles.

"At AUP, learning continues outside the classroom - in the streets, museums, churches and parks of Paris. Not every AUP student will be comfortable in a leadership role, but at AUP, we find a community of people we believe in - people we look up to as friends and leaders.

"A voyage is meant to change us, to help us grow, and there is room to grow into oneself at AUP. I believe anyone can find a place here if they open their eyes to the voyage that awaits them - one they will not experience anywhere else."



### FORD LELAND '13

CEO and Founder, Leland International

"...a place that offered me the opportunity to reach for the stars and actually followed through in elevating me to that point. It stimulated me to understand sides of myself I would have never discovered under other circumstances. It's an amazing place for self-discovery."



### SAMANTHA A. LIEBERFARB '05

Public interest lawyer

"...a lighthouse for those seeking multidimensional enlightenment, authentic cultural enrichment, inspiring community engagement and limitless academic encouragement."



### JONAS LJUNGGREN '98

Entrepreneur and university professor

"...my intellectual home - a bastion of liberty and intellectual freedom."



### MISSY MCTAMNEY '75

Retired advertising and marketing executive

"...the place that kicked open the door on this marvelous wide world for me. I was so lucky to experience Paris and ACP in the 1970s, at the Bosquet building and the American Church in Paris. I've stayed very close friends with several fellow students because, I believe, we shared the experience of discovering new ideas, cultures, food (and wine, of course), art and ways to live together. That creates special friends and delightful memories."



**ALEXANDER MIKOLASEK '90**

Chief Operations Officer at Neveon - a leading manufacturer of polyurethane foam

"...still the best experience of my life - 30 years after graduation."



**ALEX P. NGUYEN G'12**

Program Manager, Worker Voice Technology, Ulula

"...the beginning of my international career. The master's program gave me the knowledge, skills and exposure I needed to gain entry into the United Nations and establish a career in international development in multiple countries."



**BILL PEARL '68**

Author

"...at the crossroads of cultures. It is an intellectual hub where the world comes together to inquire, reason and steer humanity to higher ground. Passing its gates and engaging in its ideals of internationalism leaves every visitor richer and rooted more boldly in the common humanity that unites us all."



**ADRIANA J. PEREZ G'15**

ELA/SS teacher for general education and gifted students

"...necessary!"



**GABRIELLE PEREZ '09**

Collection Manager and Chief Registrar, Magazzino Italian Art Foundation, New York

"...the best decision I ever made. I gained the world during my four years at AUP. When I think back to selecting a college as a high-school senior, I know I chose AUP because I wanted a challenge both inside and outside the classroom."

"As a dedicated art history student, I learned the history of objects and buildings as well as about their creators and patrons. I learned how past societies viewed themselves and what they valued. I was trained to think and see things critically and openly. Outside of AUP's walls, I learned awareness and empathy towards other peoples and cultures. The streets of Paris served as a classroom."

"I cherish my undergrad memories and the global foundation that AUP provided me. I carry its lessons with me every day. I learned about the past to better understand our present - and to be a more caring citizen of the world."



**ALAN PETERSON '89**

CEO of a marketing agency and several e-commerce companies

"...a community of curious, passionate and adventurous global explorers who share core values and a need to learn and grow. For me, AUP has been the door to the global: experiences, realities, eye-opening revelations, perspectives, the formulation of new beliefs, transformational realizations, professional advancement, leadership and the creation of a joy-driven life. Who I am today and what I have accomplished in business and life experiences were kicked off by my AUP experience and Paris as a campus."

**LIAM O. PURDON '70**

Professor of English specializing in medieval British literature

"...the only American institution of higher learning at which one can experience monumental examples of the late-Romanesque and early-Gothic while sipping a breakfast café crème before morning classes; see and study many of the artistic treasures of the world after lunch; and, following afternoon classes, still have enough time to take in many of the technological wonders of the 18th and 19th centuries while enjoying a great river's vista after settling back against the pedestal of the Statue of Liberty."



**HENRY ROHLF G'21**

Current student, MSc in International Management

"...the place where people, both young and old, come together from all over the world to share the best time of their lives. Collaboration, friendship building, career development and global exploration are just some of the many things that make AUP a place none of us will ever forget. Truly, it is a place in which to thrive and see others around you thriving."



**ANNA RUSSAKOFF**

Associate Professor, Department Chair, Department of Art History and Fine Arts

"...a unique combination of the sophisticated and international and the warm and personal."



**STELLA SAGINI G'21**

Current student, MA in Global Communications

"...a global village. What makes AUP unique is the people; AUP students and professors come from all over the globe, from different nationalities, cultures and creeds."



### CÉLESTE AIZHAMAL SART '13 & G'15

Deputy Country Delegate - Caspian and Southern Europe, Total

"...a trampoline that helped me achieve my biggest dreams, such as becoming a French citizen, modeling, and getting a job at a multinational CAC40 giant at La Défense. I am grateful for meeting inspiring lifelong friends - both classmates and professors! - at AUP. Despite differences in backgrounds and origins, we AUPers have common ground that unites us and makes us stronger as a community: curiosity, tolerance and the courage to make a difference. Thanks to AUP, I am daily becoming the best version of myself and overcoming every challenge with determination and a smile."



### CARLI SEAVER '08

Educator and Hospitality Lead, Hahn Family Wines

"...a home away from home for students and faculty searching the world for a place to learn that embraces the creative, the unique, the progressive and the brilliant. It's more than a school; it's a culture unto itself that you adopt as a student and carry with you for life."

"AUP alumni are accomplished leaders in their fields. They make a difference in the world by breaking barriers and records and by challenging the norm and status quo wherever they choose to work."



### DR. SALOME SILAGADZE '13

Senior private banker, Assistant Professor of Economics

"...a mirror of the global society we want to live in. It teaches you who you are, who you want to become, how to achieve your goals and what possible opportunities lie ahead of you. Receiving an American education in the cultural heart of Europe gives you a unique opportunity to become a citizen of the world, while understanding the peculiarities of your background. The four years that I've spent in Paris have helped me develop as an insightful professional and as a better person."

"At AUP, you get the chance to explore your preferences for the future. We, AUP alumni, are never afraid of creating one-of-a-kind life routes tailored to our priorities, and we are always open to innovation and challenges. Receiving the right knowledge and developing the inner freedom to make choices that fit your unique self is exactly what makes the AUP experience so exceptional. After all, isn't that what good education is all about? It's about educating strong individuals willing to benefit themselves and their surroundings, while nurturing an environment of inclusivity and understanding."



### HANNA SKEPPNER '10

Corporate Communications Director for Europe for a global tech company in the life sciences space

"...an inclusive and diverse community in the heart of Paris that allows you to find yourself, define yourself and be yourself."



### CHADWICK EVANS WYATT '66

Photographer

"...with me, wherever I turn, wherever I travel. The small band of aspirants I met at the American College in Paris is with me too. We reveled in the improvisation that our new institution put together for us, knowing well that we were recipients of the finest education anywhere. The depth of experience within that diverse group stuns me even today. The loft of thought, the sincerity of friendship, the ever-present promise of tomorrow."



### JORGE ALBERTO YARTE-SADA '98

International business development advocate, architect, diplomat, facilitator and influencer

"...a unique, diverse, multilingual and multicultural incubator where students, faculty and staff converge, interact and flourish with knowledge, wisdom and civic values of respect. In addition, AUP fosters



### HANIS ZAINUL G'17

Director for Nagasteel Equipment Sdn. Bhd., manufacturing steel office furniture in Kuala Lumpur, Malaysia

"...a decision I will never regret. It gave me the opportunity to live my best days in such a beautiful country, full of culture, with the ease of having English as the language of study. AUP gave me several opportunities for financial survival; I held four jobs at the University throughout my graduate program. AUP also allowed me to form meaningful friendships with classmates and professors that I cherish to this today."

creativity to solve world problems, boosting social awareness and responsibility in its graduates.

"I am very proud to be a part of the global AUP alumni family and to be able to put my knowledge and experience into practice every day. As an AUP global explorer, I get to influence and inspire responsibly, with positivity and integrity."

"AUP has empowered me to cross cultural borders, confront challenges and contribute to building a more just and sustainable world."

# GIVE & TAKE

- 70 Monttessuy Campaign Update
- 72 Presidential Scholars



The Olivia de Havilland Theater

## THE MONTTESSUY CENTER FOR THE ARTS TAKES SHAPE

*For decades, 9, rue de Monttessuy was home to the AUP Library; the building will soon be part of an exciting new chapter in the AUP story as it becomes The Monttessuy Center for the Arts.*

It has long been a dream of the University's administration to open a dedicated space for the arts on campus, and now, thanks to the generosity of trustees, alumni, parents and friends of AUP, this bright, light-filled space is nearing completion and will include studios, classrooms and the centerpiece of the building, the Olivia de Havilland Theater. The additional space comes just in time,

as enrollments in fine arts and art history courses have risen over 270% in the last five years, reflecting increased interest from majors and non-majors alike.

Nearly €2 million has been raised to fund the full renovations to the Monttessuy building, which will be completed in time for an opening celebration in October. Major

funding has been received from, among others, the Esmond Nissim Foundation, the family and friends of Olivia de Havilland, and AUP trustee John Klein and his wife Susan, whose names will be given to the fine arts studio, the theater and the student exhibition space respectively. Classrooms will also be named for '90s alumni and AUP parents.

Further down the road, new and additional programming in the arts, including a Film Studies Institute, will be launched, again thanks to the generosity of the AUP community. To learn more about opportunities to support the arts at AUP, contact Mary McLean Evans, Vice President for Presidential Initiatives. ([mevans@aup.edu](mailto:mevans@aup.edu)).



# THE GIL KEMP PRESIDENTIAL SCHOLARS

Thanks to a landmark donation from an AUP trustee, AUP is establishing its first-ever endowment, which will fund scholarships for deserving students in need of financial aid.

## LYNN ELHADJALI '22

Lynn Elhadjali '22 grew up in Liberia before moving to Lebanon in her teenage years. She transferred to AUP as a sophomore from the American University of Beirut. "One of the big reasons I was able to come to AUP was the scholarship I was offered," she explains. She was drawn to the University's environmental studies program and soon conducted an internship with an AUP professor, which included a research trip to Germany.

Once settled in Paris, Lynn joined Campus UNICEF - a student-led organization working with vulnerable and displaced populations in the city - as a way to engage in community service and meet new friends. "A bulk of what shapes my experience at AUP is the social life and the close-knit community," says Lynn. She soon joined the club's executive board, first as an event coordinator and then as co-president. She also helped set up ReSisters,

a club encouraging all AUP students to engage with intersectional feminism. "I was able to explore what feminism means in different contexts. It helped me be more open-minded."

Through engagement with the AUP community, Lynn realized she wanted to combine her interest in environmentalism with her passion for social justice. She chose to add a second major in history, law and society. "In the future, I see myself working as a researcher doing something related to climate change and its disproportionate impact on certain groups of people," she explains. Lynn is working on a thesis that looks at the impact of Lebanon's water crisis on Syrian refugees in the country. "I'm looking at Lebanon as an example of potential future environmental impacts on displaced populations." When she graduates, she plans to find an internship in human rights or humanitarian aid before eventually pursuing a master's program.

## A'MARI BING-WAY '21

Hailing from Waldorf, Maryland, A'mari Bing-Way '21 is a global communications major with minors in gender studies and sociocultural anthropology. "My focus has been on Black women," she says, "as well as how different cultures and societies interpret gender." Her favorite class, Anthropology of Gender, looks at how gendered systems are created and used around the world, including in cultures throughout history that have recognized more than two genders. "Being nonbinary is nothing new," she explains. "It's just that more accepting cultures have been marginalized for so long."

In 2019, A'mari established Black and Abroad, a student club that provides a space for Black students to meet and discuss important issues selected by club members. "I've enjoyed learning about what other people's perspectives on being Black have been," she says. The club doesn't shy away from tackling difficult topics: "Our meetings are a place where people have to get comfortable with being uncomfortable." In her senior year, A'mari also worked as the Diversity, Equity and Inclusion Communications Intern for AUP President Celeste M. Schenck. It's a role

that utilizes her experience with Black and Abroad to help meet students' immediate expectations with regard to diversity and inclusion on campus.

A'mari's senior thesis looks at the branding of American international institutions and its impacts on the college decision process of Black female American students. She compared universities' brand narratives to students' life experiences. She hopes to expand on her research at AUP with an internship at a nonprofit organization when she graduates - something that bridges the gap between education and providing a platform for underrepresented people. "Education creates," she explains. "It helps people be on the same page."





## MARIA KARKOUR '21

**Maria Karkour '21** is an art history major who transferred to AUP to complete her final year as an undergraduate following the explosion in the port of Beirut in August 2020. She expressed her gratitude to staff in the Office of Admissions who helped her manage the exceptional circumstances of her transition. "The green light for me was the scholarship," she says. "I still get goosebumps thinking about how I got this opportunity." Maria had already completed a Study Abroad program at AUP in 2019, which exposed her to the cultural life and artistic scene that make Paris unique. "What I love about AUP is that it's a small community and people are so willing to help each other."

Having completed her core art history requirements at the American University of Beirut, Maria focused, during her year at AUP, on combining her major with a minor in Middle Eastern and Islamic cultures. One class in particular, Politics of Modern Middle Eastern Art with Professor Sultan Sooud Al-Qassemi, stood out. "The class really broadened my understanding of the region," she says. "Even though I'm from there, I didn't necessarily know about

the history and sociopolitical situation until now." She values the support she has received from faculty during her time at AUP; she says professors understand their students' life struggles and accommodate different perspectives as much as they can. "The teachers are so inspiring."

Though she is still contemplating her post-graduation plans, she would like to work in cultural promotion. "There need to be more voices talking about Arab, Middle Eastern and North African culture," she says. "I want to be one of those voices." She is considering a master's program, but hopes first to take a year off from studying to reflect on her next steps.



## GIL KEMP, AUP TRUSTEE

**Giles "Gil" Kemp** is a not-for-profit board member and philanthropist. He had a 30-year career as an entrepreneur in the direct mail business, selling interior design products through his print catalog, Home Decorators Collection. After eventually selling his company to Home Depot, Kemp stayed on as president for three years before retiring. "I was in my late 50s and nervous about a traditional retirement, so I decided to stay active," he explains. Kemp became a prominent figure in the not-for-profit education sector, establishing a philanthropic educational program in Vietnam and sitting on the boards of Swarthmore College, Occidental College and, for the past six years, AUP.

"I was very impressed with the University's mission and vision," he explains. "I love the concept of global explorers - the last 20 years of my business career were spent traveling the world." Through his experience with other US universities, Kemp realized the importance of an endowment when it came to higher-learning institutions fulfilling their long-term aims. He committed, through a landmark donation, to establishing an endowed scholarship for AUP. The objective

was to provide scholarships for deserving global explorers who lacked the means to pay for their studies. "I think AUP already attracts terrific young people," says Kemp. "But an endowment will give the University the resources it needs to deliver an ever stronger educational experience as it builds on its 60-year history."

The Gil Kemp Presidential Scholars will be funded directly from interest earned on the University's endowment. "The marvelous thing about an endowed scholarship is that it essentially lasts forever," says Kemp. In addition to receiving tuition funding, recipients engage in a convocation of their peers away from Paris, during which they share their different perspectives and discuss what has inspired their educational pathways. "The scholarships are non-directive," says Kemp. "Students can orient themselves around whatever passions or interests they have." He hopes the scheme will help students make faster progress toward reaching their potential and achieving their aspirations. ■



# AUP COMMUNITY WEEKEND

May 19-22, 2022

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Celebrate 60 years of the AUP community by reuniting in Paris with alumni, parents, families and friends from across six decades at our biggest event of the academic year, the AUP Community Weekend.

Join us for four days of class reunions, galas, art exhibitions, cultural activities and academic events - all taking place on AUP's beautifully consolidated campus and in other locations across the City of Light.

Learn more about AUP's 60th anniversary: [60years.aup.edu](http://60years.aup.edu)

To register for the weekend or to find out more information about planned events, visit [www.aup.edu/community-weekend](http://www.aup.edu/community-weekend)