

**Saint Louis University**

# **A Decade of Renaissance**

**Institutional Report**

**to**

**The Higher Learning Commission  
North Central Association of Colleges and Schools**

**April 2002**

# Table of Contents

## **Preface: Saint Louis University**

A Self-study .....	vii
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## **Chapter I: Introduction and Overview**

A Decade of Renaissance .....	1
Project SLU2000.....	4
Academic Initiatives .....	5
Facilities Initiatives .....	6
Information Technology Initiatives .....	7
Self-study Process .....	7
Decade of Renaissance Overview .....	9

## **Chapter II: Mission**

University Mission and Goals.....	15
Communication of Mission and Purposes .....	17
Strengths .....	29
Challenges.....	30

## **Chapter III: Organization and Resources**

Administration .....	31
Shared Governance .....	32
Human Resources .....	35
Academic Resources .....	46
University Libraries .....	46
Information Technology .....	54
Cultural Resources .....	59
Financial Resources .....	61
Development .....	64
Physical .....	70

## **Chapter IV: Accomplishment of Purposes**

College of Arts and Sciences .....	79
Graduate School.....	87
School of Law .....	94
College of Philosophy and Letters .....	98
School of Medicine .....	100
John Cook School of Business.....	106
School of Nursing .....	111

School of Social Service .....	115
Parks College of Engineering and Aviation.....	119
Edward and Margaret Doisy School of Allied Health Professions .....	126
School of Public Health .....	131
School for Professional Studies .....	135
College of Public Service .....	141
Madrid Campus .....	145

## **Chapter IV, 2: Accomplishment of Purposes: Part II**

Research and Scholarship .....	153
Service .....	157
Enrollment and Academic Services .....	165
Academic Services .....	166
International Center .....	168
Undergraduate Admission .....	170
Student Financial Services .....	173
Student Educational Services .....	176
University Registrar .....	179
Student Development .....	181
Athletics .....	183
Bookstore .....	185
Business Administration .....	186
Career Services .....	187
Dining Services .....	188
Health and Counseling Services .....	188
Judicial Affairs .....	189
Campus Recreation .....	191
Housing and Residence Life .....	192
Student Life .....	193
University Medical Group .....	196
Assessment of Student Learning .....	199

## **Chapter V: Planning for the Future**

Strategic Planning .....	209
Achievements of Previous Plans .....	209
The Current Strategic Plan .....	211
The Planning Process .....	211
Strategic Directions .....	213
Operational Planning .....	215

## **Chapter VI: Integrity**

Policies and Procedures .....	219
Academic Freedom .....	220
Professional Ethics .....	220
Academic Honesty .....	221
Student Conduct .....	222

Grievance Procedures .....	222
Diversity and Multi-Cultural Awareness .....	223
Intercollegiate Athletics.....	226
Compliance .....	227
Internal Audit.....	227
Financial Integrity. ....	227
Collaboration with Other Institutions of Higher Learning. ....	228
Public Disclosure and Openness .....	229
<b>Chapter VII: General Institutional Requirements .....</b>	<b>231</b>
<b>Chapter VIII: Conclusions and Request for Continued Accreditation. ....</b>	<b>241</b>

## **PREFACE**

# **Saint Louis University - A Self-Study**

When Saint Louis University (SLU) began this self-study process in 1999, there was no doubt that assessing its programs and activities and telling the story of the last decade would be daunting. With two campuses and 13 schools and colleges, SLU is a large and complex institution. And the past 10 years have been among the most eventful in its 184-year history.

At the beginning of the process, calling these years a “Decade of Renaissance” seemed appropriate enough; the University had come to focus greater emphasis on its Jesuit mission and identity, both rooted in the Renaissance. Only as the self-study and the full story unfolded, as the various subcommittees, departments, and offices detailed the achievements of the past decade, did it become apparent just how fitting the descriptor is.

This self-study brought together scores of University personnel to look beyond their immediate teaching, research, and administrative tasks and to consider the whole, complex, virtual city-within-a-city that is SLU. Those who participated in the process came to appreciate how much learning is going on, how much new knowledge is being discovered, and how many academic and leadership skills are being honed, not only in classrooms, research laboratories, and libraries, but in advising, mentoring, service outreach programs, and students’ co-curricular activities.

A special word of appreciation is due to the students, faculty, staff, and friends of the University who have been involved in the self-study process over the past two years. Members of the working groups, charged with collecting and preparing the information for the self-study report, are identified at the close of this preface. Each of these individuals relied on colleagues to assist in the many tasks associated with the self-study and the preparation of the report. The University is indebted to the efforts of



***SLU is first and foremost  
about students' learning,  
in the context of the  
Jesuit traditions of  
education.***



**A campus statue of St. Ignatius Loyola, entitled "The Pilgrim," reminds the SLU community of the Jesuit tradition of striving for excellence, epitomized in the Latin word 'magis,' for "more."**

all who contributed to the success of this endeavor.

The whole SLU community has had the opportunity to read and hear about the self-study, and to watch it develop on the University website. The study itself has engendered a certain pride in all who participated in, and all who have read, the final report. But it is also spurring the SLU community to deliberate where it can do better. The entire process was an exercise in self-assessment, affirming for faculty and administrators that the University is, first and foremost, about students' learning, and that the measure of their learning must guide decisions about curriculum, pedagogy, and finding the resources to create an even better learning environment.

The time and effort that went into this self-study were, in addition to integral in seeking continuing accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, invaluable in providing data for SLU's strategic planning and ongoing

enhancement efforts. This process has disclosed areas where the University is challenged to find the resources and energy to try harder and do better. The inspiration for doing so is already present in the University's Jesuit tradition of striving for excellence, epitomized in the word *magis*, Latin for "more."

Perhaps the most important piece of knowledge gleaned from this self-study is just how many people embrace this University and its mission - not just hundreds of faculty and administrators, but thousands more staff and students, parents and alumni, trustees and benefactors. A "Decade of Renaissance" does not result from the efforts of a few individuals. It is the accomplishment of an immense community of men and women who take pride in what SLU has become. These pages tell their story and the promise of an even more distinguished future, one that will continue to be marked by *magis*.

Thanks to the members of the sub-committees (each chaired by a member of the Steering Committee) and their colleagues who assisted in the collection, compilation, assessment, writing, and review of the content for this self-study report.

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## **CHAPTER I**

# **INTRODUCTION AND OVERVIEW**

## **A DECADE OF RENAISSANCE**

The last 10 years at Saint Louis University (SLU) deserve to be called a Decade of Renaissance. Neither an exaggeration nor mere cliché, the metaphor is fitting. Like the fifteenth-century prototype, this remarkable decade has given rise to a rebirth of optimism and an outburst of creative energy at SLU. These days, one experiences an almost palpable excitement on campus, a feeling born of expanding horizons and a drive toward excellence. There is a vision and renewed sense of mission, an enthusiasm that stands in stark contrast to the campus culture of only 25 years ago.

The 1970s, if not exactly dark ages, were years of scarcity and decline. The University's once- grand reputation was tarnishing, not just on the national level but in St. Louis itself, where many regarded SLU to be in its twilight years. The challenges facing the city and the University seemed of such magnitude as to portend that their glory days were over.

St. Louis and the University that bore its name had always grown and prospered together. Founded in 1818, and entrusted to a group of Belgian Jesuits in 1829, SLU is the oldest university west of the Mississippi.

As such, SLU came to achieve any number of "firsts" west of the Mississippi, like that of conferring the first MD degree. As pioneers passed through the city on their treks westward, as trans-Atlantic steamers and railroads brought visitors from all over the world to "meet me in St. Louis" for the 1904 World's Fair, SLU and its faculty, students, and alumni were right there in the thick of it.

Less than a century later, the story was different.

***What was once an unremarkable trek across Grand Boulevard to DuBourg Hall is now highlighted by one of the University's signature gateways.***





Automobiles and expressways created major population shifts, impacting cities across the country. One could fly from coast to coast without stopping in St. Louis. Pundits began describing the nation's heartland as a "rust belt." And city centers, like midtown St. Louis, seemed to be caught in a downward spiral, with people and commerce moving out and crime moving in.

Twenty-five years ago, SLU found its fortunes reflecting the deteriorating neighborhoods that surrounded it. The physical plant was in disrepair, with aging buildings and no money for deferred maintenance. Student enrollment was in decline. There was little money for financially needy students or academic merit scholarship programs. Salaries and benefits were substandard. Faculty and staff morale was poor. The University was in such financial jeopardy that it had to borrow money to make a summer school payroll.



***Mercantile Bank resided at the Corner of Grand and Lindell, circa 1995.***

Under the leadership of its immediate past president, Father Thomas Fitzgerald, S.J. (1979-1987), the University took dramatic steps. It consolidated its resources and took drastic cost-cutting measures. It closed down a number of graduate programs, downsized faculty in certain departments, and inaugurated an energetic capital campaign. The upshot of those efforts was a new recreation center, a library expansion, and an increase of the endowment from \$57 million in 1977 to \$141 million in 1987.

The steps taken by President Fitzgerald were sometimes painful and often unpopular, but they served to put the University on a solid financial footing. They provided the foundation for the Renaissance that the University is experiencing today under its current President, Father Lawrence Biondi, S.J., in office since 1987. Under his leadership, the face of the University, its stature, and culture have been transformed. Moreover, the University's own Renaissance and investment in midtown St. Louis have helped to arrest the decline of the areas encompassing it and seeded a neighborhood Renaissance as well.

Today, the first impression SLU makes on newcomers is the striking beauty of its campus. Visitors find it difficult to believe that, 20 years ago, one could drive past SLU and not notice it was there. What was once a nondescript cluster of buildings at the intersections of Grand Boulevard and side streets has now become a defined campus, marked by gates, greenspace, and two malls. Former blacktop parking lots are now tree-lined vistas dotted with statues and flowerbeds. Where once there were stop signs and parking meters, students and staff now loll on lawns or park benches, eating their lunches or catching a few rays of sun watching the waters of a fountain rise and fall around a clock tower.

The new beauty of its campus is emblematic of the University's health.

The University's endowment has grown from a market value of \$188.1 million in 1990 to \$824.5 million in 2001. Buildings have been restored or renovated for Law, Business, Humanities, Orthodontics, Public Health, Professional Studies, the Graduate School and Alumni Programs, and Academic Advising and Career Counseling. New buildings have been constructed for Parks College, Business, and Allied Health. The former Woolworth Building, a city landmark built in the style of a French chateau, was acquired and is being renovated to become a University museum. The former Compton Heights Hospital has become the Salus Center, housing administrative offices, the School of Public Health, and medical research space, as well as the Water Tower Inn for University visitors and the traveling public.

But, like fifteenth-century Florence, this decade of Renaissance has been about more than buildings and beautification. It has been about learning, discovery, new technology, and the creation of new knowledge. In 1994, the Carnegie Foundation classified SLU — long credited for outstanding teaching — as a Research II, and now Research-Extensive, University. The classification both marked and intensified the change that was taking place in the University culture.

Since 1990, the number of endowed chairs and professorships at SLU has increased from 28 to 43. Improvements in salaries and benefits have markedly raised faculty and staff morale. In 1992, SLU had only 240 microcomputers in nine computer laboratories; in 2001, there were 1,400 microcomputers in 83 laboratories. The last decade has seen all the classrooms across SLU upgraded and wired for teaching with technology.

To assist faculty in using the new technology, the University added resources to the Paul C. Reinert, S.J., Center for Teaching Excellence. Information Technology Services (ITS) also teaches computer literacy, as numerous services for faculty, staff, and students have been automated over the last decade through WebFAC, WebPRO, and WebStar. In 10 years, SLU libraries have not only automated, but helped to create partnerships with libraries across the state for sharing resources and services.

SLU has gone from a primarily commuter to a residential institution for undergraduates, with growth in the last decade that has approximately tripled the number of students housed on campus. The University has also gone from being a primarily local and regional university to achieving a national profile, drawing over half of its freshmen students from outside the metropolitan St. Louis area. First-year classes enter SLU today in higher numbers than ever before in its history (up from 916 in 1992 to



***Today, a welcoming fountain, gates, and greenspace grace the Grand and Lindell intersection.***

1,323 in 2001). And they enter with higher ACT scores (up from an average of 23.5 in 1992 to 26.4 in 2001). *U.S. News and World Report* (2001) ranks SLU in the top 50 national schools offering a best value. And now, each year, the University awards over \$45 million in academic, leadership, and mission-related scholarships to undergraduates.

Like its fifteenth-century prototype, SLU has expended considerable effort these last 10 years looking back at the classic documents, philosophy, and vision that shaped its origins and identity. The University has used a variety of means to communicate to faculty, staff, and students the meaning and import of its Catholic, Jesuit mission. And as the Renaissance proved to be a bridge to a new, modern era, this decade is being regarded as a transition as well. The University community has come to share its President's vision of having SLU recognized as the finest Catholic university in the nation. This kind of ambition requires constant assessment of learning and outcomes, policies and procedures. It requires innovative thinking and proactive strategic planning to make it happen. One of those innovative strategies — SLU2000 — deserves particular notice here.

## **PROJECT SLU2000**

In 1999, the University Board of Trustees approved Project SLU2000, a five-year, \$100 million initiative focusing on continued academic excellence and an enhanced campus environment and infrastructure. Drawing \$36 million of its funding from the University endowment, SLU2000 was designed around three encompassing goals:

To improve the quality of the academic experience in undergraduate programs by:

- raising the credentials of entering students;
- improving faculty-student ratios;
- decreasing class size;
- increasing student-faculty interaction; and
- providing competitive scholarship support.

To position the University as a more effective competitor among research institutions by:

- offering competitive salaries for a highly qualified faculty;
- increasing support for graduate assistantships;
- providing adequate funds for research; and
- awarding competitive research leaves.

To enhance the reputation of the University:

- on the national level;
- among peer institutions;
- with private and federal granting organizations; and
- among potential students and faculty.

SLU2000 seeks to accomplish these goals through a variety of initiatives, centered around the three pivotal areas of academics, facilities, and information technology.

## **Academic Initiatives**

### **New Faculty Positions**

The New Faculty Positions initiative is already improving undergraduate student-faculty ratios (from 16:1 in 1997 to 12:1 in 2001). It has already decreased class sizes (from 48% of courses with fewer than 20 students in 1997 to approximately 50% in 2001) The University now offers more than 2,600 courses each semester with an average class size of 21. This initiative enhances pedagogy and improves student-faculty interaction by increasing the number of full-time faculty teaching in the undergraduate programs (from 83% in 1997 to 86% in 2001). Awards of new faculty positions were competitive, based on departmental proposals for introducing courses that would engage students in their own learning. These efforts will improve student recruitment and enhance the University's reputation by expanding the capability of faculty to engage in new and innovative pedagogy. It is also expected to have a positive effect on student retention from first to second year.

### **Scholarships**

This initiative targets and benefits four groups of students. It has increased the number of full-tuition Presidential Scholars from 10 each year to 30; allowed the School of Law to begin the 1843 Scholars Program, which awards full-tuition scholarships to outstanding incoming law students; provided funds for the Achievement Scholars Program, which recognizes students who did not receive merit-based awards during their freshmen year, but who have maintained academic excellence and demonstrated extra-curricular service to the community; and made possible scholarships to students in the master's program in social services.

### **Graduate Assistantships**

The Graduate Assistantships initiative increases the number of graduate assistantships. By doing so, it is improving the selectivity of graduate programs, increasing competitiveness for external funding for research, enhancing the University's reputation as a source of faculty and researchers for universities and industry, and slowing the growth-rate in the numbers of full-time staff required to support increased research efforts. As of January 2002, there were 58 new graduate assistantships awarded.

## **SLU2000 Funding Produces Results in Research**

*Direct outcomes reported at the end of the first year of SLU2000 funding include:*

- 27 paper presentations (one international, 16 national, six regional, and four local);
- eight papers under review or in preparation;
- eight manuscripts in preparation;
- nine manuscripts and articles under review or already accepted;
- two grants in preparation; and
- one of each of the following: poster session, abstract, book review, annotated bibliography on-line, and conference proceedings.

## **Centers of Excellence**

This initiative has as its objective the creation of three authorized and two awarded centers of excellence, which will attract external funding for research and teaching, draw students and faculty, and position the University to be top-rated nationally in particular areas. Competitive awards have already been given to the Liver Center and the Center for Health Information Management. A competition next year will award a third center of excellence.

## **Faculty Salaries**

Introduced to bring faculty salaries to a competitive level, this initiative allows the University to retain current excellent, and attract highly qualified, faculty with outstanding potential or established reputations. Over a two-year period (FY 2001 and FY 2002), this initiative increased the merit pool by six percent (for a total in excess of \$2.5 million) over that available through the ordinary budget process.

## **Designated Research Funds**

The Designated Research Funds initiative provides start-up funds for new faculty, bridge support for successful researchers, and seed money for projects with great potential for external funding or technology transfer. To date, it has made 22 awards. It is increasing the amount of externally funded research, the capacity for technology transfer, and the University's ability to attract and retain outstanding faculty.

## **Faculty Research Leaves**

This initiative provides research leaves on a competitive basis to faculty who have a record of achievement and commitment to the University. To date, it has awarded 29 such leaves. This initiative is increasing faculty research productivity by providing the consolidated time required for research, and by creating a significant incentive for achievement. By doing so, it improves the University's ability to compete for and retain outstanding faculty and enhances the University's reputation.

## **Facilities Initiatives**

SLU2000 is taking the University to the next level of educational excellence by making a capital investment in facilities infrastructure of approximately \$60 million.

## **Capital Plans**

This initiative is upgrading classrooms and laboratories across the campus; improving residence halls by upgrading basic systems, such as electrical, heating, and elevators, along with furnishings and finishes; and

implementing a campus-wide energy management and conservation program.

### **Specific Academic Facilities Projects**

This initiative has funded renovating the recently acquired building to house the University's biomedical program, remodeling Verhaegen Hall to accommodate the Graduate School and Alumni Relations, and improving various other academic facilities totaling over \$20 million.

### **Student Development Projects**

The Student Development Projects initiative is funding improvements to campus residential, recreational, and athletic facilities totaling over \$26 million. Particularly targeted are the residences in the Griesedieck Complex, Marchetti Towers, Marguerite Hall, and Reinert Hall.

## **Information Technology Initiatives**

### **Information Technology Infrastructure**

This initiative supports funding the enhancement of the campus network. It is increasing network transmission speeds, modernizing and expanding cross-campus and building wiring, installing new servers and switches, and upgrading the University's telephone system.

### **Technology Refresh Program**

This initiative funds an ongoing renewal of information technology hardware and software in all SLU computer laboratories.

### **Computer Applications**

Providing start-up funds for enhanced Internet access, better Web development tools, a new relational database system, data warehousing, and reengineering support are the goals for this initiative.

### **Information Technology Support System**

This initiative is enhancing information technology support by improving staff salaries, hiring additional staff, restructuring services, expanding operating budgets, and enhancing staff training opportunities.

## **SELF-STUDY PROCESS**

The University undertook this self-study for continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA) as an opportunity for institutional self-

examination, reflection, and assessment. It regarded this process as intersecting and contributing to such current, on-going quality assessment and improvement efforts as institutional strategic planning, SLU2000 initiatives, and the capital campaign.

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\* *Members of the core group*

The self-study process was initiated in the summer of 1999 under the direction of Associate Provost Ellen Harshman, who served as the administrative coordinator of the self-study. Preliminary planning involved faculty members, administrators, and consultation with staff members at NCA. In February 2000, Ronald Modras, Professor in the Department of Theological Studies in the College of Arts and Sciences, was appointed to lead the self-study activities, and to author the self-study report. He also chaired the 15-member Steering Committee that directed the self-study. This Committee, which has met monthly since September 2000, developed the self-study timeline, together with the information collection and evaluation processes.

The members of the Steering Committee are faculty, staff members, and two students. They were appointed by the Provost after consultation with the Faculty Senate, Student Government Association, and senior University administrators. Their roles reflect the complexity of the institution that is Saint Louis University.

Among the first tasks of the Steering Committee were identifying the specific purposes of the self-study and developing a plan whereby those purposes could be achieved. The specific purposes identified by the Steering Committee were to:

- examine institutional activities in view of the University's mission statement;
- scrutinize and describe the educational programs, support services, and facilities of the University; its human, financial, and physical resources; and its administration, governance, and planning structure;
- analyze and evaluate the educational programs, support services, and facilities of the University; its human, financial, and physical resources; and its administration, governance, and planning structure with respect to the University's mission;
- integrate the ongoing planning and institutional enhancement processes with the self-study;

- identify evaluative instruments and departmental reports that would institutionalize the self-study process, thereby making it part of the ongoing operation of the University;
- review and document major institutional changes that have taken place since the last self-study in 1992; and
- achieve continuing accreditation.

The process for this 2002 self-study was characterized by broad-based participation. This was achieved by organizing scores of faculty, staff, students, and alumni into 12 subcommittees. The subcommittees, which were chaired by members of the Steering Committee, were responsible for compiling data for and composing various sections and aspects of the self-study report. Members of the subcommittees were chosen on the basis of relevant knowledge and experience, as well as access to information pertinent to the areas to be addressed.

Computer technology, however, made this self-study process even more participatory. A website was created ([www.slu.edu/nca](http://www.slu.edu/nca)) and drafts of the self-study chapters were posted for viewing and response by the SLU community. Information about the self-study and the website was reported regularly in University publications, such as "Grand Connections" and the "University News." Members of the SLU community were invited to send their comments and suggestions to the editor for consideration by the Steering Committee.

The ensuing chapters of this self-study report are the product of those efforts. They will show in greater detail than was possible in this introduction why these last 10 years merit, by any measure, to be deemed a Decade of Renaissance. The following composite overview provides a year-by-year outline of one of the most remarkable decades in Saint Louis University's history.

## **DECADE OF RENAISSANCE OVERVIEW**

### **1992**

- O'Brien House opens as the first home of the Paul C. Reinert, S.J., Center for Teaching Excellence.
- A new 1,500-car parking structure at the corner of Grand and Laclede opens to allow replacement of parking lots with greenspace.
  - Wrought iron and brick gateways at the University's main Grand crossing introduce what is now a University signature.
- A reflection pond with a fountain and dolphins embellishes the campus east of Ritter Hall.





***The former Woolworth Building became O'Donnell Hall in 1992, and has since been transformed into a University museum.***

- The former Woolworth Building becomes O'Donnell Hall, now a University museum.

### **1993**

- The Anheuser-Busch Eye Institute of Saint Louis University opens.
- The intersection of Spring and West Pine avenues is closed to create the John E. Connelly Plaza and Mall, with clock tower and fountains.
- The University institutes the Walter F. and Sharon Ryan Davisson Chair in Ophthalmology.

### **1994**

- The Carnegie Foundation classifies SLU as a Research II University.
- The University institutes the Dianna and J. Joseph Adorjan Endowed Chair in Infectious Diseases and Immunology, the IMMUNO Chair in Pediatric Research, and the May O'Rourke Jay Chair in Humanities.

### **1995**

- The University funds the production of "Shared Vision," a three-part video series for faculty and staff on Jesuit mission and education.
- SLUCare is established as a division of the University.
- DeMattias Hall, former convent and novitiate of the Adorers of the Blood of Christ, opens as a student residence hall.
- Caroline Mall opens to unite the schools of Medicine, Nursing, and, eventually, Allied Health at the University's Health Sciences Center.
- The renovated Xavier Hall reopens with new classrooms and theaters.
- The former University Library in DuBourg Hall is renovated and opens as the Père Marquette Gallery.

### **1996**

- The University opens the School for Professional Studies.

- SLU establishes the Institute for Leadership and Public Service.
- The *St. Louis Post-Dispatch* hails the University for its contribution to the revival of midtown St. Louis.
- Formerly the site of a Mercantile Bank, the southeast corner of Grand and Lindell is transformed by greenspace and a fountain to become Firststar Plaza.

## **1997**

- The newly automated SLU libraries help to create MERLIN, a resource-sharing consortium with the libraries of the University of Missouri system, giving readers access to six million volumes.
- *The National Catholic Reporter* credits the University President “for turning a depressing collection of aging buildings into a remarkable oasis - and doing much to revitalize midtown St. Louis in the bargain.”
- The Student Village, a garden-style apartment complex, opens for 500 students.
- Parks College of Engineering and Aviation moves from Cahokia, Illinois, into the new state-of-the-art McDonnell Douglas Hall on the SLU campus.
- The College of Arts and Sciences receives 13 new faculty positions to reduce faculty teaching loads.
- An existing building, converted to house Parks College’s wind tunnels, opens as Oliver Hall.
- The University institutes the Souers Chair in Neurology and the Vallee and Melba Willman Chair in Surgery.

## **1998**

- The Institute for Leadership and Public Service evolves into the College of Public Service.
- The University sells its hospital to Tenet Health Care Systems, investing the proceeds in the endowment to support education in the health sciences.
- The new home of the School of Allied Health opens, renamed in 2001 the Edward and Margaret Doisy School of Allied Health Professions.
- A new Center for Advanced Dental Education opens.
- The offices of the Salvation Army are acquired and renovated to become the Humanities Building.
- A 2,100-car garage opens at Compton and Olive.

## **1999**

- The University Board of Trustees approves Project SLU2000, a five-year, \$100 million investment in the University's future, including academic initiatives and a \$60 million capital investment in facilities infrastructure.
- With the support of a \$5 million Danforth Foundation grant, SLU begins raising the level of teaching technology in 100% of its classrooms.
- Laclede Town, a former housing complex, reopens as the Laclede Town Recreational Complex, replete with three lakes, walking paths, picnic area, waterfall, softball field, recreational fields, and putting green.
- A major renovation of the 6,500-seat sports center opens as the Robert R. Hermann Stadium.
- A building purchased at 3507 Lindell is renovated to house the biomedical engineering department.
- A 1,000-car garage opens at the Health Sciences Center.
- The University institutes the Tenet Chair in Medical Ethics and the James F. King Chair in Gastroenterology.

***The University's 6,500-seat sports center underwent a major renovation, reopening in 1999 as the Robert R. Hermann Stadium.***



## **2000**

- The Carnegie Foundation classifies SLU with its highest ranking as a doctoral/research-extensive university.
- The opening of the John and Lucy Cook Hall doubles the size of the School of Business and Administration, renamed the Cook School of Business.
- With more than 50% of the first-year class coming from outside a 60-mile radius, SLU takes on a new national profile in admissions.
- A renovated Verhaegen Hall reopens to house the Paul C. Reinert, S.J., Center for Teaching Excellence and the Graduate School and Alumni Relations offices.
- The University is awarded the Urban Renewal Award for its commitment to the city of St. Louis.
- The *St. Louis Post-Dispatch* selects the University President as one of the “Influential St. Louisans of the Century.”
- A former Franciscan Friary on Washington Avenue reopens as the Manresa Center for retreats and conferences.
- The University institutes the Tenet Chair in Cardiovascular Surgery.
- SLU libraries conclude years of planning to introduce MOBIUS, a state-wide, resource-sharing consortium, and a courier service giving readers access to over 14 million volumes.
- A long-term trend reaches a new peak, as over 80% of the first-year class opts to live on campus.

## **2001**

- For the fourth year in a row, *U.S. News and World Report* ranks SLU as “a great school at a great price.”
- The National Association of College and University Business Officers ranks the SLU endowment in the top 50, and third among Catholic colleges and universities.
- The University institutes the K. R. Smith Endowed Chair in Neurosurgery.
- Grand Forest Apartments opens as student housing.
- The former Compton Heights Hospital at Grand and Lafayette, renovated and renamed the Salus Center, opens as the new home of the School of Public Health, offices for Human Resources and Financial Services, and the Water Tower Inn for University visitors and the traveling public.

- The renovated former Childgarden Building opens as the new home of the Academic Resources Center.
- Plans are finalized to begin renovating and expanding the Busch Memorial Center into a modern student and alumni complex.
- The University President receives the 2001 St. Louis Award for "outstanding leadership of academic excellence at Saint Louis University and regional revitalization in midtown St. Louis." The University announces authorization of \$10 million of its endowment to establish a revolving loan fund earmarked for real estate development projects near the University's campus.
- The Board of Trustees designates \$5 million to support University investment in technology transfer, including expansion of resources for investment in faculty research.
- With help from a nearly \$2 million Lilly Endowment grant, the University launches the VOICES project (Vocation, Interiority, Community, Engaged Service), enhancing outreach to students in their exploration of vocation, leadership, and faith commitment.

## **CHAPTER II**

# **MISSION**

### **Criterion One:**

*“The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.”*

Saint Louis University meets the requirements of this criterion with statements of mission, which it communicates vigorously and concretizes in long- and short-range goals. Visitors from other universities regularly express amazement at the widespread mission culture SLU has created. Students, faculty, and staff are aware that the University is about teaching, research, and service within the Catholic, Jesuit tradition.

## **University Mission and Goals**

In 1991, after broad consultation among faculty and staff, the Board of Trustees formally approved the following mission statement:

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, and community service. It is dedicated to leadership in the continuing quest for understanding of God’s creation, and for the discovery, dissemination, and integration of the values, knowledge, and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, the pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and guided by the spiritual and intellectual ideals of the Society of Jesus.

The Board of Trustees has translated the meaning of this mission statement into specific commitments.

In support of this mission, the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the humanities; the natural, health, and medical sciences; the social sciences; the law; business; aviation; and technology;

- Enables an academic environment which values and promotes free, active, and original intellectual inquiry among its faculty and students;
- Maintains and encourages programs which link the University and its resources to its local, national, and international communities in support of efforts to alleviate ignorance, poverty, injustice, and hunger; to extend compassionate care to the ill and needy; and to maintain and improve the quality of life for all persons;
- Strives continuously to seek means to build upon its Catholic, Jesuit identity, and to promote activities which apply that intellectual and ethical heritage to work for the good of society as a whole;

### **The President's Vision**

"My vision is to establish and maintain Saint Louis University as the finest Catholic university in the United States, wherein the entire University community is actively engaged in student formation. Challenged by outstanding faculty and a modern, value-centered curriculum reflecting the Jesuit tradition, students are fully prepared to contribute to society and to be effective leaders of social change based on the ethical values and principles taught in the Saint Louis University tradition."

- Welcomes students, faculty, and staff from all racial, ethnic, and religious backgrounds and beliefs, and creates a sense of community that facilitates their development as men and women for others;
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels; and
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

In 1995, as part of a strategic planning process, the President articulated his personal vision for the University's future.

That vision is no longer the President's alone; it has been endorsed by the Board of Trustees, and become a catalyst that impacts discussion and decision-making campus-wide. It profoundly informs the University's planning for the future.

In fall 2000, as part of the initial phase of a strategic planning process, the University invited all members of the SLU community to participate in a web-based survey. They were asked their perceptions of the University's strengths, weaknesses, opportunities, and threats. After analysis of the survey results, a cross-section of students, faculty, administrators, alumni, and staff met to propose recommendations for the University's future. The outcome of this endeavor was the following set of strategic directions, endorsed by the Board of Trustees on May 5, 2001:

Within the decade, Saint Louis University will achieve distinction as the finest Catholic university in the United States. The University will attain this distinction by continuing to advance its Catholic, Jesuit mission; to pursue its vision and foster its positive core; and to focus on four specific

directions: expanding research integrated with teaching, learning, and service; advancing community with diversity; fostering technology dedicated to student formation and the generation of knowledge; and promoting continuous institutional learning and innovation.

All academic and most other units of the University have formulated their own mission statements consistent with the mission and goals of the University.

The unique qualities of the mission and traditions of Saint Louis University are lived out through the activities of all members of the University community. This section describes how the University articulates and communicates its mission in the context of its Catholic, Jesuit traditions. The sections that follow in the self-study highlight how the mission shapes the teaching and research of the faculty, the administrative structures that give form to the programs, and the various academic services that provide support for teaching and learning.

## **Communication of Mission and Purposes**

Saint Louis University uses various means to communicate its mission to the broader community. Framed copies of its mission statement are displayed prominently in offices throughout the University. The mission statement is published in the University's catalogs, both printed and on-line; in the Faculty Manual; and in the Student Handbook. It is also referenced in virtually all the University's promotional materials and publications.

Prospective faculty and professional staff are introduced to the University's mission when they first apply for employment. The University has developed a pre-interview video, "A Mission Making a Difference," and a booklet, "In Perspectives," intended to ensure that prospective faculty and staff not only understand the University's mission, but can embrace and contribute to it. Orientation programs for new faculty and staff discuss the University's mission; its Catholic, Jesuit identity; and their attendant responsibilities. The standards for evaluating faculty for tenure and promotions, and for their annual performance reviews, are based on their teaching, research, and service.

Students learn of the University's mission at their first inquiries about admission, whether through personal contact, the University catalog, or on-line. The office of Undergraduate Admission features the University's mission and Catholic, Jesuit identity as drawing factors for prospective students. Orientation programs for new, first-year, and transfer students highlight the University's mission. At the unit level, the colleges and schools of the University, as well as most academic departments, publish their mission statements in the University catalog. Departmental bro-



chures, mailed to prospective students and distributed upon inquiry, also include statements of purpose.

## **The University President**

The President deserves singular credit for the high degree of mission-consciousness within the SLU community. He has made mission awareness a hallmark of his tenure. Under his leadership, the Board of Trustees, which now has a committee on Mission, created a university-wide Office of Mission and Ministry, which is directed by a Vice President. The President regularly refers to the University's mission in his annual State of the University address, other public speeches, and columns appearing in various alumni and campus publications. Each year, he sends a letter to faculty and staff inviting them to participate in group discussions centered around the three-part "Shared Vision" video series on the nature of Jesuit identity and education. As noted above, his vision for SLU becoming the "finest Catholic university" in the U.S. impacts decision-making and planning at all levels.

## **University Marketing and Communications Department**

The University Marketing and Communications Department is charged with the task of communicating the University's mission and purposes to both the SLU community and the public at large. It does this through its publications, external promotions, internal communications, marketing, and website.

The SLU alumni magazine, "Universitas," with a distribution of 105,000, regularly features mission-related articles on the work of faculty and the accomplishments of students and alumni. A recent issue profiled the research work of 30 faculty members, and explored the relationship between research and University's mission. Mission-related articles also appear regularly in the University monthly publication for faculty and staff, "Grand Connections." "In Touch" is a recently designed and launched newsletter that highlights the service and community outreach efforts at SLU.

The Marketing and Communications Department constantly reviews the activities of faculty and staff for opportunities to promote mission-related achievements through news releases or direct contact with the media. This publicity emphasizes the University mission and contributions of the faculty to societal needs. In an attempt to capture the University's mission in a short, memorable phrase, the department recently developed the tagline, "Where Knowledge Touches Lives." This tagline is used in all forms of publications, advertising, speeches, and web-based communications.

For the sake of internal communications, the department created and maintains "SLUNewslink," a website dedicated to the internal information needs of University faculty and staff. The site regularly features mission information and promotes mission-related events. The mission statement of the University is included on the site, and achievements of faculty and contributions of the University are highlighted in the website's "news & information" section.

## **Catholic, Jesuit Identity**

The University pursues its threefold mission of teaching, research, and service within the context of its Catholic, Jesuit identity and heritage. In the words of its mission statement, the University identifies "the service of humanity" with "the greater glory of God." It seeks to impart not only knowledge and skills to its students, but also values so they might "transform society in the spirit of the Gospels." SLU declares itself motivated and guided by the Judeo-Christian tradition and the "spiritual and intellectual ideals of the Society of Jesus," among them the "service of faith" and the "promotion of justice."

The concepts "Catholic" and "Jesuit" call for explication. Saint Louis University is incorporated as an autonomous institution of higher learning. Its highest level of governance resides in its Board of Trustees. The University has no legal or juridical ties to the Archdiocese of St. Louis, its Archbishop, or the Society of Jesus. While Jesuits constituted the University's highest governing body for most of its history, that changed in 1967, when the Society of Jesus transferred ultimate authority over the University to a predominantly lay Board of Trustees.

Together with Notre Dame, Villanova, and other universities with a Catholic heritage, SLU prizes the Catholic spiritual and intellectual tradition that it seeks to foster and inculcate into its curriculum and campus culture. Like Georgetown, Boston College, and other members of the Association of Jesuit Colleges and Universities (AJCU), 28 in all, the University is committed to upholding the values and ideals of Jesuit education as enunciated in the foundational documents of the Society of Jesus.

For most of its more than 175 years, SLU was able to take its Catholic, Jesuit identity and mission for granted. For a variety of reasons, this is no longer the case. Foremost among these is the shrinking pool of Jesuits from which to draw faculty and administrators. Like other Jesuit colleges and universities in the United States, SLU is confronting the necessity of preparing for a not-too-distant future when non-Jesuits will be required to shoulder virtually all the burden of maintaining the University's Jesuit mission.

Another factor is *Ex Corde Ecclesiae*, the 1990 Apostolic Constitution of Pope John Paul II. This document acknowledges the rightful autonomy

## **SLU Website Adds Liturgical Perspective**

*A website (liturgy.slu.edu), run by SLU's Center for Liturgy, helps churchgoers prepare for mass before Sunday. According to the e-mails received by the Center, users of all ages from across the English-speaking world are finding guidance on the site.*

of Catholic colleges and universities. But it challenges them to focus more attention and energy on their Catholic heritage and the responsibilities that ensue from it. Substantiating the Pope's challenge is the cautionary tale offered by recent studies of any number of major private universities that were originally founded on religious principles, but are now thoroughly secular due to the neglect of their faith heritage.

SLU has addressed the issue of its Catholic, Jesuit mission more intensely over the past 10 years than ever before in its history. Integral to this "Decade of Renaissance" are its efforts to make faculty and staff more aware of the University's educational principles and ideals. They, like the Jesuits themselves, take their origins from the Renaissance.



***This serene effigy of the Virgin Mary reminds onlookers that SLU is an institution that embraces its spiritual dimensions.***

Both the Jesuits and their educational philosophy came out of sixteenth-century Renaissance humanism. One of the key elements of that philosophy is a commitment to academic excellence, epitomized by the word *magis*, Latin for "more." The word appears time and again in Jesuit documents: strive to know more so you can be more and do more.

Another cornerstone of Jesuit education is the conviction that true learning requires immersion in both the humanities and sciences. The sixteenth-century humanists believed good literature makes for good people. One studies the sciences because, from the Catholic, Jesuit perspective, God is at work in creation, and the more one knows about creation, the more one knows about the Creator. Catholic tradition holds that there can be no inherent conflict between science and religion. A Jesuit education means knowing and appreciating the contributions of Darwin and Einstein, as well as Moses and Jesus.

A Jesuit education also means teaching the "whole person" and preparing "men and women for others," persons committed to making theirs a more just and humane world. Translated into practice, such high-sounding purposes mean that SLU is committed to more than vocational training. It means striving to ensure that ethics and values are taught across the entire curriculum. It means creating a campus culture in which God-talk is not an embarrassment, where faculty feel comfortable addressing the spiritual dimensions of their students' lives, and where faculty and students prefer to challenge social problems rather than escape to ivory towers.

## Office of Mission and Ministry

The Office of Mission and Ministry was created in 1988, and given the mandate “to serve as a resource and facilitator for the University-wide, collaborative effort to articulate and promote the Catholic, Jesuit identity, mission, and values system of the University.” In 1989, the office was expanded to include supervision of all departments of Campus Ministry. In response to its mandate, the office developed a pre-interview video, "A Mission Making a Difference," and a booklet, "In Perspectives," to communicate the importance of mission to prospective faculty and professional staff. The office also organizes inter-divisional conferences on Jesuit mission for faculty and orientation presentations on mission for new employees.

In 1993, to provide financial support for the University’s mission efforts, the University’s Jesuit Community established the Marchetti Jesuit Endowment Fund. Drawing from the contributed salaries of Jesuit University personnel, the fund supports a variety of programs, such as visiting lectureships and conferences that strengthen awareness of the Catholic and Jesuit character of the University. Any member of the faculty may apply to the endowment fund for financial support of any project designed to promote Jesuit values and the dialogue between faith and reason, religion, and culture.

Since its origin in 1993, the Marchetti Endowment Fund has provided financial support in excess of \$776,000 for multiple grant proposals. It has funded faculty research, lectures, conferences, books, and exhibits. One of the major University projects funded by the endowment is Ethics Across the Curriculum. Residing as an interdisciplinary program in the College of Arts and Sciences, Ethics Across the Curriculum fosters university-wide faculty development in the area of professional ethics. It awards grants for faculty to conduct research and develop courses that address the ethical aspects of their disciplines, and aims to inculcate a values dimension to all areas of the University curriculum.

Another major project funded by the endowment has been "Shared Vision," a three-part video series that explores the Renaissance origins and development of the Jesuit educational tradition. The Mission Office commissioned discussion booklets so that the videos could be a catalyst for interactive conversation and learning about Jesuit identity and values. Each year, the President sends a personal invitation to administrators, faculty, and staff to attend one or more of the 28, two-hour video-discussion programs. More than 2,000 University personnel have viewed the first video, some

### **Marchetti Fund Projects, A Selection**

Educational Studies - "The Jesuit Encounter with the Enlightenment"

Department of Theological Studies - "Jesuits and the Visual Arts"

School of Medicine - "Distinguished Jesuit Lectures"

Graduate School - "Study Analyzing the Ethical and Value-based Dimensions of SLU Students' Graduate Educations"

School of Medicine - "Religion and Spiritual Issues in Health Care Practice"

Ethics Across the Curriculum - "Center for Ethics Education"

College of Arts and Sciences - "Micah House Program"

McNamee Gallery - "Witness to Life - Mev Puleo"

Vice President's Office for Mission and Ministry - "Our Journey To Tomorrow: A Commitment to the Jesuit Spirit"

College of Arts and Sciences - "Celebration of the Thought of Pope John Paul II"

School of Social Service - "Raising Our Children Out of Poverty: New Initiatives"

Department of Theological Studies - "The Prophet of the Christian Social Manifesto: Joseph Husslein, S.J. - His Life, Work, and Social Thought"

Vice President's Office for Mission and Ministry - "A Self-study on Saint Louis University's Commitment to Justice in Higher Education."

Inter-disciplinary, Ricci Faculty Seminars - "Jesuit Spirituality and Education"

900 the second, and 400 the third. A total of 600 University personnel have viewed the entire series. The video series has been used widely by other Jesuit institutions throughout the U.S., and has been translated into French, Spanish, and Chinese.

In 1994 (Chicago), 1997 (St. Louis), and 2000 (Omaha), with Marchetti Fund support, 50 SLU personnel attended a Heartland Conference. The nine midwest Jesuit colleges and universities organized the conferences to bring their personnel together to share ideas on their common mission and discover ways to carry Jesuit higher education forward in its evolving cultural context. In May 1998, the Office of Mission and Ministry organized a two-day conference entitled "Our Journey to Tomorrow: A Commitment to the Jesuit Spirit." The "Journey" Conference brought together 125 SLU students, faculty, and staff to deepen their awareness of the University's mission and values, reflect on University operations in light of those values, and suggest action for the future. One of those suggestions was to gather more regularly. Twice each year, the Mission Office sponsors a "Journey Luncheon," which brings together some 75 to 100 University personnel around topics, such as "Choosing to Make a Difference," "Beyond the Paycheck," and "Witness to Justice."

The Office of Mission and Ministry has also worked to promote mission awareness at the University's Health Sciences Center and hospital. Here, a Mission and Identity Committee, composed of personnel from the various schools at the Center, articulate and advocate the mission of Catholic healthcare in the Jesuit tradition. After assessing the mission needs at the Center, the committee identified areas requiring specific attention and initiated programs to address those needs.

In 1994, the 14 clinical departments of the School of Medicine consolidated into a single academic group practice, the University Medical Group (UMG). The Mission and Identity Committee organized educational programs for personnel in both the UMG and the hospital, based on a set of Guiding Principles for SLUCare and the hospital. To date, approximately 70% of the hospital personnel and 54% of the UMG have completed the Guiding Principles in-service programs. The Committee is also preparing in-service programs that address ethical and religious issues in Catholic healthcare, and is involved in helping to formulate an indigent-care policy.

Also serving under the Office of Mission and Ministry is the hospital's Department of Pastoral Care, which shares responsibility for the integration of mission into the hospital's teaching and clinical practices. Pastoral Care chaplains work to provide comfort for the grieving and to foster respect for the personal dignity of patients by hospital personnel. Chaplains also provide medical residents information about patients' rights to compassionate healthcare and ethical issues, such as appropriate therapeutic support levels in the care of the dying.

In March 1998, the University sold its hospital and its name (Saint Louis University Hospital) to the Tenet Corporation. As part of the contractual agreement, the University Board of Trustees required, and the Tenet Corporation agreed, that the Catholic, Jesuit mission of the hospital would be maintained and even strengthened. The conditions of that contract demonstrate the seriousness with which the University regards its reputation of commitment to its mission. Tenet Corporation continues to work cooperatively with Saint Louis University's Health Sciences Center Office of Mission and Ministry.

In 1975, at its 32nd General Congregation, the Society of Jesus declared that the "pursuit of justice" was integral to its "service of faith," and its very identity. Every one of the Society's ministries, including that of higher education, was to have a social justice component to it. The University endorsed this aspect of its Jesuit mission in its 1996 Strategic Plan. In it, the University set as a goal for itself to "ensure that service activity and clinical practice recognize the obligations to work for a just society and to understand and change structures that create and sustain poverty and oppression."

The Office of Mission and Ministry has attempted to address this aspect by sponsoring and co-sponsoring lectures and programs for both the University and St. Louis communities. A forum on the Jesuit commitment to justice marked the 25th anniversary of the 32nd General Congregation in fall 2000. A gift in memory of University alumna Mev Puleo brought prominent speakers from around the world to speak on the global issues of social justice in Brazil (1997), El Salvador (1999), and Iraq (2001). That gift now subsidizes travel to Latin America by SLU students to study the global dimensions of social justice issues.

In the fall of 1998, the Association of Jesuit Colleges and Universities (AJCU) requested that each of its 28 members examine its commitment to educate for justice. The University responded with a self-study report entitled "Saint Louis University's Commitment to Justice." The self-study revealed that more than 25 programs in various SLU schools and colleges treat some aspect of social justice.

Building on that self-study, the University charged an *ad hoc* committee with designing a mechanism for integrating faith and justice issues into the ongoing teaching strategies of the faculty. The committee decided that the task was best assigned to the University's Center for Teaching Excellence, whose purpose is the development of graduate students and faculty as teachers. Three faculty members already served in the Center as Fellows, responsible for program development in specific areas. The University has added to that number by creating the position of Faculty Fellow in Social Justice and Teaching. The fellowship brings with it the responsibility of using the Center's resources to link improvement of pedagogy with concern for justice, more effectively integrating the University's teaching and justice-focused activities.

## **Campus Ministry**

Under the supervision of the Office of Mission and Ministry, the Department of Campus Ministry is a major factor in implementing the University's mission of educating the "whole person." Its specific mission is to serve the spiritual development of the SLU community. By any standard, the department is amply staffed with a full-time director, two associate directors, seven full-time campus ministers, and two support staff. In October 1996, the department moved into a suite of offices at the entrance of the student union. This consolidated the department, provided greater space for meetings and programs, and put campus ministry into one of the centers of student life.

The department serves faculty and staff by providing them with opportunities to develop their spiritual lives through faith experience and reflection. Programs include: evenings of recollection, weekend retreats, and an accommodated version of the Spiritual Exercises of St. Ignatius (Bridges Program). In the Jesuit tradition of joining spirituality to social concern, the department also organizes a program entitled, "Helping Our Own."

Sustained by fundraisers and an annual appeal to faculty and staff, this program provides grants to University employees who find themselves in unexpected financial straits.

With respect to student life and culture, Campus Ministry complements the faculty's efforts on behalf of the students' intellectual, academic, and professional development with a focus on the students' spiritual lives. It does so with a wide variety of worship and prayer services, retreats, programs, and a residence hall ministry. On average, 20 retreats are offered annually with between 400-600 students, faculty, and staff participating in one or more of the retreats. Each residence hall has an assigned campus minister, who provides students with opportunities for Bible study, gathering for prayer, and liturgical and devotional worship. The campus ministers are also available for pastoral counseling in their residence halls. They work to promote community and alert the Residence Life staff of potential problems. The last two years have seen increased and more systematic collaboration between Campus Ministry and Residence Life in programming and sharing information on students with special needs.

Respect for diversity has long been a value in the Jesuit educational tradition. Early in their history, Jesuits recognized that neither truth nor grace can be confined to any single culture or tradition. Saint Louis University is home to members of virtually every major religious tradition (Judaism, Islam, Hinduism, Buddhism), as well as a wide variety of Christian churches. It prizes the good in those spiritual traditions and respects the persons who adhere to them. Articulating this value, the campus ministry mission statement invites "people of all faiths to take time for quiet and prayer, to reflect on their experience of God's action in their lives, and to join with others in worship and service."

To this end, campus ministry encourages students, staff, and faculty to connect with the faith tradition of their upbringing, inviting pastors of various Christian churches and a rabbi to serve as “Affiliate Campus Ministers.” These affiliates meet monthly with the Campus Ministry staff and provide programming on campus to students of their faith traditions. Campus Ministry provides these affiliates with an office; meeting space; computer support; and funding for programs, retreats, and service trips. Campus ministry also publishes a list of “student-friendly” congregations.

Twice a year, campus ministry sponsors a Taize Prayer gathering for students, inspired by the originally Calvinist Protestant, now inter-denominational, monastic community formed 60 years ago in Taize, France. It also sponsors a biannual Labyrinth Prayer, a prayer form rooted in several faith traditions. Ecumenical dialogue between Lutheran and Catholic church leaders inspired campus ministry to initiate Common Ground, an ongoing ecumenical dialogue among faculty, students, and staff. A biannual retreat, SLU Encounter, attracts students of various Christian faith traditions to participate and serve on a leadership team.

Each spring semester, mirroring the fall semester Mass of the Holy Spirit, an inter-faith celebration brings together Christians, Jews, Muslims, Hindus, and Buddhists for reflection and prayer drawn from their respective religious heritages. This celebration of spiritual diversity consists of readings from ancient texts; testimonies of interfaith friendships; and, for many years now, sacred dances from the Hindu tradition. To encourage participation, the University cancels classes at the time of the service and provides a free lunch. The success of this interfaith celebration has generated requests for assistance in planning similar programs on other campuses.

In addition to prayer and worship experiences, Campus Ministry works with the Center for Leadership and Community Service (formerly the Community Outreach Center). Together, they provide students with opportunities for volunteer service, followed by reflection and discussion of their experiences. The department challenges students to develop their social consciences and act for the common good. Students have the opportunity to do volunteer service in the local St. Louis community throughout the academic year. During spring breaks, they are invited to travel to one of several sites in the United States, Jamaica, Guatemala, Mexico, and Honduras, to spend the week in service and prayer with marginalized people. Following graduation, students are encouraged to consider a year of service in one of a variety of volunteer programs.

At the Health Sciences Center, two full-time campus ministers provide a variety of programs. A campus minister at the School of Medicine spends considerable time simply being available to students. This ministry of presence and listening is intended to make students more comfortable in approaching the campus minister about the more serious problems that often attend the rigors and pressures of medical school, and may at times warrant pastoral counseling.

**Examples of Student Spirituality Programs and Retreats**

- SLU Encounter and Encounter Leadership Retreat
- Ignatian Silent Retreat
- Christian Life Communities
- Choir Retreat
- My Years at SLU
- Fresh Look Retreat
- Lofty Thoughts*
- Praise and Worship Holy Hour
- RENEW
- Micah House Community Nights and Retreat
- Student Introduction to Mission and Ministry



Prompted by a recommendation of NCA consultant evaluators in 1992, the Campus Ministry Department has joined with the staff of the Center for Leadership and Community Service to examine ways in which the two units could cooperate more closely and improve effectiveness. Among other projects, the two units now collaborate on the major Thanksgiving Food Drive and the spring Homeless Awareness Week.

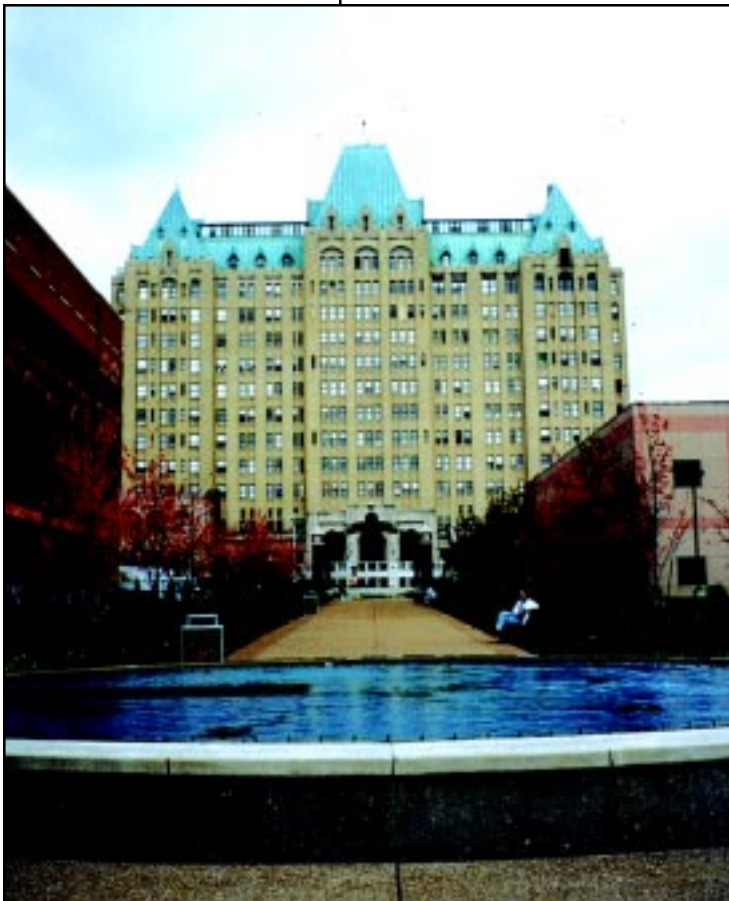
## Human Resources

The University could not attain its mission without the dedication and collaboration of its support staff. The office of Human Resources recognizes this in its mission statement and its explicit commitment to recruit and retain staff who are attuned to the University's Catholic, Jesuit heritage. In May 2000, the *St. Louis Business Journal* named Saint Louis University as one of the region's "Best Places to Work." Among the reasons the *Journal* cited were the University's commitment to service and diversity, together with its unique culture. It is the University's mission that makes its culture unique.

The University's mission impacts the day-to-day operations of every unit of Human Resources Management — employee relations, compensation, the Human Resources Information Systems (HRIS), training and planning, and benefits. Specific mission-related programs include twice-monthly, new-employee orientations; the SLUStar program, which recognizes SLU staff and faculty on a quarterly basis for their professionalism and accomplishments on behalf of University mission; and, since 1995, a Training and Human Resources Planning Office to coordinate professional development opportunities for University staff.

In 1996, the faculty and staff of Saint Louis University Hospital and SLUCare developed a statement of five guiding principles encapsulating the University's mission in the area of healthcare with five C's — competence, conscience, compassion, community, and commitment. The five C's became the focus of a series of departmental in-service sessions for employees at the Health Sciences Center (See "The Difference is You," August 2000). Other units of the University beyond the health sciences have since come to use the five C's as a handy articulation of the mission. In 2000, the Univer-

**The five C's that encapsulate the University's mission - competence, conscience, compassion, community, and commitment - were developed at Saint Louis University Hospital. The University sold the hospital in 1998, investing the proceeds from the sale in a fund to support education in the health professions.**



sity adopted the University Service and Excellence Performance Standard, an annual staff performance evaluation tool that seeks to ensure that employees conduct the University's business in a manner consistent with its values and mission.

In support of the University's Human Resources goals, the office of Diversity and Affirmative Action serves faculty, staff, administrators, and students regarding issues related to the University's equal employment opportunity and affirmative action policies and programs. Its staff works to enhance the climate for members of the SLU community in a manner that is consistent with the University's mission and identity. Any member of the Saint Louis University community may contact this office with a concern, to seek information, or to file a complaint regarding discrimination.

The role of the office of Diversity and Affirmative Action is to develop, institute, and monitor policies and programs that prevent discrimination, and to promote educational and workplace environments that support all persons, regardless of race, color, sex, age, religion, national origin, sexual orientation, disability, or veteran status. That office prepares the University's annual affirmative action plan and monitors compliance. Proposed equal opportunity and affirmative action policies are reviewed not only from the legal perspective, but also for their consistence with the University's mission.

Specific mission-related programs of the office of Diversity and Affirmative Action include developing and overseeing implementation of the University Accessibility Plan. The Plan was granted \$500,000 in SLU 2000 funds to upgrade building entrances, phones, bathrooms, and classrooms, and to provide appropriate signage. The Office also offers courses on Workplace Diversity, Sexual Harassment Awareness, and Sexual Harassment Awareness for Managers. It promotes an inclusive environment in student residence halls through social and educational activities and a core of student diversity advocates. It participates in student activities such as "Disability Awareness Month" and "Take Back the Night," an annual rally against sexual violence and harassment.

## **Assessment**

The following chapters will demonstrate that the University's mission impacts virtually every facet of its life and operations. In academics, mission explains why the University requires courses in philosophy and theological studies in the undergraduate core curriculum. The University mission explains the creation of the College of Public Service; and, in the College of Arts and Sciences, of Micah House, a shared-living experience centered on social justice; and the Manresa Program, an interdisciplinary study of the Christian intellectual tradition. Mission dictates University efforts to attract an ethnically and racially diverse student body, reaching

"Among the very many things that have shaped my life as a result of my SLU education, two things stand out: the ethical precepts of behavior (in my personal and business dealings. . .) and the continuing quest for knowledge. My Jesuit education is greatly appreciated, and the many role models who were on the faculty were outstanding educators."

Arts and Sciences  
Alumnus '63,  
comment to self-study  
report, January 2002

out to underrepresented minority groups with its Calloway and Wilkins scholarship programs.

As part of its campus culture, SLU attempts to apply appropriate assessment measures to all of its activities, including communication and promotion of its mission. During fall 2000, the Marketing and Communications Department sought, among other questions, to determine a baseline measurement of awareness of the University's mission among its stakeholders. The survey was mailed to eight targeted stakeholder groups. The results of the survey indicated that 65% of the respondents agreed that SLU upholds and fulfills its mission statement; 11.4% disagreed; 23.6% were neutral. This information will be used to design targeted messages on mission to SLU stakeholders.

An exit survey, administered since 1993 to all graduate students, includes a question on the ethics and value dimension of their education. Since its inception, some 3,000 graduates have completed the survey. On a scale from 1.0 to 5.0, the mean response to the question on ethics has been 4.26, indicating that graduates perceive their graduate educations as consistent with the University's Catholic, Jesuit ideals. In addition, regularly administered alumni surveys affirm that graduates understand the importance of the value dimensions of their educational experiences at SLU.

How well the University succeeds in achieving its mission obviously evades exact measurement. One can add up the hours of required courses in philosophy and theological studies, measure attendance at student retreats and faculty-staff development programs, and count hours of community service and the number of mission-related articles in University publications. But one cannot gauge with accuracy what difference these efforts make in the students' character formation and moral development. For this, there is ample but only anecdotal evidence — the impression on visitors and newcomers of a distinctive campus culture; the SLU graduates who give a year or more of their time to service (Peace Corps, Jesuit Volunteer Corps) before going on to professional endeavors or further studies; and the graduates, faculty, and staff who do *pro bono* work in their professions or volunteer work in their communities.

One of the most telling measures of the University's success in creating a mission-oriented campus culture is the student newspaper. Particularly at times of difficult decisions, such as downsizing staff or raising parking fees, SLU's *University News*, like most other college student publications, runs editorials, articles, and letters critical of University administration. At SLU, however, those criticisms are invariably couched in appeals to the University's Catholic, Jesuit mission and values. Mission awareness is what allows campus critics to hold University administration to a higher standard.

## **VOICES Project**

Another measure to assess the University's success at creating a mission culture is outside recognition. In late 2001, the Lilly Endowment Inc. provided just such recognition with a grant of more than \$1.9 million to fund the VOICES Project. VOICES (Vocation, Interiority, Community, and Engaged Services) has as its purpose the creation and development of an environment that encourages students to think about their lives and choices in terms of vocation or personal calling. The project will enhance outreach to students in their exploration of vocation, leadership, and faith commitment — essential aspects of the University's mission to create men and women for others.

The specific goals of the project are:

- to create supportive communities through which students are better equipped to discern and develop their vocations and leadership qualities in light of their faith commitments and spirituality; and
- to develop faculty and staff expertise regarding vocation, leadership, and faith commitment the better to assist students with their exploration of vocations.

The project will involve faculty from across disciplines and the efforts of various offices, including Campus Ministry, Student Development, Career Services, Academic Advising, the Center for Teaching Excellence, and the Provost. The Vice President for University Mission and Ministry will coordinate and supervise the project with assistance from an associate director, administrative coordinator, and an advisory committee.

### **Strengths**

- The President makes mission-awareness a hallmark of his presidency and imbues the University at all levels with a sense of its importance.
- The University demonstrates its valuation of mission awareness by making it the charge of a Vice President and expending considerable human and financial resources to promote it. Generous financial support (the Marchetti Fund) and a dedicated core of faculty and staff have created a multi-faceted development program ("Shared Vision"). Faculty are encouraged to introduce a values orientation into all their teaching and research (Ethics Across the Curriculum).
- The Marketing and Communications Department uses a wide variety of methods and media to increase mission awareness both to the SLU community and the public at large.
- Creative efforts by the staff in Campus Ministry and the Center for

Leadership and Community Service have multiplied student volunteer programs and expanded service learning. The Office of Human Resources imparts a sense of distinctive mission among University personnel. It also strives to ensure that the University models the values it expects of its employees. Success in this area has earned the University the reputation of being one of St. Louis's "Best Places to Work."

## **Challenges**

- The Jesuits on the faculty and staff are aging and decreasing in number. The University is addressing this challenge with active recruitment efforts to bring Jesuits to faculty and staff positions, and to foster ownership of the Jesuit mission by lay persons.
- Hiring for mission needs to be kept in mind at all levels, including faculty searches at the departmental level. Faculty, administration, and staff need not be Catholic, Jesuit, or even Christian to embrace the University's mission, but they should be expected to understand, endorse, and contribute to it.
- Social justice needs to be more widely recognized as integral to the University's Jesuit mission, not only in its service but in teaching and research as well.

## **CHAPTER III**

# **ORGANIZATION AND RESOURCES**

### **Criterion Two:**

*“The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”*

Saint Louis University achieves its mission thanks to careful attention to governance and administrative structures, effective management of human resources, responsible administration of academic and financial resources, and stewardship of physical resources.

## **ADMINISTRATION**

Saint Louis University is governed by a Board of Trustees that is made up of no fewer than 25 and no more than 50 voting members. Of this number, at least 12 must be members of the Society of Jesus. Individuals serving on the Board bring a variety of expertise reflecting diverse professional backgrounds and educations, as well as perspectives from around the nation. There are 14 standing committees on the Board with the power of acting for the Board in the intervals between its quarterly meetings. The Board’s executive committee consists of the chairperson and vice chairperson, together with the University President and others elected from membership within the Board.

The President, who is a member of the Society of Jesus, is the chief executive and administrative officer of the University, and is responsible for the general and active management, control, and direction of the business operations, educational activities, and other affairs of the University. The President reports directly to the Board of Trustees and is an *ex officio* member of its executive committee.

Six Vice Presidents, the Provost, and the Executive Director of SLUCare report directly to the President. The Vice Presidents represent: Business and Finance, Development and University

### **Standing Committees of the Board of Trustees**

- Academic Affairs
- Audit
- Buildings and Grounds
- Clinical Affairs
- Development and University Relations
- Executive Committee
- Finance
- Human Resources
- Information Technology/  
Technology Development
- Investment
- Legal and Legislative Affairs
- Nominating
- Student Development
- Mission and Ministry

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Relations, Facilities Management and Civic Affairs, General Counsel, Human Resources, and University Mission and Ministry.

The Provost is the chief academic officer of the University, and is responsible for planning, directing, coordinating, and managing the activities of the University on both of its campuses. The Vice President for student development, the Vice President of the Madrid campus, the Vice President and Chief Information Officer, the University Librarian, and the Athletic Director report directly to the Provost, as do the Deans of the University's 13 schools and colleges. Research Administration, Institutional Study, Enrollment Management, and the Center for Teaching Excellence report to the provost through Assistant and Associate Provosts.

The Deans are the chief executive officers and administrators of their respective schools or colleges. They are responsible to the provost for the leadership, planning, and administration of their units so as to fulfill the mission of the University and of their units. The Deans, along with the Director of University Libraries, meet monthly as the Council of Academic Deans and Directors (CADD), convened by the Provost.

The policies governing the University and its subsidiary units are proposed, reviewed, and implemented in a variety of ways and by employing a variety of structures. Standing and *ad hoc* committees and task forces function at all levels as vehicles of shared governance. Among these, the highest-ranking internal forum is the President's Coordinating Council (PCC). Composed of senior administrative officers and, since 1999, representatives of the deans, faculty, staff, and students, the Council reviews University policies and makes recommendations to the President. The PCC also develops the University budget, including tuition levels, raise pools, and changes in fringe benefits, for recommendation to the President and Trustees.

**Shared Governance**

The variety and complexity of the tasks performed by the University require an indispensable interdependence among the Board of Trustees, the President, and other administrative officers, faculty, students, and staff. This interdependence calls for adequate communication among

these groups, joint planning, and shared governance. As described in the Faculty Manual, shared governance means that these groups or their representatives participate in initiating actions and making decisions affecting their lives and work at the University, with differences of weight accorded to each voice as appropriate to the matter or action being decided. Described less formally, shared governance implies ongoing conversations, experimentation, and the capacity to learn continuously from the contributions of multiple University constituencies.

## **Faculty**

Faculty members participate in governance at the University, school or college, and department levels. Acting through the appropriate organizations, the faculty has primary responsibility for setting course requirements for degrees; determining the contents of courses and the methods of instruction; setting admission standards; recommending students for earned degrees; and recommending appointments, tenure, and promotions according to the norms of the University and its academic units.

At the University level, the major vehicle for faculty participation in governance is the Faculty Senate, which, as described in the Faculty Manual, is empowered by the faculty to represent it or act for it on any matter. The Faculty Senate is composed of members elected by the schools and colleges within the University. Senate members elect a President to serve a two-year term and an Executive Committee, which acts in an advisory capacity and meets with the president throughout the year. The entire Senate meets monthly during the school term. Its subcommittees deal with such matters as academics, compensation and benefits, affirmative action, and faculty grievances. These committees report to the Senate and University Provost.

Faculty also share in University governance by serving on advisory, judicial, and administrative committees, boards, and councils. Faculty serve on committees dealing with such key issues as curriculum, academic affairs, research, and faculty status. The Faculty Senate recommends faculty members (whether senators or not) to serve on University committees, with the final decision on such appointments made by the President. The President of the Faculty Senate sits on the President's Coordinating Council. Senate representatives also sit on and participate in the deliberations of such important administrative bodies as the University Budget Committee.

A review of existing governance structures in AY 2001 indicated that 159 faculty representatives served on committees at all levels of University administration. These included the Board of Trustees with 20 committees advising it; the President's office with four; the Provost's office with more than 20; and the offices of the Vice Presidents with 11 committees. Some bodies, such as the University Rank and Tenure Committee and the Institutional Review Board, have representatives chosen by the colleges or schools rather than by the Senate.



At the college and school level, a faculty council or equivalent group is the means by which faculty initiate proposals and make recommendations to University administration or the deans of their academic units. At the departmental level, regular faculty meetings are the forum for developing the aims of the department and addressing academic and other concerns, including assessment of programs and students. Faculty serve on search committees when openings arise in their departments or for positions of higher administration. Faculty members also participate in the evaluation of academic administrators.

## **Staff**

The principal structure by which staff participate in University governance is the Staff Advisory Committee (SAC). Created in 1992 by the office of Human Resources, the Committee's mission is to support the faculty and University mission; to communicate the interests and concerns of the staff to University administration and faculty; to provide advice in the development, review, and implementation of University policies which affect staff; and to nurture a spirit of unity among all University employees.

SAC members represent staff on a variety of committees, among them four committees of the Board of Trustees and 11 University committees, including the President's Coordinating Council. The SAC Family Issues Committee was responsible for administering a university-wide survey polling staff members on the topics of child care, medical and dental care, retirement, and investment benefits. The compilation and statistical analysis of the results served as an important tool in measuring and modifying the benefits of SLU staff and faculty. SLU Stars, a quarterly awards ceremony sponsored by the Human Resources Office for outstanding staff members, was a 1995 SAC brainchild.

## **Students**

The Student Government Association (SGA) serves as the official voice of the student body, and its agent in shared governance. Its primary governing body is the Student Senate. Led by its executive board, the Senate consists of elected and appointed representatives from three constituencies: the schools and colleges; residence halls; and special interest groups, such as first-year students, the Black Student Association, and the International Student Federation. The Student Senate controls the SGA budget, which is generated by the Student Activity Fee. It debates and passes bills and resolutions reflecting the opinion of the student body and provides a structure to which students may turn to voice complaints and concerns.

The House of Governors is the second SGA body, composed of representatives selected by the student organizations on campus. It provides a means for students to voice and discuss ways of improving student life

and activities. Standing committees of the SGA focus on issues of student interest, such as academic affairs, finances, residence life, commuter concerns, and housing. These committees work to resolve conflicts between students and University staff and administration, as well as provide advice regarding SGA operations. SGA representatives serve as members of select standing committees of the Board of Trustees and the University, including the President's Coordinating Council.

The Graduate Student Association (GSA) is a distinct body with its own executive board. The Association represents the interests of graduate students to the Dean of the Graduate School. The professional schools also have active student organizations, such as the Student Bar Association in the School of Law and the MBA Student Association in the Cook School of Business.

### **Task Force on Shared Governance**

In spring 1999, a controversial increase in parking fees led to heated campus discussions regarding shared governance. The President named a Task Force on Shared Governance to review and assess existing governance structures, and to develop recommendations for making them more participatory. In response to the Task Force Report, the President expanded participation in University decision-making processes by adding representatives of the deans, faculty, staff, and students to the President's Coordinating Council.

The Task Force report also recommended expanded interaction and communication between senior administration and the University community. As a result of those recommendations, the President now communicates monthly with the entire SLU community by means of an email message. He and the University's chief administrators also meet with both faculty and students in town hall meetings sponsored by the Faculty Senate and Student Government Association.

### **Human Resources**

Saint Louis University is able to accomplish its purposes because of the work of its skilled, professional, and dedicated faculty and staff.

#### **Faculty**

The University's full-time, ranked faculty, as of fall 2001, number 1,129; of these, 96.4% hold terminal degrees. Compared to 976 full-time, ranked faculty in 1990, this represents an increase of over 15.7%. Not surprisingly, such imposing numerical growth has at times occasioned growing pains.

Four other developments, however, also affect the faculty:

- The University's former ranking as Carnegie Research II, and new ranking as Research-Extensive, has a substantial positive effect on faculty recruitment and promotion, as well as on the University culture.
- The President's vision of making SLU "the finest Catholic university in America" influences faculty workload expectations, mission interpretation, and perception of development needs.
- Stunning improvements in the campus's physical environment raise faculty expectations of commensurate improvements in other services and areas of University infrastructure.
- Technology is changing not only teaching and research but also faculty development needs and the measures for evaluating faculty productivity.

### **Diversity**

Women constitute 34.3% of the non-administrative SLU faculty, compared to 25.6% 10 years ago. Women also constitute over 25% of the senior administrators, including Vice Presidents, Deans, Directors of Academic Departments, and the Provost. SLU has been recognized by the *St. Louis Business Journal* for its commitment to placing more women in top administrative positions. Racial diversity, however, has remained flat over the decade. African-Americans are now 3% of the faculty, compared to 3.3% in 1992. Another shift in the demographics of the faculty shows age differential. In the early 1990s, one-third of the faculty were 50-years-old or more; today, almost half of the faculty are in this age range (44%).

These data suggest that, while the University has made steady progress in the area of gender diversity among faculty, ethnic and racial diversity remains a challenge. In recognition of this challenge, the Provost appointed a task force in 2000 to study ways to recruit minority faculty more effectively. This resulted in an extensive report with recommendations for recruiting and retaining diverse faculty. The report was the basis for two programs for chairs and directors of academic programs (fall 2000, 2001), and has been disseminated throughout the Faculty Senate. Also by instituting early- and phased-retirement packages, a recommendation of the 1992 NCA report, the University is managing the faculty's aging demographics. The continued graying of the faculty will, however, require creativity in establishing and maintaining appropriate career-stage faculty development efforts, assessment routines, and the correct balance between senior and junior faculty.

### **Recruitment**

While hiring procedures at SLU follow standard academic practice, chairs have also been given additional training in hiring for diversity and Uni-

versity mission. However, the University's new focus on research and its goal of becoming the "finest Catholic university" in the U.S. has meant competing with a different set of schools for top faculty. These include institutions with larger endowments and longer histories of research-orientation, able to offer lower teaching loads and higher compensation. Moreover, departments without Ph.D. programs sometimes find it a challenge to recruit research-oriented junior faculty.

Research support (equipment, space, travel, start-up funds), always a factor in recruiting science faculty, has now become an issue in attracting the highest quality scholars in other disciplines as well. Advances in technology and expectations by new faculty of up-to-date computer resources will require constant upgrades and the kind of significant support received in recent years from the Danforth Foundation.

Another challenge is integrating faculty hired under two different sets of criteria with respect to research productivity. Following from this is the issue of equitable compensation and promotion of senior faculty who may not have the same research skills as newly hired junior faculty. SLU is challenged to consider these issues strategically on a system-wide basis.

## **Faculty Development**

Faculty development efforts in the University are largely based in the schools and colleges. Nevertheless, since 1992, several University-wide efforts, in addition to the University's faculty sabbatical policy, have been instituted:

- The Center for Teaching Excellence sponsors effective teaching seminars; a portfolio development retreat for pre-tenured faculty; workshops on classroom technology; and, under a grant from the Hewlett Foundation, a SLU2000 Pedagogy Enhancement Program that encourages development of innovative first-year courses.
- Competitive Summer Research Awards provide stipends, research assistants, and up to \$1,000 in research expenses for full-time faculty during the summer.
- Competitive SLU2000 faculty research leaves and research incentive awards provide leaves of up to one semester and funds to pursue proposed research projects.
- Ethics Across the Curriculum provides programs to inspire, enhance, and sustain teaching, research, and service related to ethics. It also offers grants on a competitive University-wide basis for projects that provide for the integration of ethics and the applicant's discipline. These projects may be research activities, course and curriculum development, or faculty development.

- Information Technology Services faculty development programs include a summer fellowship program, with a \$500 stipend, for full-time faculty interested in developing new teaching materials that incorporate technology, Mini-Technology Camps for departments, or faculty training sessions on a variety of software programs.
- The Office of Research Services and Grants Administration provides workshops on obtaining funding, individual consultations, and a website with links to many research sites.
- The Marchetti Jesuit Endowment Fund supports research projects of full-time faculty and staff that reflect on issues of faith and culture.
- Two established funds have increased their faculty development support since 1992. The Beaumont Faculty Development Fund, supporting research outside the humanities, has increased its annual funding from \$35,400 to \$72,000. Humanities faculty in the College of Arts and Sciences and social science faculty engaged in humanities research are eligible for research awards of up to \$3,000 from the Mellon Fund. In 2001, 57 Mellon awards were presented.
- Individual schools and colleges also provide travel and development support. Some virtually guarantee \$800-\$1,000 annually to be used at the faculty member's discretion; others with fewer resources award funds competitively, giving preference to faculty presenting papers or who have not received a recent award.

In response to concerns raised in the 1992 self-study, three areas of progress warrant notice here. The University now has a program for providing bridge funding to researchers between grants; there is a systematic plan in the Health Sciences field and an *ad hoc* mechanism for researchers in other fields. In 1999, SLU completed a patent policy. And indirect cost recovery is now shared among the researcher, department, and research administration.

The 1995-1996 strategic plan called for establishing an academic development program and reducing the teaching load for junior faculty in each school. The majority of schools and colleges in the University have significantly reduced teaching loads since the 1992 report. Further, progress is being made with respect to a mentoring program for new faculty and more graduate assistantships, many supported by SLU2000.

### **Faculty Productivity and Evaluation**

In addition to numerous newsletters and publications produced by individual faculty members and departments, there are 20 peer-reviewed journals published at the University. Among them is the "Journal of Urban Affairs," the premier journal in the field of urban studies. In

addition, the Saint Louis University Press has published five books since its creation in 1995.

The 1992 self-study noted that from 1982 to 1990, University income from grants and contracts went from \$6,183,000 to \$11,786,000, an increase of 90.5%. Based on grant and contract tracking systems since 1993, total funding awarded for support of faculty activity has grown from \$28.9 million in FY 1993 to \$52.9 million in FY 2001. The School of Medicine is responsible for approximately 88% of that funding, but growth has kept pace throughout the University.

Actual receipt of external funding for scholarly activities has more than doubled between FY 1990 and FY 2001. In FY 1990, the amount of funding received was \$17,670,980, compared with \$38,570,008 in FY 2001. Corporate and foundation grants and gifts supporting faculty research, teaching, and scholarly activity (including cash, equipment, books, in-kind services, and other gifts) increased significantly, from \$1.896 million in FY 1992 to \$7.249 million in FY 2001.

External grant activity for schools apart from the Health Sciences Center, for the first two quarters of this fiscal year, exceeds similar activity for the same period in the past fiscal year. There were 16 more proposals submitted thus far in FY 2002 and 10 more awards received, for an increase in funding of \$618,267. A record number of proposals has been submitted by faculty for the Summer Research Award Program. These data indicate that the faculty have increased their efforts in seeking both internal and external support for their research and scholarly activities.

Regarding the teaching responsibilities of faculty, there is considerable variation in teaching loads across academic units, based on differences in research commitments and disciplines. Average class size has been reduced across the University, from 25.4 in 1995 to 21 currently. The ratio of students to faculty has also been reduced, from 16:1 in fall 1997 to 12:1 in fall 2001.

Data on service have been collected centrally at the University since FY 1997. The proportion of faculty reporting into the data system has increased during that time, reflecting in great part the emphasis placed by the University on the importance of community service in the life of the academic community. In FY 2001, 849 members of the University community reported providing nearly 48,000 hours of community service to over 1,300 community organizations. In addition, 38,000 hours of other volunteer activities were provided, and community members served in 400 Board memberships in community organizations. The University community was responsible for raising \$776,849 in philanthropy for community purposes.

One of the goals of the University's 1995-1996 strategic plan was that every faculty member receive an annual individual evaluation. Although evaluative criteria, methods, and tools vary from unit to unit, annual

evaluation is now practiced across the University. Several units use a multi-pronged approach, including student evaluations of instruction and courses, peer evaluation of classroom teaching, and chair evaluation of overall faculty performance in relation to responsibilities specified in the Faculty Manual (teaching, research, advisement, and service). Student evaluation of courses and instructors has benefited from technology, with anonymous, structured instruments read by Opscan machines resulting in rapid feedback to faculty.

Midpoint or three-year reviews have been formalized as an important mechanism for outside- and self-evaluation in preparation for achieving promotion and tenure. Since SLU faculty typically develop loyalty to the University and want to stay, this process is important in retaining young faculty. In the current revision of the Faculty Manual, the Faculty Senate is recommending that a midpoint review become mandatory. Each school develops its own interpretation of the University's criteria for promotion and tenure and applies these to reviewing candidates internally. In about 90% of cases, the University Rank and Tenure Committee approves candidates endorsed by their schools.

Faculty concerns regarding scholarly productivity include the need for information technology and technical resources for researchers, as well as new research facilities at the Health Sciences Center. Another concern is the evaluation of faculty with respect to advising; the University has yet to develop a systematic assessment of advising practices.

## **Governance**

The University's 1994 Faculty Manual describes shared governance as faculty representation and input in University policy and budget development. The officially sanctioned representative faculty body is the Faculty Senate, with representatives elected by each school, analogous to the Staff Advisory Council for staff and the Student Government Association for students.

Participatory governance became a topic of heated debate in spring 1999, in response to a controversial administrative decision regarding parking fees. The issues were captured in the "Shared Governance Task Force Report," which summarized the results of an electronic survey of faculty on the topic and outlined University accomplishments and faculty concerns.

The University has made considerable strides toward increasing participatory governance over the past 10 years. Computer technology has also facilitated a marked increase in the exchange of information, as exemplified by the President's monthly email newsletter to the SLU community.

The perception remains, however, that University governance structures are still marked by strong central control. Non-tenured faculty are disin-

clined to involve themselves in governance activities, as these are not considered in workload determination or rank and tenure decisions. Some of the Faculty Senate leadership still perceive the faculty's role in governance to be more in the implementation rather than in the design of policies and structures.

## **Compensation**

With respect to compensation, the 1992 NCA Task Force Report noted the University's commitment to reach the 60th percentile (rating scale 2) for Category I Institutions on the AAUP rating scale. The Report noted that the University expected to reach the goal within the next two years or less.

There is no question but that over the last 10 years faculty compensation has improved significantly. Special monies were allocated during FY 2001 and FY 2002 to raise faculty base salaries, particularly at the assistant and associate levels, to those of comparable institutions. These special funds are part of the SLU2000 faculty initiative, allowing for a two-year increase in the amount of endowment available for operating and University enhancement budgets. The full impact of the allocation of these funds on faculty salaries is not yet available. Although achieving the goal of the 60th percentile has taken longer than was anticipated in 1992, it is now certainly within reach.

The University has also made significant progress in the area of fringe benefits. The 1992 Report noted that the University lagged behind the average Category I fringe benefit rate by over six percent. The 1999 fringe benefit rate was 24.5% for full-time employees, and is set at 28.7 % for FY 2002. The increase in the fringe benefit rate reaches a maximum pension contribution of 8.5 % by the University. This improvement in pension contribution narrowed the gap with other Category I institutions. The University's health plans are comparable to those offered by other Category I institutions.

On the whole, therefore, compensation has improved significantly over the past decade both with respect to salaries and fringe benefits. Moreover, the tuition remission program for faculty and staff dependents has been expanded to include some non-Jesuit universities. The University remains challenged, however, not only to narrow, but to eliminate the gap between its percentage of contribution to pension plans and that of comparable institutions. Moreover, although there has been marked improvement at more senior ranks, compensation at the assistant professor level is lower than at comparable institutions.

## **Mission**

The University addresses the issue of its distinctive Catholic, Jesuit mission vigorously. This can be credited to the President's leadership and the work of the Vice President and office for Mission and Ministry.



All prospective faculty candidates receive "In Perspective," a 32-page brochure presenting an overview of the University's intellectual, ethical, and religious foundations. All finalist candidates receive a video, entitled "Saint Louis University - A Mission Making a Difference." Candidates are informed that, during their interviews, they have an opportunity to share how they can contribute to the University's mission and philosophy. Once they are hired, new faculty are informed at an orientation not only what the University expects of them, but also the implications of the University's Catholic, Jesuit mission and identity.

Among the University's strengths are the wide variety of tools used to introduce the mission to new faculty. Mission-directed activity has been institutionalized through a variety of academic programs and structures that integrate teaching, research, and service. On the other hand, the University needs to articulate an explicit set of criteria that can be used to assess faculty on their mission-based activities in a way to ensure consistency across the University.

### **Strengths**

- A sizeable number of SLU faculty are deeply committed to the University's threefold mission and Jesuit identity. SLU has developed a vigorous program to promote mission-awareness and commitment among its faculty.
- SLU has made notable progress in supporting faculty development with a wide variety of competitive funding possibilities. Advances have also been made with respect to reduced teaching loads for junior faculty and faculty with research agendas, a mentoring program for new faculty, and more graduate assistantships.
- The University enjoys an increasingly research-oriented faculty who are also committed to excellence in teaching and their students' learning.

### **Challenges**

- In this period of transition to a heightened focus on research, the University is challenged to think strategically about integrating faculty hired under two different sets of expectations. It must face issues of equitable compensation and promotion of senior faculty who may not have the same research skills as newly-hired junior faculty.
- Although it has made progress in the area of gender diversity, the University needs to continue its efforts toward recruiting and retaining a more racially and ethnically diverse faculty.
- Although faculty compensation has improved considerably in the past decade, especially at the senior ranks, there is still a gap at the assistant and associate levels between SLU faculty salaries and those at comparable institutions.

## **Staff**

Saint Louis University fulfills its mission of teaching, research, and service with the support of its skilled and committed staff. In addition to its faculty, SLU employs (based on the October 1, 2001 census) 2,347 full-time staff members. These range from clerical and secretarial support staff, healthcare professionals, and managers to groundskeepers and security officers. SLU also employs over 600 part-time employees, in addition to graduate assistants and student workers.

The Office of Human Resources is responsible for the organization of and services to the University staff and administration. Under the direction of the Vice President for Human Resources, the office has as its mission:

- Recruiting and retaining competent, compassionate, conscientious, committed, and community-minded faculty and staff members who are attuned to the University's Catholic, Jesuit heritage and to the needs of its customers;
- Providing equitable compensation, benefits, and recognition systems that help retain and motivate faculty and staff members;
- Assuring that the University strives to provide a fair and just work environment;
- Providing educational, training, and development programs that enhance the personal and professional development of faculty and staff members in the accomplishment of the mission;
- Providing efficient and effective human resource systems that support the daily operations of University departments; and
- Supporting and enhancing communication efforts throughout the University.

## **Strengths**

- In May 2000, the *St. Louis Business Journal* named SLU as one of the region's "Best Places to Work." One of the major reasons for that designation is that SLU employees feel they are making a difference in the lives of the students, patients, and the larger community.
- Faculty and staff started a program entitled "Helping Our Own," contributing thousands of dollars of their personal resources to this emergency fund for other SLU employees.
- SLU not only welcomes, it works for diversity. Full-time staff (excluding faculty) are 69% female and 31% male. They are 74.6% Caucasian,

21% African-American, 1% Hispanic, 2.6% Asian, 0.25% American Indian, and 0.4% unspecified. The staff also represent a diversity of ages, ranging from teenagers to people still active in their 80s.

- The University Commission on the Status of Women (Women's Commission) has begun its third decade of providing professional and personal development for female employees.
- Shared governance at SLU includes the staff. Staff representatives from the Staff Advisory Committee sit on the University's highest internal governing body, the President's Coordinating Council, and on committees of the Board of Trustees. By serving on these and many other committees and task forces, staff representatives contribute greatly to decision-making.
- Saint Louis University employees demonstrate an impressive loyalty and commitment to the University. The average length of service for full-time faculty and staff is nearly nine years. Many have served at the University for all or most of their professional lives. The University honors such loyalty in the Argentum Room of the Student Center, where the pictures hang of all the men and women who have worked at SLU for 25 years or more.
- The University also recognizes its long-term employees with Distinguished Service Awards, presented to honorees on their five-, 10-, 15-, and 20-year anniversaries. Another program is the Presidential Service Awards, which go to faculty and staff on their 25-, 30-, 35-, 40-, 45-, 50-, 55-, and (yes, even) 60-year service anniversaries. In the latest five-year cycle of these awards, 2,161 employees were honored in these two programs. At the fall 1999 Distinguished Service Awards program, 485 people were recognized, and, in 2000, 65 people were honored at the Presidential Service Awards program. In 2000, SLU honored 20 employees, each still active at the University after over 40 years.
- The University's tuition remission program is one of its most attractive benefits. In 1999-2000, 464 employees pursued undergraduate- or graduate-level educations at SLU with support from this program. In 2000-2001, the total was 475 employees. Vigorous staff development is another strength. In 2000-2001, SLU sponsored 216 staff development programs, with 2,064 participants and 4,579.5 contact hours. In 2000-2001, SLU sponsored 216 staff development programs, with 2,064 participants and 4,579.5 contact hours. Other employee benefits can be found in the staff manual and on the University website.

## **Challenges**

- One can expect a reduction in the number of administrative and managerial staff, as processes are automated and traditional support

occupations migrate to technology- and student services-related positions. The pool of qualified job applicants is not expected to grow, and the large numbers of baby-boomers in the SLU workforce will begin retiring. Although the supply of applicants will be bolstered by the University's reputation, culture, and job benefits, SLU may have difficulty filling positions. To preserve a mission-committed and competent workforce, SLU will have to maintain a broader and more diverse pool to keep the applicant quality at an acceptable level. To maintain its reputation as a "people-friendly" workplace, SLU will continue to address the growing demand for more flexible work schedules and a family-friendly work life.

- The University is committed to being both competitive and fair in compensating its employees for their labor. Human Resources performs regular market studies and annual reviews of salary structure. Managers review internal equity yearly at the time of drawing up the next year's budget. A move to fewer but broader pay grades has resulted in a drop in requests for reclassification and, ultimately, less paperwork. "Express Classification" has resulted in a more efficient way for departments to change vacant position classifications.
- After identifying deficiencies in its computerized information systems, Human Resources has purchased additional software in a move to a web-based, interactive system. The new software will allow the office to redesign all related human resources processes to be more efficient, customer-focused, and streamlined. Three senior programmers have been dedicated to completing these upgrades.
- To maintain a committed, competent workforce, staff training and development will have to assume greater importance and be seen as an essential, continuing part of any staff member's work life. Management development will require priority along with regular succession planning. Cultivation of leadership skills at the lower levels will result in a larger pool of people ready to assume supervisory and management responsibilities. Training and development for staff will need to focus on competence in computer technology, adaptability, stress management, self-management skills, communication, and leadership skills development at all levels.
- SLU is challenged to remain competitive in employee benefits. The University is committed to continue offering benefits that provide a secure future for employees' retirement, coverage for catastrophic medical conditions, and tuition remission for employees and their dependents. One can foresee a growing demand for long-term care benefits for employees and their parents. As the cost of these benefits grows, choices will need to be made as to the priority of these benefits with respect to other compensation-related choices.

## **Academic Resources**

### **University Libraries**

The University's three libraries are its most important academic resource. Each operates with a distinct mission. Under the direct supervision of the University Librarian, the Pius XII Memorial Library attends to the general research and information needs of all units not served by the health sciences and law libraries. The Health Sciences Center (HSC) Library reports to the University Librarian and serves the medical literature needs of the schools of Medicine, Nursing, Allied Health Professions, and Public Health. The Omer Poos Law Library serves the information needs of the School of Law, and reports to its dean. The three libraries cooperate in addressing mutual concerns, the most important of which is the sharing of an integrated library system.

### **Shared Automation**

A lack of automated services posed a serious challenge to SLU libraries in 1990. The newly appointed University Librarian was given the charge of correcting the problem by leading a shared initiative to automate the facilities. After careful planning and selection, the three libraries joined with the libraries of the University of Missouri system to utilize the Innovative Interfaces integrated library system and form a resource-sharing consortium that they named MERLIN. In a move to enhance their respective resources even more, the MERLIN network joined Washington University libraries to form a wider consortium, MIRACL. The MERLIN consortium provides the University with online access to almost six million volumes; MIRACL adds an additional three million volumes.

Other academic libraries in Missouri observed the development of MERLIN and MIRACL with great interest. Through a funding initiative by the Missouri General Assembly, 50 academic libraries in the state formed MOBIUS, an expansion of MERLIN and MIRACL, which, when fully implemented, will provide for easy sharing of over 14 million volumes. MOBIUS provides daily courier service among member libraries to deliver materials ordered by patrons to their home libraries within an average of three days from the online request.

SLU library patrons have greeted the advents of MERLIN and MOBIUS with enthusiasm. These partnerships allow the University to negotiate for many more electronic databases and journals than SLU could afford alone. The three libraries have proceeded to select over 100 electronic bibliographic and full-text databases and a rapidly growing electronic journal collection, which are now accessible in the library or remotely, anywhere Internet service is available.

Patrons also express appreciation for the increase in available computers in the libraries and in the ability to access resources from computers



***Shared automation between Pius Library and other lending institutions has made a variety of research materials more accessible to patrons.***

outside the libraries. The decision to join MoreNet, the state-supported telecommunications infrastructure, has also added new electronic resources and services.

MERLIN not only fulfilled the University's need for library automation, it provided a platform through which SLU now enjoys a dynamic, ongoing relationship with academic libraries throughout the state. It enables the University to serve the needs of a far wider circle of library users. The entire state now enjoys improved economic, educational, and cultural development as a result of this resource-sharing program which SLU libraries helped to plan and implement.

### **Collections and Staffing**

As of June 2001, Pius XII Library held 1,308,581 books and bound volumes, 1,271,818 microforms, 6,226 current serials subscriptions, and 4,177 titles available electronically. Since 1990, it added 499,620 books and bound volumes to its collection, by way of new acquisitions, gifts, and mergers of previously separate libraries. The addition of 570,051 microform units, 831 serial subscriptions, and 3,588 titles available electronically represents a marked increase of resources.

During the fiscal year ending June 2001, Pius XII Library employed 31.19 FTE librarians and other professional staff, 28.15 FTE support staff, and 14.15 FTE student assistant staff. Pius XII Library spent \$5,834,330 in FY 2001. This amount was divided among personnel (\$2,218,988), collections (\$3,009,514), and other operating expenses (\$605,828).

Over the last 10 years, the expenditures for all three libraries have more than doubled, increasing from \$4,842,730 in FY 1991 to \$10,052,328 in FY 2001. Pius XII Library's circulation transactions for FY 2001 were 129,054 from the general collection and 21,201 from the reserve collection; 9,863 items were provided to other libraries through document delivery and interlibrary loan.

As of June 2001, the HSC Library held a total of 107,666 volumes of print and non-print materials and 1,216 current serials. Electronic resources are continuously added and provide 128 unique monograph titles and 784 electronic full-text serials titles. The HSC Library provides local and remote electronic access to its catalog of materials and over 30 bibliographic databases, including MEDLINE, CINAHL, HealthStar, Biological Abstracts, PAIS, BioethicsLine, Current Contents, Philosopher's Index, and others. Library users can also access electronic resources available through Pius XII Library.

The HSC Library staff includes six FTE professionals, three technical specialists, 17 clerical support staff, and three student or hourly support staff. In March 2001, the HSC Library was placed under the administrative supervision of the University Librarian, who then initiated a complete evaluation of its services and staffing in a process involving faculty and students.

The Law Library, as of June 30, 2001, provided approximately 580,000 volumes in print and microform, representing 220,000 titles and 6,400 subscriptions. In fall 2000, "National Jurist" ranked the Law Library 39th in the nation with respect to collection size and hours of service. According to American Bar Association statistics for 2001, of the 184 reporting law schools, Omer Poos ranks 28th in collection size and seventh in the number of interlibrary loans provided to other libraries. The Law Library is staffed by seven law librarians; the Director, who is a member of the law faculty; and 12 support personnel.

### **Access and Building Complex Improvements**

Pius XII Library has expanded because of several mergers over the past 10 years. Previously, the Pius XII Library complex housed two separate libraries — its own collection cataloged in the Library of Congress classification system and the 140,000 volume Divinity Library in the Dewey-Peterson system. In a move to end confusion for users and duplication of management and processing services, the Divinity Library was merged into Pius XII Library's holdings and recataloged in the Library of Congress system, with its records added to the Online Computer Library Center, Inc. database (OCLC). Also merged into the Pius XII collection were the 4,500 volume Social Service Library, the Parks College Library, and 4,000 volumes from the Center for the Study of Communication and Culture.

In the process of reorganization, Pius XII Library collections were cleaned, and the building refreshed, repaired, recarpeted, and repainted. Other improvements included cabling and related electrical wiring for automation, upgrading the HVAC system, installing new energy-efficient windows and lighting, and adding a new roof over the Lewis Annex. Furnishings were repaired, upgraded, and cleaned. Six years were necessary to reorganize, weed, reclassify, clean, repair, and shift almost a million volumes, with the collection continually accessible to library users.

HSC Library services have been significantly enhanced by the MERLIN and MOBIUS systems. Other improvements included cabling for automated access, the HVAC system, an increase and upgrade of computers with internet access, new carpet, and upgraded lighting. The Library also added 120 study spaces, 30 new study tables, and 144 chairs. In 2000, the HSC Library began providing patrons with usage of 10 laptop computers with wireless access; they have proven so helpful that more are planned for purchase.

To help create a quieter study environment at the HSC Library, the School of Medicine developed a nearby lounge to provide students a place for casual interaction and email access. A new Informatics Laboratory affords medical students computer access near the library. Nine new, small group-study rooms provide additional study space and computer access in the same area. The School of Nursing Educational Media Department (EMD), managed by the Library for many years, was enhanced with computers for student use. Information Technology Services (ITS) also developed a computer laboratory for student use in this complex.

Two floors of the Law Library were remodeled and renovated in 2001. Walls and shelves were removed to create a more open, inviting atmosphere. The collection was reorganized, relocating the majority of primary materials (federal statutes and regulations, state and federal cases, and Canadian legal materials) to the first floor. The 20,000-volume historical collection was moved to the basement, and microform materials were removed from shelves and filed into cabinets in one location. Two online public catalogs were added at the entrance of the library. The library has 14 workstations and two computer labs providing students network access along with network drops throughout both floors for student laptops. The library has also installed a new reference desk at its entrance.

## **Personnel Development and Services**

Pius XII Library has invested heavily in faculty and staff selection, training, and development during the past decade. Salary increases allow it to compete in hiring experienced librarians. Increased funding has resulted in improved services, such as the academic department liaison program, which includes subject-specific collection development, library



instruction, and support for faculty and student research. Today, fewer library faculty and staff work in behind-the-scenes technical services, serving in academic programs instead.

Library faculty and staff have become more productive, thanks to reorganization, automation, improved selection of personnel, ongoing training, clearly stated expectations, and ongoing evaluation focused on development. Evidence of this includes certification by the Library of Congress of all Pius XII catalogers in the Name Authority Control (NACO) and Enhance Status programs. Certification in these programs is by examination and ongoing review of catalog records added to the Online Computer Library Center, Inc. (OCLC) database. Those who achieve this status are recognized among the best catalogers in the nation.

HSC Library faculty receive annual funding to participate in the Medical Library Association and the Special Libraries Association. They participate in the Library Faculty Assembly, the University Faculty Senate, MERLIN Committees, and on relevant committees of the Health Sciences Center. They also collaborate with faculty on research projects.

In response to students' concerns about library instruction, HSC librarians participated with HSC teaching faculty in a 2001 summer program focused on teaching methods in the medical sciences. Pius XII Library instruction leaders and the Assistant Director for the Center for Teaching Excellence joined them in the course to begin a year-long collaboration to improve HSC library instruction. Pius XII librarians pretest materials for HSC librarians, observe their classes, and provide feedback. HSC librarians are developing a formal peer review process for advancement in rank.

The HSC Library has recently evaluated its circulation procedures and provided its staff with training for effective use of the MERLIN circulation module. A staff developmental training program to improve performance and morale is now in process, as is a training program for implementing the new interlibrary loan and digital reserves modules. In addition to standard annual faculty and staff evaluation cycles with feedback for development, a Librarian-in-Training program has been initiated to develop subject-specialist librarians. Candidates, selected on the basis of formal health science educational backgrounds, will earn the MLS degree and receive practical training over a three-year period. Successful completion of the program will culminate in appointment to the HSC Library Faculty.

The Law Library assigns reference librarians as liaisons to law school faculty and administrative personnel. Law librarians assist faculty and administrators with research projects, train research assistants, and teach specialized courses in legal research. They provide monitoring of assigned faculty research topics as new developments emerge, assist faculty members with WebCT, and, in spring 2002, have begun teaching first-

year law students the use of such electronic services as Lexis, Westlaw, and LOIS. In addition, the library makes research assistance available to local attorneys, *pro se* patrons, and paralegal students in local programs.

The law school currently employs three librarians who have both the JD and MLS degrees. They cover 80% of reference hours and serve as liaisons to law faculty. Remaining reference hours and some liaison work with international law professors are conducted by three MLS librarians who possess foreign language and technology-use skills.

## **Special Services**

University Archives, which is part of the Pius XII Library, essentially existed in name only prior to 1990. Archival collections were housed without appropriate organization or access, and no full-time staff provided service. Today, four full-time and one part-time staff serve the Archives. Three of the full-time staff have completed requirements for certification by the Academy of Certified Archivists of the Society of American Archivists.

Pius XII Library has instituted standard archival practices along with an online classification program. It expanded the Archives with gifts significant to the University's history and mission. Archival services are embedded in the library's information services and are used by a wide range of University clients, including administration, public relations, and numerous academic departments. Unlike many other academic archives, SLU Archives welcomes undergraduates and introduces them to the important use of primary resources.

Among Pius XII Library's notable collections is its internationally known Vatican Film Library. The Vatican Film Library is a research library for medieval and Renaissance manuscript studies and a unique microfilm repository holding three-quarters of the Greek, Latin, and Western European vernacular manuscripts belonging to the Vatican Library in Rome. It maintains an extensive reference collection of manuscript catalogs, monographs, facsimiles, and periodical literature in this field and expends in partnership with the University's Center for Medieval and Renaissance Studies upwards of \$38,000 annually to develop its collections. In addition, the Vatican Film Library is one of largest repositories in the United States of Microfilmed archival documents from the sixteenth to the nineteenth centuries pertaining to the missionary activities of the Jesuit order in North and South America.

In 1997, the Vatican Film Library collaborated with Columbia University, the University of California at Berkeley, and St. John's University in an Andrew W. Mellon-funded project to develop a method of electronic encoding that would enable researchers to locate and retrieve information on medieval and Renaissance manuscripts. The Vatican Film Library's contribution to this effort was the development of an encoding procedure

and cataloging rules known as Descriptive Cataloging of Ancient, Medieval, Renaissance, and Early Modern Manuscripts, which will be published by the Association of College and Research Libraries as the standard method for library cataloging of these materials.

The Vatican Film Library supports an active program of scholarly outreach among University faculty and beyond to the international academic community. Since 1957, it has published the journal "Manuscripta," which is devoted to research in medieval and Renaissance manuscript studies. Since 1973, it has hosted the annual St. Louis Conference on Manuscript Studies, which attracts scholars from around the world. It also maintains the Vatican Film Library Mellon Fellowship Program to bring scholars to the library to make use of its research materials.



***Pius XII Library is home to many notable collections, including the internationally recognized Vatican Film Library.***

HSC Library archival collections are housed in the University Archives located in Pius XII Library, which services the HSC schools, departments, and faculty. The HSC archives contributed to preparing permanent exhibits on the history of dentistry at SLU for the lobby of the new Center for Advanced Dental Education, and on the history of medical education for the School of Medicine. Archivists also assisted the University in research related to the sale of the hospital to Tenet.

The Law Library has a number of collections frequented by visiting scholars conducting legal research. The School of Law has a cooperative agreement with the University of Warsaw to build a post-World War II Polish law collection. Annual funding is available to build a collection of Irish law materials. Law librarians assist paralegal programs with research instruction, and have begun a program of classes on using statutory, judicial, and regulatory law.

### **Assessment**

At Pius XII Library, instruction in the use of the library and its services has long been a major reference department activity. In the past 10 years, between 10 and 12 reference librarians have offered an average of 390 instruction sessions per year, with 437 classes conducted in AY 2001. After every class, each librarian requests feedback on teaching effectiveness, using separate forms for faculty and students. These forms are reviewed for suggestions on improving instructional techniques. As a result of feedback requesting more interactive, hands-on instruction,

reference librarians developed two electronic classrooms. These librarians continually seek creative and collaborative ways of delivering instruction and integrating information technology into teaching, using course management software, PowerPoint presentations, and online tutorials.

During AY 2001, reference librarians administered pre- and post-library knowledge surveys to students enrolled in the major composition course offered by the English department. The surveys measured the students' basic information-seeking skills prior to and after instruction. Positive results regarding both library instruction and the potential for online instruction assist in planning for future library instruction.

At the HSC Library, as a result of student concerns, Pius XII Library colleagues have joined HSC librarians to provide peer observation and assistance in improving library instruction. Student and faculty evaluation of library programs is integral to the current effort at improving HSC library instruction and services.

At the Omer Poos Law Library, services have been assessed by way of individual interviews with law school faculty, administrators, and student leaders; a survey of students; and an email survey of faculty. These led to improvements in the new librarian liaison program, and in reference and circulation services. The staff is developing a system of short surveys addressing user satisfaction, to be implemented in spring 2002.

## **Strengths**

- The strengths of the three University libraries are their remarkable collections, competent and energetic leadership, a faculty and staff selected to support the University's teaching and research, and strong programs for on-going faculty and staff development. Many of the library faculty and staff are active in national professional organizations.
- Over the last 10 years, SLU libraries have gone from spectators to leaders in developing interactive and cooperative networks through automation. The creation of MERLIN, MIRACL, and MOBIUS has expanded the resources for SLU and all member libraries. Consortial purchase of electronic resources allows them to stretch their purchasing power. Other ventures being considered include a cooperative collection development, which views the holdings of all member libraries as one collection. Also under consideration is shared remote storage with the potential for judiciously storing fewer copies of specific titles across the state. A statewide plan for digitization of special collections is also currently underway.

## **Challenges**

- All SLU libraries are challenged by the dramatic growth of information resources in all formats and their burgeoning costs, typically greater than

the annual consumer price index. Recent changes in copyright law appear to favor publishers, especially those who produce electronic resources. The purchase of smaller scholarly publishers by large corporations focused on profit further stresses libraries whose annual budgets cannot keep up with increasing costs.

- Management of the University's libraries needs to build fundraising expertise. Library participation in the University's Capital Campaign will focus on endowment funds to support collection and personnel development, preservation, special collections, and planning.
- Fear of losing the record of research achievements in a volatile digital environment challenges librarians to rethink their traditional roles. Efforts are underway to encourage faculty authors to consider library- and user-friendly options for sharing research results.
- Heavy reliance on technology is another challenge. The University's libraries must be funded to assure an ongoing capacity to serve the demands presented by the growth of electronic resources. Equally important is a University telecommunications infrastructure and automation support for these developing needs.

## **Information Technology**

Information Technology (IT) is integrated into all aspects of the University's mission. By putting effective IT systems in place, SLU provides creative and interactive teaching and learning activities, helps faculty conduct important research, and supports useful service activities. Information Technology Services (ITS) is responsible for providing leadership for all IT-related issues across the University. Because its role is preeminently academic, it operates under the immediate purview of the Provost. The division also has formal links to the Board of Trustees, the Council of Academic Deans and Directors, the Student Government Association, the Academic Resources Council, and the President's Executive Staff. These and other less formal avenues of engagement assure its alignment with the University's strategic planning and directions.

Its organizational structure reflects both the importance of IT to the University and its mission to deliver quality services. Its chief administrator is a Vice President/CIO and a member of the University's Executive Staff and the President's Coordinating Council. Its two major subdivisions, IT Application Services and IT Infrastructure Services, are each led by an Assistant Vice President. In 1999, the formerly independent Instructional Media Center (IMC) and the Biomedical Communications Department were integrated into ITS. Each department in ITS is led by a director and supported by one or more managers.

As of September 2001, there were approximately 131 employees and 65 students working in ITS. An additional 20 employees provide depart-

mentally-based IT services. The administrative staff coordinates institutional IT planning, program assessment, project management, budget planning and management, IT purchasing, budget recovery billing, and all clerical support for the division. In 1998, a Technology Plan, adopted by the President's Coordinating Council, set out goals for IT development. Each quarter, ITS reports to the President and Board of Trustees on progress toward those goals.

In order to gauge the quality of its services and their impact, ITS has engaged in several assessment projects. It has conducted surveys regarding staff and customer satisfaction and faculty use of and attitudes about educational technology. This data serves as a baseline against which future assessments will be measured. The SLU2000 Initiative is currently helping to fund more than \$16 million of improvements in the University's network infrastructure and to provide additional personnel, staff salary adjustments, and software support.

## **IT Application Services**

One of two major subdivisions of ITS, IT Application Services supports the use of IT applications by students, faculty, and staff. It consists of Academic IT Services, Administrative IT Services, the Instructional Media Center (IMC), Web Development, the Support Center and Desktop Services, and Health Sciences IT Services.

Academic Information Technology Services has as its mission enhancing teaching and learning by means of information technology. On the basis of an assessment in summer 2000, the department set as its goals:

- to engage more faculty in planning academic computing programs;
- to increase communication and collaboration across ITS applications and infrastructure groups;
- to encourage pedagogical innovations as a consideration in merit and promotion decisions; and
- to provide more direct technological assistance to teaching physicians.

A 1999, \$5 million Danforth Foundation grant funded improvement of classroom technology on two "levels" and expanded the resources of the Paul C. Reinert, S.J., Center for Teaching Excellence (CTE). Before that time, only 30% of SLU classrooms had a network connection, and only about 12% were equipped for electronic information display. As of spring 2000, 75% of SLU classrooms are "Level 2" (computers, projection systems, and built-in VCRs) and 25% are "Level 3" (highly integrated multimedia rooms). At the CTE, a "classroom of the future" uses wireless networking, notebook computers, and a mobile "Level 3" design to promote faculty experimentation with new technology.

In the area of faculty development, the department organizes individual and group training efforts throughout the year and a major Winter Institute. One gauge of its success is faculty use of WebCT, a set of tools for

creating web-based educational materials. When first introduced in 1997, WebCT was used in six courses with 130 students; by fall 2000, WebCT was used across the University by 150 faculty members in 355 courses.

At the time of its 1992 NCA visit, SLU reported having 240 microcomputers housed in nine computer laboratories across campus. As of 2001, the University has more than 1,400 microcomputers (an increase of 500%) in 83 laboratories (an increase of 900%). The computers include Windows 98/NT/2000-based personal computers, Apple Macintosh, Sun Workstations, and Linux-based systems. Ten years ago, the ratio of full-time resident students to computers was 47:1. As of 2001, the ratio of full-time resident students (3,200) to personal computers (1,400) is approximately 2.3:1.

In 1999, ITS began implementing a refresh program for SLU computer laboratories on a three- to four-year cycle. This was made possible with funding from extramural sources, including the SLU2000 initiative, special departmental funds, a Danforth Foundation Grant, and the Integrated Library System fund. The refresh program includes more than 1,400 individual computers at an approximate cost of \$1.8 million.

A challenge to greater and more successful use of technology in classrooms has been the difficulty of providing seamless, reliable network connections between faculty offices, classrooms, and computer laboratories. To resolve this, ITS launched the Learning Spaces Initiative. A key feature of this project is the installation and support of a centrally located, high-availability cluster of file servers and a comprehensive backup system that will be accessible from faculty offices and classrooms. All hardware used in the Learning Spaces Initiative is based on Windows 2000 technology, including the option of centrally managing individual desktop computers.

Administrative Information Technology Services manages the University's administrative operations, and provides leadership and IT support to improve the quality and efficiency of the University's administrative and business operations. The University uses the PLUS2000 suite of administrative systems from SCT Corporation. These systems have been in place since the mid-1980s and run on the Compaq Alpha OpenVMS platform. These systems are primarily written in COBOL, and the newer web modules are in standard HTML running in a Windows NT platform. Additionally, FOCUS and WebFOCUS from Information Builders, Inc. provide standard and *ad hoc* reporting capabilities for the administrative systems. Other tools, such as CONNX, an ODBC tool to allow PC and web-based access to the administrative systems, are being deployed, as well as self-service web applications that allow students, faculty, and employees to manage their work via the web. Separate systems are available for the Alumni and Development offices (ADS), Finance and Business Modules (FRS), Human Resources (HRS), and Student Information (SIS).

At present, the University does not have a coordinated data warehousing program. Several extracts of student data (census files for each semester) are made and used by the Office of Institutional Study. Financial data are available in forms that make strategic analysis possible. A number of new software tools (WebFOCUS and CONNX) offer promise to make institutional data more widely accessible to decision makers for more data-based decision making. In addition, the Office of Research Services has hired a technology manager to develop data systems for research administration and grant proposal development.

The Instructional Media Center (IMC) provides leadership and resources in the use of instructional technology. It occupies the whole of Xavier Annex, which was renovated specifically for its use in 1995, and at the Health Sciences Center is located in the lower level of the Learning Resources Center. Its full-time staff has more than doubled in the past decade, and is complemented by approximately 250 hours of student labor each week. IMC assists in the design and development of discipline-specific technology facilities, such as language labs and video facilities.

In 1992, the University allocated significant new funding to expand IMC's teaching materials collection. At that time, there were about 450 titles in the catalog, predominantly in 16mm film format. The collection has grown to over 2,000 faculty-selected titles (mostly VHS video), thanks to continuing investments averaging \$10,000 per year. The video/film catalog has moved from its original print format to a web-based system that is regularly updated as new materials are acquired. Materials may be displayed in any classroom without physically checking out the tapes, utilizing the SLU "Virtual VCR" media retrieval system.

Web Development provides leadership in the administration and development of the University's web presence. A newly designed and engineered site was released to the public in early September 2001. Led by a Director and co-supported by ITS and University Marketing and Communications, the group is composed of four professional web designers and developers.

The Support Center and Desktop Services provides on-site and seven-day telephone IT support to the entire University community. The staff consists of a manager, 14 full-time technicians, and three students, augmented by about 40 support staff distributed across specific schools and departments. On average, the Support Center receives more than 600 calls a week for assistance. Each call is logged into "Remedy," a commercial product that provides problem-tracking and automatic support services. An automatic call distribution (ACD) system permits analysis and tracking of all calls.



## **Health Sciences IT Services**

Information is proving to be the lifeblood of the health sciences. Important applications include: student education, faculty research, electronic communications, word processing, medical records, image analysis, clinical documentation, billing, and claims processing. The schools at the University's Health Sciences Center use all of the standard University administrative systems, as well as several applications designed specifically for the medical area. The University has recently implemented a comprehensive new practice management system, IDX, to support the administrative needs of the University Medical Group (UMG).

## **IT Infrastructure Services**

A major ITS subdivision, IT Infrastructure Services incorporates the following departments: Network and Telecommunications Services, Client and System Services, Asset Management, and Technology Support and Analysis. Infrastructure Services is also responsible for security and audit activities related to IT.

Network and Telecommunications Services has connected about 70% of campus buildings via fiber optic cabling to the OC48 backbone and a 20 Mb/s link to the Internet. All residence hall rooms have a connection to the campus network, and more than half the rooms have one port per occupant. Nearly 70% of University classrooms have network connections to campus information resources and the Internet. The University has nearly 9,000 network connections, 6,000 telephones, and 142 emergency telephones wired directly to the Department of Public Safety.

Client and Systems Services is responsible for computer operations, local and wide-area server support, and the University-wide email system. The primary computer operations center is located in a secured space on the lower level of Des Peres Hall. This center houses the main administrative systems, the physician billing system, many of the University's servers, network backbone equipment, and the telephone switch. A secondary computer room, located in the HSC Caroline Building, houses network backbone equipment and a number of networked servers to support the HSC. For intrusion and environmental control, both computer rooms are equipped with alarm systems tied into the Department of Public Safety, providing immediate notification of any significant problems involving fire, water, temperature, humidity, or unauthorized entry.

Asset Management is responsible for the inventory and management of the University's significant investment in rapidly changing information technology equipment. The department meets these needs by handling technology-vendor relations, the campus-wide desktop refresh program, acquisition of hardware and software, inventories and asset tracking, disposal of obsolete IT hardware, and management of IT hardware and software licenses to help assure copyright compliance.

Technology Support and Analysis provides management, research, analysis, testing, and design for special technical projects. It also supports the University's financial and budget management activities in the Business and Finance division.

## **Strengths**

- The foregoing data attest to the dramatic improvement of the IT environment at SLU in the last decade. An upgraded infrastructure makes ITS an effective service provider, able to support teaching, learning, research, and administrative activities. With new resources allowing for improved IT-related services, the University as a whole has achieved a better appreciation of the role IT can play in education, research, and service.

## **Challenges**

- Operational and strategic challenges still remain, however, in both the applications and infrastructure domains. These include: a lack of network connections to some buildings, lack of network capacity inside others, and a separate telephone system serving areas of the Health Sciences Center. The University will need to continue upgrading IT applications beyond the current level. Increased access to information is needed to support sound decision making. Further issues of file sharing and intellectual property concerns involve IT considerations. Ever increasing expectations of faculty, students, and staff require continuous updating and expansion of the network infrastructure. The University's annual budgetary considerations will need to include predictable, appropriate IT resources and both short- and long-range IT planning.
- The University is challenged to project what its IT-related needs and expectations will be in the next five to 10 years so it can work proactively to meet them and continue to realize its mission successfully.

## **Cultural Resources**

The University enjoys a wide array of cultural resources, providing both the SLU community and the metropolitan St. Louis area opportunities to visit its four museums and experience a multitude of programs and events in fine arts, music, and theater.

The department of fine and performing arts offers beginner- and advanced-level courses in painting, drawing, and design, including new courses in computer-generated art. Studio Art students may also earn credit for internships, available at local art galleries and at the St. Louis Art museum. SLU artists display their creations at the annual spring Student Art Exhibition.

Those with musical interests may take courses in their particular specialties. Recitals take place three times per semester. Students may also join any of several performing groups — a jazz or guitar ensemble; a chorale;

or the Mastersingers, an ensemble that specializes in Renaissance and baroque vocal music, and adds magic to each Christmas season with sold-out Madrigal dinners at Cupples House.

Students in theater choose from courses in advanced acting, movement, and set design. Each year, they offer SLU and the wider St. Louis community four mainstage and two studio productions. The season is chosen to represent historical theater (with plays by Shakespeare or Moliere), modern theater (such as Brecht and Miller), and musical theater (with such recent offerings as “Sweet Charity” and “Godspell”).



***Cupples House, an historic home that punctuates the center of SLU's campus, proudly displays within period rooms its exquisite collection of antiques, fine paintings, and sculptures.***

Dotted with a variety of realistic and abstract outdoor sculptures, the University campus boasts no less than four museums:

- The Museum of Contemporary Religious Art (MOCRA) opened in 1993, and has received national and international attention as the first museum in the world to present contemporary interfaith art. It has sponsored well-received shows on such topics as “Consecrations: The Spiritual In Art in the Time of Aids” and “Silver Clouds” by Andy Warhol.

- Cupples House, located in the center of campus, is an historic home with a collection of antiques, fine paintings, and

sculptures displayed within period rooms. Carved oak paneling, Tiffany windows, and extensive American and European glass collections create a visual feast for the visitor. On its lower level, the McNamee Gallery is devoted to changing exhibitions.

- The Pere-Marquette Gallery, stunningly renovated, is the original SLU library located in DuBourg Hall. It houses selections from the University’s permanent collection of fine art.

- A new Saint Louis University Museum is scheduled for opening in spring 2002. Housed in a three-story architectural gem, built in the style of a French chateau, the museum will provide space for selections from the University collection, traveling exhibitions, and special collections.

Its adjacency to Grand Center, the major St. Louis arts district, affords SLU singular advantages over other universities. The campus is within

easy walking distance of Powell Hall, home of the world-renowned St. Louis Symphony; the Fox Theater, with its offerings of Broadway musicals and dance; the St. Louis Black Repertory; and the Forum for Contemporary Art. The University's service to its neighborhood naturally impacts positively on the arts district. Benefiting from SLU's advantageous location, students may take internships with the Fox and attend productions as part of their courses in theater and music. They also enjoy opportunities for complementary tickets to hear the St. Louis Symphony.

## **FINANCIAL RESOURCES**

Saint Louis University is a single corporate entity, a non-profit organization as described in Section 501(c)(3) of the Internal Revenue Code. For financial reporting purposes, however, the University is divided into two business segments. The "Education and Related" division encompasses the academic and research activities of the schools and colleges, including the School of Medicine, as well as such auxiliary enterprises as dormitories, food services, and parking facilities. The activities of this division are accounted for in the University's general operating fund and in various designated and restricted accounts. The second business segment is *SLUCare*, which encompasses the clinical practice program of the physicians of the Medical School, which are collectively referred to as the University Medical Group.

Thanks to sound management of its financial resources, the University's financial condition is strong. The University's endowment has grown from a market value of \$188.1 million on June 30, 1990, to a market value of \$824.5 million on June 30, 2001. The market value of the University's endowment ranked 49th in size among colleges and universities appearing in the fiscal 2000 National Association of College and University Business Offices (NACUBO) Endowment Study, up from 67th in size in 1990.

Also indicative of the University's sound financial condition are the bond ratings received from Moody's Investors Service and Standard and Poor's, "A1" and "AA-," respectively. These ratings were based on both qualitative and quantitative analyses. The qualitative analysis included an assessment of strategic and capital plans, competitive posture, past fundraising results, and the potential for future fundraising. The quantitative analysis included a comparison of key financial ratios with industry benchmarks for private colleges and universities. The University exceeds Moody's "A"-rated median for similarly sized institutions for the crucial ratios of total resources per FTE (full-time equivalent) student, education expenses per FTE student, tuition dependency, expendable resources to debt, and expendable resources to operations. (See Appendix for key financial data for fiscal years 1996-2001 and explanatory comments.)

Bold initiatives undertaken during the 1990s have enhanced the University's strong financial condition and allowed it to make significant

investments in academic programs, staff, infrastructure, and information technology. Assessing the radically changed nature of healthcare delivery and the St. Louis market, the University's Board of Trustees came to the determination that its hospital's status as an independent healthcare provider was putting the University's financial well being into jeopardy. On February 27, 1998, the University sold its hospital to Tenet Healthsystem Hospitals, Inc. (Tenet) for a purchase price of \$300 million. The Board resolved that the net proceeds of the sale be invested in the University's endowment fund, and that spending from this fund be devoted in perpetuity to supporting education in the health professions. Tenet and SLU now work in partnership to develop and expand their facilities and programs in pursuit of a common goal of providing superior research and patient care.

On May 1, 1999, the University's Board of Trustees took unprecedented action to strengthen the academic resources and facilities of the institution. The Board unanimously endorsed Project SLU2000, a five-year program designed to support the momentum of the University toward a new level of academic excellence. The Board's action made funds totaling \$96 million available for carrying out the specific activities of the Project SLU2000 plan — \$36 million to be taken from appreciation in the University endowment, and \$60 million in new bond funding. The funds are now being expended over a five-year period for a variety of academic initiatives, information technology enhancements, and infrastructure improvements across the University.

An extensive and thorough analysis of the University's financial activity shows a strong commitment to providing the environment and the human resources necessary for effective teaching and learning. The "Education and Related" division is projected to continue to generate positive operating results into the future. After the *SLUCare* division experienced a significant operating loss in fiscal 2000, extraordinary measures were taken to revitalize it. Under the leadership of the chairman of the Board of Trustees, the University undertook a business development and process improvement initiative. This initiative defined critical actions to be taken in three major areas: profitable growth and customer service; management planning, control, and reporting; and organizational assessment and effectiveness. Largely as a result of this initiative, *SLUCare*'s operating performance in FY 2001 improved dramatically, reflected in increased revenue and sound expense control. (See the Appendix for statements of unrestricted revenues, expenses, and other changes in unrestricted net assets for the "Education and Related" division and for *SLUCare* for fiscal years 1996-2001).

### **Financial Services**

The University's Chief Financial Officer, the Vice President for Business and Finance and Treasurer, is responsible for the prudent and effective management of its fiscal affairs. Due to the diverse nature of the

University's many units, this task is accomplished by using a decentralized organizational approach for financial management, and a centralized policy-making process for planning and decision-making. This allows the financial managers of the University's various units to make decisions in accord with the fiscal policies and procedures set forth by the Chief Financial Officer. Certain decisions, however, remain the responsibility of the Chief Financial Officer, such as the assumption of debt, investments, and banking relationships.

Four senior administrators report directly to the Vice President for Business and Finance and Treasurer. The Associate Vice President and Controller is responsible for all accounting policies and procedures. In addition to financial reporting, the Controller's Office oversees the Accounts Payable Department; Sponsored Programs Administration; the Payroll Department; and the Bursar's Office, which is responsible for Student Accounts, Student Loans, and Cashiers. The Assistant Treasurer is responsible for ongoing administration of all outstanding debt, the University's endowment, and operating cash. The Director of Purchasing is responsible for assisting departments in obtaining high quality goods and services at the lowest cost. The Director of Financial Planning and Budgets is responsible for coordinating and directing the University's annual operating and capital budgeting process. In addition, the Director of Finance for the University Medical Group has a "dotted line" reporting relationship to the Vice President for Business and Finance and Treasurer.

Saint Louis University's financial statements are audited by PricewaterhouseCoopers. The most recent audited financial statements for the fiscal year that ended on June 30, 2001, were issued on September 5, 2001. These financial statements and prior years' financial statements are available as reference documents.

## **Strengths**

- The greatest strength of the University's fiscal management is its responsiveness to systems improvement. It has been instrumental in planning and implementing significant improvements to the University's administrative systems, including the introduction of online budgeting, requisitioning, and payroll time and attendance. The most recent enhancement is WebFOCUS for FRS (Financial Records System), which enables departmental users to retrieve their monthly statements of accounts and reports of transactions via the Web. Departmental users also have the option of generating custom reports and downloading financial data into Excel.

## **Challenges**

- Better coordination of the annual budget process with strategic planning poses a challenge. The University needs to build on the improvements it has made in its administrative systems with an eye to continuous im-

provement in quality, timeliness, and convenience. Moving toward a web-accessible, interactive system requires strong staff commitment and technological resources, but it will enable the University to plan and project its financial needs into the future.

## **DEVELOPMENT**

The mission of University Development is to sustain and secure the University's future by soliciting the financial support of its alumni, friends, corporations, and foundations. It seeks gifts and grants to support innovative scholarship and research, and makes links to local, regional, and national funding sources to undergird and grow the University's vital programs.

University Development is comprised of seven subdivisions: Annual Giving Programs, Corporate and Foundation Relations, University Development, Health Sciences Development, Development Services, Planned Giving, and Research Services. There are currently 44 full-time funded positions in University Development and three part-time positions.

Viewed broadly, trends in philanthropy reflect the growing number of wealthy individuals in the United States. Corporate giving represents a significant fraction of total philanthropic support, but it is not growing at a high rate and is affected negatively by corporate mergers. Individuals and family foundations represent the largest segment of support for higher education in the nation. It is customary for 10% of individual prospects to provide nearly 90% of funds needed in the typical higher education comprehensive campaign in this country. With SLU donors reflecting national trends, the development program focuses on individual giving. The University raised over \$32 million in FY 2001, setting a new record for the institution.

Since 1992, University Development has undergone numerous changes in leadership; organization; personnel; and, to some degree, philosophy as it relates to techniques. These changes are described in the following segments of this report.

### **School-Based Development (Major Gifts)**

Each major academic and support unit in the University is bolstered by professional and support staff hired to serve the individual schools and units. Major gift fundraising is geared mainly to alumni, and efforts are usually focused on the schools' programs and objectives. Alumni are asked to support the objectives and programs of the schools from which they graduated, but are also given the choice to support University-wide programs, such as the library and athletic programs. Development officers for the schools are also involved in the staffing and organization

of executive advisory boards, which are made up of alumni and friends of the schools, as well as organizing special events to cultivate and steward major donors and prospects.

The University has utilized school-based development for roughly eight years, but more emphatically so in the last five years. There are currently 11 development officers, supported by six administrative assistants, assigned to the schools.

## **Planned Giving**

The Office of Planned Giving is organized to promote charitable giving techniques across school lines, which can be incorporated into an individual's overall estate plan. Techniques consist of life income arrangements, such as charitable remainder trusts and gift annuity contracts. In addition, alumni and friends are encouraged to support the University through bequest commitments. During the past three years, additional marketing efforts have been put into place, including the establishment of the 1818 Society, a planned gift recognition organization. Two Planned Giving officers are supported by one administrative assistant.

## **Corporate Giving**

National and local corporations and foundations are identified and solicited through the auspices of the Corporate and Foundation Office. University staff and faculty are encouraged to work through the CFR office to plan and present proposals. There are currently three corporate and foundation officer positions, supported by one administrative assistant.

## **Annual Giving**

This program implements and directs all Campaign and Annual Fund direct mail and telemarketing for the majority of University alumni. This includes strategy, implementation, management, and goal setting for each of the alumni populations of the University's 13 schools and colleges; telephone and direct mail appeals; as well as coordinated giving activity with deans, other departments, and development officers. Also included are special programs, such as Billiken athletic scholarship phoning and faculty and staff solicitations.

## **Reunion Giving**

This newly reestablished program seeks to utilize volunteer committees in addition to the standard phoning and direct mail appeals to solicit alumni celebrating a reunion. Strategy, implementation, management, and goal setting for all reunion classes include the recruitment of alumni volunteer committees, creation of collateral materials, and coordination of reunion giving activity with alumni relations events, deans, other departments, and development officers.



## **Parents' Annual Fund**

This well-established program utilizes nearly 400 parent volunteers to connect the University with parents of current students and graduates. These volunteers staff several annual activities, including welcoming freshmen parents and soliciting parents of both current students and graduates. They do this by utilizing volunteer committees who assist in the phoning and direct mail appeals to all parents. Strategy, implementation, management, and goal setting for all fund activity include the recruitment of parent volunteers, the creation of collateral materials, and the coordination of parent activity with the deans, other departments, and development officers.

## **Senior Class Giving**

This program is an effort to introduce philanthropy to soon-to-be alumni. Volunteers are recruited from throughout the senior class. The committee seeks to recruit at least one representative from each undergraduate school or college within the University. This committee then uses personal volunteer solicitation, followed by direct mail and telemarketing, to give each member of the senior class the opportunity to participate by making a gift.

## **Development Support Services**

### **Research**

Research is an essential function of the Development effort. Researchers evaluate prospective individual and corporate donors using a wide set of criteria, including income, stock holdings, real estate, employment information, and other data that is either self-disclosed, learned through peer evaluations or, found through various online services and more traditional resources. This information is then used to project fundraising objectives on an individual-, school-, and University-wide basis. Three full-time staff members are dedicated to research efforts.

### **Alumni Records**

The Alumni Development System (ADS) is a database with alumni demographics and parent, friend, corporate, and faculty/staff information. ADS works in coordination with other campus databases, such as the Student Information System. Alumni Records are maintained in a variety of ways, including returned mail, phonathon disclosures, and annual surveys, as well as personal contact with our alumni populations. Two full-time and two part-time staff currently focus on the maintenance of alumni records, working on input, verification, consistency, and accuracy.

## **Gift Administration**

The processing of gifts includes posting each gift into the ADS system, depositing the funds into the account designated by the donor, and sending a prompt acknowledgement, written by the appropriate University official, Development Officer, or volunteer. This area is currently under review in order to cross-train all people involved and streamline efforts.

## **Technology**

Two technology staff members are responsible for evaluating the division's technology resources and projecting what future resources will be needed. These staff members aid the division in decisions regarding hardware and software purchases, basic software training, systems problems, and assist with the coordination of campus IT support. They monitor network operations, service workstations, and implement hardware and software solutions. They assist with the management of the local area network, as well as various databases within the division. Technology also includes the preparation of various reports, solicitations, research requests, and special events by writing FOCUS programs to retrieve information from the Alumni Development System (ADS).

## **Stewardship**

The objective of the stewardship office is to introduce and coordinate meaningful interaction and correspondence between significant donors and the University. This effort includes: dedication events; fund values reporting; and events such as luncheons that bring donors together with students, faculty, and staff. The office encourages student scholarship recipients and various departments and schools to interact with donors to assure them that criteria they have established are being met. The office obtains appropriate information on the recipients of named endowments, current financial information regarding select endowments, and information of donor interest on the named endowments. An especially successful effort in this vein is a letter writing program that includes the coordination of student thank-you notes to those donors who have established the named-endowed or other scholarships that that student holds.

## **Response to the 1992 NCA Report**

The 1992 NCA report encouraged the University to review the organizational structure of its development efforts. In response, the University reorganized its development programs significantly, and has achieved much success in the way of organizational effectiveness. The current structure is one much utilized in medium- and large-sized development programs in American higher education, a traditional centralized administrative and decentralized school-based approach. This organizational structure has been in place for four years under the leadership of the Vice

President for Development and University Relations. Review of the structure is ongoing, with plans for adding personnel under study.

The 1992 report encouraged the University to strengthen relationships between its development efforts and its alumni. The University has made great strides in this direction by creating executive advisory boards. These boards, while not comprised solely of alumni, include some of the schools' most active and supportive graduates. The objective of the boards is to seek advice and counsel and to develop a broad base of major gift support for the deans' and schools' objectives. Prior to 1998, only the business school utilized a board. With the exception of the School of Allied Health Professions, which has the matter under study, every school of the University now has an advisory board. An example of the importance of these boards is the involvement of the business school board in the highly successful \$15.5 million capital improvement to the school in the form of Cook Hall. The board was instrumental in planning and funding the addition and expanding various programs, including the new full-time MBA program.

The 1992 Report suggested SLU develop plans for major fundraising campaigns. At that time, the public phase of the University's last major comprehensive campaign ("Promise for the Future") was just beginning. The campaign ended successfully in 1997, resulting in a total of \$221,000,000. At that time, it was one of the largest funding campaigns ever completed for a Catholic university. Since the end of that effort, the campaign to build Cook Hall was undertaken, and currently is approaching its \$15.5 million goal. Planning for the next major comprehensive campaign began in 1998, immediately after the Promise Campaign. Now in its silent phase, it will be publicly launched in the near future.

### **Future Goals and Objectives**

A primary goal for University development is to increase alumni support and broaden the base of its constituent support. While relatively few individuals and other major donors make or break any given campaign, the need to build a large, solid base is extremely important to the overall vitality of a development program.

Managing development efforts at SLU will require consistency and adherence to "tried and true" techniques. Enlisting corporate and foundation support will be ongoing, but can be expected to be more difficult in the face of mergers and increasing "quid pro quo" requirements. The future of higher education gift support lies with creating strong relationships, particularly with alumni. The importance of estate planning/planned giving opportunities cannot be overlooked. The projected immense transfer of wealth to the baby-boomer generation will require concerted efforts to become more sophisticated in development outreach and qualification techniques.

Most immediate development objectives revolve around conducting a comprehensive University-wide campaign. The dollar goal for the campaign has not been set at this time, but will likely be in the range of \$300 to \$350 million. Efforts during this campaign will focus on increasing alumni participation in annual giving. A 30% participation on an annual basis is a reasonable goal, attainable within the next six to eight years. Another objective is increasing participation by alumni and friends in campus events. Creating appropriate recognition devices, such as alumni achievement award programs for the schools and University and appropriate recognition displays, will also be addressed.

## **Strengths**

- For generations, SLU has been recognized as a major asset to the St. Louis region. It is perceived as a stabilizing influence in the city, and, particularly in the past 13 years, has provided an example of dynamic change, serving as a model for other urban universities. The University's President is perceived to be a dynamic community leader who is not afraid to take risks.
- Numbering nearly 100,000 persons, the University's base of living alumni is relatively large. The University's schools and programs have touched multiple areas of commerce and have provided successful alumni in virtually every profession.
- All of these factors contribute to a positive outlook for development programs at SLU. The last two fiscal years have set records for fundraising totals. The staff includes seasoned veterans with decades of experience in higher education development. Several of the schools' Deans are actively engaged in the development process and are eager to be successful in this area. The student population is becoming diverse geographically, which bodes well for more balanced development results in terms of future participation.

## **Challenges**

- The University must meet competitive fundraising efforts by other educational, cultural, and social organizations in our area; improve corporate fundraising efforts to respond to the reduction of industries headquartered in the St. Louis area; and expand efforts to approach foundations for support of University research, teaching, and service activities.
- Another major challenge will be to enlist the interest and active involvement of as many deans as possible in development programs. Some deans have little or no experience at fundraising, and are reluctant to take on more than an advisory role. Their active engagement would greatly enhance the University's development efforts and increase their likelihood of success.

## PHYSICAL RESOURCES

In the course of the last 10 years, the University has transformed its physical environment from a cluster of buildings lost in a cityscape to a defined campus marked by fountains, gates, and greenspace. It has added new buildings, renovated others, and, by erecting parking structures at its periphery, has converted blacktop parking lots into tree-lined vistas.

Credit for this accomplishment lies with the University's President. He has proven himself committed to providing the SLU community with a physical learning environment that is safe, functional, and attractive, one that utilizes energy consumption efficiently and provides dependable educational facilities.

### Buildings

Since 1992, the University has both extended its boundaries and enhanced its appearance. In addition to engaging in a spate of new construction, it has acquired and renovated a considerable number of properties located at what was once its periphery. The following is a list of building projects completed in the last decade:

- A reflection pond and fountain were created east of Ritter Hall.
- A 1,500-car parking structure was built at the corner of Grand and Laclede.

***West Pine Street, circa 1992, has been transformed into the John E. Connelly Mall.***



- O'Donnell Hall was purchased and housed the School of Public Health and Graduate School, before becoming a University museum.
- O'Brien House was purchased and housed the Center for Teaching Excellence before becoming a students' residence, dedicated to women's leadership training.
- New wrought iron and brick gateways, now a University signature, were installed along Grand Boulevard.
- The John E. Connelly Plaza and Mall, with clock tower and fountains, was created.
- DeMattias Hall was purchased and reopened as a residence hall.
- Xavier Hall was renovated, with new classrooms added.
- Renovations of the Pere-Marquette Gallery in DuBourg Hall were completed.
- The southeast corner of Grand and Lindell, formerly the site of a Mercantile Bank, was transformed by greenspace and a fountain to become Firststar Plaza.
- Student Village, a garden style apartment complex, opened to 500 students.
- McDonnell Douglas Hall was built and opened as the new home of Parks College of Engineering and Aviation.
- An existing building on campus was converted to house Parks College's wind tunnels, and christened Oliver Hall.
- The former offices of the Salvation Army were acquired and renovated to become the Humanities Building.
- A 2,100-car parking garage was built at Compton and Lindell /Olive Boulevard.
- A former HUD housing complex was acquired and renovated to become the Laclede Park Recreational Complex, replete with walking paths, picnic area, three lakes, waterfall, softball field, recreational fields, and putting green.

***A clock tower and fountains mark the John E. Connelly Plaza.***



- The sports center was renovated to become the Robert R. Hermann Soccer Stadium, which seats 6,500 spectators.
- A building was purchased and renovated to house the Biomedical Engineering Department.
- The John and Lucy Cook Hall doubled the size of what is now the John Cook School of Business.
- Verhaegen Hall was renovated to house the Graduate School and the Alumni Relations Department.
- A former Franciscan Friary on Washington Avenue was acquired and renovated to become the Manresa Center for conferences and retreats.

At the Medical Center, construction and renovation projects included the following:

- Caroline Street was closed to become a mall, uniting the schools of Medicine, Nursing, and Allied Health.
- A new School of Allied Health Professions building was constructed.
- An office building was acquired and renovated to become a new Center for Advanced Dental Education.
- A new, 1,875-car parking garage was constructed to deliver 1,000 spaces early and 875 spaces later.
- The former Compton Heights Hospital was acquired and renovated to become the Salus Center, housing the School of Public Health, offices for Human Resources and Financial Services, and the Water Tower Inn for University visitors and the traveling public.
- A user group has been formed to begin the planning process on a new Research Facility at the Health Science Center with size and cost to be determined.

## **Maintenance**

As part of Project SLU2000, the University has budgeted \$40 million for infrastructure improvements in 40 campus buildings. These include building system upgrades, chiller replacements, high-voltage electrical cable replacements, elevator and architectural upgrades, tuckpointing and roof replacements, and control system and lighting upgrades. SLU2000 also addresses ADA upgrades and classroom renovations.

By vigorously meeting the challenges of deferred maintenance, SLU provides grounds and facilities that are safe and attractive, able to draw and retain students. The University is challenged, however, to continue to find the resources to staff and support functions adequately, to provide optimum services to the campus, and to maintain campus facilities so as to avoid deterioration. Budget resources have increased and will continue to increase to meet the rising costs of energy and labor.

## **Residence Halls**

Students at Saint Louis University are housed in seven residence halls, two apartment complexes, and a student village with eight buildings, offering a diverse choice of living arrangements.

The Griesedieck Complex houses 855 students in three connected buildings, including the 17-story Griesedieck Tower. Showers and bathrooms are located on each floor. Common areas in the complex include: a dining room, main lounge, study rooms/areas, laundry rooms, chapel, and staff offices. Under the SLU2000 Program, half of Griesedieck Tower was renovated in 2000, and the remainder in 2001.

Marguerite Hall provides suite-style accommodations with each pair of rooms sharing a semi-private bathroom. Common areas include: a main lounge, snack bar, laundry room, recreational room, chapel, and staff offices. Initiatives funded under SLU2000 included improved corridors, mechanical upgrades (including air conditioning), and electrical and architectural upgrades to student rooms.

Reinert Hall provides 196 rooms, each with a private bath, three banquet/meeting rooms, a main lounge, dining room, laundry room, chapel, staff offices, and outdoor swimming pool. SLU2000 funded complete room updates, fire protection of students' rooms, and MEP and elevator upgrades.

Fusz Hall was converted to a residence hall in 1990-1991. Common areas include floor lounges, a dining room, laundry rooms, three academic classrooms, and staff offices.

Notre Dame Hall, a three-story building purchased in 1999, houses 76 students.

DeMattias Hall, a six-story building, houses 196 students.

The University provides students the opportunity to reside in communities around particular themes. O'Brien Hall, a three-story home renovated in 2000, houses 11 students around the theme of training women for leadership. Three Language Houses, purchased in 1999, house 27 students interested in intensifying their practice of German, Spanish, and French.



The University also offers students the option of residing in apartments. Marchetti Hall, a complex of two buildings, provides efficiency, single-, and two-bedroom apartments for between 500 and 550 students. Student Village, a complex of eight buildings, provides garden-style apartment living to 500 students in single-, two-, and three-bedroom configurations. Grand Forest, a complex of 33 buildings, provides apartment living to 396 students in two-bedroom configurations.

## **Recreational Facilities**

Busch Memorial Center is the tri-level student center, which was completed in 1967. It houses the Campus Ministry, a cafeteria and fast-food restaurant, games area, travel services, convenience shops, student government office, yearbook office, staff offices, commuter lounge area, campus radio station, meeting rooms, and bank. The University, together with Student Government Association leaders, is currently planning a significant expansion and thorough renovation of the Center.

Simon Recreation Center, a facility with 47,000-square feet of recreational space and an underground parking structure, features a multi-purpose six-court gym that is able to accommodate tennis, basketball, volleyball, badminton, and indoor soccer. It also contains an elevated one-seventh mile jogging track, six handball/ racquetball courts, a multi-purpose aerobic room, a smaller dance/aerobic room, and a six-lane swimming pool. The Center enjoys high usage by students, faculty, staff, and alumni.

The Salus Center, which opened in summer 2001, houses recreational and exercise areas for staff, faculty, and students who spend most of their time at the Health Sciences Center.

Bauman-Eberhardt Center houses the offices of the Athletic Director and various coaches, and is used for varsity team practices and special events. Several areas of the Center have been updated since 1992.

Billiken Sports Center, built in 1990 and renamed the Robert R. Hermann Stadium, is the home site for Billiken Soccer. It comprises over 300,000-square feet of lighted, natural grass surface, adjoined by a 6,500-seat grandstand, locker rooms, restrooms, concessions, press box, storage areas, and an office. Baseball and softball fields are adjacent, as are practice and intramural fields.

## **Parking**

Like many urban universities, SLU has had to face such parking issues as cost, space, and convenience. To address those issues, it has taken a variety of measures to ensure provision of adequate, well-maintained, and easily accessible parking for the University community. In the last 10

years, the University has constructed four parking garages, acquired new parking facilities, and upgraded its older lots. It has also improved security at parking facilities by gating the lots, installing emergency telephones, and increasing lighting, signage, and fencing. Today, there is enough parking to accommodate the entire University community and visitors at all peak times.

To protect and enhance the aesthetic quality of its campus, the University has transferred several parking facilities from central locations to the perimeter, making convenience an issue for some patrons. In 1999, the University reviewed and restructured its parking program. It now allows patrons to choose among four classifications: reserved, premium, preferred, and general. Restricted locations and those closer to the campus center entail higher permit fees. Visitor parking is available in the SLU campus garages. All vehicles parked on University lots/garages are subject to University parking policies, procedures, and regulations.

## **Public Safety**

The Department of Public Safety (DPS) has the mission of maintaining a University campus that is conducive to learning, not only because it is safe, but also because it is perceived to be safe. Currently, the DPS employs 116 security officers. They are commissioned by the St. Louis Board of Police Commissioners, and have the authority to arrest violators of state statutes and city ordinances committed on University property. The department utilizes REJIS computer access to obtain histories on arrested subjects, and has been granted expanded police powers to issue city summonses.

The department has two classifications of officers: Protective Services officers who are armed, and Public Safety officers who are unarmed. Protective Services officers are responsible for law enforcement-related functions, criminal reports, mobile patrol, and escorts. Public Safety officers are responsible for the physical security, patrolling buildings and property, responding to alarm calls, conducting escorts, and parking enforcement. All officers wear traditional police-style uniforms. The department also has a select group of officers authorized to work in undercover, plainclothes situations.



***Improved and secured parking facilities accommodate the entire University community and visitors.***

During the academic year, the department employs part-time student workers to provide safety escorts from various points at both campuses. The department has also developed several innovative special services that benefit the University community, including Corporate Security Advisors, Investigators, Community Oriented Policing Services (C.O.P.S.) Officers, Bike Patrol Officers, a Training Unit, and a Security Coordinator.

Corporate Security Advisors are specially trained officers assigned to handle dignitary protection and University special events, such as commencement. The department has two full-time investigators who are responsible for following up investigations of certain crimes, investigating computer crimes, conducting surveillance operations, and acting as part of the CSA unit.

Community Oriented Policing Services (C.O.P.S.) Officers form an integral part of the department's commitment to the University community. Their responsibilities include: offering security and safety presentations, participating in advisory meetings, building partnerships with various campus groups and associations, and serving as liaison officers to Residence Life.

DPS has eight officers assigned to bike patrol. The bike patrol serves as an excellent public relations tool and an effective method for deterring crime and responding to calls. The DPS Training Unit provides comprehensive in-service training to all of its personnel and to new employees of the department.

The Security Coordinator maintains the security and alarms at the University's museums and galleries, conducts security surveys, and prepares alarm reports.

The Communications and Records Unit serves as the vital networking center for the operations of DPS. The unit answers all incoming emergency and non-emergency calls, and monitors the University-wide enhanced 911 system.

The communications division operates 24 hours per day. Officers keep in contact with the dispatcher and with each other through the use of multi-channel portable radios. The Communications and Records Unit also houses two central alarm computers that indicate when and where an alarm is sounding. The REJIS computer is used for criminal and motor vehicle inquiries, and video monitoring equipment that displays various parking lots on campus. The unit has an alternate power supply to provide electrical power for continued operation of emergency communications, and is augmented by a full-power generator.

The department operates on a three-shift basis: 8 a.m. to 4 p.m., 4 p.m. to midnight, and midnight to 8 a.m. Shift operations consist of staffing fixed posts, foot patrol, mobile patrol, and bike patrol. It also operates

five patrol cars, a special-needs van, and three golf carts in conducting escort and patrol services.

Escort service is available 24 hours per day on any part of campus and between the Metro Link station and SLU. The department was instrumental in having an escort phone installed at the station for the safety and convenience of University personnel.

Other DPS activities include: assisting motorists with lock outs and jumpstarts; escorting valuables; delivering interoffice mail; writing reports; and responding to calls for services, such as suspicious person investigations, disturbances, sick cases, accidental injuries and auto accidents, opening and closing buildings, setting alarms, and responding to alarm activations. The department also has implemented a new "Safe Ride Program," which allows students to call for taxi service back to campus if they are stranded and out of money. DPS issues a voucher to the taxi service, and the student's account is billed later.

The department has improved its crime reporting methods by implementing a crime log. It issues a daily crime and incident report to various members of the community. Information is provided to the student newspaper and is available on the DPS website. The department is fully compliant with the Clery Act requirements for reporting crime on campus, and uses the website as a means for disseminating information.

## **Strengths**

- The department's greatest improvements have come in the areas of services delivery, crime reduction, technology, and communication. Its comprehensive website provides a description of the department, available services, safety and security information, and crime statistics. It also allows interaction by the SLU community through email communication with virtually every member of the department.

## **Challenges**

Challenges to the department include:

- Providing information to all campus constituents through timely and effective means;
- Hiring and maintaining professional staff; and
- Ensuring campus safety in the midst of an urban setting.



# **Accomplishment of Purposes**

## **Criterion Three:**

*“The institution is accomplishing its educational and other purposes.”*

Saint Louis University accomplishes its educational purposes by creating superior learning opportunities for its students. It does this by providing them with excellent teaching and a broad array of educational programs in 13 schools and colleges at its two campuses, in St. Louis and Madrid. Treating these schools and colleges in the chronological order in which they were founded, the following pages will describe their distinctive missions, structures, programs, and learning assessment programs, concluding with evaluations of their strengths and challenges.

## **COLLEGE OF ARTS AND SCIENCES**

### **Mission**

Founded in 1818, the College of Arts and Sciences is the University’s oldest academic unit. Its dedication to the contextual education of the whole person in service to others warrants its self-description as the heart of Saint Louis University. In fulfilling its multi-dimensional mission, the College aims:

- to educate both undergraduate and graduate students in an atmosphere of personal concern;
- to encourage intellectual excellence, aesthetic appreciation, and critical thinking while fostering spiritual and moral awareness;
- to challenge students to be ethically responsible members of a diverse society, who continue to pursue and further their intellectual and moral development and to reflect critically on their social commitment;

- to contribute to the discovery, synthesis, interpretation, and dissemination of new knowledge through significant research and publication; and
- to serve academic and professional groups and the local and global communities by the application of knowledge to human issues and concerns.

## **Structure**

Arts and Sciences is comprised of 15 departments in the arts, humanities, social and behavioral sciences, and natural sciences and mathematics, as well as 12 interdisciplinary programs, which offer 39 baccalaureate, 25 master's, and 10 Ph.D. degree programs, plus 29 minors, 21 interdisciplinary certificates at the undergraduate level, and two graduate certificates.

The College's seven interdisciplinary degree/certificate-granting programs are:

- African American Studies, which engages in research and teaching related to civilizations throughout the African Diaspora (certificate);
- Manresa Program in Catholic, Jesuit Studies, which provides an integrated, inter-disciplinary program of study reflecting upon the Catholic tradition as it relates to other Christian traditions, and as it takes on form and function in theology, philosophy, literature, art, the sciences, and social structures (certificate);
- International Studies, which assists students in developing a global perspective and fosters an awareness of issues involving the community of nations through a series of courses focusing on international issues (B.A. degree);
- Medieval and Renaissance Studies, which promotes interdisciplinary approaches to the study of the Medieval and Renaissance/Early Modern periods through courses, seminars, special lectures, and conferences (one undergraduate and two graduate certificates);
- Micah House, which deepens understanding of the problems affecting American cities and examines larger issues of peace and social justice through academic study, shared living experiences, and community service in neighborhoods near the University (certificate);
- Russian and East European Studies, which provides interdisciplinary study of Eastern Europe and the former U.S.S.R. (certificate); and
- Women's Studies, which examines women's accomplishments, conditions, and contributions within their cultural contexts across and through traditional disciplines (certificate).

The College's other interdisciplinary programs are:

- Ethics Across the Curriculum, developed by faculty for faculty, which seeks to inspire, enhance, and sustain teaching, research, and service-related activities in the various ethics centers, programs, and departments across the University, while respecting each unit's autonomy;
- Honors, which provides a challenging, well-rounded liberal arts education in the Jesuit tradition for select, academically capable students;
- Pre-Law, which advises and counsels students and alumni on the requirements for a legal education and career;
- Preprofessional Health, which guides the students' preparation for entry into schools of medicine, dentistry, optometry, podiatry, and veterinary science within the framework of a liberal education; and
- The 1818 Advanced College Credit Program, enabling high school students to pursue college-level courses in their own high schools, taught by select high school faculty under the supervision of the University. Each summer, a select group of these students attends the Academy of the Humanities taught by University faculty.

In addition to teaching its own undergraduate and graduate students, the College offers core, skill, and prerequisite courses for students enrolled in other schools and colleges of the University. Between 1992 and 2001, the College provided between 41% and 45% of the credit hours generated across the University. Currently, it teaches 43%.

The number of beginning, first-year students in Arts and Sciences has grown from 584 in fall 1992 to 691 in fall 2001. At the same time, the admissions profile of these students has improved significantly with respect to high school grade point averages and ACT scores (which averaged 24.0 in 1992 and 26.4 in 2001). The overall enrollment of undergraduate and graduate majors is also up (from 2,359 and 443 in 1992 to 2,495 and 576 in 2001, respectively).

Undergraduates tend to major in the social sciences (41.4%) and the sciences and mathematics (37.7%) rather than the humanities (20.9%); whereas, graduate students tend to be in the humanities (48.6%), rather than the sciences (26.9%) or the social sciences (24.5%). Partly, this inversion is reflected in the fact that a very high percentage of the College's baccalaureate recipients enters medical or law school.

The largest undergraduate degree-producing departments in the past decade have been: psychology (averaging 88 degrees annually), communication (76), and biology (76), followed by chemistry (31), political science (30), English (29), history (23), modern and classical languages (21), mathematics and mathematical computer science (19), and sociology and criminal justice (19).



arge graduate degree-producers include psychology (averaging 12 master's and 13 doctoral degrees annually), theological studies (six master's and six doctoral), biology (10 master's and three doctoral), English (seven master's and three doctoral), communication (10 master's), modern and classical languages (10 master's), American studies (five master's and four doctoral), and earth and atmospheric studies (five master's and three doctoral).

Arts and Sciences disciplines accounted for 21.4% of the 434 master's degrees earned by students who graduated from Saint Louis University in 1999-2000, and 47.8% of the 92 Ph.D. degrees.

The revised core curriculum adopted at the time of the last NCA review has been fully implemented. No major changes have been made to the core since that time. The three-course requirement in both philosophy and theology for students in the College of Arts and Sciences is the area of the curriculum that most explicitly addresses the values-oriented mission of the University. More recently introduced certificate programs, such as the Manresa Program (formerly Catholic Studies) and Micah House, a living-and-learning community, provide an intense grounding in the mission for those students who elect these options. The Ethics Across the Curriculum Program, aimed primarily at faculty development, provides the tools for faculty to add an ethical dimension to their courses where appropriate.

The introduction of SLU2000 inquiry courses, part of the New Faculty Initiative of SLU2000, is having a major effect on curriculum and pedagogy for students in their first two years. Sponsoring departments, the majority of which are in Arts and Sciences, offer three or four small, academically intensive, student-interactive courses annually for each faculty position received through this program. Twenty-seven of the faculty for the College are teaching more than 50 SLU2000 courses this semester. This is having a leavening effect across other departmental offerings. The innovation, academic quality, and large amount of student-faculty interaction in these courses make them exemplars of the type of instruction called for in the College's mission statement.

### **Assessment and Program Review**

At the end of each academic year, every department and program in the College prepares an annual report on its activities. Among the areas on which they report are trends in their disciplines and improvements in their curricula. Units also report on innovative teaching methods planned or used and activities undertaken to assess student outcomes, as well as recruitment and retention efforts and changes, including improvements in advising.

The last decade has seen a concerted effort to create a culture of assessment in the College of Arts and Sciences. In 1995-1996, the faculty

developed and approved a College mission statement to serve as a framework within which departments and programs could establish more specific missions and goals. Programmatic-specific unit statements were then formulated so that student outcomes assessment plans could be developed. (College, departmental, and program mission statements are given in the College of Arts and Sciences Policy Binder, sections I.A. and I.B; these documents are available with the reference materials.) At the same time, a College-sponsored workshop on student outcomes assessment was held to educate faculty on the assessment process. By the academic year 1999-2000, with assessment plans in place, departments and programs began implementation of data collection.

While these unit-specific activities were taking place, the College's Core Curriculum Committee, a standing committee of the Arts and Sciences Faculty Council, planned and initiated a qualitative assessment to measure whether the goals of the Arts and Sciences core were being met. The first year of the project focused on three of the goals. Data was collected from first-year and upper-division students in order to determine a baseline regarding the degree to which incoming students possess the qualities specified in these goals, and the changes that occur in students as they approach graduation. This year, while these data are being analyzed, additional data on a second set of goals are being collected.

Other activities undertaken to develop a culture of assessment include the following:

- Individual meetings between the Dean or an Associate Dean with each department chair and program director to discuss the progress the unit is making in assessment;
- Participation of College faculty in University-wide assessment workshops;
- Support for faculty members to attend an assessment workshop at Alverno College;
- The purchase of copies of *Classroom Assessment Techniques*, by Angelo and Cross, for each department;
- The establishment of an assessment committee in each unit, which reports periodically to the faculty on the status of student outcomes assessment;
- Devotion of the fall 2000 Faculty Assembly to a presentation and discussion of outcomes assessment as integral to creating a University-wide culture of assessment; and
- Incorporation of assessment activities and resultant program revisions into annual unit reports.

Program evaluation in the College of Arts and Sciences follows the procedure outlined in the Arts and Sciences Policy Binder. The evaluation begins with a departmental or program self-study prepared by a faculty committee under the leadership of the chair or program director, and involves an extra-departmental committee, the College Dean and, if a graduate program is involved, the Graduate Dean, and the Provost. Since 1992, every department and program in the College has been involved in this process at least once.

Whereas the outcomes of this process are usually affirming of the efforts of the unit and illustrate progress in various areas, often a review leads a unit to refocus its programs and redirect its efforts. Examples of program review outcomes in the past decade include:

- Increased recruitment efforts;
- Revised curricula and improved scheduling of courses;
- Increased internship possibilities;
- New and renovated facilities;
- Lab fees being returned in-full to departments;
- Establishment of computer-based writing labs;
- Reorganization of departmental structures;
- Improved procedures for annual review and rank and tenure review of faculty;
- New faculty, clerical staff, and technical support positions; and
- Adjustments of faculty teaching loads to provide more time for research and grant-application.

### **Responses to the 1992 NCA Report**

The following are some of the structural, curricular, and technological changes in the College, completed in response to the 1992 NCA report and the College's ongoing assessment of its programs and courses.

A number of academic programs that were part of the College of Arts and Sciences in 1992 have since been relocated. The Evening Division, summer school program, and English as a Second Language are now part of the School for Professional Studies. The departments of Education and Communication Disorders have been moved to the restructured and renamed College of Public Service. After the relocation of Parks College

from Illinois to the St. Louis campus, the physicists in Arts and Sciences and in Parks merged into one department in Parks College, and two chemists and two meteorologists from Parks College joined appropriate departments in the College of Arts and Sciences. These structural changes have streamlined the College and enhanced the efficiency of its administration. Existing programs are now in academic units in which their needs can best be met.

Substantial curricular revisions have been made since 1992 in the requirements for undergraduate majors in art history, biology, communication, criminal justice, geology, mathematics, music, philosophy, sociology, studio art, theater, and theological studies. The degree programs in meteorology in Parks College and Arts and Sciences were merged into a single degree program in Arts and Sciences. New major programs have been established in international studies and environmental science, along with a new track in pharmaceutical and chemical sales, and certificate programs have been introduced in film studies, forensic sciences, medieval studies, community service, and social justice and peace in the American city.

In addition, the procedure for students declaring minors was revised, and new minors were approved in American studies, biology, communication, English, fine and performing arts, environmental sciences, geology, philosophy, mathematics, modern and classical languages, computer science, philosophy, psychology, sociology, political science, physics, and urban affairs. With Parks College no longer offering mathematics, all mathematics courses are now taught in Arts and Sciences.

Finally, residential programs have been developed to complement formal academic study. The Honors Program now resides in Notre Dame Hall. Micah House, which started as a freshmen residential program, has developed into a four-year certificate program. There are also residential language houses for Spanish, French, and German. Each of these residential programs adds a richness to the academic experience that is not possible in the classroom.

In 1992, only a few faculty had computers in their offices, and Arts and Sciences had no dedicated computer laboratories. Today, the College has an inventory of nearly 700 computers, including those in 12 dedicated student computer laboratories. Computers in student laboratories are replaced on a three- to four-year cycle by Information Technology Services, and other computers are replaced approximately every three years through a combination of funds from the University, the College, and donors.

The last decade has seen the upgrading of instructional media technology in every classroom, and, with it, an exponential growth in the use of technology for instruction. Each year increasing numbers of faculty make use of classroom video projecting facilities, WebCT, the Internet, and

email to enrich their courses and increase communication with and among students. Moreover, the College has been able to establish three dedicated technical staff positions that support technology in the College and supplement the centralized support of ITS.

## **Strengths**

Among the strengths identified in the College as part of a recent analysis in preparation for strategic planning are:

- a collegial faculty committed to outstanding teaching and research;
- permanent full-time faculty teaching at all levels and deeply involved in enriching multidisciplinary programs;
- an increasingly favorable student-faculty ratio;
- extensive use of technology in many areas and pedagogical reform in several departments;
- many programs that prepare students for jobs, which are readily available;
- flexibility in most bachelor's programs which provides room for second majors, minors, and certificates;
- strong participation by students and faculty in international exchanges;
- significant increases in research productivity, which enhance the quality of undergraduate and graduate instruction; and
- strong and growing undergraduate research programs that include student presentations at professional meetings and publications in peer-reviewed journals.

## **Challenges**

- With the number of Jesuits on campus decreasing, the College needs to increase its efforts to address the Catholic, Jesuit mission of the University inside, as well as outside, the classroom.
- The liberal arts are integral to the University's Jesuit mission and the College's core curriculum. The College's faculty need to review the core curriculum to ensure that the liberal education it provides continues to meet the needs of twenty-first century students.
- As the cost of higher education escalates, students and their parents rightfully expect that a college education, in addition to preparing graduates for life, will also prepare them for available jobs. Departments in the

College need to continue to develop programs that prepare graduates for careers in new markets.

## **THE GRADUATE SCHOOL**

### **Mission**

The mission of the Graduate School is to define and support excellence in graduate education through teaching, research, scholarship, and community activities. The Graduate School is dedicated to educating leaders who will contribute to the knowledge and skills of their disciplines; promote the discovery of new knowledge; and use, integrate, and disseminate this knowledge consistent with the values, ethics, and intellectual ideals of the Society of Jesus.

In realizing its mission, the Graduate School is committed to the following goals and objectives:

- to articulate a vision of excellence for the graduate community;
- to bring an institution-wide perspective to all post-baccalaureate endeavors;
- to maintain academic standards across all disciplines;
- to promote the ideals of a Catholic, Jesuit education;
- to promote the research mission of the University;
- to provide quality control over all aspects of graduate education;
- to enhance the scholarly community among students and faculty;
- to develop strategies for graduate education and contribute to and enhance undergraduate education;
- to serve as an advocate for graduate education;
- to provide a cross-University perspective;
- to emphasize the institution-wide importance of training future college and university teachers;
- to serve as an advocate for issues and constituencies critical to the success of graduate programs; and
- to support and further the non-academic interests of graduate students.

## **Structure**

The Graduate School has academic responsibilities for 34 master's degree programs, 25 Ph.D. programs, five certificate programs, 13 dual-degree programs, the Specialist in Education degree, and the Doctor of Education degree. The Center for Advanced Dental Education and the Center for Health Care Ethics report directly to the Dean. The Dean of the Graduate School also serves as the Associate Provost for Research for schools outside the health sciences and co-chairs the University Research Advisory Committee with the Associate Provost for Research Administration at the Health Sciences Center.

The Graduate Council is composed of one faculty member from each graduate department and three graduate student representatives. The Council meets twice each semester and makes policy recommendations to the Dean. It also serves as an important communication organ between the Graduate School and the departments. The University Board of Graduate Studies is the primary advisory group to the Dean. It is composed of at least one member of each College, School, and Center that has graduate programs; three members elected by the Graduate Council; three members elected by the Graduate Student Association; and *ex-officio* members, including the Director of University Libraries. The Board is responsible for the evaluation of the new graduate program proposals and all graduate courses.

Departmental recommendations for initial appointment to the Graduate Faculty are reviewed by the University-wide Graduate Faculty Membership Committee, which, in turn, makes recommendations to the Dean. The Committee may recommend appointment in one of three categories:

- graduate instruction only;
- graduate faculty; or
- graduate faculty with Ph.D. mentor status.

Reappointment is reviewed by the Graduate Dean and the department chairpersons at the time of the Quinquennial Program Review.

## **Application and Enrollment**

Following the publication of the fall census report, the Graduate Dean updates the longitudinal graduate application and enrollment report. This report is a comprehensive, longitudinal study of applications and enrollments in the Graduate School for a 10-year period. Application data are presented by fiscal year and enrollment data are presented for each fall semester of the year cited.

The purpose of the study is to provide a historical analysis of application and enrollment trends that are used as a database for strategic enrollment

planning in the Graduate School. The environmental assumptions and Strengths, Weaknesses, Opportunities, and Threats (SWOT) analyses, developed in the School, further inform the plan. This planning process also includes national trends in applications and enrollments, as well as projections for future enrollments. The School's primary data source is Graduate Enrollment and Degrees, published by the Council of Graduate Schools.

The report is organized into three sections: application statistics, overall enrollment statistics, and application enrollment by schools and departments. Each section provides a brief summary of the data and a comparison to national trends, followed by the appropriate figures and tables. Overall enrollment data include enrollment by degree, full-time/part-time status, gender, ethnicity, and religious preference.

In accord with national trends through 1993, applications to the Graduate School increased. Contrary to those trends, however, applications continued to increase to a peak of 1,985 in 1995. Nationally, applications to graduate schools declined 7% between 1993 and 1998, but at SLU, between 1993 and 2000, they declined only 2.5% (1,884 to 1,836). The number of applications at SLU decreased from 1,985 in 1995 to 1,836 in 2000 (7.5%). Again, contrary to national trends, the number of applications decreased to 1,785 in 1999 and then rebounded to 1,836 in 2000 (a 2.8% increase).

It is noteworthy that applications for unclassified status numbered 336 in 1995, the last year that staff tuition remission benefits were nontaxable. The number of applications for unclassified status was 148 in 2001, representing a numerical decrease of 146 applications, or a 43% decline. The overall decrease in applications is clearly correlated to the decrease in unclassified applications. The importance of this finding is that, contrary to national trends, the Graduate School has maintained stability in its applications for classified student status. Between 1995 and 2000, there were only 10 fewer classified applications to doctoral programs and 20 fewer classified applications to master's programs.

Contrary to national trends, SLU experienced enrollment peaks in master's and doctoral education in 1997 and 1998, respectively. From 1995-2000, there was a decrease of only 28 master's students and an increase of seven doctoral students. In the same time period, there was a decrease of 83 unclassified students (200 in 1995 to 117 in 2000), or over one-half of the total enrollment decrease between 1995 and 2000. Two factors have influenced these enrollments:

- the taxability of staff tuition remission benefits, and
- a change in 1991 in the Graduate School's allowable classification categories.



**GRADUATE DEGREES GRANTED 1998 - 2001**

	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
<b>Master's Degrees</b>	258	323	284
<b>Education Specialists</b>	<u>  2</u>	<u>  4</u>	<u>  9</u>
<b>Total Master's and Ed.s.</b>	260	327	293
<b>Doctor of Philosophy</b>	100	94	105
<b>Doctor of Education</b>	<u> 31</u>	<u> 27</u>	<u> 41</u>
<b>Total Ph.D.s and Ed.D.s</b>	131	121	146
<b>Total Graduate Degrees</b>	391	448	439

Many unclassified graduate students are actually degree-seeking students in departments where they are completing prerequisite work.

Between 1990 and 2000, the following graduate programs were terminated: (1) Master's degree programs in Pastoral Health Care, Allied Health Administration, and Physical Therapy; (2) Doctoral degree programs in Accounting, Cell and Molecular Biology, Decision Sciences, Finance, Management, Marketing, and Spanish; and (3) Certificate programs in Corporate Ministry and Religious Formation. The Institute for Religious Formation steadily enrolled 36 to 40 graduate students per year. The termination of five Ph.D. programs in Business and Administration and enrollment moratorium on the Ph.D. programs in Economics account for a decline of 42 students from 1995 to 2000. Some programs have capped their enrollments (e.g., Communication Sciences and Disorders), and others have significantly strengthened their admission standards (e.g., Theological Studies). Increasing quality in graduate education often results in enrollment declines. In the case of Communication Sciences and Disorders and Theological Studies, these departments enrolled 35 fewer students in 2000 than they did in 1995.

In tandem with the enhancement of research and scholarly publications, this last decade has seen a steady increase in the number of doctoral degrees SLU has awarded. Throughout those 10 years, SLU has ranked in the top five Catholic universities in the production of doctoral degrees, from 102 in 1992 to a peak of 135 in 1997, when it led all other Catholic universities in the United States. In 2000, SLU received Carnegie's new and highest classification as a "Doctoral/Research-Extensive University." To qualify for that designation, a university must award at least 50 Ph.D.s in 24 disciplines. In the last three academic years, SLU far exceeded those requirements by awarding 100 Ph.D.s in 21 disciplines (1998-1999), 94 Ph.D.s in 24 disciplines (1999-2000), and 105 Ph.D.s in 25 disciplines (2000-2001).

## Assessment

The Graduate School encompasses a wide variety of disciplines across centers, colleges, and schools with different expectations arising from degree level and disciplinary differences. The Graduate School is charged with maintaining academic standards across all programs. The purview of its responsibilities includes: standards for admission, matriculation and graduation, curriculum, new programs, appointment to the graduate faculty, quinquennial program review, and participation in accreditation site visits. The Graduate Dean interviews all candidates for faculty and chair positions, serves on all endowed chair search committees, conducts independent rank and tenure reviews of all graduate faculty, and serves as advisor to the Graduate Student Association.

The majority of learning outcomes assessment in graduate education is done at the departmental level and described elsewhere in this report. The Graduate School administers two surveys each year to assess students' satisfaction with their programs.

Since 1993, all graduate students, upon completing their degrees, have been required to fill out an exit survey regarding departmental requirements and expectations, advising, academic quality, mentoring, ethics, and Graduate School services. Approximately 3,000 graduates have completed the survey since its inception. The average score for all questions on a scale from 1.0 to 5.0 is over 4.0. Each year, these scores have been remarkably consistent. The highest ranked item (4.37) expresses an overwhelmingly positive perception of our doctoral students with the quality of their research education. Similarly, the mean response to the question regarding the ethics and value dimension was 4.26. This confirms that the graduates' perception of their graduate education as one of high academic quality is consistent with the University's Catholic, Jesuit ideals.

A second survey is sent each spring to graduate assistants. Its purpose is to confirm on a Likert-type scale whether their assignments are consistent with the School's policies and expectations, and to investigate their satisfaction with the learning experiences of their assistantships. Here, too, the responses are uniformly positive. Both surveys provide valuable insights into students' perceptions of their graduate educations at SLU. All data are distributed to departments to affect any required programmatic changes.

The Graduate School conducted an additional study in 1997. The Graduate School's mission statement commits it to the objective: "To promote the ideals of a Catholic, Jesuit education." This study was conducted to investigate the importance of our Catholic, Jesuit identity at the graduate level. Graduate alumni and graduate faculty were surveyed. The results supported the hypothesis that personal interactions between faculty and students and a positive perception that the departments were committed to gender, race, and ethnic equality were strong predictors of the positive

perception of the presence of a value and ethic dimension in the students' graduate educations.

The Graduate School depends on two primary vehicles for assessing its programs. These include the quinquennial program review and accreditation procedures. These reviews are supplemented by the range of evaluative activity and quality assurance processes described previously. The University Board of Graduate Studies evaluates all curricular changes, modifications, and proposals for new graduate courses.

On the basis of data gleaned from its assessment procedures, the Graduate School, as noted previously, terminated several programs in the last decade. In addition, an enrollment moratorium on History was removed and new Ph.D. programs in International Business and Marketing and Health Care Ethics were established. The emphasis of the Ph.D. in Health Services Research was broadened to allow for more areas of specialization. And new accredited graduate programs were added in Endodontics and Periodontics.

While no new traditional academic programs were added, the assessment of existing programs led to many modifications being made to strengthen their academic quality. In addition, five new certificate programs and eight dual-degree programs were added.

Another major change is the Teaching Resource Center, established in the Graduate School in 1992, and, since that time, expanded to become the Paul C. Reinert, S.J., Center for Teaching Excellence. The Center trains teaching assistants and offers a Graduate Certificate in University Teaching. The Center has recently assumed responsibility for faculty development under the direction of the Provost's office. Technological support in general, library resources, and funds from SLU2000 to support graduate assistantships and research have greatly enhanced the quality of graduate education.

## **Strengths**

A 2000-2001 SWOT survey and analysis of the graduate faculty identified the following strengths:

- The Graduate School enjoys financial stability based on the growing University endowment, an attractive and safe campus, a reputation for quality and values-based Jesuit education, the SLU2000 initiatives, application/enrollment data relative to national trends, and increased student diversity.
- The faculty demonstrates a genuine commitment to research and mentoring, teaching and service. New faculty lines and research development programs are advancing scholarship and research productivity significantly. Other contributing factors are significant external funding,

including federal funding in some departments; support from the Graduate School's research office; and partnerships with business and industry. Faculty research productivity, treated at length elsewhere in this report, clearly strengthens graduate education at SLU.

- Additional strengths are demonstrable, positive student and alumni satisfaction; excellent library resources; programs for graduate students at the Paul C. Reinert, S.J., Center for Teaching Excellence; good local employment opportunities; local clinical placement; and increased technology support.

## **Challenges**

- A decline in graduate enrollment at SLU began in 1995, correlating with a national economic boom and strong labor market. "The Longitudinal Applications/Enrollment Report: 1990-2000" demonstrates that most graduate programs remained stable, and that declines in applications and enrollments were due to significant decreases in unclassified students, discontinuation of selected programs, raising admission standards in some programs, and capping enrollments in others. Intensive recruitment efforts are needed to attract high-quality students to SLU graduate programs. Constant evaluation of enrollment trends should lead to decisions to continue, consolidate, or discontinue programs.

- Some graduate programs attract applicants regionally, nationally, and even internationally, while others attract primarily local applicants. Although institutions that are viewed as competitors vary by discipline, some general trends are apparent. Among Catholic colleges and universities, Loyola (Chicago), Marquette, and Notre Dame were the most frequently mentioned, followed by Georgetown and Boston College. Regionally, the University of Missouri-Columbia and the University of Illinois were cited most frequently, with Southern Illinois University-Carbondale and the University of Chicago cited less frequently. Locally, Washington University, the University of Missouri-St. Louis and, to a lesser extent, Southern Illinois-Edwardsville were listed as competitors. SLU competitors are a threat both in terms of high-profile private and public institutions that outbid SLU for good graduate students, and lower profile institutions whose tuition rates are significantly lower. Marketing the quality of SLU graduate programs and providing students with competitive financial assistance are essential.

- In the area of research, SLU finds itself competing for funding with universities with more established research records. The University needs to continue supporting and rewarding research productivity, and to place greater emphasis on technology transfer and research partnerships with industry. New technologies will challenge the University's research infrastructure capacities, and virtually every other area with issues and costs relating to infrastructure, hardware and software, personnel training and faculty development, and delivery of educational programs.

- Throughout the U.S., graduate education faces new challenges, with costs associated with graduation and research expected to continue escalating. While the University cannot control the economy and demographics, it needs to address internal strategic enrollment planning, support for graduate students, ongoing program review, evaluation of delivery models, marketing and recruitment strategies, and increased financial support from federal and industry partners.

## **SCHOOL OF LAW**

### **Mission**

The mission of Saint Louis University School of Law is to advance the understanding and the development of law and to prepare students to achieve professional success and personal satisfaction through leadership and service to others. The School adheres to the Jesuit tradition of academic excellence, freedom of inquiry, and respect for individual differences.

### **Structure**

Each year, the School of Law confers the Juris Doctor degree to some 220 graduates. The School offers students in the JD program a full-time and a part-time option. The majority of students are enrolled in the full-time, three-year program. Students in the part-time evening program can take courses year-round and graduate in four years. Applications for the 2001-2002 full-time programs were up 45% over the previous year, and 17% for the part-time program.

The School also conducts two L.L.M. programs, one in Health Law and the other in American Law for Foreign Lawyers. The Health Law program is highly selective and has intentionally held its enrollment steady at six students. The L.L.M. program, for students whose initial law degrees were awarded outside the United States, is also highly selective, though its enrollment has recently been trending upward (currently four students).

The School of Law has 35 tenured and tenure-track professors, two 405 (c) clinical professors, four full-time writing instructors, and an academic support director. The School has increased the size of its faculty while holding enrollment steady. In the current academic year, the School will narrow the gap and reach the national average student/teacher ratio of 18.2:1.

### **Diversity and Admissions**

The policies, practices, and procedures of the School of Law are administered in a manner consistent with the University's Catholic, Jesuit mission. This means that the School follows the University policy prohibit-

ing discrimination based on race, color, sex, national origin, religion, age, sexual orientation, disability, or veteran status. The School's Admissions Committee considers several factors to determine a candidate's eligibility: academic achievement, strength of undergraduate program, application information, Law School Admission Test (LSAT) results, personal statement, work experience, any graduate degrees earned, motivation, leadership, and service. The School admits highly qualified students with the goal of producing lawyers that will serve the needs of the community. At the same time, it seeks diversity of background and experience in its student body. Over the past decade, the number of female students has increased to over 50% in AY 2002. The number of students from minority groups has ranged from 14% in 1993-1994 to 19% in 2001-2002.

Each summer, the School of Law invites between 20 and 28 of its applicants to participate in its Summer Institute Pre-Admission Program. These are applicants whose traditional indicia of academic achievement (LSAT score and undergraduate G.P.A.) do not qualify them for admission, but who have surmounted extraordinary challenges in their backgrounds. In this pre-admission program, these applicants receive instruction in two courses, a foundational first-year course as well as one in the essential legal skills needed to succeed in law school. Students who demonstrate proficiency in both courses are extended an offer of admission. About half of the students who go through the program each year are admitted to the School of Law.

## **Assessment**

The School evaluates the rigor and appropriateness of its programs with both external and internal reviews. It is accredited by the Association of American Law Schools and the only body sanctioned to accredit legal education by the U.S. Department of Education, the American Bar Association. In 1998, making productive use of the most recent ABA site report, the School conducted an evaluative self-study of its curriculum. It modified its promotion and tenure standards and inaugurated a registration system that encourages structured progression through the second-year's core courses.

Internal assessment is the charge of the Faculty Grading Committee and the Faculty Curriculum Committee. The Faculty Grading Committee measures the soundness of the academic program by such standards as the graduates' success on the bar examination. On the basis of the Committee's recommendations, the faculty tightened retention standards, changed the School's grading protocols, and required a legal methods course for students on probation after the end of the first semester.

The Faculty Curriculum Committee conducts an ongoing curricular review to ensure that the School's academic program keeps pace with advances in the discipline and changing needs of the legal profession. On the basis of its findings, the faculty introduced a small section program in its first-year courses. Each semester, first-year students will be enrolled in

*"I am pleased to find the Summer Institute Pre-Admission Program and the Evening School are still viable alternatives for admission into the School of Law."*

School of Law  
alumnus '77, comment  
on self-study report.

two courses of fewer than 35, enhancing personalized instruction and feedback. The School has divided the Legal Research and Writing course into small sections, and replaced a tax course in the first year with a required course in Criminal Law.

The School also assesses its programs through regular meetings with the Dean's Council, a group of senior lawyers and judges who meet to discuss ways the school can better prepare its graduates for the legal profession. Faculty representatives meet weekly with the Student Leadership Council to receive students' perspectives. Occasionally, the School also makes targeted use of outside consultants. As the result of a 1999 report by an outside consultant, the School revamped its admissions procedures, expanded the size of the admissions staff, and developed new admissions programming. In spring 2001, the School commissioned an evaluation of the Career Services Office to determine how to utilize its resources more efficiently, and maximize its benefits for students.

### **Responses to the 1992 NCA Report**

In response to the 1992 NCA Report, the School of Law substantially enhanced faculty summer research grants to support faculty scholarship. Faculty now have their own individual office accounts to fund discretionary purchases of library materials related to their research interests, circulation of reprints of their scholarly publications, participation in professional associations, and travel to academic conferences. In 2000, the faculty produced over 50 books and significant law review articles, double the number of major publications of the prior two years.

In the area of student finances, the School takes financial need as a serious consideration in designing aid packages for its students. Each academic year, the School awards over \$3 million in scholarships. To attract deserving students with a record of outstanding academic achievement, the School has instituted the 1843 Scholars, a full-tuition scholarship program. A Coordinator for Financial Planning provides applicants and students information on the various financing arrangements available to them; counsel regarding the fundamentals of financial planning, intelligent use of credit, living within a budget; and other related topics. Vigorous encouragement by the School's administration has resulted in a dramatic increase in funding for the School's public interest law group, which gives financial support to students who are working in legal clerkships in the public-interest sector. Funding for the 2001 program supports 20 students, up from only a handful a decade ago.

In the area of governance, the School has reorganized the Dean's Office, designating an Associate Dean for Faculty and an Associate Dean for Academic Programs, to whom an Assistant Dean of Students reports. A Dean's position has been created to administer, assess, and develop the evening program. The School has also substantially upgraded its institutional publications and website, and inaugurated an alumni development program.

Based on the data garnered through its assessment and strategic planning processes, the School has targeted the following goals:

- To double the clinical staff and course offerings and to add a legal drafting program to second-year required courses;
- To continue to improve the bar examination passage rate, to improve the caliber of the student body, and to increase the students' participation in the life of the School;
- To support even greater increases in scholarly productivity and improvement of the School's publications;
- To increase the financial support of the School by its large pool of loyal alumni;
- To continue improving technology and the School's physical plant;
- To encourage a higher placement rate of graduating students in law firms and corporate law departments outside the metropolitan St. Louis area.

## **Strengths**

- Led by an energetic and experienced Dean, the School's faculty includes scholars with a wide range of experiences and research interests, including significant international expertise. The faculty has proven itself to be productive, capable, and cohesive, willing to support innovation, and able to make major decisions by building consensus. In its last three years, the School has hired 13 excellent new faculty members.
- The School enjoys high regard, locally, regionally, and nationally, among academics, potential employers of its graduates, and a supportive alumni base. The School's Center for Health Law Studies is consistently ranked as the first or second finest in the nation. The William Wefel Center for Employment Law and the Center for International and Comparative Law attract students and raise the School's national profile.
- The law library possesses a first-rate collection. The School provides reference services by way of a reference desk and a faculty liaison program.



***The School of Law owns a number of collections frequented by visiting scholars conducting legal research.***



- The School's Summer Institute Pre-Admission Program serves to promote the Catholic, Jesuit mission of the University by fostering diversity in the School of Law's student community.
- The revised curriculum and strengthened academic standards can be expected to enhance graduates' performance on the bar examination.

### **Challenges**

- Until fall 2001, the School's full-time applicant pool had been shrinking substantially since 1991. The decline in the size was accompanied by a slight decline in the applicants' credentials. The School needs to preserve the recent increase in the size of the applicant pool for its full-time program, and to attract students with the best credentials. A decline in the size and quality of the applicant pool for the evening program appears more serious, and is receiving substantial attention. Both of the School's major competitors have attractive new buildings. The low-tuition public competitor has increased the size of its entering class, and the private competitor has reduced the tuition differential.
- The School needs to continue upgrading its physical facility, improve its bar examination pass rate, and diversify its faculty along gender, ethnic, and subject-matter lines.

## **THE COLLEGE OF PHILOSOPHY AND LETTERS**

### **Mission**

The mission of the College of Philosophy and Letters is to provide early academic formation for students preparing for the Roman Catholic priesthood. The U.S. Bishops' document, "Programs of Priestly Formation," expresses the College's mission succinctly: "The immediate aim of college level formation for the candidate for the priesthood is to help him to mature as a liberally educated human person, committed to Christ and to the service of his neighbor."

### **Structure**

Because of its specialized objectives and clientele, the College is constituted as an autonomous unit of the University, and administered by its own Dean, an arrangement that receives the unanimous support of its constituents' directors. The College has no departments and no full-time faculty and offers few courses of its own. For the most part, it relies on other schools, especially the College of Arts and Sciences. The College works closely with the Arts and Sciences' philosophy department, of which its Dean is an *ex officio* member, and with which it regularly arranges courses to fit its students' academic needs.

## **Curriculum**

The College's mission requires both breadth and depth in its curriculum. Breadth is achieved through the study of history, art, literature, languages, mathematics, and the natural and social sciences. Depth and integration is achieved through philosophical and theological education. With theological studies reserved chiefly for later, emphasis falls at this stage on philosophical formation.

Students who pursue undergraduate degrees in the College major in philosophy, but may choose from three tracks with differing requirements. One track, emphasizing natural and social sciences, leads to a Bachelor of Science degree. The other two, emphasizing humanities or languages, lead to a Bachelor of Arts degree. The ecclesiastical licentiate in philosophy degree is no longer granted.

## **Assessment**

The major assessment vehicle of the students' learning is a review seminar in which students write a series of papers culminating in a personal position paper relating the main areas of philosophy studied. The assessment focuses on five goals and five related objectives:

- ability to develop a clear and coherent essay;
- ability to offer well-reasoned arguments in defense of one's philosophical position;
- ability to discover and critically examine the underlying presuppositions of major systems of ideas;
- ability to articulate a comprehensive philosophical position, consistent in its handling of the four problem areas that compose the knowledge component;
- knowledge of four major areas in the history of philosophy: a) philosophy of human nature; b) epistemology; c) ethics; and d) God. The students' papers suggest which areas or goals may need attention.

With information garnered from the seminar, the College's curriculum and operations are reviewed twice a year by the Dean, the chair of the philosophy department, and the directors of studies for the constituent groups. Their experience, knowledge of the students, and acquaintance with the individual formation programs enable them to assess the appropriateness and rigor of the College's program and to make modifications in curriculum personnel.

## **Strengths**

- The formation program directors of the students' various dioceses and religious orders express appreciation for the appropriateness and rigor of

the College's program, comparing it favorably with the arrangements to be found elsewhere. The program of collegiate training for seminarians exceeds the capabilities of independent seminaries, which lack the academic resources of a university, and of universities, which lack a college program tailored to seminarians' needs. The College's Dean communicates with formation personnel, advises students, acts as a liaison with the University's various schools and departments, and arranges for needed courses.

- The decline in the numbers of students, noted at the 1992 accreditation visit, continued for a period, then reversed, and has climbed back above the number then reported (60), thanks principally to a larger number of dioceses sending their students to the College. A nationwide study within the U.S. Jesuit provinces resulted in the closing of a Jesuit academic program similar to that provided by the College. The study strongly affirmed the College's program, giving promise to a full complement of Jesuit students for the foreseeable future.

### **Challenges**

- The College's heavy reliance on other units of the University and on the Aquinas Institute of Theology (located on the University campus) complicates the task of assuring courses and personnel.
- Diversity in the students' ages and academic backgrounds (some just out of high school, others with advanced degrees) makes it difficult to provide courses that meet the needs of all participants equally.
- Though remedial steps have been taken recently, some departments in the College of Arts and Sciences have relied heavily on graduate assistants to teach their introductory courses, affecting the quality of the College's program.

## **SCHOOL OF MEDICINE**

### **Mission**

The mission of the School of Medicine is to educate professionals to practice and advance knowledge in medicine and the health sciences. It accomplishes this by providing integrated activities in basic and clinical research, clinical care, and public service. These diverse educational experiences prepare students for careers and leadership roles in medicine and related sciences by grounding them in the scientific method, and developing an appreciation for personal commitment and service to others. In pursuing its mission, the School seeks to impart the following values:

- a concern for the sanctity of human life;

- a commitment to the dignity and respect of all patients;
- a commitment to the Jesuit tradition of social justice, particularly as regards inequities in availability of and access to healthcare;
- humility in awareness of medicine's inherent limitations in the care of illness;
- an appreciation for all the factors that affect a person's state of health or illness;
- a mature and well-balanced professional behavior that derives from comfortable relationships with members of the human family and the Creator.

## **Structure**

Located in the Health Sciences Center, the School of Medicine enrolls approximately 600 medical students, directs the training of almost 480 medical residents, and provides an advanced education for 80 graduate students in the biomedical sciences. The full-time faculty of 580 are assisted by more than 1,000 part-time and volunteer faculty, comprised of physicians practicing in the area. These figures have been quite consistent for the last decade, and represent a balance between resources and programs.

## **Programs**

The School of Medicine is a complex institution with programs in undergraduate, graduate, and continuing medical education, graduate education in related sciences, research, and clinical practice. All programs function under one governance body headed by the Dean, and are generally budgeted as a whole, except for the clinical practice, which is budgeted separately.

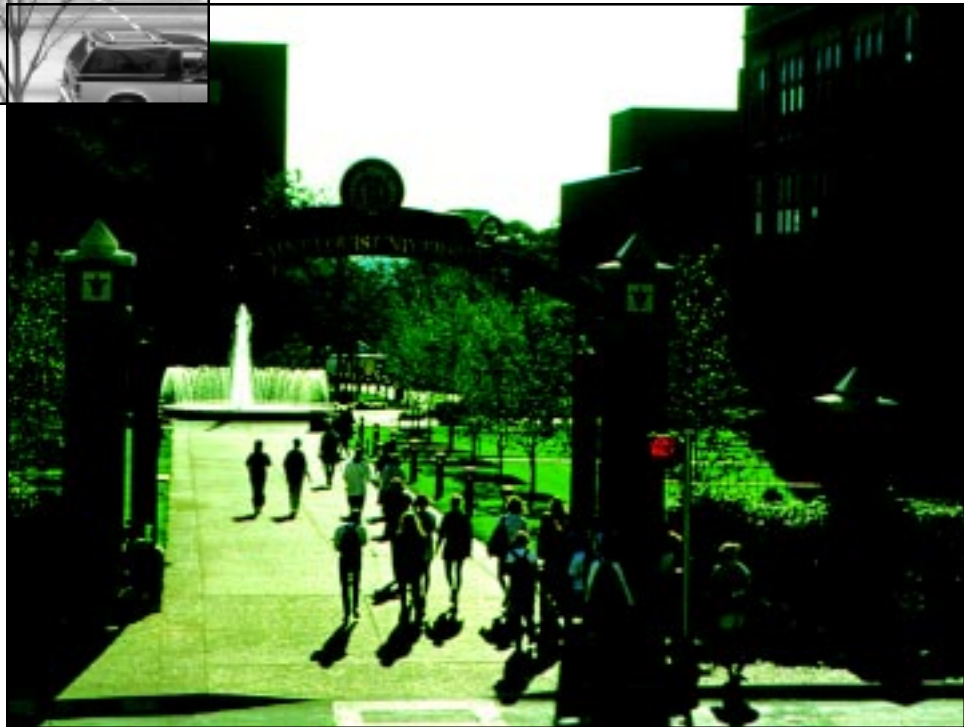
The MD Program is professionally accredited by the Liaison Committee on Medical Education (LCME). Programs are visited every seven years. The last full visits occurred in October 1994 and 2001. After the 1994 visit, the LCME made observations on certain aspects of the MD program with respect to curriculum governance, curriculum coordination and integration, financial aid to students, student diversity, and the availability of small group rooms and computers. A 1998 return visit found that corrective measures were highly successful and all observations were removed.

## **Curriculum**

In 1995, a comprehensive process of curriculum assessment and renewal was undertaken to ensure that the School of Medicine would continue to



***Caroline Street at the Health Sciences Center (1994) has given way to nature's beauty in the Caroline Mall, which opened in 1995 to unite the schools of Medicine, Nursing, and, eventually, Allied Health.***



graduate superbly qualified and concerned physicians. The renewal took into account recent changes in the practice of medicine, which have had an impact on the informational needs of physicians. In an effort to make student learning more efficient, the latest information about adult learning was applied to designing teaching modules. The curriculum now contains more small group

activities, case-based tutorials, and computer-based instruction. It also places more of the responsibility for learning on the student by providing more individual study time. Increased integration of course content across discipline lines has also been accomplished by changes in curriculum governance. Years one, three, and four of the redesigned curriculum were introduced in 1997, and, by August 1998, all phases of the new curriculum were in place.

The curriculum is made up of three phases. The first two phases provide an understanding of the scientific basis for clinical medicine. The third phase assists students in acquiring skills needed for the practice of medicine. All three phases contain activities designed to assist students in developing interpersonal skills and attitudes that will enable them to apply high ethical and performance standards in all of their professional endeavors.

### **Assessment**

The School employs a variety of internal and external assessment vehicles, addressing processes and learning outcomes. A compilation of these measures is published annually.

First- and second-year students complete evaluation forms for each course or unit. The results are compiled and discussed with the course or unit director in a “focus group” format with 10 students. The students submit a report on the meeting to the Program Evaluation Committee. The committee meets to discuss the results prior to submitting a report to the Curriculum Management Committee. Data are available for the past several years, and have been used to track trends in student satisfaction. Third- and fourth-year students complete evaluation forms for each required clerkship. The results are discussed at the Phase Three Coordinating Committee meetings.

The United States Medical Licensing Examination (USMLE) provides the School with data on overall student performance on Steps One and Two, along with mean scores, standard deviations, and scores by discipline. For Step Three, the overall performance of examinees from Saint Louis University is provided along with the national mean of all examinees. To assess the students' content knowledge at the end of each clerkship, the School administers standardized subject examinations provided by the National Board of Medical Examiners (NBME). A keyword phrase item analysis allows comparison of SLU and national examinee performance in the areas of Family Medicine, Internal Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, and Surgery.

The Clinical Skills Examination (CSX), administered at the end of the third year, is designed to objectively assess medical students' clinical skills in a multiple-station exam using standardized patients. CSX assesses the clinical competencies of history taking, physical examination, communication, and interpersonal skills. By means of the Patient Perception Questionnaire (PPQ), standardized patients assess the students' interpersonal skills on a six-item Likert rating scale. Collaboration with other schools working with the National Board of Medical Examiners Standardized Patient Project allows comparison of SLU students' performances with other schools in select cases.

A few months prior to graduation, each U.S. medical student is asked to complete an extensive questionnaire from the Association of American Medical Colleges (AAMC). This graduation questionnaire requests demographic information and survey-type, close-ended opinions about the school's curriculum, in addition to a page of open-ended questions for students to comment on the school's general strengths and weaknesses. The completed questionnaires are compiled by the AAMC. The open-ended questions are returned to SLU, and the survey-type questions are returned in a booklet provided by the AAMC showing SLU results with national data. Each July, the School surveys the residency directors where SLU graduates are completing their first post-graduate year (PGY1) regarding SLU medical graduates' preparation for residency.

The Curriculum Management Committee (CMC) is responsible for managing a coordinated curriculum, and for establishing and maintaining the “feedback loop” for program evaluation. This loop includes the

analysis of data and recommendations compiled by the Program Evaluation Committee, and communication to the faculty responsible for implementing courses in the curriculum.

The Program Evaluation Committee, a subcommittee of the CMC, is charged with gathering and analyzing data needed to make judgments about outcome measures to determine the relative success of achieving the curriculum renewal efforts' goals. The Program Evaluation Committee reports periodically to the CMC regarding the progress of the MD program toward achieving these goals.

The CMC reviews the recommendations of the Program Evaluation Committee. Remedial processes required of the MD program are initiated by the CMC, which is responsible for directing changes needed at the programmatic level. At the phase or course level, remedial processes needed are communicated to the phase coordinators by the CMC, with the expectation that the faculty involved in the teaching will implement needed changes, and will report those changes to the CMC.

At the phase or course level, the phase coordinator works with the responsible course directors and/or faculty to develop a plan to implement remedial processes. A report of the plan to address perceived problems is submitted by the phase coordinator to the CMC and the Program Evaluation Committee. The Program Evaluation Committee follows up at a time designated by the CMC (usually in one year) on the progress made toward remedying the problems noted, and reports to the CMC. The CMC is responsible for obtaining resources or other assistance from the Dean to implement needed changes.

The Program Evaluation Committee works with the Office of Curricular Affairs to gather data about the MD program at the course, phase, and programmatic levels. The Program Evaluation Committee is intended to be a continuing mechanism for program evaluation and improvement, and does not have corrective capabilities. It is intended that this Committee will document appropriate needs for maintenance and improvement of the MD program for the CMC, assessing the degree to which the goals of the curriculum renewal process have been achieved.

In addition to the internal and external components in place, a system of peer review has been developed for courses, clerkships, and units. The Program Evaluation Committee appoints an *ad hoc* review committee with a CMC member serving as chairperson. The course director selects a basic and a clinical scientist to serve on the *ad hoc* committee. Staff members on the committee include the evaluation coordinator, instructional development specialist, and the executive secretary of the CMC. The *ad hoc* review committee chairperson is responsible for the timely submission of final reports. Five to seven courses, units, and/or clerkships are evaluated each academic year, so that the entire program is reviewed in a five-year cycle.

Each *ad hoc* committee reports directly to the Program Evaluation Committee with review documents submitted to the Program Evaluation Committee by the *ad hoc* review committee chairperson. These documents are reviewed by the Program Evaluation Committee, and submitted with recommendations to the CMC.

The *ad hoc* review committee (RC) is charged with the task of evaluating and reporting on each course. The committee assesses such matters as objectives and goals, adequacy of resources and support, course content, teaching methods, and examinations. The committee also reports on surveys of recent graduates as to the strengths and weaknesses of the course.

On the basis of the School's vigorous assessment policies, the last six years have seen a thorough overhaul of the MD Program, its curriculum, and curriculum governance. In addition, changes in admissions policies have resulted in a several-fold increase in the number of underrepresented minority students. In 1995, the School of Medicine published a curricular blueprint, "Curriculum Renewal: A Plan for Change," containing 21 recommendations. All of these recommendations have been implemented since that time.

In 2001, the School confronted what appeared to be contradictory results from examinations of SLU medical students under the new curriculum. On one hand, the first class that finished the new curriculum in May 2001, obtained the highest ever results on USMLE Step Two. On the other hand, the present third-year class received the highest level of failures in USMLE Step One. This same third-year class also had the highest scores for the top 20% of the students when compared to the same fraction from previous classes. Inquiry into factors influencing the high failures rate pointed to an unusual number of students with lower pre-matriculation characteristics, such as low Medical College Aptitude Test (MCAT) scores. These students had been admitted with the goal of enhancing diversity in that class.

At its scheduled 2001 USMLE accreditation visit, the team examined the data and concluded that the goal of enhancing diversity was lofty enough not to blame the curriculum. The visitation team's only curricular concern regarded tighter supervision of fourth-year electives. Other concerns pertained to the library, information technology, and high tuition.

## **Strengths**

- The School's MD Program enjoys a centralized governance system, which provides institutional oversight of the curriculum. Its recently developed separate education budget pays for substantially all teaching in the MD program, a characteristic rare among medical schools.
- A strong assessment program has led to improved coordination of



courses and integration of materials using multidisciplinary courses.

- Other strengths that support curriculum delivery are 24 small-group rooms equipped with internet access; an Informatics lab, which increases computer access and enables increased use of multimedia; and the Clinical Skills Center, in which standardized patients are used for teaching and evaluating medical students. The Center is working with the National Board of Medical Examiners to develop a national clinical skills exam incorporated into one of the three steps ending in physician licensure.

## **Challenges**

- Current healthcare challenges all medical school faculty nationally. They receive reduced compensation for clinical services and spend more time on administrative tasks. Faculty physicians find that they must increase their clinical practice to maintain their previous level of compensation, at the expense of time otherwise devoted to teaching. To address this challenge, the School has organized a group of administrators to study prevalent factors impacting the healthcare environment, and to design actions to counter their eroding effects on medical school operations.
- Future projects include a Cancer Center under development and a new research building to complement the present resources. These developments can be expected to strengthen the School's already-strong programs.

*The opening of the John and Lucy Cook Hall doubled the size of the School of Business and Administration, renamed the John Cook School of Business.*

## **JOHN COOK SCHOOL OF BUSINESS**

### **Mission**

Founded in 1910 as the School of Commerce and Finance, the newly renamed John Cook School of Business approved a new, shortened mission statement in 2001. As it now reads, the School's mission is: "Excellence in business education inspired by the Jesuit ideals of seeking truth, educating the whole person, and serving others."

### **Structure**

The School is composed of seven departments (Accounting, Decision Sciences and Management Information Systems, Economics, Finance, International Business, Management, and Marketing) and three



centers (the Smurfit Center for Entrepreneurship Studies, the Emerson Center for Business Ethics, and the Consortium for Supply Chain Management Studies). Other programs include a service leadership program (the first of its kind in the U.S.) and an experiential learning office to assist with internships and career development/placement. The School is accredited by the American Assembly of Collegiate Schools of Business (AACSB), which last visited in AY 2001.

With 65 full-time faculty, over 90% with terminal degrees, the School serves some 1,400 undergraduate (up from 1,200 in 1992) and 350 graduate (MBA and Ph.D.) students. Since a 1992 high of more than 900 students, master's level enrollments have tended downward, the result of external factors (lower interest in the MBA degree and greater competition) and an internal decision to raise admission standards. In response to AACSB standard changes, the School revised and consolidated its Ph.D. programs, and reduced enrollments from almost 100 to fewer than 20. Current plans call for Ph.D. programs to enroll between 20 and 30 active students at any given time.

## **Curricula**

Cook School's curricula are described in the University bulletins and the School's several program brochures. Detailed information is also available in the 2000-2001 self-study and documentation compiled for AACSB reaccreditation.

The School offers high-quality programs at the bachelor's, master's, and Ph.D. levels. At the undergraduate level, concentrations are currently offered in nine business fields and in engineering management (a joint program with Parks College). At the master's level, there are both full-time and part-time MBA programs, specialized degrees in accounting, economics, and finance, and an executive master's degree in international business. There is a Ph.D. program in business administration, with a single major area in international business and marketing. Students in undergraduate programs also have opportunities to select minors in many of the business functions, while students in the MBA program may choose an emphasis from any of several business functional areas. The School has developed numerous internship opportunities in the last seven years, with carefully developed controls to ensure quality internship experiences.

Cook School enjoys a reputation for strength in the areas of international business and entrepreneurial studies. The School's Jesuit mission of educating the whole person gives rise to programs in service leadership and the activities of the Emerson Electric Center for Business Ethics. The School has made an effort to incorporate ethics into courses across the curriculum. Surveys conducted for the School's 2001 AACSB self-study indicate that nearly 80% of all undergraduate and graduate core courses and over half of the upper level graduate courses include an ethics component.

## **Assessment**

For well over a decade, Cook School has been active in collecting and using data to improve its offerings. Assessment vehicles have included evaluations of student satisfaction with courses and instructors, graduate exit surveys, EBI Benchmarking studies, performance by accounting majors on the Certified Public Accountant (CPA) exam, course load statistics, and graduate placement. In some cases, data was gathered sporadically or inadequately, so that some assessment measures were discontinued after trial collection and analysis.

In response to the University's aggressive efforts to develop structures and processes to assess learning outcomes as a basis for strategic planning, the School examined its procedures to determine where additional assessment measures were warranted. While satisfaction and placement data were being collected and used effectively, measures of actual learning were deemed insufficient. In 1998, the School developed a system by which managers in the St. Louis area review the undergraduate seniors' and second-year MBA students' in-class presentations or written reports.

While this assessment vehicle continues to be utilized at the MBA level, the number of undergraduate reports and presentations was too large to be assessed effectively. In 2001, a new program for collecting data on learning outcomes was developed. Seniors in all sections of the business policy capstone course now take a multiple-choice test of their overall business knowledge. The results provide data for curricular improvement, and inform the capstone course instructors as to how well prepared students are for the integrative, strategic approach used in this course. In developing assessment measures, the School attempts to make them part of assigned class work and, thus, less burdensome.

The School views its assessment program as an evolving process, and has been careful to involve those faculty most concerned in planning and implementing it. This approach appears to be the most effective way of building a culture of assessment without creating resistance. Learning outcomes data is reviewed by the Dean, department chairs, Associate Dean for Curriculum, undergraduate and graduate curriculum boards, the School's Executive Committee, and the School's advisory boards (composed of business managers). The results are communicated to the faculty for review and action.

The Associate Dean for Curriculum monitors the School's curricula to ensure that they are effective and current. Two curriculum boards, undergraduate and graduate, involve faculty actively in the process. While there is no set timetable for curricular or program review, the curriculum boards and the Associate Dean actively pursue ongoing curricular improvement. In evidence of this fact, the School recently eliminated the master's degree in International Business Studies and completely revised the mainline MBA program.

Since 1996, the School has eliminated master's programs in management information systems (MIS) and in management, revised the master's programs in accounting and finance, and added a full-time MBA program. It also added a new Ph.D. in business with major areas in international business and marketing, while eliminating seven other Ph.D. majors. The process for reviewing and revising an existing curriculum or developing a new one typically includes research into "benchmark" programs at other universities. The recent MBA revision included a trip by the graduate curriculum board to Georgetown University. This assessment process also included input by appropriate members of the business community. After individual departments and the appropriate curriculum board have approved a program or courses, the proposal is sent on to the School's faculty assembly for final approval.

### **Response to the 1992 NCA Report**

The report of the 1992 NCA visiting team noted a lack of consistency in the School's scholarly activity, and only limited support for research and research-active faculty. It also noted a need to move ahead on learning outcomes assessment. The School's response to this latter concern has been detailed above.

The last decade has seen significant progress in terms of both research activity and support. The School initiated a policy of offering teaching load reductions to research-active, mentor faculty who had authored three refereed publications in the previous five years. At first, each department was allowed a single course reduction each semester, effectively allowing only two faculty per year a reduction in each department. This policy has been expanded to allow all qualified faculty to receive a three-two course-load reduction. All new faculty in their first three years of service receive this reduction. Faculty holding the School's four named professorships typically teach four courses or less per year. As a result of these policies, in AY 2000, 54% of tenure-track faculty carried teaching loads of five courses or less.

The School has increased financial support for research-active faculty. The four named professorships bring with them several thousands of dollars in annual research expense support. In summer 2001, 17 Business School Summer Grants of \$7,000 each were made available. The School provides new faculty with summer research support during their first two years. It provides all faculty with secretarial support, postage, copying, and long-distance calling expenses in their research activities. Beyond this, all faculty receive individual expense budgets of between \$1,500 and \$2,000 annually. They may also draw on additional resources through their own departments, the School's institutes and centers, and from the Dean's office. The Boeing Institute of International Business, the Emerson Center for Business Ethics, and the Smurfit Center for Entrepreneurial Studies have supported several faculty members in travel to mission-appropriate seminars and meetings. Students in the Ph.D. and the full-time MBA program serve as research assistants.

These efforts have resulted in a significant increase in faculty research and publication. In 1994, the number of faculty with current, refereed publications was slightly over 20. The School's 2000 AACSB self-study points to 47 faculty with current, refereed publications in major journals. During this period, the School revised and reduced its Ph.D. programs to make them more commensurate with faculty and other resources. The School's Ph.D. programs now enroll less than 20 active candidates, a ratio of more than two research-active faculty for each candidate. With an increasing number of research-active faculty and a continuing planned reduction in Ph.D. enrollment, this ratio will continue to improve.

### **Strengths**

- Data for AY 2002 indicate that the School's faculty is the strongest it has ever had, and its students, according to admissions figures, the most qualified it has ever enrolled.
- The remodeling of Davis-Shaughnessy Hall and the completion of John and Lucy Cook Hall have nearly doubled the space in the School. With additions and renovations, including new computers in both its labs and new learning technologies installed in all classrooms, the School now enjoys superior facilities, providing cutting-edge technology to students and faculty, and facilitating faculty research.
- The new Dean of Faculty position allows the School to focus on improving the quality of teaching, using new technologies, sources of information, and approaches to learning.
- Other areas of excellence are international business, small business and entrepreneurship, and social responsibility/Business Ethics, service leadership programs, the experiential learning office, and many business community contacts that expose students to the world of business and help them to find positions in their major fields upon graduation.

### **Challenges**

- Competition is increasing, particularly at the master's level, from other schools with both traditional and innovative, distance-delivery programs. Competition will make it more difficult to attract and maintain a solid base of students at the School's midtown St. Louis location.
- It will be a challenge to find the resources to continually upgrade technology and support, and, thus, maintain the kind of learning environment students expect.
- Given the tremendous progress the School has made in teaching and research this past decade, its greatest challenge will be to maintain its current momentum.

# **SCHOOL OF NURSING**

## **Mission**

The School of Nursing has the mission at the baccalaureate level to educate entry-level generalist practitioners, and at the master's level to educate advanced practice nurses through teaching, research, and service in ways consistent with Catholic, Jesuit values. The School's philosophy is that all persons are endowed by their Creator with intrinsic worth and dignity. On that basis, the faculty seeks to provide a collegial environment of academic freedom in which students develop knowledge, insight, values, accountability, and professional competence. They view the liberal arts as essential for the development of an educated person, and for the study and practice of professional nursing.

## **Structure and Curricula**

The School offers the Bachelor's and Master's of Science in Nursing degrees, a Master of Science in Nursing (Research), and a Ph.D. in Nursing. The School also offers a post-Master's certificate option for each of the Master's level, advanced practice roles.

The School's programs are reviewed by three accrediting bodies other than NCA. The Missouri State Board of Nursing requires in-depth self-studies and surveys of the Baccalaureate Nursing Program every five years. The School was surveyed and accredited most recently in 1999. The Missouri State Board of Nursing requires an annual report and approval of all curricular changes. All annual reports have been approved and curricular changes were approved in 1995 and 2000.

The School is also accredited by the National League for Nursing Commission. The last review occurred in 1997. In 1998, without an on-site visit, a new national accrediting agency, the Commission on Collegiate Nursing Education, granted preliminary approval based on accreditation by the National League for Nursing Commission; it will do its own on-site visitation and evaluation in spring 2005.

## **Baccalaureate Program**

Initial preparation for professional nursing practice at SLU is organized around explicit concepts that structure the content of the curriculum and facilitate learning. Upon completion of the baccalaureate program, the graduate possesses the theoretical base in nursing and related disciplines and the skills - both interpersonal and technological - required for practice.

There are three baccalaureate options. The generic option provides a program for four academic years, and allows for an alternative pathway for transfer students. The accelerated option is a 12-month course of

### **Interest in SLU Nursing Rises Following Sept. 11**

*Following the Sept. 11 terrorists attacks, SLU's School of Nursing received a 55 percent increase over last year in the number of inquiries regarding undergraduate nursing degree programs. As a result, applications to the four-year bachelor's program for next fall's freshmen class are up more than 50 percent.*

study for persons with bachelor's degrees in fields other than nursing. The registered nurse option is designed for nursing graduates of associate-degree or hospital-diploma programs.

Enrollment in all three options has followed the trends in healthcare. When there was great demand for registered nurses (RNs) in the 1980s, enrollment was high. The 1990s downsizing of healthcare institutions under pressure to decrease costs resulted in a tight RN job market. Enrollment in the undergraduate nursing program peaked in 1994 at 508 students, and, in 1999, declined dramatically to 255. Currently, with a severe shortage of RNs, enrollment is increasing and, in spring 2001, was 274.

The structure and rationale for the curriculum of the baccalaureate program is found in its statements of philosophy and organization. Its statement of philosophy identifies the liberal arts as foundational for the study and practice of professional nursing. Its organizing model identifies the physiological, psychological, socio-cultural, and spiritual aspects of care for individuals, groups, family, and community. The resulting curriculum can be found in the University catalog.

### **Master's Degree Programs**

Master's level education in nursing provides for the attainment of advanced knowledge and the ability to apply nursing theories in practice, in a nursing specialty, and in a specific advanced practice nursing role. Enrollment has followed national trends. In the early 1990s, healthcare focused more on primary, rather than acute, care. To meet demands for advanced practice nurses in primary health care settings, the role of nurse practitioner was added to the master's level and post-master's certificate offerings.

Programs lead to Master of Science in Nursing and Master of Science in Nursing (Research) degrees. A dual MSN or MSN(R) in Family and Community Health Nursing/MPH (Master of Public Health) degree program is also available. Students may choose administration of nursing and patient care systems or nursing informatics, or one of the six different clinical specialties. All specialties and role options in the master's programs are offered on-site at the School, and can be completed on either a part-time or full-time basis. The nurse practitioner tracks and the adult and gerontological clinical nurse specialist tracks are offered as a distance-learning option on a part-time basis via the internet. Curriculum content follows the guidelines of the School's accrediting agencies. Requirements range from 36 to 50 semester-hours, depending on the degree, specialty, and role option chosen by the student.

All students complete a 10-hour "core" curriculum consisting of coursework in ethics, theoretical foundations of nursing practice, principles of case management/managed care, and general research methods. Students in all clinical specialties are required to complete courses in

advanced pharmacology, health assessment, and pathophysiology. Other required courses include theory and/or clinical components, and cognate or elective coursework relevant to a chosen specialty and role option. The credit-to-clock-hour ratio for clinical coursework varies from 1:3 to 1:5, depending upon clinical specialty, track, and national certification examination requirements. At a 1:5 credit-to-clock-hour ratio, a nurse practitioner student, enrolled in four semester-hours of clinical credit during a semester, is expected to complete 20 clock-hours of clinical time weekly. In clinical settings, students engage with individuals and groups dependent upon clinical agency placement and clinical specialization. The clinical settings provide access to clients of all ages and various socioeconomic and cultural backgrounds.

A variety of resources exist within the city of St. Louis and the surrounding counties, including rural areas, and many students have the opportunity to complete practica in medically underserved areas. Students in the family nurse practitioner track are placed in underserved areas for at least 30% of their clinical practice. Similar clinical sites are provided for the distance-learning students in clinical courses.

### **Post-Master's Certificate Programs**

Students who already possess a master's degree in nursing may pursue coursework in a post-master's certificate program for a second specialty area or role option in any of the specialties or roles offered through the master's degree program. A minimum of 15 credit hours is required for completion of a post-master's certificate program; the total number of credit hours varies among the certificate offerings. Students may transfer three to five credit hours of graduate level coursework toward their post-master's certificate program.

### **Assessment**

Assessment is an ongoing process at both the undergraduate and graduate levels. It is described in the School of Nursing Master Plan for Evaluation. The plan identifies the categories, inputs, process, outcomes, responsible parties, and timetable. Categories include: organization and internal consistency, sequencing of learning experience in nursing theory and practice, relationship and support of the liberal arts and the other sciences, and the success of learning activities with respect to program objectives. The process includes: review, examination, and observation of the program philosophy, objectives, organizing model, course syllabi, and clinical laboratory experiences. The director of the baccalaureate and master's programs and the baccalaureate and master's programs committee are responsible for assessing the programs.

The faculty is committed to the principle of continuous improvement in student learning. Improvement is measured on the basis of its outcome assessment plan, which is based on the University's statements of mission



and goals. Each program objective is linked to a University goal and has specific criteria and methods of assessment. Each year, relevant data are collected, analyzed, and interpreted. The results are reported to the advisory council and the program committees for program and curricular improvements.

The appropriate rigor of the School's programs is measured by faculty evaluations of student assignments; student course evaluations; graduate and employer surveys; scores on the California Critical Thinking Skills Test before and after the program; end of program scores on the National League for Nursing Readiness Test; the Kaplan Readiness Test; the pass rate on the national registered nurse licensing examination (NCLEX); and the NCLEX Program Report, which compares the performance of SLU graduates with those of other nursing programs, locally and nationally.

### **Strengths**

- The School's faculty are knowledgeable and clinically proficient in their nursing specialties. The percentage of full-time faculty with doctorates has increased from 51% in 1992 to 71.4% in 2001. Of the 51 full- and part-time faculty, 23 are certified in their specialties. With roughly the same number of faculty as 10 years ago, presentations at scholarly conferences have more than doubled from 47 in 1992 to 125 in 2000. Scholarly publications of research increased nearly fivefold, from seven in 1992 to 33 in 2000.
- The curriculum has a strong clinical focus that is responsive to the changing needs of healthcare. The School's location in a health science center provides a wealth of clinical facilities. The school has affiliations with the University Hospital (a Level I Trauma Center and tertiary care center), the Sisters of Saint Mary Health Care System, Veterans Administration hospitals, and a large number of other hospitals, clinics, and public health agencies. These affiliations allow students access to exceptionally strong clinical laboratories in which to learn the clinical component of their nursing courses.
- The master's programs offer students a variety of specialties and role options. The curriculum is rigorous and offers students the flexibility of full- or part-time study, as well as the ability to pursue coursework through distance-learning via the World Wide Web. The programs' graduates are well prepared for advanced practice nursing roles, and have consistently scored well above the national average on certification examinations specific to their respective roles.
- The School of Nursing is housed in an excellent, state-of-the-art teaching facility, with full technological capabilities, two research laboratories, and room for support services. It provides faculty and students with an environment and resources that facilitate learning.

## **Challenges**

- A generally negative view of nursing in our culture makes maintaining enrollment a challenge. Declining numbers of candidates entering the profession nationally translate into shrinking traditional student populations and increased competition.
- Emphasis on cost containment in healthcare threatens faculty development. Nursing salaries continue to fall below the national average. Emphasis on credit hour production and the limitations imposed on nursing faculty by student-teacher clinical ratios dictated by the Missouri State Board of Nursing constitute a challenge to the time that can be allocated to research.
- As the healthcare environment continues to change, the roles of the registered and master's-prepared nurse can be expected to change as well. Faculty and administration will need to work closely with leaders in local and national healthcare to monitor those changes, and to continue to assess, revise, and improve the School's programs accordingly.

## **SCHOOL OF SOCIAL SERVICE**

### **Mission**

The mission of the School of Social Service, based on four goals of the University's mission statement, is to educate students who are able to:

- demonstrate competence in professional social work practice;
- prove their skills and responsiveness to the needs of their clients, especially the poor, oppressed, members of culturally diverse groups, and at-risk populations;
- contribute to the welfare of the community as citizens and social workers; and
- integrate social justice in professional practice and personal conduct.

### **Structure**

The School of Social Service offers two degree programs: the Bachelor of Science in Social Work (BSSW) and the Master's in Social Work (MSW) programs. It also includes the Emmett and Martha Doerr Center for Social Justice Education and Research.

There are 18 full-time faculty and one faculty member in phased retirement; 84% of them hold terminal degrees. There are approximately 75 students in the BSSW Program and 290 in the MSW Program. Enroll-

ment in both programs has fluctuated in recent years. The MSW enrollment peaked at 300 two years ago, and dipped slightly below that in AY 2001. Despite a nationwide decline in applications to MSW programs, the School has experienced less enrollment decline than most schools of social work.

## **Curricula**

Both the BSSW and MSW programs were last accredited in 1994 by the Council on Social Work Education (CSWE). The School's next accreditation visit by the CSWE is scheduled for spring 2002. Detailed information regarding curricula and other matters can be found in the self-study reports prepared for each of these programs. The School's curricula are also found in the University's undergraduate catalog and several other brochures, including one designed specifically for the MSW Program.

## **Responses to the 1992 NCA Report**

At the time of the last NCA review, the School of Social Service delineated a number of long-range objectives. These were to:

- recruit and retain more minority students, and recruit more women and minority full-time faculty;
- develop a social action research and education program;
- study the feasibility of reinstating the doctoral program;
- increase space; and
- develop a technologically equipped audio-visual classroom.

In the area of minority student recruitment and retention, the School has fared better at the MSW level than at the BSSW level. In 1992, there were 21 African-American students in the MSW Program (8%); in fall 2001, there were 44 (16%). The total minority population in the MSW Program in fall 2001 was 54 students, or 20%. In 1992, there were 17 African-American students in the BSSW Program (22%), one of the largest percentages of African-American students on the University campus. In fall 2001, African-American students represented 13% of the BSSW student population. The overall minority population in the BSSW Program was 19%.

The School has been moderately successful in its objective to recruit more women and minority faculty. In the last nine years, it hired 12 full-time, tenure-track faculty and three full-time, non-tenure-track faculty. Twelve of these new hires were women, two of them African-American. Two of the women faculty have since taken positions elsewhere.

Thanks to a highly successful fundraising campaign, the School has been able to establish a Center for Social Justice Education and Research. The Center has played a significant role in increasing faculty research and publication. It has also supported numerous students in practicums that have particular relevance for social justice.

Thanks to University-wide upgrading of classrooms, the School now enjoys superbly equipped facilities, including a state-of-the-art audio-visual classroom.

Rather than resurrect its former doctoral program, the School has decided against a “stand alone” program in favor of partnering with other units of the University to create a joint doctoral program. Discussions on such programs are in their early stages with Marriage and Family Counseling, Public Health, Health Care Ethics, and Public Policy.

The School’s 1992 space needs appear resolved. Appropriating the space formerly occupied by another unit allows the School adequate space to perform its mission.

## **Assessment**

The School engages in a systematic assessment of both the BSSW and the MSW programs in order to determine the success of its efforts, and also in response to accreditation requirements. The range of these efforts extends from the measurement of student learning outcomes to the occupational achievement of graduates.

In the BSSW Program, seven distinct measures or procedures are employed. Of particular importance are the Practicum Performance Review (PPR), the Area Concentration Achievement Test (ACAT), the BSSW Program Evaluation (BPE), and the Alumni Survey (AS). The Practicum Performance Review measures the achievement of objectives within the senior year practicum, the principal venue for students to demonstrate the application of the knowledge, values, and skills they have learned in the classroom. The Area Concentration Achievement Test is a nationally normed test of content learned in the BSSW Program that allows for comparison with students from other schools of social work. The BSSW Program Evaluation is conducted as part of a senior level class, and covers all aspects of the curriculum, as well as teacher performance. The Alumni Survey is a new measure that is designed to assess the success of graduates in the social work labor market.

The BSSW Program Committee uses the data from these assessment vehicles to suggest programmatic changes and course improvements. Data from assessment vehicles led to the addition of electives, changes in the design and content of several courses, and changes in credits earned for courses. Assessment data also led to the introduction of a professional portfolio as a new requirement. The portfolio will improve the program,

and serve as another tool for measuring student, as well as program, achievement.

The School also utilizes a variety of vehicles to assess outcomes and student learning in its MSW program. The School has access to graduates' performances on state licensure exams, and utilizes the alumni survey mentioned previously. The School also uses material from an exit survey of graduating students and a survey of students' practicum achievements. It has occasionally used focus groups to assess the program. The data gathered with these measures are considered by the MSW Program Committee and other sub-units of the MSW Program.

As a result of its assessment measures, the School has made a number of improvements in its MSW program. All students must now register for an integrative seminar to accompany their practicum during the foundation portion of their program, and to repeat this arrangement during one of the concentration practicums. The seminars are focused on assisting students with integration of class content and the demands of practicum. It is also an important medium of exchange of experiences by students in their various practicum settings, allowing them to broaden their knowledge of the larger social service community, as well as knowledge of "best practice" techniques.

Student learning assessment also has led to a change within the concentrations. Students are now required to use one of their electives to take a course focused on a level of intervention other than that represented by their concentration. Students in the family concentration or the health concentration, which are generally focused at the micro, or individual, level, are required to take a course focused on the macro, or community, level. An analogous arrangement applies to students in the community concentration. The intent of this modification is to broaden the students' perspectives, and to maintain a generalist orientation, even as they specialize at the concentration level.

A change in the delivery of the MSW Program is the introduction in 1997 of Saturday classes. This new arrangement makes it possible for students with full-time jobs or living at a distance to come to classes only on Saturdays, and still complete their degrees in slightly more than three years. The Saturday arrangement has helped to maintain a fairly stable overall enrollment in the MSW Program at a time when competition for students was increased by the emergence of a new MSW program at a local public university.

A more detailed description of the School's assessment process can be found in the self-study reports on its two programs prepared for the Council on Social Work Education.

On the basis of assessment data, discussions have commenced on ways to make the scheduling of classes even more compatible with student needs, including condensed or intensive courses that build on the success of the

School's Saturday program. The School has begun exploring the feasibility of "bridge" Ph.D. programs with other units of the University. To make its programs more affordable, the School has made financial aid its primary goal in planning for the University's next fundraising campaign.

### **Strengths**

- The School's strong, experienced faculty genuinely care about students and are accessible to them. Reflecting a wide scope of interests, faculty research productivity has increased from three professional journal articles in 1990 to 21 in calendar year 2000.
- With its daytime, evening, and weekend classes and ideal location, the School enjoys an excellent reputation in the social work practice community. Its dual programs (MSW/ Master in Public Health and MSW/ MA in Pastoral Studies) distinguish it from other universities.
- Its Center for Social Justice Education and Research fosters and supports the social justice mission of the School.

### **Challenges**

- The earnings capacity of social workers in comparison to other professionals contributes to a poor public perception of the social work profession.
- A new MSW program at a local public university with lower tuition rates has put the School at a competitive disadvantage. The School's steadily rising tuition costs are disproportionate to the earnings capacity of its graduates.
- The next several years will see the likely retirement of a significant number of senior faculty.
- Support for faculty research has increased in recent years, but still continues to be limited.
- New sources and increased amounts of financial aid will have to be found in order for the School to attract and retain the best students.

## **PARKS COLLEGE OF ENGINEERING AND AVIATION**

Founded in 1927, Parks College has been a part of Saint Louis University since 1946. For most of that time it operated on a separate campus with separate facilities in Cahokia, Illinois. In 1997, the College relocated into the newly constructed McDonnell Douglas Hall on the St. Louis campus where it has become fully integrated into the University.

## Mission

The mission of Parks College is to prepare students for careers in aviation, engineering, science, technology, and related fields. Satisfying this mission requires joining applied technology and traditional academics with an emphasis on excellence. The aim of these efforts is to help students to:

- mature intellectually;
- remain abreast of advances in technology;
- learn about themselves and their world; and
- develop as whole persons adaptable to change.

## Structure

Parks College consists of seven academic departments — aviation science, aerospace technology, aerospace and mechanical engineering, biomedical engineering, electrical engineering, physics, and computer science. It offers 12 baccalaureate degree programs and two master's programs. The College recently inaugurated the Institute for Aviation Maintenance Studies under the auspices of the Department of Aerospace

Technology. Assisting the Dean in administering the programs are an Associate Dean for Engineering, an Associate Dean for Aviation, an Academic Programs Manager, and an Internship Director.

Parks College delivers its aviation and engineering degree programs in five buildings, but ,principally, in McDonnell Douglas Hall, which houses the College's administrative and most of its faculty offices, classrooms, and laboratories. Oliver

Hall is the location of mechanical engineering, structures, and aerodynamics labs. The Bio-medical Engineering Building houses the Department of Bio-medical Engineering and associated instructional and research labs. Earhart Hall is the location of numerous aerospace technology labs, and is the instructional home of the Institute for Aviation Maintenance Studies. The Center for Aviation Science is located at the St. Louis Downtown Airport in Cahokia, Illinois, and is the administrative and instructional location for flight training.

The College employs 56 full-time faculty, more than 80% of whom

***Lindell Boulevard, facing west, circa 1995, has been altered with the addition of Park's College's new home, McDonnell Douglas Hall.***



hold terminal degrees. Enrollment in the College has grown from 620 students in fall 1996 to 769 in fall 2001, a four-year increase of nearly 24%. The College's first-year class size has increased by nearly 150% from fall 1997 (83 first-year students, the last class to enter in Cahokia, Illinois) to fall 2001 (205 first-year students). Over this same period, the average ACT score for the entering first-year class increased by over 2.5 points. In fall 2001, the Parks College freshman class had an ACT average of 26.9, the highest in the University (SLU average 26.2).

## **Curriculum**

Parks College programs are described in the University's undergraduate catalog. In fall 2000, the College prepared self-studies and hosted site visits for three accrediting agencies: the Accreditation Board for Engineering Technology, the Council on Aviation Accreditation, and Computer Science Accreditation Board. A total of 10 baccalaureate programs (out of a school total of 12) were the subjects of this accreditation activity. Self-studies are available as a result of that process.

Programs are offered at the certificate, associate, bachelor, and master's degree levels. New programs have been introduced in mechanical engineering (1995) and biomedical engineering (1996). Concurrent with the College's 1997 relocation, new departments of physics and computer science were organized, delivering baccalaureate degrees in physics, applied computer science, and computer software systems. A new, web-based MS degree program in Aviation Safety Management was approved in December 2001, and will be initiated in fall 2002. Additional MS degree programs in computer science and biomedical engineering have been developed and proposed, and are in various stages of University approval.

The 1997 relocation to the St. Louis campus provided an opportunity to review all Parks College degree programs for their effectiveness, viability, and overlap with programs in other units of the University. The College's Department of Management closed, and management faculty and degree programs were moved to other units in the University. Aviation management moved to the College's Department of Aviation Science. Hospitality and Tourism Management moved to the School for Professional Studies. One year after the move, the College's Department of Science and Mathematics closed, and faculty members were reassigned to other academic departments within the University.

In addition to technical requirements, all baccalaureate programs meet specific "core curriculum" requirements. The first Parks College Core Curriculum was established in 1994 for the purpose of ensuring that the College's degree programs meet the University-wide mission of providing a broad education in support of development of the whole person, in addition to providing the discipline-based knowledge necessary for entry



and development in a career. The 1994 core was reviewed and modified by the Parks College Faculty Assembly in fall 2001. The new core was developed around the University and College educational objectives, and identified topical area in which students are required to complete minimum numbers of credit hours:

- Professional orientation;
- Jesuit tradition (includes requirements in philosophy and theology);
- Knowledge (includes requirements in science, mathematics, and computer science/information technology);
- Communication skills (includes written and oral communications);
- Cultural diversity; and
- Capstone experience.

Relationships between these topical areas and student learning objectives are found in the complete description of the Parks College core on the College website.

## **Assessment**

Assessment is part of the normal functioning of Parks College's departmental, organizational, and governance operations. Information and evaluation, formal and informal, are provided internally by faculty and students, and externally by alumni and advisory boards in engineering and aviation.

Parks College's degree programs are designed to be relevant to the industries in which graduates will be seeking employment and building their careers. It is important, therefore, that academic degree programs have regular interaction with the industries that hire graduates. Connections to industry have been established in several different ways:

- Parks College Executive Advisory Board;
- Departmental advisory boards; and
- Co-op and internship programs.

The Executive Advisory Board considers curriculum issues of general interest, such as writing, public speaking, and the humanities. Departmental advisory boards focus on curriculum issues that are unique and relevant to specific degree programs.

Accountability to numerous accreditation boards for its degree programs requires the College and its departments to develop assessment methods that are consistent and compatible with these nationally organized bodies. The College has established a list of goals and objectives that are a subset of those established for the University as a whole, and departments have established goals and objectives that are consistent with those for the College, but refined to be appropriate for the purpose of degree program accreditation. College and departmental goals and objectives are available on the College website. Course objectives are generally found to be

a subset of the departmental goals and objectives, and are listed in the syllabus of the course and on the department website.

The College and its departments collect data using a variety of vehicles, including:

- graduating senior surveys;
- alumni surveys;
- course evaluations at the end of each semester;
- regular “town hall” meetings hosted by departments and college administrators;
- evaluated senior capstone courses;
- federally normed knowledge and practical testing for aviation degree programs; and
- regular review of curricular issues by faculty committees.

On the basis of information gathered by these assessment tools, the faculty makes appropriate modifications to enhance the quality of the academic programs.

## **Responses to the 1992 NCA Report**

In response to concerns expressed in the 1992 NCA report, the University and College took the following actions:

- A college-wide core curriculum was established in 1994 to ensure a prominent place for general education in the undergraduate degree programs. The 1994 core was revised in 2001, and will be implemented in fall 2002.
- In response to a concern that the College was initiating new programs without sufficient market research, the College can now cite increasing college enrollment as indicative of successful market analysis. New programs in biomedical engineering and computer science have shown some of the largest growth rates in the College.
- Confusion caused by separate campuses affected faculty, staff, and student morale. Relocation to the St. Louis campus in 1997 clarified reporting lines and expectations of the College’s faculty and staff. Students integrated quickly and effectively into life on their new campus.
- The need for upgraded facilities on the former campus was resolved with the College’s move to newly constructed and refurbished facilities on the St. Louis campus. All new construction and renovation included computer network installation in classrooms, labs, and offices.
- In response to the concern about the age of the aircraft used for training, the College has replaced the Cessna 152 fleet with 18 Aerospatiale Tampico primary training aircraft. A Beech King Air was added to the

fleet, and five Piper Seminole aircraft replaced aging Mooney and Cessna 310 aircraft.

- The move to the St. Louis campus has resolved the problem of the inadequate library facilities. The Cahokia library was integrated into the Pius XII Library, which now affords Parks College students ready access to its extensive collection of books, periodicals, and electronic databases.

## **Strengths**

- Since its programs are designed to be relevant to the industries in which its graduates seek employment and build their careers, the College's connections to industry (through its Executive Advisory Board, departmental advisory boards, and co-op and internship programs) constitute an important strength. As major stakeholders in the College, these representatives of industry contribute their knowledge and experience in support of continuing growth and maintaining academic excellence.
- The College can boast of highly developed internship and co-op programs that serve students in a variety of disciplines. The College encourages students to avail themselves of opportunities to work in local industry while pursuing their academic degrees. Some programs have made special arrangements with local industry to this effect. In the Aviation Science/Professional Pilot program, a special track was established for students desiring employment with a regional air carrier. Students following this track receive a conditional offer of employment while in their junior year of study. Co-op and internship programs have proven valuable both for helping students form their career plans and for enhancing the College's reputation.
- The College's 1994 core curriculum provides a solid foundation of general education course work, and enables the College to fulfill the University's mission to educate the whole person. Successful alumni often comment on the positive impact that core courses taken in the College of Arts and Sciences (e.g., communication, writing, philosophy, ethics) have had upon their careers and lives. The revised core builds upon this success and establishes relationships between the core and student learning objectives.
- Parks College has always taken great pride in its ability to offer students a "hands-on" educational experience. All degree programs require laboratory courses that enable students to implement the theory learned in lecture courses. The College has made significant investments in laboratory facilities and equipment in recent years. These include:
  - \$4.5 million for biomedical engineering research and instructional labs;
  - \$400,000 for aerospace and mechanical engineering laboratory equipment;
  - \$230,000 for electrical engineering instructional laboratory

equipment upgrades;

- \$90,000 for establishing a dedicated lab for computer science instruction;
- \$500,000 for enhancement of aerospace technology labs; and
- \$1 million for enhancement of aviation science labs (flight training devices and aircraft).

- Students in all degree programs are urged to become involved in local chapters of professional organizations. Besides providing opportunities to hear presentations by practicing professionals, these organizations allow students to participate in design, performance, and knowledge competitions with chapters from other academic institutions. In recent years, Parks College has hosted regional design competitions for IEEE (Institute for Electrical and Electronics Engineering) and NIFA (National Intercollegiate Flying Association). In addition, Parks College student groups have traveled to other colleges and universities across the country for design and paper competitions.

- The relocation to the St. Louis campus allowed the College's faculty and students to take advantage of increased academic and research opportunities. It permitted the introduction of new degrees in biomedical engineering and physics. Pending any accreditation approvals necessary, a new web-based MS degree program in Aviation Safety Management will be initiated in fall 2002, and proposals for new graduate degrees (MS) in computer science and biomedical engineering have been developed, and are at various stages of University approval.

- The Institute for Aviation Maintenance Studies and the proposed web-based MS degree program in Aviation Safety Management illustrate how the College is seeking to meet the needs of industry and prospective students with new modes of delivering academic programs outside the traditional semester-based, on-campus system.

## **Challenges**

- The key challenge for Parks College is to maintain its traditional strengths, while developing new graduate programs and expanding the research and scholarly activity of the faculty. Introducing new graduate degree programs will challenge the faculty to become more active in research and grant writing, while continuing to dedicate time and attention to excellence in the undergraduate programs.

- Increasing enrollments in existing programs and new degree programs at the undergraduate and graduate levels require additional resources in the forms of space, laboratory equipment, faculty members, and technicians. Classroom, laboratory, and office space in the College are limited and constrain opportunities for growth of academic programs and research.

- Funding of instructional laboratory equipment and computers has been a challenge in past years. The SLU2000 initiative provided one-time funding for laboratory equipment and a new student-lab fee provides much-needed funding for upkeep and maintenance of the new equipment. The college will be challenged in the future to secure funding for laboratory enhancement on the level of that provided by SLU2000.
- The recent appointment of an Associate Dean for Engineering provided administrative leadership and balance in this discipline within the College. Filling the open position of Chair of the Department of Biomedical Engineering is essential for the stability of this program, and also for adding additional administrative expertise into the College.

## **EDWARD AND MARGARET DOISY SCHOOL OF ALLIED HEALTH PROFESSIONS**

The School of Allied Health Professions separated from the School of Nursing to become a separate unit of the University in 1979. In 2001, it was renamed the Edward and Margaret Doisy School of Allied Health Professions in honor of the late Edward Doisy, chair of the University's biochemistry department and 1943 Nobel laureate in medicine.

### **Mission**

The mission of the School of Allied Health Professions is to provide students with the knowledge, competence, compassion, and integrity to become leaders in their respective healthcare professions. The School cultivates a thirst for knowledge, scholarly pursuit, community outreach, commitment to serve culturally diverse populations, and advocacy for a healthy society. Each of its departments has its own statement of mission and goals, based on those of the School and University.

### **Structure**

The School offers baccalaureate, master's, and certificate programs in clinical laboratory sciences, health information management, and nuclear medicine technology, nutrition and dietetics, occupational therapy and physical therapy, and physician assistant education.

The School has a total of 47 full-time faculty, four part-time faculty, 278 adjunct and clinical faculty, 21 staff, and a full-time enrollment of 714 students. While down from its 1997 high of 810 students, enrollment over the last five years has averaged 758 students. An interim Dean presently directs the School with the help of a part-time Assistant Dean for Research, a part-time Director of Planning, and a Budget Manager. In collaboration with faculty and staff, department Chairs are responsible for the leadership, administration, and long-range planning in their respective departments.

Ten years ago, the School was housed in facilities too small to meet the needs of its growing student body. In 1998, the School moved into a new building that now houses all its departments in one central location. Faculty now teach in modern, technologically up-to-date classroom and laboratory facilities appropriate to their disciplines. The new building also boasts a computer classroom and lab and a simulated physicians' office suite and examination rooms, outfitted with one-way mirrors and video taping capabilities to allow observation and taping of the students' interviewing performances.

## **Programs**

The School's seven departments are accredited separately, according to the criteria of their respective professional accrediting agencies. The standards of those agencies guide the School's departmental curricular and assessment programs. The following is a summary of each department's salient features.

Clinical Laboratory Sciences, which originated in 1929, is one of the oldest baccalaureate programs of its kind in the U.S. The department functions with four full-time and one part-time faculty. Enrollment averages 39 graduates a year. Along with the traditional curriculum, the department offers a curricular option for pre-professional health students. A certificate program, inaugurated in 1992, allows students with a baccalaureate in basic science to study one specialty area of the laboratory and apply for certification. The department has developed a new degree in investigative and medical sciences for undergraduates considering majors in medicine, medical research, or forensics.

The department is unique within the profession in that all students are required to complete a formal research or education project as a part of their undergraduate requirements. Since the last NCA review, over 35% of graduating senior students have had their projects accepted for presentation at local, regional, and/or national levels. The department claims over 700 alumni across the globe. Its program was re-accredited most recently in 1994, and is scheduled for its next accreditation visit in 2002.

Health Information Management, in operation for 65 years, is the oldest university-based HIM program in the nation. The department consists of three full-time and two adjunct faculty. Enrollment averages 19 graduates a year, all of whom are able to find full-time employment. In addition to the baccalaureates degree, the department offers certificates either in business administration or management information systems. Students with bachelor's degrees have an accelerated option available. In collaboration with the School of Public Health, a new track will allow students to graduate with a bachelor's degree in HIM and a master's in healthcare administration in five years. The HIM program was most recently re-accredited in 1995, and is scheduled for its next accreditation visit in 2003.

Nuclear Medicine Technology is the only program of its kind in the St. Louis metropolitan area. The department has a part-time department chair and one full-time faculty person. The professional track or senior year is limited to a maximum of 12 students. The NMT curriculum leads to a B.S. degree or a second baccalaureate/certificate for those who meet the established prerequisites for acceptance into the program. Professional track course work in the program is concentrated in the fourth year of the curriculum. Students may enter in their first year or as transfer students, and may earn an additional certificate in computer science or business administration. The program offers a pre-medical curriculum for those interested in entering medical school. The department was most recently accredited in 1999, and is scheduled for reaccreditation in 2006.

Nutrition and Dietetics is the only program in Missouri to offer dietetic education at the undergraduate, master's, and internship levels. Of the three dietetic internships in the St. Louis area, the department is the only one to offer both a general and a public health option. The program's faculty has increased from one to nine, currently working with 23 undergraduates, 48 graduate students, and 18 dietetic interns. Undergraduates have a general curriculum or one with a culinary emphasis as an option. Medical dietetics and nutrition and physical performance are available concentrations in the master's program. In conjunction with the School of Public Health, the department offers a dual M.S. in the nutrition and dietetics/MPH degree program. The dietetic internship was reaccredited in 1991, and is scheduled for its next accreditation in 2002. The undergraduate DPD program was first accredited in 1997. A team visited in February 2002 for reaccreditation review.

Occupational Therapy, established in 1992, offers a four-year baccalaureate program consistent with the design of most occupational therapy programs nationwide. This degree will be phased out by 2004, and replaced by a five-year combination baccalaureate in occupational science and master's of occupational therapy. This will be one of only three such undergraduate programs in the U.S. to do so.

The department has grown from two faculty and 23 students at its inception to 11 faculty and 136 students. Each faculty member has expertise and is engaged in scholarship in a particular area of occupational therapy practice. These include pediatrics, developmental disabilities, families, geriatrics, rehabilitation, technology, mental health, administration, and community practice. The department contracts with some 300 facilities nationwide to provide students with supervised fieldwork experiences. It has graduated 230 students to date. It was first accredited in 2000, and is scheduled for its next visit in 2008.

Physical Therapy originated in 1933 and offered only a B.S. in Physical Therapy until 1996. A revised curriculum includes a B.S. in exercise science and a master's degree in physical therapy. Enrollment totals some 400 students, with virtually all of them beginning the program in their

first year and completing it in five and a half years, including two summer sessions. There are 16 full-time and 14 adjunct faculty. Because clinical training is an important component of the curriculum, the program is affiliated with some 280 institutions and agencies, providing the students supervised clinical practice.

With the 1992 introduction of the master's degree, enrollment increased by more than 60 students (29%). University support for the purchase of motion analysis equipment has allowed the department to focus its research on movement science. University support in 1997 funded research on the impact of the healthcare environment on clinical training, situating the School to become a center for excellence in clinical education. This grant, together with its training program to enhance the teaching skills of clinical education supervisors, has led the department to focus research on clinical education. The program was reaccredited in 1997, and is scheduled for its next accreditation visit in 2005.

Physician Assistant Education has been listed for two of the last three years in *U.S. News and World Report* as being one of the top 10 programs of its kind in the U.S. With six full-time and multiple adjunct and clinical faculty, the program has a capacity for approximately 60 students. It has graduated 579 physician assistants since its inception in 1971. The program currently offers certificate, baccalaureate, and master's degree options. Thirty students are accepted annually (20 in the BMS/certificate program and 10 in the MMS/certificate program). The professional BMS/certificate program consists of a 27-month curriculum. The MMS program requires four additional months of coursework in statistics, research methods, teaching, research, administration, and a research project. The MS degree program enrolls 40 students. Consistent with trends nationwide, the department will begin offering only the curriculum terminating with a master's degree. The program was reaccredited most recently in 2000, and is scheduled for its next accreditation visit in 2007.

## **Assessment**

Accreditation requirements for the described programs make self-study and assessment an ongoing feature of the School's operations. Each department evaluates its programs using a variety of different formative and summative assessment methods. The process is uniform for all of them insofar as it involves administration, faculty, and students in each department identifying problems, studying goal achievement, reviewing procedures and resources, and, finally, introducing warranted changes.

Assessment instruments include: student evaluations (both the standardized IDEA form and forms developed by the individual departments), periodic individual meetings between faculty and students, exit interviews, and students' recommendations for changes and improvements. Student performance is evaluated in both the didactic and clinical phases of the curriculum. Exams are written in light of course objectives given



to students, and exam results are analyzed based on student performance. One year, and then five years, after completing their programs, graduates of most departments are asked to complete surveys on how well they believe they were prepared for their positions. Similar feedback is gathered from the graduates' employers. Another source of evaluation data stems from state and national certification/licensure exams for graduates in the various professions. Data related to these exams includes not only pass rates, but also rankings of the School's graduates in specific content areas.

Faculty discuss and evaluate the data culled from the foregoing sources at regularly scheduled departmental and curriculum committee meetings, and at annual or semi-annual departmental retreats. Curriculum planning and improvement is based on the results of the evaluation processes and monitoring trends in healthcare and the profession.

In addition to monthly meetings of the departmental chairs, school-wide committee meetings and annual retreats allow the School's constituents to discuss healthcare issues, exchange ideas from their specialties, and do strategic planning. Recognizing the interdisciplinary nature of its field, the School has developed an introductory interdisciplinary course on healthcare, open to all students in all departments.

The School is presently involved in extensive self-assessment, prompted in part by current University-wide strategic planning and the recent retirement of the School's first and only Dean. The School is finalizing its strategic directions before initiating a Dean's search. Issues confronting the School include: marketing, recruitment, and retention; research; cultivating new revenue streams; interdisciplinary collaboration; technology; and enhancing student and faculty diversity.

### **Response to the 1992 NCA Report**

The 1992 NCA report cited faculty compensation as a concern for the School. The University has since raised salaries to a level commensurate with those of faculty in similar institutions, according to data from the Association of Allied Health Professions.

### **Strengths**

- The School enjoys a new state-of-the-art building, equipped with the latest information technology for instruction, a source of pride for faculty, staff, and students.
- The School's faculty and staff take its mission seriously, and are dedicated to the University's pursuit of excellence as a Jesuit ideal.
- All departments are fully accredited and take pride that their graduates perform well on their certification / licensure exams.

## **Challenges**

- Changes in healthcare delivery, particularly the focus by managed healthcare systems on cost containment, have resulted in a national downturn in enrollments. These changes also influence the clinical placement of students. The merging of clinical affiliation sites has resulted in fewer clinical faculty with less time for clinical instruction. The School is currently looking outside the local area for new clinical affiliation options.
- Because of high tuition costs, some full-time students find it necessary to work more than one job to meet expenses, clearly limiting the amount of time available to study. The School is investigating new revenue streams and scholarship opportunities.
- Other challenges are student and faculty diversity, faculty development in the use of computer technology, and the pressure on faculty to balance competing demands of teaching, research, service, and clinical work. Faculty feel pressed to become more productive in their research and scholarly publications, perform some community service, and keep their skills current through continuing clinical practice.

## **SCHOOL OF PUBLIC HEALTH**

### **Mission**

The mission of the School of Public Health is to create a learning community dedicated to enhancing human life through the discovery, integration, and dissemination of public health and health services knowledge, and the application of this knowledge to promote the health and well being of all persons.

### **Structure**

The School consists of two departments: community health and health management and policy, and the doctoral program. The department of community health has five divisions (biostatistics, environmental and occupational health, epidemiology, health education/behavioral science, and professional studies). The School also sponsors the Prevention Research Center, the Center for HIV/STD Policy Studies, the Health Communications Research Laboratory, the Center for the Study of Bioterrorism and Emerging Infections, the Center for Environmental Education and Training, the Heartland Center for Public Health Workforce Development, the Public Health Leadership Institute, and the Environmental Health Laboratory.

The School is accredited by the Council on Education for Public Health (CEPH), most recently in October 2000, for the maximum seven years.

The Accrediting Commission on Education for Health Services Administration (ACEHSA) accredits its master's of health administration degree. At its 1992 review, NCA evaluators challenged the School to secure funding for increased research, identify sources of financial aid, maintain faculty enthusiasm and governance despite growth, and keep up the quality of graduate education despite increasing enrollment. The following pages address these concerns.

## **Programs**

The School has approximately 40 full-time faculty with several secondary faculty teaching on a regular basis as part of their formal course load. Among the secondary faculty are scholars with nationally recognized competence in healthcare ethics and health law. All but two of the full-time faculty have doctoral degrees; half of the full-time faculty have relevant practice degrees and certifications.

Since fall 1994, the School has provided graduate-level healthcare management education in Taiwan. Prior to that time, a small number of Taiwanese students came to SLU to earn the MHA degree in the full-time program. In the mid-1990s, changes in Taiwan's healthcare system increased demand for health services management education. The decision was made to develop an executive-format version of the MHA degree, specifically designed for the needs of practicing Taiwanese healthcare clinicians and managers. This program was offered to five successive cohorts of students in Taiwan. To date, 75 students have completed the program. Recent declines in enrollment have resulted in a moratorium on new admissions to the program.

Research is integral to the School's mission, and faculty research funding has grown substantially since 1992. The School's faculty has systematically developed a diverse, multi-disciplinary portfolio of innovative research projects supported by a variety of funding sources. Because their research endeavors focus on critical issues affecting significant populations, funding opportunities are good to excellent and will likely continue. This increased funding has translated into corresponding growth in the quantity and quality of the faculty's scholarly publications. The hiring of new research-oriented faculty has led to the development of several collaborative projects with researchers from other units of the University and other universities; with public health professionals in city, county, and state health departments; and with clinicians and managers in provider organizations.

Of the School's 260 students, 65% are full-time and 35% are part-time. This is a significant change since 1992, when part-time students constituted half of the total student body and almost all of the MPH students. The student body has also become increasingly more diverse; more than a third are from ethnic minority groups, and 20% are African-American. Undergraduate grade point averages and standardized tests scores im-

prove annually. Students are active in nationally recognized research and service projects.

The School has significantly improved financial aid in recent years. Its long-term goal is to be able to offer master's students a 20% tuition discount rate. The School's rapidly growing funded research portfolio and University support have led to the creation of several research assistant traineeships for master's and Ph.D. students. Research funding proposals routinely include research assistant support.

## **Assessment**

Both of the School's accrediting agencies (CEPH and ACEHSA) require internal evaluation of student performance and external performance review through alumni and preceptor/employer evaluations of students' and graduates' knowledge, skills, and competencies. Student achievement is measured by a variety of assessment vehicles. The primary assessment tool is a comprehensive examination. Other vehicles include: course evaluations, capstone courses, curriculum review, evaluation of oral presentations, team projects, and technological literacy and writing evaluations. Students and graduates express satisfaction with these mechanisms. When queried in regularly conducted surveys, field-placement preceptors and post-graduation employers rate the School's students and graduates highly. A majority of students seeking full-time, post-graduate positions secure employment prior to graduation.

The School has used learning outcomes assessment as part of strategic planning since its inception. When it was still the Center for Health Services Education and Research, assessment was at the heart of its efforts to articulate and sharpen its mission, vision, and goals, including the goal of becoming an independent school. Assessment and strategic planning have also led to the development of new programs in response to the School's increasingly diverse student body, research endeavors, and service partnerships.

The School's stakeholders are its students, faculty, staff, alumni, the University, and practitioners in the field, including employers and preceptors. Assessment, strategic planning, and evaluation processes include regular reference to the opinions, needs, and preferences of its stakeholders. This data is obtained through school retreats, standing and *ad hoc* advisory groups, alumni and student organizations, focus groups, email advisory groups, mail surveys, and, most recently, web-based surveys.

Led by the Dean and Coordinating Committee, the faculty annually identify strategic issues relating to the School's mission and goals. Focused short-term goals and objectives to improve programs and student learning are accomplished at May and August retreats that include all full- and part-time faculty and staff. The May retreat typically focuses on strategic issues, while the August retreat focuses on adopting and imple-

menting new objectives. Both departments hold annual retreats supplementing the school-wide retreats.

During the academic year, the Coordinating Committee routinely monitors school-wide goals and objectives, and reports progress on school-wide objectives at monthly faculty meetings. The standing committees, departments, divisions, and programs oversee the implementation of specified goals and objectives, review progress during regularly scheduled meetings, and report as needed to the faculty as a whole at its monthly meetings. Interaction between meetings is achieved through email.

Students are full participants in school assessment and planning efforts. They perform formal evaluations on all courses using the IDEA system. Results are shared with individual faculty members and used in development planning. Course evaluations assist in identifying any weaknesses in meeting program objectives, and become the basis for further review and appropriate modification of the curriculum.

The student governance structure has been designed to provide a voice for student concerns on an ongoing basis through student representation on committees and in faculty meetings. Student representatives have a responsibility to communicate any issues relating to program effectiveness in the forums provided by the governance structure. Additional input from students comes through student surveys, focus groups, and the student email advisory groups of the Senior Associate Dean for Academic Affairs. Alumni, practitioners in the field, employers, and preceptors are also major sources of information for program assessment, particularly concerning changes in the field.

## **Strengths**

- The School's innovative and energetic faculty play an influential role in the life of the University, and of the various communities in which it operates. Its working relationships have become extensive, effective, and productive. The faculty, staff, and students all prove to be well qualified and ethnically diverse.
- Growth in research funding has been substantial and funding sources are diversified. Because the School's typical research projects focus on matters of critical significance (such as HIV, Bioterrorism, and public health workforce development), the outlook for future funding opportunities is excellent.
- Faculty publications are increasing in numbers and quality, thanks in large part to greater interdisciplinary collaboration. The School is achieving a national reputation and making a positive impact on public health professionals, health organizations, and the community as a whole. Faculty participation in service is valued and rewarded at the annual faculty evaluation, and in considerations of promotion and tenure.

- The School is continuously involved in planning and assessment activities that support good decision making and curricular improvement.

## **Challenges**

- Although resources have kept up with growth thus far, the School will need to confront the challenges of continued growth. Its new home at the Health Sciences Center meets its short-term needs, but expected expansion will require additional space.
- The School's present support staff will need to be increased to keep pace with greater faculty productivity in research and scholarship.
- If it is to continue attracting the best students, the School will need to increase financial aid, both in terms of sources and dollar amounts.

## **SCHOOL FOR PROFESSIONAL STUDIES**

The University inaugurated the School for Professional Studies in 1996. It consists of four academic programs, formerly housed in the College of Arts and Sciences: the College's evening division (now the professional studies program), continuing education (now the professional development program), English as a Second Language, and Summer Sessions. All four programs are housed in the School's own building.

## **Mission**

The School's mission is to offer professionally-oriented degrees, training courses, and certificate programs that meet the distinctive needs of working adults and international students, and to deliver them in convenient formats on and off campus. Each program area implements aspects of the University's and School's mission.

The Professional Studies Program (PS) provides convenient access to academic degree and certificate programs for non-traditional students needing to balance their educations with the demands of work, home, and community. Its degree programs promote the theory, research, and professional application for adults seeking personal growth and career enhancement.

The English as a Second Language Program (ESL) fosters the academic integration, retention, and progress of international students. It offers proficiency screening, intensive English language training, and credit-bearing English writing and literature courses. The program strengthens the University's international relationships.

The Professional Development Program (PDP) provides non-credit training and educational programs to individuals and companies in a

variety of settings, and at a variety of education and skill levels. Its students include business owners, upper- and middle-management, skilled labor, and administrative support staff who wish to make career changes or to enhance their current careers through hands-on, accelerated learning.

The Summer Sessions Office manages and coordinates credit courses, institutes, and special programs for students in the College of Arts and Sciences during the summer months. The Office puts a priority on meeting the needs of continuing and new University degree students. The Office also coordinates production of the class schedule, catalog, website, and marketing for the University Summer Sessions.

## **Structure**

The School for Professional Studies is administered by a Dean and an Associate Dean. An Assistant Dean coordinates faculty recruitment for the core curriculum and student records administration. The Director of Adult Student Services coordinates a staff of five full-time academic advisors, and is responsible for student services. The program is supported by a full-time Coordinator of Marketing and Recruitment.

Enrollment over the past six years has increased steadily. When SPS opened in 1996, the program had 325 students; the comparable term in fall 2001 enrolled 460 students. Applicants must be at least 22-years old, possess a high school diploma or composite GED score of 225 or more, and have at least three years of work experience or the equivalent. Applicants must also complete a typewritten, 750-word essay on an assigned topic, and meet with an academic advisor who reviews all transcripts at a pre-admission interview. Transfer applicants must have a minimum cumulative grade point average of 2.5. Students accepted into the program take placement tests in English composition and mathematics.

The credit/degree program offers five nine-week terms per year; each term has eight classes and a final exam. Classes meet for four hours once per week on weekday evenings and Saturday mornings. Students may take one or two courses per term, up to 10 courses or 30 credits per year. Degree programs are available at three locations: on campus, 14 miles south of campus in South County, and 25 miles east of campus in Belleville, Illinois. Offices for faculty and staff, six general classrooms, and two computer classrooms are located in the School's building on campus. An advisor/site coordinator office, student lounge, five general classrooms, and two computer classrooms are located at the South County extension. An advisor/site coordinator office, student lounge, and four general classrooms are located at the Belleville extension.

English as a Second Language traditionally offers courses during two 15-week semesters and one eight-week summer term each year. The program is currently administered by a Director and a full-time Administrative Secretary. All classes and learning lab sessions are held in the School's building.

Professional Development is currently coordinated by a full-time Administrative Secretary. Classes and training sessions are held on campus and at selected extension sites.

The Summer Sessions Program is managed by a coordinator who also serves as assistant to the Dean. The office markets the courses, prepares and posts the schedule, produces the catalog, maintains the summer sessions website, and registers visiting students. Enrollments in the University Summer Sessions number about 3,750 students per year.

## **Faculty**

SPS faculty consists of full- and part-time affiliate/adjunct faculty. Full-time faculty serve as program directors and provide leadership for the affiliate faculty, who teach the majority of the SPS courses. Given the applied nature of SPS degrees for working adults, a large portion of the SPS teaching faculty are practicing professionals who bring the benefit of their academic preparation and professional experience to the program.

The SPS affiliate faculty is a relatively stable group. In a three-year period (1997-2000), Professional Studies employed 127 affiliate faculty, the majority of whom routinely taught two or more courses per year. Professional Studies maintains high academic standards when hiring affiliate faculty. Of the 127 faculty hired over the last three years, 46% (n=58) have a terminal degree, 17% (n=22) are doctoral students/candidates, 25% (n=32) have a master's degree, and 12% (n=15) have an MBA.

The ESL faculty includes a full-time faculty director, a full-time teaching faculty member, and five affiliate adjuncts who teach on a regular basis.

Faculty for Professional Development courses and certificates are selected, when needed, from the ranks of the full-time University faculty, but most are outside consultants, trainers, and working professionals. They are compensated on a fee-for-service basis.

Faculty for Summer Sessions courses and programs are selected mostly from the ranks of the full-time University faculty, with a modest number of teaching assistants and adjuncts. Full-time faculty are paid three percent of their previous academic year's salary per credit hour; adjunct faculty are paid a set fee-per-course for summer teaching.

## **Programs**

Because the School is a distinct degree-granting unit of the University, it has its own general studies core of 19 courses (57 credit hours), requiring students to master oral, written, and electronic communication skills, including business writing, public speaking, and interpersonal relations. The core gives students a broad understanding of the liberal arts, includ-



ing philosophy and theology, and teaches practical skills for competent performance in the changing workplace.

The SPS degree and credit certificate programs give adult students the workplace-oriented knowledge and skills needed to be effective in their careers. Full-time SPS and University faculty experts, professionals from the field, and representatives from business and industry work together in drafting comprehensive curriculum proposals for review and approval. The School currently offers four majors (Computer Science Technology, Criminal Justice Organizations, Organizational Studies, and Liberal Studies Humanities), three minors (Communication, Computer Science Technology, and Psychology) and one post-bachelor credit certificate program (Computer Science Technology).

ESL is taught at five levels. International students enroll in successive semesters until they achieve the English proficiency required for admission to an undergraduate or graduate degree program at SLU or another university. Entering students may start in any semester. Beginning students usually complete their English studies in three or four semesters, intermediate students in two or three semesters, and advanced students in one semester. ESL also offers courses in remedial-, freshmen-, and advanced-English composition and literature, and composition/research paper writing courses for graduate students. ESL currently designs and teaches customized courses and programs to meet the English-language needs of students and business people in the St. Louis area.

PDP launched a Microsoft certified system engineer program in 1999, but the recent downturn in the technology industry caused it to be terminated. The School is currently considering a new direction and focus for the program.

The Summer Sessions Office does not administer degrees nor does the University offer summer undergraduate degree programs. With departmental approval, all undergraduate and graduate summer courses are applicable toward SLU degrees.

### **NCA Focus Visit of Extension Sites**

During June 2000, a team of NCA consultants made a focused visit to review the School's request to offer a baccalaureate in organizational studies, with minors in communication and psychology at its extension sites. The School has acted upon the team's recommendations, incorporating them into its strategic plan.

### **Assessment**

Assessment in the Professional Studies Program includes curriculum oversight and revision, and across-the-curriculum enhancement initia-

tives. Full-time and affiliate/adjunct faculty are involved in learning outcomes assessment and on-going curriculum development, according to established School policies and procedures.

Professional Studies degree and certificate programs include courses related to disciplines housed in other departments. The School collaborates with those departments to ensure that its program and course offerings reflect the quality characteristic of a SLU education, and enjoy the endorsement of colleagues from across the University. To ensure appropriate faculty involvement with the curriculum and to guarantee the necessary data for program assessment, the School conducts bimonthly meetings of the curriculum committee, and has created curriculum task forces to provide ongoing evaluation of the core curriculum and each degree/certificate program. The School has also initiated a formal process to review individual courses and syllabi as needed. It has initiated policies for improved teaching of mathematics, writing, communication, technology, and multicultural issues across the curriculum. In addition, the School has also established standard articulation practices for collaboration with other academic units of the University.

The final report of the 2000 NCA focused visit expressed concern that “there is not a clear, systematic, functioning SPS working plan for student outcomes assessment . . . .” The team recommended “a Progress Report be submitted by September 1, 2001, on a working plan . . . including learning objectives, measures, and results of the implementation of the plan through the report submission date, for the Adult Credit Program offered by the School for Professional Studies.”

The SPS Learning Outcomes Progress Report was submitted to NCA on August 30, 2001. On October 24, 2001, the University received notification that the School’s assessment plan had been accepted by NCA.

At this time, Professional Studies is in the process of adopting a three-tiered learning outcomes assessment plan. It includes: administering the Education Experiences Outcomes questionnaire to all students; administering annually the Noel-Levitz Adult Student Priorities Survey (in both instances the results will be analyzed by the Office of Enrollment and Academic Research), and assessing program-specific outcomes based on learning objectives established in a 2001 curriculum revision process.

This plan and its associated protocols (reported to the NCA on September 1, 2001) are being implemented in the 2002 academic year, with appropriate conventions for utilizing the feedback and results for ongoing curriculum updating and improvement.

The English as a Second Language Program (ESL) currently resides in the School for Professional Studies. Because of declining enrollments and increasing competition, the ESL program is under reorganization. This reorganization comes after a review of programs spanning two and a half years, as well as professional consultation.

ESL has developed standards and tests for measuring the English proficiency of international students at the advanced level. Testing results have prompted changes in course syllabi, teaching methods, and assessment measures for the advance-level, intensive courses. Measures and evaluative criteria have also been determined and enacted for two standardized tests used for student proficiency examination in the Intensive Program: the Test of Written English (TWE) and the Test of English as a Foreign Language (TOEFL). This assessment method will be expanded to all courses in the ESL intensive and academic programs. Results will be used to guide curriculum improvement.

### **Strengths**

- The School's independent degree-granting status allows it to focus on programs designed to meet the particular needs of non-traditional students. Its seasoned, student-oriented faculty and staff are committed to the University's mission.
- The SPS program is responsive to its students' needs and enjoys good relations with the other academic departments involved in providing the program's course work.
- Summer Sessions offer a flexible, student-centered schedule of courses, and is able to rely on a large number of outstanding, full-time SLU faculty to teach its courses.

### **Challenges**

- Managing a mix of programs, each with disparate clientele, poses a challenge to the School's administrators, who must integrate classroom opportunities and recruit fully qualified faculty.
- SPS is examining its organizational structure to ascertain the resources needed to oversee its curriculum and allow for adaptability to market fluctuation.
- ESL needs to find a more appropriate and competitive delivery format to meet the needs of international students, and to respond to declining enrollments.
- PDP is challenged to develop a new focus and markets.
- The Summer Sessions office is challenged to reverse a three-year downward enrollment trend.

## **COLLEGE OF PUBLIC SERVICE**

The University inaugurated the College of Public Service in 1998 by bringing together existing departments whose degree programs included clinical education and community outreach as major components. The distinguishing feature of the College is its integration of academic research, education, and service.

### **Mission**

The mission of the College of Public Service is the interdisciplinary preparation of undergraduate and graduate students to serve as reflective practitioners and leaders in service to and with people. The College is dedicated to pursuing truth and academic excellence by embracing innovative teaching, and a commitment to diversity, social justice, and the ideals of the Jesuit tradition. The College advances the University's mission by its research and service to family, school, community, and government.

### **Structure**

The College is comprised of six departments and four centers. The departments are:

- Communication Sciences and Disorders;
- Counseling and Family Therapy;
- Educational Leadership and Higher Education;
- Educational Studies;
- Public Policy Studies; and
- Research Methodology.

The four current centers are:

- the Center for Organizational Learning and Renewal;
- the Midwest Center for Policy Research and Evaluation;
- the Center for Public Service Ethics; and
- the Center for Community Research and Renewal.

Centers are organized by interested groups of faculty pursuing a common research and service interest, and are flexible in terms of structure and length of existence.

The College's 52 full-time faculty members serve some 309 undergraduate and 586 graduate students. The large graduate, as compared to undergraduate, enrollment is explained by the College's degree offerings. While three departments (Communication Sciences and Disorders, Educational Studies, and Public Policy Studies) have undergraduate programs, two (Counseling and Family Therapy and Educational Leader-

ship and Higher Education) offer only graduate degrees. The Department of Research Methodology offers no degrees, but provides research courses throughout the University.

## **Programs**

The programs and curricula of the College are described in the University undergraduate and graduate catalogs, and in its departmental webpages and brochures.

Four professional agencies accredit the College's various programs. These are: the Missouri Department of Elementary and Secondary Education (DESE), the National Council for Accreditation of Teacher Education (NCATE), American Speech Hearing Language Association (ASHA), and the National Association of Schools of Public Policy and Administration (NASPPA).

DESE and NCATE accredit the College as a whole. ASHA accredits the programs in the Department of Communication Sciences and Disorders. NASPPA accredits the Master's in Public Administration (MPA) in the Department of Public Policy Studies. The individual departments were accredited prior to their entry into the College. ASHA reaccredited the hearing speech-language programs at the time of the College's inception, and NASPA reaccredited the MPA program after it. DESE and NCATE accredits the College during its first year of existence; reaccreditation by both associations is due in 2002.

The College has adopted a departmental structure to deliver degree programs and instruction. For research and service learning, the College relies on Research Centers that bring together interdisciplinary faculty and graduate students with common interests. The faculty of the College are encouraged to participate in the work of the centers as needed, according to their research interests and expertise. This structure facilitates the mutual enrichment of the College's research, service, and educational activities. The learning that occurs through faculty and student involvement in real-life service projects enhances the College's instructional mission. The new core curriculum, likewise, emphasizes departmental collaboration in leadership, research, ethics, and service to the local metropolitan community.

The College has worked since its inception to develop an undergraduate core curriculum based on its mission. The core curriculum addresses five themes:

- moral and ethical development;
- leadership and service;
- inquiry;
- multicultural studies; and
- communication and technology.

The first level of the core (31 hours) consists of traditional courses offered primarily in Arts and Sciences; the second level (16 hours) consists of courses collaborative in design, and offered only through the College of Public Services. All students, including transfer students, must take these courses in the College.

Its distinctive combination of disciplines makes the College ideally suited to address the problems of central city redevelopment, school success, and collaborative leadership. Students focus on planning and economic development in the Department of Public Policy Studies' Master's Degree in Urban Planning and Real Estate Development, offered in cooperation with the School of Business, and the Geographic Information Systems laboratory. The course work and clinics associated with the departments of Educational Studies, Communication Sciences and Disorders, and Counseling and Family Therapy bring students and faculty together to explore strategies that best prepare children for success in school. The Department of Educational Leadership and Higher Education forms the foundation for exploring leadership at the school district, college, and university levels. All of these programs are strengthened by the Department of Research Methodology, which provides the statistical and research expertise necessary to generate the new kinds of knowledge that will bring about systematic change. The College currently has approximately \$4 million in funded research activity. Per capita, the faculty has been ranked second or third in the University for funded research.

## **Assessment**

The College employs several different methods for assessing student learning and its programs. Primary responsibility for learning outcomes assessment resides within the individual departments. All five degree-granting departments are accredited through their respective associations and/or State certifying agencies. They are required to demonstrate adherence to accrediting standards normally on a five- to seven-year cycle. Besides these periodic reviews, the College and its departments perform annual self-evaluations with a variety of instruments and processes. The College's assessment practices are as follows:

- **Course Evaluations:** Courses are evaluated by students at the end of each semester. The evaluations are tabulated and written comments compiled, with copies sent to the instructor and to the departmental Chair, and made part of the instructor's annual review.
- **Graduate School Exit Questionnaire:** Graduates complete an assessment of their graduate programs prior to commencement, with the results sent to the Dean and Chairs.
- **Student and Employer Surveys:** Some departments survey their graduates one, three, and five years after graduation. These surveys focus on their perceptions relative to their job expectations and their academic

degree programs. With the student's permission, a form is also sent to the employer to assess the graduate's preparation for the position.

- **Student Portfolios:** Departments offering programs resulting in Missouri state certification are required to retain student portfolios containing benchmarks and individual student reflections relative to state standards.
- **Oral and Written Examinations:** In some departments, faculty complete an assessment of each student's preparation and completion of all master's and doctoral oral and written comprehensive examinations.
- **Outcome Evaluations:** Each department collects and analyzes data relative to the specific outcomes aligned with the goals of the University.
- **Annual Reviews of Faculty:** All faculty are reviewed annually regarding their teaching, scholarship, and service to the community, College, and University.
- **State Certifying Exams:** Students in the communication sciences and disorders, educational studies and educational leadership, and higher education review test scores of students seeking certification.

Assessment data are reviewed annually by the departments and College at faculty meetings and retreats. Curriculum modifications and revisions are made in light of this data.

### **Strengths**

- The College has developed extensive interdisciplinary, site-based learning opportunities among the six departments, and with other colleges and schools in the University. These programs reflect a national interest in developing site-based learning opportunities among institutions of higher education. The College has also responded to the demand for clinical services in the St. Louis metropolitan area through the development of the Family Development Center, the Early Childhood Learning Center, and the Special Education Clinic. Along with the research centers, these clinics provide the College valuable links to area service providers, which, in turn, lead to opportunities for the departments and centers to meet the providers' professional development needs.
- The College enjoys state-of-the-art computer centers especially in the area of geographic information systems (GIS). The development of future program and service markets incorporating the use of the GIS laboratory has significant potential for future growth opportunities for the College.
- Since its inception, the College has successfully attracted a core faculty with a national reputation. It currently houses a leading journal in Public Policy, "The Journal of Urban Affairs." Several faculty publish exten-

sively in the field of education, public policy, and communication science and disorders. One faculty member is the co-editor of a leading journal dedicated to the study of Catholic Education. These strengths among the faculty provide the College with a base from which to enhance its institutional research opportunities and to consider future degree programs in the area of Faith-Based Leadership.

- The College's high level of funded research provides both graduate students and faculty the opportunity to engage with and help solve a variety of community problems, while simultaneously contributing to the literature in their fields.

## **Challenges**

- The College's programs are closely linked to government agencies, municipalities, school districts, and various social service agencies. These often depend upon funding from external sources. The College is challenged to ensure adequate opportunities for its graduate students to work and learn at these clinics and research centers.

## **SAINT LOUIS UNIVERSITY MADRID CAMPUS**

In the late 1960s, a professor of Spanish in the College of Arts and Sciences began taking SLU students to Spain to experience study abroad. With the improvement of Spain's economy, the program evolved into a small campus, where Spanish students could begin their undergraduate careers at SLU and American students could do SLU course work for a semester or two in Spain. In the 1980s, when Spain's public universities could not meet increased demand, the Madrid campus proved to be in the right place at the right time.

In 1992, the University completed the purchase and renovation of two historic buildings that, along with two more recently acquired buildings, now house its Madrid campus. That same year the Spanish government passed a new law governing higher education. It provided for different levels of recognition of foreign-owned, private universities with campuses in Spain, provided they submit to a review process. In 1996, after a three-year review, first by the Spanish Ministry of Education and then the provincial higher education authority, SLU's Madrid campus became the first foreign-owned university to be recognized by the Spanish government. This recognition means that courses taken there and degrees earned at the home campus in St. Louis are both eligible for Spanish governmental validation, a pre-requisite for students looking to work in Spain's public sector.



## **Mission**

Part of the University's expressed mission is to encourage programs that link the University to international communities. The Madrid Campus program fulfills this objective in a way that only an international location can.

The mission of the Madrid campus is to equip undergraduate students with the knowledge, skills, and training necessary to succeed in more advanced and specialized coursework upon transfer to the home campus or another university; to provide study abroad students a wide offering of courses in English and Spanish to develop their Spanish language skills, and an international, cultural experience, while they are progressing in their programs; and to provide opportunities for collaboration with other units of the University through an extension of programs offered on the St. Louis campus. The campus carries out these tasks by offering a global approach to learning, consistent with the University's mission and values.

## **Structure**

The chief administrator of the Madrid campus is a Vice President, who reports to the University Provost and ensures the facility's operation as an integral part of the University. The campus is organized into five interdisciplinary departments:

- English/communications;
- modern languages/arts;
- social science;
- business/economics; and
- engineering/sciences.

Each department is administered by a chair who coordinates hiring and course offerings.

Departments do not function with total autonomy; they must adhere to the curricular norms of the colleges, schools, and departments of the home campus. Department chairs coordinate course offerings with their counterparts at the home campus. Within these limitations, each department meets regularly to consider and decide local issues.

The campus draws its student body from three markets. It attracts international students, primarily from Spain, but also from other countries in Europe, North Africa, and Latin America. About one-third of the student body consists of SLU students from the home campus who come for study abroad. They are joined by students from other colleges and universities across the U.S. who find the Madrid program attractive.

The last seven years have seen a significant change in the student profile of the campus. Where once Spanish students represented the bulk of the

population from outside the U.S., now students from Western and Eastern Europe, Africa, and Latin America equal, and at times outnumber, those from Spain. This trend reflects, among other things, changes in promotional strategy of the admissions department, a demographic shift in Spain's university-age population, increased competition from other private universities in Spain, and a tightening of admission standards for Spaniards. In fall 2000, the student population was made up roughly of one-third Spaniards, one-third Americans, and one-third international students. Indicators for the next five years are that the trend toward more non-Spanish international students will accelerate.

The diversity of its student body distinguishes SLU's Madrid campus from virtually any other U.S. university study abroad program. Study abroad programs typically cater to U.S. students visiting for a semester or a year. Small U.S. universities abroad typically attract either host country nationals or students from around the world (Americans included), with a small percentage of host country nationals. The campus has fairly well-balanced contingents of Spaniards and U.S. citizens, as well as a strong student cohort from other countries in Europe (West and East), Latin America, and North Africa.

SLU's Madrid campus has proven to be a superb feeder of outstanding international students to undergraduate programs at the home campus. These top students from all over the world find it attractive that they can spend about half their college careers in the great cosmopolitan center of Madrid, learn one of the world's most widely used languages, and pay a reduced tuition rate. To pay tuition for a four-year, private U.S. university education is beyond the means of many highly qualified students from lower- and middle-income countries. This option gives these students a chance to do so, fulfilling the University's mission to welcome students from all racial, ethnic, and religious backgrounds.

U.S. students at SLU's Madrid campus find themselves immersed in an international environment different from that offered by more traditional study-abroad models, where U.S. students are housed and taught separate from locals. United States students at Spain's public universities commonly find themselves relegated to segregated enclaves, but not here.

## **Buildings and Grounds**

The Madrid campus, located in the city's prestigious university quarter, consists of four buildings: two dormitories and two classroom/administrative buildings.

The main classroom building is Padre Rubio Hall, a historic structure that houses faculty and staff offices, chapel, cafe, newly renovated student lounge, computer lab, and 16 air-conditioned classrooms. Padre Arrupe Hall houses the library, additional faculty and staff offices, three computer labs, and science labs.

## **Computer Services**

Students have access to full-service multimedia labs (generously donated by Hewlett-Packard, Spain), with laser printing facilities, in four separate computer labs (three located in Padre Arrupe Hall and one in Padre Rubio Hall). All computers are equipped with new high-speed fiber optics cable. There is a guaranteed band pass of two megabytes per second. Student monitors are available in the lab to help students with any computer-related problems. Specialized classes have access to sophisticated graphic design software and high-resolution color printers.

The computer network provides access to word-processing programs (Wordperfect and Microsoft Word), database programs (Dbase and Info Trac), spreadsheet programs (Lotus and Excel), desktop-publishing programs (PageMaker, Powerpoint), graphic manipulation (Photoshop), and other specialized programs used in more-advanced computer classes.

Students can also access online databases and email via the Internet, as new students are assigned computer accounts at the beginning of each semester.

## **Bookstore**

The University Bookstore provides students with all of the course textbooks (both in English and Spanish) at reasonable prices. The Bookstore also provides students with fax and mail services.

## **Library Facilities**

The Madrid campus library is located on the top floor of Padre Arrupe Hall. Its resources are bilingual in nature and designed primarily to meet the needs of the students studying at this campus. The nearly 10,000 books and 100 journals that comprise its collection respond to specific bibliographies that supplement courses offered. Furthermore, the facility offers students and faculty access to all electronic resources available at the University's main campus in St. Louis via the SLU Proxy Server. Students also have access to the libraries of the Universidad de Madrid (UAM), which contains more than 500,000 books and 4,500 periodical subscriptions. The Autonomia's online services provide direct links to databases, information resources, electronic journals, and catalogs of other university libraries in Madrid, Spain, and around the world. Each year, more than 250,000,000 pesetas (US \$1,319,525) are invested in the acquisition of new materials.

Students also have access to other universities and all public and university research libraries in Madrid, including Spain's National Library (Biblioteca Nacional), the country's foremost research library; the Center of North American Studies Library; the British Studies Information Center; and the British Council library. A directory of all libraries in the

city is available from the reference desk at the Madrid campus library. Interlibrary loan facilities are also available, with exceptionally fast access to current periodicals via the British Library (UK) Document Supply Service.

## **Curriculum**

Departments at the Madrid campus follow the curricular norms set forth by their corresponding colleges and departments at the St. Louis campus. With approval of those departments, they may also introduce new offerings. This dependence on the St. Louis campus applies in some instances to assessment as well. Some colleges on the home campus require copies of course syllabi and sample exams, so they can monitor the content and quality of the courses offered in Madrid. Since SLU's Madrid students finish their degrees on the home campus, the departments there know first-hand of the preparedness and quality of these students.

Most international students choose to major in business, science, or engineering. Spanish students typically major in business, communications, or engineering. First-year U.S. students have more diverse interests, reflected in their wider range of majors. The Madrid campus offers courses for the first two years of most undergraduate degrees in the College of Arts and Sciences and the Cook School of Business. It also offers first- and second-year courses for two of the programs at Parks College (aeronautical and mechanical engineering, and computer science). Students wishing to pursue and finish undergraduate degrees in other schools or colleges of the University apply directly to the home campus.

## **Assessment**

The Madrid campus uses a variety of assessment instruments to measure learning, including pre-tests, examinations, and online course evaluations. Chairs use these measures as aids to discuss the strengths and weaknesses of courses with faculty. Given the campus's close environment, department chairs usually become aware of problems as they arise. The best measure of learning outcomes at the Madrid campus is the students' performance in their last two years on the University's home campus. These students also transfer to and succeed at other U.S. universities.

Coordination of courses with departments at the home campus generally obviates gaps in the preparation given at the Madrid campus. When, for example, Parks College introduced Linux-based applications into its computer science courses, the Madrid campus followed suit, providing its students with a computer lab accommodated to both the Windows and Linux options. Similarly, eight years ago, the home campus feedback mechanisms were useful in reforming the English as a Second Language (ESL) program at the campus. SLU's Madrid students must now take the same exams and meet the same criteria as ESL students in St. Louis.

This is to say nothing of the opportunities the students have to experience the rich cultural advantages and heritage of Spain, and to travel between semesters to other regions of Europe.

Programs and learning outcomes are also assessed at the colleges and universities whose students take courses at the Madrid campus. The campus attracts students for study abroad from such universities as Stanford, UC Berkely/San Diego/Santa Barbara, Michigan, and McGill. The caliber of these universities is a sure measure of the quality of the study abroad offerings at the campus, arguably the strongest in Spain.

The Madrid campus has formalized its plan for assessing student learning activities and has now integrated that process with its ongoing academic management activities.

### **Request for Change of Affiliation Status**

Particularly since the mid-1990s, there has been increasing communication and collaboration between the Saint Louis and Madrid campuses. In great part, this has occurred because of the interest of students and faculty in expanding the international dimensions of academic programs based in St. Louis. President Biondi has consistently encouraged and supported these efforts. In addition to the ongoing study abroad opportunity for undergraduates, other programs are increasingly finding the Madrid campus to be an important resource. For example, the School of Business has regularly scheduled summer two-week MBA courses there. Faculty and students from the Saint Louis campus travel to Madrid for business courses specially developed to take advantage of the international location. Following a similar model, the School of Law has begun to offer students the option of a summer course in Madrid. The Modern and Classical Languages faculty have developed a master's program in Spanish that uses the Madrid campus in the summers, and there is a proposal coming forward to add a limited number of graduate Spanish courses to the fall and spring offerings.

The Master of Arts in English is the next evolution of programming at the Madrid campus, and has reached the stage for implementation after five years of planning. In this case, the program is designed, not for U.S. students who wish to incorporate international study into their academic experiences, but, rather, for Spaniards. While all the degree requirements are governed by the Graduate School and faculty on the Saint Louis campus, the students and some of the faculty will originate in Spain. In addition, this degree involves a formal, unprecedented collaboration between Saint Louis University and Universidad Autónoma de Madrid (UAM), Madrid's leading public university.

As the use of the Madrid campus has evolved, so has the North Central Association's interest in reviewing programs of U.S. schools substantially delivered abroad. Consequently, Saint Louis University is requesting the Commission's consideration of the Madrid campus as a degree site, with

particular focus at this time on the Master of Arts in English (The formal request for Change of Affiliation Status is included as a separate Appendix to this report.).

In addition, another proposed program seems poised for implementation. As with the English MA, which took five years to develop, an undergraduate nursing program has taken a similar length of time in development. Again, not a new degree program, this would be a new delivery system for the home campus nursing degree that would be compatible with the Autónoma requirements, and marketable to potential nursing students in Spain. Recently, an agreement was reached that would allow students who completed the program to earn Saint Louis University's degree of nursing and the Autónoma's degree of nursing, if they followed a carefully designed four-year program that covers both universities' requirements. The students would complete first, second, and fourth years in Spain, and a third in Saint Louis. The Saint Louis University School of Nursing Professional Accrediting Commission, the School of Nursing, the Autónoma, and Sanitas have all approved the proposal, which allows for the enrollment of a maximum of 25 students per year. It is hoped that recruitment could begin next fall.

## **Strengths**

- Because it is part of a major U.S. university, SLU's Madrid campus is attractive to Spanish and other non-U.S. students. It is also in a position to exploit that attractiveness in its strategic planning by proposing new ways to utilize the campus for innovative academic programs.
- Another obvious strength is the exciting cosmopolitan location of the campus, which is able to enhance the rich language, humanities, and social science offerings of the University's home campus.
- The Madrid campus exploits its location by integrating traditional undergraduate core courses into its European setting. For example, the philosophy course invites students to visit Greece on an exchange with an American university, based in Athens. The political economy of the Europe course includes a trip to Brussels, with meetings in the European Parliament. The astronomy course offers three nights of star gazing through a world-class telescope at one of Europe's best observatories in the Canary Islands.
- Its attractive location makes the Madrid campus an ideal facility for short study abroad offerings sponsored by home campus departments. It presently serves as host to courses in business and international law, planned and taught by faculty from the home campus.
- Building on its dual strengths as part of an American University in a cosmopolitan European location, the Madrid campus will begin offering the University's master's degree of English, in conjunction with Spain's Universidad Autónoma. Pending North Central's approval, a student who

chooses this option will earn both a master's degree in English from SLU and a master's degree in literature and cultural studies from the Universidad Autónoma. The plan, approved by the Autónoma in July 2001, will secure the Madrid campus's position as the premier English-language university in Madrid and, most likely, in Spain.

## **Challenges**

- Current Spanish demographics challenge the Madrid campus to emphasize even more the areas in which it can be competitive (e.g. aerospace engineering, nursing, and business).
- The Madrid campus can be financially viable only by maintaining its current strong presence in the study abroad market. Selectivity, more than recruitment, poses a challenge as the campus seeks a balance between its first-year entry and study abroad student populations. Given its present physical constraints, SLU's Madrid campus does not anticipate growing this market any further, but will focus on consolidating its position as the highest quality provider in the Spanish market.
- Currently filling its capacity of some 650 students, the Madrid campus is now challenged to maintain the balance of Spanish, U.S., and non-U.S./non-Spanish students that it has worked to build up over the past several years. This balance makes SLU's Madrid facility the international university in Spain, and differentiates it from any other U.S. university in Europe or the Middle East. Maintaining this balance will depend on how successful the campus will be at developing niche markets to attract Spanish students.
- With the trend toward globalization in education increasing, the U.S. first-year and international markets portend to become growth areas for the Madrid campus. Administrators are challenged to begin long-range plans to extend campus development.

# **Accomplishment of Purposes: Part II**

## **Criterion Three:**

*“The institution is accomplishing its educational and other purposes.”*

Saint Louis University also accomplishes its purposes by supporting and producing research and scholarship; implementing its service mission; providing enrollment and academic services; promoting holistic student development with a comprehensive set of co-curricular services; providing quality healthcare services; and assessing student learning for the improvement of its academic programs.

## **RESEARCH AND SCHOLARSHIP**

Research and scholarship have been integral to the Jesuit educational tradition from its inception. One need only point to the 35 lunar craters named after early Jesuit scientists. One of the largest bears the name of the sixteenth-century Jesuit mathematician, Christopher Clavius, who designed the now universally adopted Gregorian calendar. Another is named after Jesuit Roger Boscovich, who in the eighteenth-century anticipated modern atomic theory by more than a hundred years. Jesuit Matteo Ricci authored the first western translation of the Chinese classics. Jesuit missionaries, like him, are responsible for creating the first ethnographies, dictionaries, and lexicons for scores of native cultures.

Upholding the Jesuit tradition of excellence in research, SLU boasts its own catalog of eminent Jesuit and lay scholars. Among the more notable is Edward Doisy, whose work in isolating vitamin K earned him the 1943 Nobel Prize in medicine. James B. Macelwane conducted pioneering work in geophysics and seismology, as did Walter Ong in the fields of language, orality, and literacy. Also noteworthy for their prolific contributions to their disciplines are James Collins (philosophy), William B. Faherty (history), and George Klubertanz (philosophy).

In short, SLU has long enjoyed a creditable record of contributions to scholarship, despite the fact that, historically, it valued teaching excel-



lence above research productivity. Prior to this past decade, advancement of knowledge in their respective fields was not an absolute University requirement for faculty members to be hired, tenured, or promoted. In some academic units, a command of their disciplines and superior teaching skills were deemed sufficient. This is no longer the case. In the last 10 years, where deemed necessary, departments of the University's colleges and schools raised and refined the standards by which they recommend promotion. Across the board, faculty applying for tenure or promotion must now demonstrate notable achievement in all three areas of the University's mission, in research and scholarship, no less than in teaching and service. Similarly, the promise of research and scholarly productivity has become a major consideration in hiring new faculty.

Because of this new orientation, the University has assembled a remarkably strong and extensive research portfolio over the past 10 years. This increased scholarly productivity occurred in concert with enhancement of SLU graduate programs. In 1994, the Carnegie Foundation classified SLU as a Carnegie Research II University. This Research II status was defined by the significant number of dollars awarded to the University in research grants. In 2000, the Carnegie Foundation developed a new classification system less dependent on the calculation of grant dollars. SLU is now ranked as a Doctoral/ Research-Extensive university, one of only eight Catholic universities in the U.S. to achieve this designation, and one of only three universities in Missouri.

One method for measuring and assessing research activity is tracking the amount of external funding requested and awarded for research. This information does not reflect research conducted without a need for external funding. It does, however, indicate trends for disciplines that require funding support for strong research programs, as well as point to general trends regarding research at SLU. External funding awarded for Health Sciences Center and non-Health Sciences Center departments has increased by 55% over the past 10 years: in 1993, the total amount awarded was \$28,982,550; in FY 2001, total awards increased to \$52,912,590.

Much of the increase in external funding is attributable to research activity in the University's Health Sciences Center. In 1994, the National Institutes of Health (NIAID) awarded researchers in the Department of Internal Medicine/ Infectious Diseases more than \$15 million to investigate new and improved vaccines to prevent childhood and adult diseases other than AIDS. In 2000, the National Institutes of Health awarded their Center for Vaccine Development more than \$8 million to continue their research toward finding a vaccine against HIV-1 infection. Recently the National Institute on Aging awarded the Department of Internal Medicine/Geriatrics more than \$6 million to investigate physical frailty in urban African-Americans.

Similarly, research at the School of Public Health has attracted world-renowned investigators in several public health disciplines and, with

them, significant amounts of external funding. The School's Prevention Research Center was established in 1994 to focus on applied prevention research; its main emphasis is on cardiovascular disease. Since that time the Federal government's Centers for Disease Control and Prevention awarded the Prevention Research Center over \$7.5 million. Similarly, the School's Center for the Study of Bioterrorism and Emerging Infections has been awarded over \$1.8 million by the Centers for Disease Control and Prevention to develop and disseminate educational material related to biological and chemical agents of terrorism, and to conduct research into emerging infectious diseases.

In addition to these multi-million dollar grants are sizeable grants running into the hundreds of thousands of dollars, each awarded to scores of University researchers. Such grants have funded expansions of basic science research programs in molecular virology, neurobiology and biochemistry, and molecular biology.

Disciplines other than the health sciences at SLU have also seen consistent but more moderate growth in research funding. External research grants for research in non-medical fields totaled \$3,508,823 in FY 1993; in FY 2001, the sum was \$5,470,447, a 36% increase. This increase is attributable in great measure to strong research programs in earth and atmospheric sciences and biology. Highly productive researchers and innovative programming are also to be found in such departments as psychology, counseling and higher education, physics, communication disorders, mathematics and mathematical computer science, aerospace engineering, and chemistry. The University's Student Educational Services Center has also been extremely successful in obtaining grants from the U.S. Department of Education.

Measuring research and scholarly productivity by the numbers and dollar amounts of external grants received cannot present the entire research picture. It does not include non-funded research and cannot provide information on the number and quality of faculty publications. Annually, as part of their activity reports, faculty members submit to their chairs and deans a compilation of their scholarly activities for the previous calendar year. Records of these reports are maintained in the deans' offices. In an attempt to collect such data at an institutional level in previous years, the University had published catalogues of faculty research and publications. The last such effort was in 1994, and proved so cumbersome that it was allowed to fall dormant. In 2001, the University designed and inaugurated a user-friendly web process for collecting scholarly data. The process was piloted to capture information for calendar years 2000 and 2001. The new database will be cumulative and searchable by key words and faculty names.

To honor all forms of scholarly achievement, the University annually sponsors the President's Scholarly Recognition Reception. In 2000, the Reception paid recognition to over 1,200 scholarly works (books, chapters, journal articles, software, patents, and artwork). The University also

hosts an annual Research Day Symposium, highlighting the scholarly works of its graduate students. The 2001 Symposium included over 60 posters and paper presentations by graduate student researchers.

A variety of University efforts explain the impressive expansion of research productivity these last 10 years. Besides strongly encouraging the pursuit of external funding for research, the University has strengthened its commitment to hire faculty with established research records. In the last decade it has created 10 new endowed chairs, for a total of 37 endowed chairs and nine professorships. At the same time, departments in the schools and colleges of the University have heightened research criteria for tenure and promotion.

In addition to expanding graduate programs, the University has increased administrative support for research, providing training programs for researchers and their staffs, and helping them to identify appropriate funding sources for research. The University has also provided internal financial support for research by way of increases in start-up funds, internal seed, or pilot funding for new and/or collaborative research, and bridge and sabbatical funding. Most recently, the University's SLU2000 initiatives included significant funding to encourage research collaboration and to provide the opportunity for research leaves in addition to sabbaticals.

### **Strengths**

- SLU maintains two administrative research offices (one for HSC research and another for all others) to develop and implement policies ensuring compliance with all applicable research regulations. Other responsibilities include: review and approval of grant submissions, acceptance of awards, grant management, and contract negotiation. Sponsored Programs, an office under the University Controller, is responsible for proper invoicing and accounting of all grants and compliance regarding the expenditure of grant funds. At the department level, business managers and administrative staff assist researchers with grants and awards administration.
- The University provides a variety of services and developmental opportunities to encourage faculty research. These include: internal award competitions (provided through the Graduate School, the Medical School, Arts and Sciences, and the Provost's office); discretionary funding for research; grant-writing and editing services; grant budget development services and training; individual and group training on electronic proposal submission; and workshops on grant-writing and funding identification.
- The University has made expanding research a top priority in its 2001 strategic plan. As articulated in that plan, "The University is committed to expanding opportunities for the discovery and dissemination of knowl-

edge with a focus on fostering the synergy among research, teaching, learning, and service.”

## **Challenges**

- Consistent with the recently adopted strategic direction of expanding research integrated with teaching, learning and service, SLU faculty need to find the right balance among their teaching, research, and service obligations. To help younger faculty achieve this balance, department administrators will need to establish effective mentoring programs. Other challenges include ensuring sound internal research investment decisions, increasing lab space, and using present research space efficiently.
- This is a transitional period in the University’s history, and transitions can be stressful. There has been a major change in University culture. With increased support, senior, tenured faculty in some departments face higher expectations regarding research and publication in their annual performance reviews. Untenured faculty are made to understand that their careers are tied to their success in teaching, research, and service, not just one of those three activities.
- SLU is developing the technology tools necessary to manage research administration data, and to ensure compliance with federal agencies and contractors. The University is using the development of these tools as an opportunity to examine its business processes associated with the research enterprise. The objectives of the self-examination include: streamlining processes, focusing services where they are needed, and ensuring the continuation of the University’s excellent record of compliance with all laws and orders regarding research. Although this is currently a challenge, it is anticipated that the reexamination of processes and development of new technology tools will produce an even more robust infrastructure for research support.

## **SERVICE**

Along with teaching and research, service constitutes the third component of the University’s triadic mission. Jesuit educational philosophy has traditionally seen service as a means of educating students by forming them into “men and women for others.” And because Jesuit tradition values action over words, its mission obliges the University to exemplify service, as well as to encourage it.

### **The Center for Leadership and Community Service**

Skills and attitudes, like leadership and a commitment to service, require more than a classroom setting. That is why, in the early 1980s, SLU instituted what became the Community Outreach Center, renamed in 2001 the Center of Leadership and Community Service. To give it more neighborhood visibility, the Center was originally located off campus, but

was later moved to the campus to make it more integral to student life. In 1997 the Center found its present home at the heart of extracurricular student life in the Student Union.

## **Mission**

As with its name and location, the Center's mission has also changed. Its original mission still remains that of providing service learning opportunities for students, and, thereby, valuable resources and service to the University's immediate neighbors in the midtown St. Louis community. But along with implementing the University's Jesuit mission of forming "men and women for others," the Center has added programs that assess and foster the students' executive abilities. The Center is about helping, but also about learning enterprise and leadership skills.

The Center for Leadership and Community Service operates on the Ignatian principle of combining experience, reflection, and action. It seeks to offer students experiences that expand their horizons and transform their lives, help them to learn the value of teamwork, and the importance of taking initiative and working for the common good. By joining experience and service to group reflections, writing, and speaking, the Center implements the University's pedagogical as well as service missions, serving as the primary locus for undergraduate service learning at SLU.

## **Programs**

The Center provides students, faculty, and staff a wide array of volunteer service opportunities, service-oriented events, and programs.

SLU Make A Difference Day has been an annual service event since fall 1998. Involving up to 900 students and University personnel, the event typically serves 50 to 60 agencies in St. Louis through a variety of one-day service projects. Reflection is incorporated into a morning kick-off program and into at least half of the sites at the end of the workday. Program evaluation is conducted during the end-of-the-day reflection.

Open Doors for the Homeless has been a spring event since 1997, as part of the University's Homeless Awareness Week. With the assistance of several local agencies, the University provides hospitality and help to people who are homeless or in severe financial need. They are served a meal, with games and activities provided for the children. Six weeks prior to the event, the University community donates tens of thousands of dollars worth of clothing. In spring 2000, close to 500 individuals and families were served. Just over 100 members of the University community volunteer to make the event happen. Reflection is incorporated throughout the orientation.

In addition to the Open Doors clothing collection, there is a drive for professional apparel which is collected in support of Midwest Dress for

### **Event Offers Aid to Area Homeless**

*SLU's Open Doors for the Homeless has been a spring event since 1997, as part of the University's Homeless Awareness Week. With the assistance of local agencies, the University provides clothing and meals for families and individuals, and activities for the children.*

Success. The clothes go to men and women who are working with local agencies on first-time job searches. In October, the Center sponsors a University wide 'Jeans Day' in which employees pay to wear jeans to work for a day. Since 1998 the Center has also sponsored two fundraising events for cancer research. The Center's fund-raising efforts for charity bring in some \$20,000 annually.

Midtown Tutorial Program is an expansion of an earlier program to provide students an opportunity to tutor children at the Blumeyer Village Housing Complex and Sherman Elementary School. In response to a 1996 Federal work-study initiative called America Reads, the Midtown Tutorial now works to help students improve their reading skills at more than 10 elementary schools and community centers. The tutorial annually involves some 60 students working 1,000 service hours.

The Bigs & Littles Mentoring Program is patterned after the Big Brother/Big Sister Program of St. Louis. SLU students commit to a one-year mentoring relationship with children living in Blumeyer Village, one of the largest federal housing complexes in the United States. Mentors typically utilize events sponsored by the Center or Blumeyer Community Center to engage with the children. An average of 35 SLU students enroll as mentors each year. Each mentor commits to spending 10 hours a month with a child. The Center sponsors events at Halloween, Christmas, and Easter for children in Blumeyer Village.

Campus Kitchen was inaugurated at SLU in late 2001. In a bow to the University's strong service culture, the Campus Kitchens Project chose SLU to be the national pilot for the program. It teams the Leadership Center, Sodexo Dining Services, and local non-profit service organizations. Utilizing University kitchen facilities and some 500 pounds a week of unused food from Sodexo operations at SLU, students, faculty, and staff prepare, cook, and distribute more than 500 meals a month to agencies like the Salvation Army, Family Haven, Ronald McDonald House, and Meals on Wheels.

The University annually awards nearly 150 service scholarships, which the Center administers and supervises. The Ignatian scholarship is given to some 100 students who commit themselves to 40 hours of service per semester, followed by the writing of a formal paper reflecting on the experience. On the basis of a history of community service and involvement, the Xavier Service and Leadership Scholarship is awarded to a graduate from each of the 46 Jesuit high schools in the U.S. Xavier scholars likewise commit to 40 hours of service per semester, a paper, and a reflective group discussion.

The Center also supervises the local chapter of Alpha Phi Omega (APO), a national co-ed service fraternity with a 50-year history at Saint Louis University. With some 200 members, SLU can boast of having the second largest APO chapter in the U.S. APO members complete at least 30 service hours in the greater community each year. In the fall of 2000,

### **SLU's APO Chapter Second Largest**

*With some 200 members, SLU's chapter of Alpha Phi Omega (APO), a national co-ed service fraternity with a 50-year history on campus, is the second largest chapter in the United States.*

APO co-sponsored SLU Make A Difference Day, the Center's largest service event.

### **Response to the 1992 NCA Report**

The NCA consultant evaluators in 1992 suggested greater collaboration between the Center and campus ministry. The Center now elicits the aid of campus ministry in the effort of incorporating reflection into all components of its programs and events, including end-of-the-year journal requirements. The two offices work together in sponsoring two spring service retreats that are offered for the Ignatian and Xavier scholars. Campus ministry supplies faith-based reflection questions for various programs and events sponsored by the Center, like SLU Make A Difference Day and Christmas at SLU, and sponsors faith and justice programs in conjunction with the Center's Open Doors and Homeless Awareness Week. The two offices also collaborate in hosting a spring break service trip. Since 1998, trips have been sponsored to South Dakota, New Mexico, and Georgia.

The Center works in tandem with other units of the University. Its 10-member Community Service Team acts as an advisory board for all major service events, drawing its members from the student body, faculty, and the offices of student development, human resources, and campus ministry. In collaboration with the office of enrollment and academic research, the Center publishes an annual Beyond the Classroom Service Report, which tracks faculty and staff service participation from all of the academic colleges and administrative departments.

The University believes that service learning in the curriculum is most successful when it is voluntary or initiated by the faculty rather than required. In the fall of 2000, the Center worked with 10 different classes from several colleges and 168 students in providing curriculum-based service projects. These students had various requirements and projects that amounted to 4,500 hours of volunteer work to the community.

In addition to the community outreach performed through the Center, members of the SLU community contribute thousands of hours of service on their own or through other University units. Most notable among these are the University's student athletes, who, as part of their training, visit elementary schools, volunteer their time at clinics for young people, and participate in food drives and programs like the Special Olympics.

### **Assessment**

All major service events are assessed through individual participation evaluations given out at the completion of the work project. Students enrolled in each of the Center's programs are asked to evaluate their activity twice a year. The Center sends out evaluations to agencies receiving SLU student services at the end of each semester. All children

receiving tutorial services from the Center program receive pre- and post-tutorial educational assessments. Progress reports are given twice a year and shared with student tutors. The Center maintains a list of 25 to 30 'top' agencies to which students are referred. This list is evaluated on a semester basis, ensuring the best possible service matches for the University community.

As a result of such assessment techniques, the Center for Leadership and Community Service has been able to target which agencies were able to provide SLU volunteers with the most suitable settings with respect to location, work, and supervision. Evaluation of major service events allowed the Center to make improvements each year. By evaluating tutorial sites each semester, the Center changed some administrative functions to improve service to the students and schools, with respect to transportation, time-keeping, and supervision.

## **Challenges**

- Success challenges the Center to find innovative ways in which to extend its resources and establish priorities.
- It is a challenge to help faculty members integrate service learning in meaningful ways into their courses.

## **Neighbor to Neighbor**

Neighbor to Neighbor is the result of a \$1.29 million grant from the U. S. Department of Education to the Graduate School to work in collaboration with three inner-city communities adjacent to the University. The resulting program drew graduate faculty and students from communication sciences and disorders, community outreach, counseling and family therapy, education, law, psychology, public health, public policy, and social work. Partnering with the University were the Blumeyer Village Housing Complex, Stevens Middle Community Education Center, and Wyman Elementary School. The intent of the program was to strengthen families within the community while simultaneously enhancing student learning and the ability of the University to collaborate. Two key values guided activities: the recognition of mutuality in the relationships, and the capacity of those involved to define problems and solutions.

In an attempt to live out the "faith that does justice," the Neighbor to Neighbor program explicitly engaged a praxis methodology. This is one that encourages reflection on the experiences shared among students, faculty, and community, and invites questions regarding justice and how it relates to urban education, welfare reform, affordable housing, and adequate health care. The program utilized a steering committee, site team, project team meetings, and classroom activities. Participants found safe places for dialogue. Students enrolled in companion courses dealing with the structure and issues that engaged Neighbor to Neighbor are the social responsibility of the professional.



After five years of working together, a level of mutual trust has been created together with a network of relationships, such that community partners know whom to contact within the University when need arises. Likewise, those from the University know whom to contact in the community for student placements or class activities. In addition those in the University who most often engage in community-based work are aware of each other. Through the activities of Neighbor to Neighbor, the community institutions have developed new programs that they can sustain to serve children and families. More than 90 students have received stipends through Neighbor to Neighbor. In interviews, they have described the program as significantly influencing their abilities to enter communities and to work with those who live there.

Neighbor to Neighbor represents the core values of the University's mission. It has prepared individuals to participate in their communities with insight and sensitivity, and to develop habits of leadership and service. It also represents the University's intent, expressed in its 1996 strategic plan, to expand external partnerships. Four of the departments participating in the program are situated in what became the College of Public Service in 1998. This College has as its mission the preparation of "reflective practitioners."

The major challenge facing Neighbor to Neighbor is to find new sources of external funding to supplement University funds that have been put in place. Presently a team of faculty is in the process of drafting a proposal to the Department of Housing and Urban Development for funding under its Community Outreach Partnership Center program.

## **Community Investment and Redevelopment**

Jesuits have traditionally built their institutions and concentrated their work in urban areas. In the mid-1950s, the University had to decide whether it would follow the expressways and a major population shift to the western suburbs. SLU committed itself to stay in the city. Today it is one of the major employers in the city of St. Louis. Its 3,623 employees (as of May 1, 2001) are a major source of revenue for the city. In 2000, they provided the city \$2,007,242 in payroll taxes. A sense of civic responsibility was one of the principle values which the early Jesuits borrowed from Renaissance humanism; they made it integral to their educational philosophy. In the spirit of this philosophy and the University's commitment to the city, SLU students, faculty, and staff contributed more than 430,000 hours of service to the St. Louis community in the year 2000.

Although the University has been involved in civic affairs since its establishment in downtown St. Louis, that involvement has taken the form of vigorous leadership since at least the 1970s. SLU was instrumental in establishing the City Center Redevelopment area, now Grand Center, adjacent to the north of its campus and the Midtown Medical

Center Redevelopment Corporation (MMCRC), adjacent to the Health Sciences Center.

SLU continues to be an active participant in the development of the city's Grand Center Arts and Entertainment District. In the 1980s it made a loan to Grand Center for construction of the Grandel Square Theatre, home of the Black Repertory Theater. Most recently, a SLU loan to the developer of the Grand Center's Continental Building enabled the start of renovation of that building after more than a 35-year vacancy. SLU has contributed over \$2.5 million to the Midtown Medical Center Redevelopment Corporation for housing assistance and neighborhood stabilization efforts. Such investment decisions take into account not only the University's future but also its mission.

Expansion and beautification of the campus have made an enormously positive impact on midtown St. Louis. The University has helped to stabilize the neighborhoods in the area and to increase local property values. The relocation of Parks College to the main campus served to increase the city's employment base.

Through its Vice President for Facilities and Civic Affairs, the University interacts with political leaders and is represented on a variety of civic boards, like the Regional Housing and Community Development Alliance, and Citizens for Modern Transit. Its president, however, is the University's most visible representative in the civic arena, serving on the

***The University's beautiful landscape has made it a tranquil oasis amidst an urban setting.***



boards of virtually every major institution in the city, including the Missouri Botanical Garden, St. Louis Symphony, Art Museum, Zoo, Science Center, and Civic Progress.

Assessment of the University's impact on its urban neighborhood is best measured by the numerous awards the University has received, both as an institution and as personified in its President. The University has received architectural and construction awards related to campus development and historic preservation:

- St. Louis Construction News and Review Ninth Annual Readers' Choice Award for the new student housing apartment complex (The Student Village Apartments)
- Central West End Association 1997 Renaissance Award for campus expansion and beautification

In recognition of the University's contributions to the city in the past decade, the University President has received the following awards:

- Ambassador of the Year Award, St. Louis Ambassadors, 1996
- Tree of Life Award, Jewish National Fund of America, 1997
- Man of the Year Award, Italian Club of St. Louis, 1997
- Community Leadership Award, St. Louis Bar Foundation, 1998
- Humanitarian of the Year Award, Arthritis Foundation Eastern Missouri Chapter, 1999
- Civic Contribution, American Institute of Aeronautics and Aerospace Community Award, 2000
- Leon Strauss Urban Pioneer Award, St. Louis Ambassadors, 2001

Most recently, in November, the President received the prestigious 2001 St. Louis Award, in the words of the award committee, "for his outstanding leadership of academic excellence at Saint Louis University and regional revitalization in midtown St. Louis." The President used the occasion of the awards ceremony to announce that the University's Board of Trustees has authorized using endowment funds to establish a revolving loan fund of \$10 million to be earmarked for real estate development projects near the University's campus. The real estate loan fund formalizes the University's commitment to its urban neighborhood community.

The biggest challenge to the University's mission of contributing to the common good of the local and wider community is the difficult task of balancing resources against demand. Because it is located in an urban area with multiple problems, the needs of the community far outweigh the University's ability to address them. The problems range from lack of medical care for the indigent and a crisis in the local public school system to helping a neighborhood with a problem crack house. Called upon to assist with so many problems affecting the wider community, the University finds that it must first prioritize the problems, appraise its ability to resolve them, and then focus its efforts to do so.

## ENROLLMENT AND ACADEMIC SERVICES

The University supports its triadic mission of education, research, and service with a variety of academic services. In 1995, it inaugurated the Division of Enrollment and Academic Services (EAS) to integrate the operations of six service departments that were concerned primarily with undergraduate enrollment, and equally distributed across the academic and student development divisions of the University. These departments are Undergraduate Admission, Scholarship/Financial Aid, Academic Services, the University Registrar, the International Center, and Student Educational Services. (In 1997, with the move of Parks College to the St. Louis campus, Air Force ROTC was added to the Division.)

The mission of EAS is to enroll and retain the highest quality students for whom SLU appears to provide a good fit. This divisional mission traces its roots to the University mission statement and several of the specific goals expressed in the University's strategic planning documents. Staff members in this division are engaged in activities that promote and facilitate the enrollment, retention, and graduation of any student who is attracted by the challenges offered by a campus environment steeped in Jesuit and Catholic traditions.

The chief administrator of EAS holds the rank of Associate Provost. His task, since the inception of the division, has been to eliminate bureaucratic hindrances to effective and efficient enrollment and academic services. In some instances, this required changing an office culture. It also meant improving staff development and creating better communication in and outside the division. Thanks to managerial encouragement along these lines, departmental and divisional retreats and regular directors' meetings, lingering vestiges of a "silo mentality" in these departments have been eliminated. Regular participation in the directors' meetings by the Bursar (who is not a member of the Division) and others from time to time creates a synergy conducive to enhancing service and productivity.

Assessment and improvement have been regular features of the Division since its inception. In 1997, the Division conducted a comprehensive assessment review of the University's enrollment processes. The review resulted in the automation of many of the University's enrollment processes (WebSTAR). The "One-Minute Survey" is a technique used by the division to provide ongoing assessment of students' satisfaction with academic services. In March 2001, the Division completed a comprehensive survey of undergraduate advising. Improvements made as a result of these assessment activities have created a much more efficient delivery system of academic services, saving students considerable time and frustration.

Looking to the future, the division will be challenged to adapt to a changing pool of students and applicants. Comprehensive analysis and assessment of institutional data is allowing for appropriate adjustments in the

### **Freshmen Retention on the Rise**

*In 2001, SLU's fall to spring retention rate for first-time freshmen was 96.4%, an increase over the previous year's 94.1%.*

University's admission, financial aid, advising, and retention strategies, aimed at achieving the University's and division's respective missions. The past seven years have seen considerable progress in using institutional data to guide divisional decision-making. Further institutionalization of assessment techniques gives every promise of continued improvement.

## **Academic Services**

### **Mission**

Established in 1993, Academic Services (AS) is supervised by the Director of Academic Services. The department serves as the centralized administrative point of entry for most first-year and transfer students. (Parks College represents an exception). AS is responsible for the new students' academic orientation and registration programs (SLU 101 and 301), academic advisement and intervention programs. The department's staff works closely with other student service offices to facilitate a new student's successful transition to SLU. Both AS and its SLU 101 and 301 programs were created in part as a response to a 1992 NCA recommendation to strengthen, coordinate, and integrate academic advising services for new students. The department's mission aligns closely with the first five goals of the University's 1996 Strategic Plan.

### **Operation**

With the exception of first-year students in Parks College, AS annually maintains the academic files of all new undergraduate students (roughly 2,000). The department employs 12 academic advisors to serve these first-year, transfer, and deciding students, sustaining an advisee/advisor ratio of about 150 to one. The staff provides academic advising, degree planning, and a variety of retention-related programs. It also evaluates transferred courses, AP, CLEP, and IB credits and answers students' questions regarding academic policy. The Director of Academic Services serves as the University's Transfer and Articulation Officer.

Among the department's major initiatives are SLU 101 and 301. These are comprehensive academic orientation and registration programs for first-year students (including their parents) and new transfer students, respectively. Conducted during the summer as part of the University's Great Expectations Program, SLU 101 and 301 facilitate the transition of new students into the culture of Saint Louis University campus life. The two programs address a new student's academic, spiritual, and social needs, as well as everyday practical matters.

The divisions of Student Life, Mission and Ministry, Enrollment and Academic Services, Financial Services, Facility Services, and University Development all contribute components to the SLU 101 and 301 programs. An introduction to the Jesuit philosophy of education orients new

students to the University's mission of educating the whole person. The inclusion of departments across the campus gives students and their parents some indication of the University's complexity, and helps them to make better use of its wide variety of offices and services. These orientation programs also allow for timely academic placement testing and appropriate academic advising so that the student's registration correlates with his or her academic interests and career goals. The SLU 101 and 301 programs have greatly contributed to improved student retention and success.

During their first year at SLU, AS-based students participate in two follow-up sessions. The fall follow-up revolves around transitional issues and incorporates the results of the College Student Inventory. The spring follow-up addresses the process of declaring a major and/or transferring advisement responsibilities to a faculty member. As part of the University's Faculty Mentoring Program, deciding students are strongly encouraged to meet and discuss issues related to their major with designated members of the University's faculty. The department also manages a Faculty Referral Program, in which faculty teaching lower-division courses refer students to their advisors if course performance is below average. The staff monitors and intervenes with first-year students with cumulative grade point averages below 2.00.

Toward the end of the students' first year, AS advisors assist them in their transition to a faculty advisor in their departments of choice. In consultation with their advisors, students will soon be able to use the University's WebSTAR system to facilitate this transition. AS staff members also participate in the ongoing development of faculty advisors. Since the 1992 NCA self-study, the department has produced two editions (1994; 2001) of the Faculty Advisor Handbook.

## **Strengths**

- Since their institution in 1994 and 1995, respectively, SLU 101 and 301 have expanded and improved in several notable ways. In 1994, 376 students and 238 parents attended the first SLU 101 program; in 2001, 1,173 students and 900 parents attended. At the first SLU 301 in 1995, there were 42 new transfer students; in 2001, there were 172. The evaluative feedback from the new students and their parents has always been enthusiastic. More importantly, subsequent analysis has revealed that student participation in the SLU 101 programs has had a positive impact on student retention. For reasons of time, distance, and cost of travel, not all new students participate in the orientation programs. These students are advised and registered as need arises through individual appointments, by telephone, or by mail.
- Thanks to the diligent monitoring of their advisees by the staff, the percentage of AS students who have received letters of academic sanction (probation or dismissal) has declined over the past eight years by 41%.

Also worth noting is that the freshman-to-sophomore retention rate over the past 10 years has increased significantly. These data correlate with the reorganized, more effective first-year advising program; an increase in student academic quality; better coordination of student services; and an increase in the level of financial aid.

## **Challenges**

- Innovations in computerized and web-based technology challenge the department to continue exploring ways to enhance its academic advising process. Most recently, AS, in cooperation with information technology services, has produced a University Resources/Services CD for first-year students; it was distributed to the students and parents attending the 2001 SLU 101 program. Plans for further technological improvements include placing the latest edition of the Faculty Advisor Handbook online and automating the declaration/change of major process, intra-university transfer, and faculty referral processes.
- In response to the challenge of managing the advisor/student ratio (150:1), another innovation is the peer advising program that the department inaugurated in summer 2001. Under the supervision of the academic advisors, this program matches the academic interests of upper-class SLU 101 student group leaders with small groups of incoming first-year students in addressing the challenges of providing appropriate personalized advising for new students.
- As this report goes to press, we have embarked on a search for the new Director of Academic Services. The challenge will be to identify and hire a dynamic leader who can work with the staff to build on their current success.

## **International Center**

### **Mission**

The mission of the International Center (IC) is to enrich the students' academic experience by promoting a global perspective in the University's education programs and by developing international education and exchange opportunities. Formerly known as the Office of International Programs, the newly re-organized International Center has expanded to include International Student and Visitor Services, the Spain Program Office and Study Abroad Resource Center, and International Recruiting Services. The Center's objectives are:

- to establish and implement service standards for itself;
- to continuously identify and implement improvements to its programs and services;
- to develop and conduct regular international student surveys;
- to establish short and long-term enrollment objectives;

- to increase international student enrollment and retention; and
- to establish standards for study abroad.

## **Operation**

The Center is responsible for all marketing, recruitment, and admissions of international students in the undergraduate and Intensive English programs. It also shares the responsibility for the marketing and recruitment of international graduate and post-graduate students and scholars. Marketing and recruitment efforts include an international recruiting program comprised of tours, targeted advertising, and relationships developed with international school advisors, foreign embassies, and educational attaches. The IC develops and produces a variety of marketing and admissions publications and media, including the recently revised International Center website.

The Center also provides a full range of support services to the University's international community. These services include immigration advising for international students, scholars, and faculty; orientation services; cross cultural and academic advising; and coordination and programming of cultural and social events for international visitors to the University. The Center is also responsible for providing advocacy for the particular needs of the international population at the University.

The IC coordinates and supports all study abroad and exchange programming for the University. Its Study Abroad Resource Center assists students in selecting and enrolling in study-abroad programs, and advises them on visa, travel, and insurance matters. The IC serves as the liaison office between the University's St. Louis and Madrid campuses. It also helps departments establish and maintain academic exchange programs. The Center has developed a recruiting plan and is actively engaged in recruiting from diversified target markets. The Center is improving its application process through the implementation of on-line information tools including a more user-friendly website, electronic applications, automatic response to inquiries, and tracking of inquiries from first contact through enrollment.

The Center has established an advisory board to assist in identifying, developing, and improving programs and services for both the international students/scholars and the University's study-abroad programs. The advisory board plays a critical role in the recruitment and retention of international students and scholars, and, in this capacity, serves as a forum for addressing issues related to student satisfaction.

The Center is developing a Host Family program to assist international visitors through the short-term transition to St. Louis, as well as with longer-term placements that will provide housing options for summer programs or a cultural immersion experience.



The Center is working closely with Alumni Relations and Public Relations to improve existing data on international alumni, to provide website and "Universitas" recognition of international alumni, and to develop international alumni as a source for marketing and recruiting efforts.

### **Strengths**

- The strengths of the International Center are its skilled and dedicated staff, close relations with undergraduate and graduate admissions, and its ability to provide rapid response to international admissions inquiries. The recent reorganization of the Center has resulted in the improvement of existing services and development of new services for students, scholars, staff, and departments. Additionally the Center has established assessment tools and criteria are in place for evaluating staff performance and customer satisfaction.

### **Challenges**

- The largest challenge faced by the Center is a sharp decline in international enrollment and retention over the past several years. This decline has resulted chiefly from the external Asian currency crisis. But it also stems from earlier problematic relations between academic and service departments on both the St. Louis and Madrid campuses and restrictions on year-round, on-campus housing for international students. Also, because of limited data about international alumni, University outreach to them requires development. These are areas that can now be better addressed thanks to the reorganization and restaffing of the International Center.

## **Undergraduate Admission**

### **Mission**

The Office of Undergraduate Admission is responsible for establishing the University's desired market position for undergraduate students. It does so by cultivating lasting relationships with graduating high school students, their families, advisors, and educational communities. The Office measures the success of its activities by its ability to develop relationships with diverse groups of individuals able to assist in matching students with our institution. A successful match involves finding talented men and women who, in the Jesuit tradition, want to be of service and make a difference in society.

### **Operation**

The Office designs and maintains a detailed, organized, and personalized communication flow with prospective students, thereby facilitating their

application for admission. Contact begins with either a student-initiated inquiry, or, on a larger scale, with the purchase of search names used in a mass communication campaign more than 18 months prior to the student's desired enrollment date. Most printed publications and all general inquiry, campus visit, and application forms are available online.

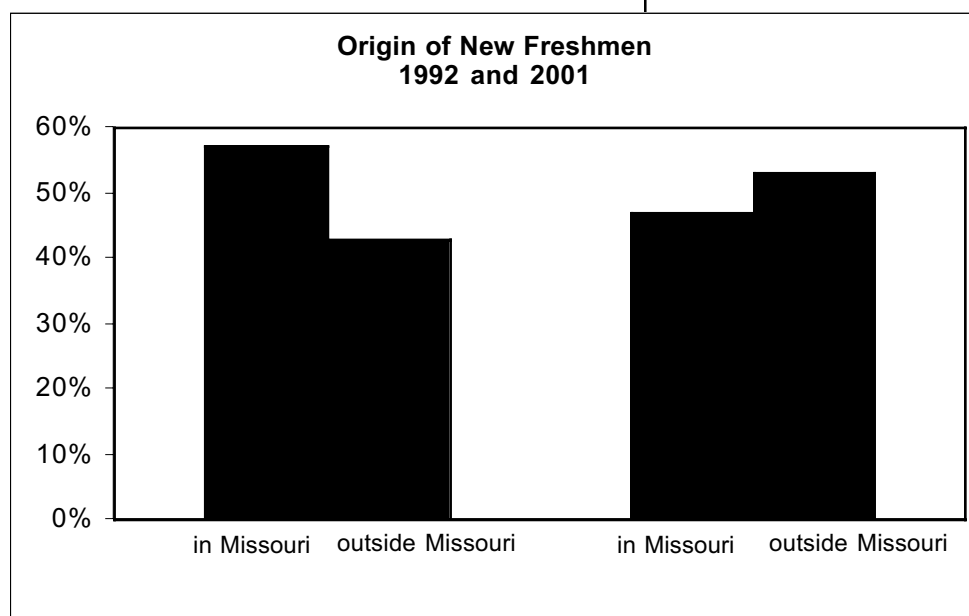
Other recruitment initiatives include nationwide travel, particularly to major Catholic population centers, and close relationships cultivated with Jesuit high schools. Over the last five summers, the Office has developed formal information presentations in 18 metropolitan areas across the midwest. Those who show interest at such presentations are encouraged to visit the newly beautified campus. Last year the Office hosted more than 15,000 visitors. These included several dozen high school counselors who were flown in to experience SLU first hand.

Guided by standards from the University's individual academic units and with the assistance of an Admission Committee, the Office selects a mix of students for admission from the applicant pool. Each department has set academic admission standards that have been approved by that department's dean.

These standards have been periodically adjusted upward with the approval of the dean. The Board of Undergraduate Studies approved the general guidelines for the current Admission Committee in 1994. In recent years, the Office has limited enrollment in specific programs by creating an application deadline for those programs, selecting the top candidates from the pool, and creating a waitlist. The Office maintains rolling admission for all but two undergraduate programs.

### **Strengths**

- Working in conjunction with other departments, Undergraduate Admission has realized a significant increase in new applications for admission and enrolled first-time students over the past five years. Similarly impressive are the increases in the applicants' geographic diversity and academic quality. These increases can be attributed to vigorous recruitment and scholarship programs; the growing experience of the Office's staff; the appeal of SLU's Catholic, Jesuit identity in its recruiting mes-



sage; favorable demographics; highly improved campus facilities; and increasing recognition of the strength of SLU's academic programs.

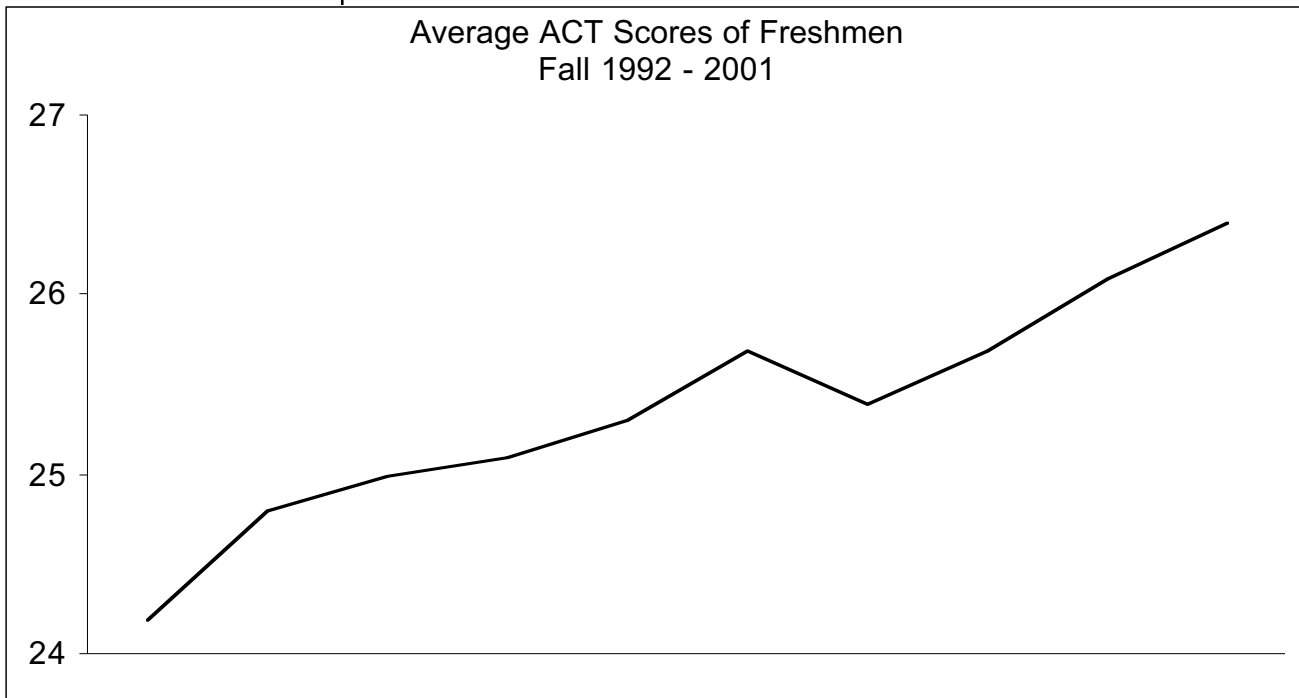
- High on the list of the Office's strengths is an experienced, energetic staff able to exude enthusiasm about the benefits of a SLU education. A tightly knit organization minimizes any negative effects of turnover. The Office excels at building close relationships with offices within the University and with publics around the country involved in student recruiting. Time and again the staff receives high marks for its friendly, professional manner.

- Assessment of Office staff and operations is ongoing by way of evaluations of its highly successful student-visit programs and the counselor fly-in initiative. Data from the Office's Admitted Student Questionnaire also confirm that students chose SLU, in large measure, because they felt comfortable when they visited here.

### **Challenges**

- The Office needs to generate an applicant pool from which to admit and enroll the appropriate mix and number of new undergraduate students. From this follows the challenge to find the most efficient and effective ways of recruiting prospective students, while keeping an eye on the newest technology and trying to minimize operating expenses.

- Because of its mission, the University includes multicultural, low-income and first-generation students among its admission targets. This goal will prove to be a major challenge with the growing disparity between the ability of such students to finance a college education and the cost to the University of providing it.



- The University enjoys an enhanced and growing academic reputation nationally. The quantity, quality, and geographic diversity of incoming classes have increased by impressive rates over the past several years, as has the average income of first-time, first-year students. The University is currently challenged to position itself for the next 100 years. To do so successfully, it must decide, among competing priorities, what its optimal new student enrollment goals should be. This will be one of the main challenges presented to candidates that will be interviewed over the next few months to select the next dynamic leader for this critically important department.

## **Student Financial Services**

### **Mission**

Student Financial Services consists of Scholarship/Financial Aid and the Bursar. Their purpose is to assist students in financing a SLU education within the framework of the University's mission and its management goals for student enrollment, academic quality, student diversity, and net revenues.

Each office accomplishes its mission by working in a dynamic, collaborative, student-oriented environment in awarding students financial assistance, and providing financing options and services that facilitate the funding of students' costs of attendance.

Scholarship/Financial Aid has the primary responsibility for the administration and stewardship of the University's student financial assistance resources. The Bursar is responsible for billing and collecting student receivables.

### **Operations**

Seventy-six percent of Saint Louis University students receive some form of assistance from University, federal, state, and private student assistance programs. The University participates in all major Federal and State of Missouri student aid programs.

Since the University's 1992 NCA self-study, there have been significant increases in the percentage of students receiving financial aid. In the 1990-91 academic year, 60% of Saint Louis University students were receiving assistance; by comparison, 76% received such aid in 2000-2001 (a 16% increase). In 1990-1991, the University administered financial aid totaling \$40 million; in 2000-2001, financial aid totaled \$140.9 million, an increase of over \$100 million.

In tandem with these significant increases in students funded and dollars administered, there has been a proportional increase in financial services

provided. In response to increasingly complex assistance programs and required compliance with the policies and regulations of student aid programs, over the last 10 years, the Offices have made the following modifications to their services:

- More proactive, enrollment-oriented relationships and procedures with the University's Admissions' offices (Undergraduate, Graduate, and Professional) and EAS office;
- Annual sponsorship of over 100 College Financing Awareness and Need Analysis Completion Seminars for University students, parents, faculty, and staff, for area high schools, and student/parent organizations;
- Counseling services focused on debt management and expanded hours of operation;
- Partnerships with University student organizations, administrative, and academic departments to promote and facilitate financial aid awareness, financing options, understanding of aid policies, student employment, internships, and service opportunities;
- An extensive data bank of private scholarships, grants, and loan opportunities, and partnerships and delivery systems with local area private scholarship, grant, and loan providers in order to expand and facilitate family financing options, favorable loan terms, and repayment options;
- Streamlined student aid applications, need assessment procedures, student award notifications, aid delivery systems, student account billing, and payment procedures and options;
- Electronic Funds Transfer (EFT) of student bank loan proceeds, student payroll, and student refunds; and
- A Financial Aid Resource Center available to University students and the public for electronic filing of assistance applications, internet scholarship searches, access to the University's WebSTAR system, and internet-based student assistance research.

### **Strengths**

- The past five years have seen the Division of Enrollment and Academic Services and the University's Budget Office develop a partnership and modeling tools. This has resulted in the University successfully justifying and securing significant increases in University-funded undergraduate assistance. In the 1990-91 academic year, University-funded undergraduate assistance totaled \$4.3 million. In 2000-2001, it totaled \$45.9 million,

an increase of over \$40 million. These increased University-funded student aid resources have resulted in strengthening undergraduate enrollment, optimizing net revenues, lessening undergraduate student borrowing, and better implementing the University's mission. For the past three years, *U.S. News and World Report's* "America's Best Colleges" has recognized Saint Louis University as a "Best Value."

- Over the last 10 years, the staffing of Scholarship/Financial Aid has remained constant during a time of significant increases in student recipients, funds, regulations, and services. Increasing levels and sophistication of automation systems and staff retention have made this possible. Today's staff of 16 represents 139 years of professional financial aid experience.
- In the 1990-91 academic year, Scholarship/Financial Aid and the Bursar implemented the Electronic Funds Transfer (EFT) of student bank loan funds. This non-paper, computer-based payment method of student loan proceeds significantly facilitates student service with regards to the disbursement of bank loan funds. It also enhances quality control and debt management awareness, while, at the same time, expediting the University cash flows and the more rapid reduction of student account receivables.

## **Challenges**

- The offices of Scholarship/Financial Aid and the Bursar need to continue seeking cost-effective ways to increase student aid resources and improve student financial services. The composition of the University's student aid programs (gifts, loans, and work) mirrors the national trends. Loan assistance, in spite of significant infusions of University-funded assistance, grew faster than free resources during the 1990s. Although SLU has made significant new investments in student assistance over the last decade, the increasingly loan-oriented nature of the federal aid pool and the relative stability of state aid resources have increased pressure on the University. Even though the financial resources of our students' families are increasing each year, there is also an increasing expectation among families that institutions will contribute greater amounts to enroll the best students.
- Due to constant changes in technology and student aid regulations/policies, a larger commitment of resources will be necessary to continually train staff to ensure productivity, high levels of service, and compliance. As our students' reliance on aid continues to increase, the need for enhanced personal, regulatory, and technical skills will demand an ongoing program of staff training and development in the broadest sense.

## **Student Educational Services**

### **Mission**

The Student Educational Services Department (SES) was established in 1969 to provide support for students whose educational backgrounds did not prepare them adequately for college. Since then, the SES has evolved into a multi-faceted support network for any SLU student who needs learning assistance. In recent years the department has also focused on discovering ways to increase student retention. The department is directly related to the University's mission in its effort to enhance educational opportunity for those whose potential might otherwise be overlooked.

### **Operations**

The services SES provides are funded by Federal TRIO grants (programs funded by the U.S. Department of Education to help students overcome class, social, cultural, and academic barriers to higher education), corporate and foundation sponsors, and in-kind University support. SES services are provided to students at no extra cost. They include:

- Upward Bound and Upward Bound Math and Science for high school students;
- Educational Support Services comprised of the Writing Center, Tutoring Center, and Disabilities Services for college students;
- The Ronald E. McNair Post-baccalaureate Achievement Program and Reading Resource Center for college students; and
- The Summer Enrichment Program for at-risk incoming freshmen.

The staff of SES is committed to helping students achieve their full academic potential. It does this by working closely with admissions counselors, faculty, and other departments to identify students who may benefit from the services.

SES provides intrusive academic advising to students admitted through the Summer Enrichment Program. Admission to the University depends on participation in an intensive, six-week curriculum, including English composition, mathematics, and a foundations course designed to help students make the transition to college. Students are closely monitored and advised throughout the summer session; the staff meets weekly to discuss the progress of each student in the program. Using the College Student Inventory (CSI), advisors help students to identify and understand their own preferences, study patterns, and behaviors, in order to help them improve their academic performance. Students continue to be advised in SESC throughout their first year. Under terms of an academic contract, students are expected to meet with their advisors regularly. Those who are

experiencing academic distress are immediately directed to appropriate resources for assistance.

Students with strong academic backgrounds who have successfully met the special challenges of transition to college serve as peer mentors in the department, offering consistent, one-on-one contact and ready access to students. The Writing Center offers students throughout the University, and at all levels, help in the process of writing papers for their undergraduate classes. The Reading Resource Center helps students improve their reading speed, comprehension, and retention. A reading specialist offers special courses and supervised computer-aided instruction in reading.

Carefully selected and supervised students who have demonstrated skills in specific disciplines serve as tutors in the SES Tutoring Center. They offer intensive, one-on-one instruction in virtually all academic areas. Students with proven academic achievement serve as Supplemental Instruction (SI) Leaders, attending lectures for select “gateway” classes, taking notes, and completing assigned readings. Supplemental Instruction sessions cover class content, note-taking, and study skills. SI Leaders offer appropriate models for thinking about a discipline effectively, using its language and concepts.

## **Assessment**

All SES programs and services undergo regular assessment. The federal grant-funded programs require mid-year reports and detailed annual reports of the progress made toward achieving specific benchmarks agreed upon in the grant award agreement. In order to assure the timely achievement of goals, the programs have instituted formative and summative evaluation procedures to identify programmatic changes that may need to be made in order to accomplish the objectives of the grant. TRIO objectives must be “measurable, ambitious, and attainable.”

Assessment of student learning, programs, and services is based on the collection and analysis of considerable amounts of information. The department maintains a database of student contact records together with student, faculty, and staff evaluations. The University’s Student Information System also provides helpful data on student performance. The SES Director, who is also an Assistant Provost, meets with the staff of each program at least once a month to discuss progress toward achieving goals, and the entire staff of SES meets monthly during the academic year for updates.

In January 2000, SES began a thorough self-study using the recently developed standards adopted by the Council for the Advancement of Standards in Higher Education (CAS Standards). These standards were developed specifically for educational opportunity programs like TRIO. The Director of SES, a past-president of the Council for Opportunity in



Education and director of the TRIO Programs at SLU, has been instrumental in SLU becoming one of the first TRIO programs in the country to institute a self-study using the CAS Standards. The CAS self-study encourages a concerted gathering of documentary evidence of performance in a variety of key service areas, and provides specific questions to guide the evaluation team in assessing the performance of the programs.

The Director of SES also convenes the Retention Management Committee (RMC). The RMC is charged with monitoring student retention and attrition rates and serves as a clearinghouse for innovative strategies for promoting student success and retention. The committee, composed of faculty and staff from throughout the University, divides itself into subcommittees, each assigned to a specific area to investigate and report to the larger committee and to the university community. Each year, the committee publishes its reports along with a comprehensive “Data Book” tracking student retention/attrition. Through the use of exit surveys, graduating senior surveys, faculty surveys, and focus groups, the committee seeks to gather data that can inform efforts to encourage student success and retention to graduation.

Thanks in great part to assessment efforts, student retention between the first and second years has increased from 79.6% for the 1991 cohort to 88.1% for the 1999 cohort, before settling back to 85.8% for the 2000 cohort. The overall six-year retention rate to graduation has increased from 61.7% for the 1991 cohort to 68.7% for the 1995 cohort. The student retention effort is consonant with the other SES work, as many of the methods it uses to assist under-prepared students have been found to be adaptable and beneficial to the general student population.

### **Strengths**

- SES has a strong record of achievement in obtaining grants. These have given the department resources to implement many innovative and effective strategies for promoting student success.
- SES enjoys a close working relationship with the other departments in its division, and strong ties with the faculty who look to the department to provide academic support as well as leadership in finding ways to reach students who might otherwise be left behind.
- SES has provided the impetus for a number of academic developments, including learning communities and some of the SLU2000 initiatives. Several of its components have become models imitated by other schools around the country, including the Summer Enrichment Program, the Upward Bound College Prep Academy, the TRIO Alumni Mentoring Program, and the CAS Standards implementation. The department is part of a national professional network, playing a leadership role at all levels of the Council for Opportunity in Education. This professional involvement provides the department with a knowledgeable foundation for achieving its goal of promoting student success.

## **Challenges**

- Students with disabilities add much to the diversity of campus life. Although in compliance with all applicable state and federal statutes, the University needs to be more pro-active in providing students with disabilities appropriate accommodations, and in training faculty and staff to promote a more favorable campus environment for them.
- As SLU becomes more selective in its admissions, and as tuition and fees continue to rise, successfully recruiting a sufficient number of students meeting the TRIO participation guidelines will require concerted efforts on the part of Admissions, SES, and Financial Aid. The University needs to develop a comprehensive plan for the recruitment, support, and retention of these students, so that they can matriculate, succeed, and graduate. The Summer Enrichment Program will continue to be a key to the successful matriculation of first-generation students who present potential for college-level work without presenting some of the traditional indicators (test scores) of success.

## **University Registrar**

### **Mission**

The mission of the Office of University Registrar is to provide accurate information concerning academic records and helpful, friendly service to anyone rightfully needing to access that information. Implementing the Office's mission has evolved considerably in the past decade, with innovations in technology that allow information and services to the University to be delivered more effectively and efficiently.

### **Operations**

The Registrar's office is responsible for maintaining and verifying academic records and managing course scheduling and registration. It continually monitors new methods for storing and delivering information and training students, faculty, and staff so that they may have better access to the appropriate records and tools in their work. The Registrar also monitors the Family Educational Rights and Privacy Act (FERPA), and provides consultation as needed.

Some five years ago, the University introduced SLUSTAR, which provided students, faculty, and staff with student information by way of a text-based access system. In 1997, a student named "Anne" sent a letter of complaint to the administration criticizing the red tape involved in declaring a double major. The letter sparked what became known as "Project Anne," a top-to-bottom evaluation and reengineering of the University's enrollment processes. In addition to simplifying registration by cutting red tape, in 1998, "Project Anne" led to replacing SLUSTAR

with WebSTAR, a more efficient, user-friendly system that allows access to student information through the Internet. Using WebSTAR, students may register for courses, request a transcript, request their official grades, and maintain their address information. In the four years since it was introduced, usage has grown from a few hundred students to almost 96% of all students. It is ironic, however, that the process (declaration of a major) that gave momentum to the reengineering effort still remains to be delivered through WebSTAR.

The Registrar's webpage provides additional information about services for students, faculty, staff, and parents, and answers to frequently asked questions. Instructions on the registration process, transcript requests, and enrollment certifications are easily accessed outside the Office's normal business hours. The webpage also provides links to the on-line undergraduate and the graduate catalogues and the academic calendars of the University. Utilizing the web to provide the information contained in the printed catalogues has facilitated the institution's response to concerns expressed in the Evaluation Team's report from the last self-study. These concerns about consistent format and listing faculty by department have been addressed and are evident in both Web and print versions of our catalogs. The Web also facilitates the maintenance of archived and dynamic versions of the catalogs.

First on a limited basis, and then across the University in fall 2000, the Registrar's Office introduced WebFAC ("Web for Faculty"), an on-line service providing faculty and advisors easy access to information on their courses and advisees. Like WebSTAR, WebFAC provides access to course information outside normal business hours. Faculty now submit final grades through WebFAC, making them immediately available to students on-line. Faculty no longer fill out grade sheets and deliver them to the Registrar's Office before students receive their grades. In the first full semester of implementation (fall 2000), only 19 instructors chose not to use the web-based system to enter final grades.

In fall 2000, the Registrar's Office also initiated an "On-course" degree audit function on WebSTAR and WebFAC. This resource, available to both faculty and students, assesses the students' academic progress toward their degrees. Prior to this, academic progress was assessed and maintained on paper in the advisor's or dean's office. Including the degree audit as part of the web-based information system has provided students and faculty with on-line, real-time degree progress information. The degree audit also allows a comparison of completed course work with other degree templates, if the student is considering other majors.

### **Strengths**

- Internet use to distribute information previously available only in printed format or static text-based screens has allowed the Registrar's Office to streamline its processes. The Office has evolved from a mere recorder and depository of student records to a service provider, encour-

aging more efficient and timely use of student academic information for better course and degree planning.

- The change to distributive access of information through web-based systems was possible because of the technological aptitude of its personnel. No longer simply maintaining records, the staff now develops training materials and offers training sessions on WebSTAR and WebFAC to students, faculty, and staff.

## **Challenges**

- Moving to distributed information services has required the staff of the Registrar's Office to acquire new skills. All signs portend more of the same for the future as the Office seeks to deliver more specialized services within WebSTAR and WebFAC systems.
- Using technology has allowed the Registrar's Office to deliver 24/7 access to information and services in more comprehensive and efficient ways. No longer concerned with only data entry, the staff are expected to become trainers and troubleshooters, diagnosing problems and offering solutions. Thus, the Office must keep up with technology, to continue improving services while insuring the security and accuracy of academic records information. It will also be challenged to recommend ways to automate processes that continue to be paper- and people-intensive.
- Expanding its role of record-keeper to the electronic realm challenges the Registrar's Office to strengthen its partnership with Information Technology Services to assure clear lines of communication and collaboration between the two units.

## **STUDENT DEVELOPMENT**

The University does not view student development as extracurricular or secondary to its purposes. On the contrary, it seeks to combine campus life and the classroom into a seamless learning experience, making student development integral to the University's educational mission. Through its Division of Student Development, SLU provides a comprehensive set of co-curricular services designed to enhance the students' opportunities for a holistic education, promoting their intellectual, ethical, spiritual, physical, emotional, and professional development. These programs and activities help students acquire a sense of belonging, develop lifelong friendships, acquire a multicultural perspective, and practice leadership and teamwork skills.

The Division is comprised of 10 departments:

- Bookstore (contracted to Barnes & Noble)
- Business Administration (which oversees the student center)

- Career Services
- Leadership and Community Service Center (treated above)
- Dining Services (contracted to Sodexo Marriott)
- Health and Counseling
- Judicial Affairs
- Campus Recreation
- Housing and Residence Life
- Student Life.

Although the Athletic Department reports directly to the Provost, it will be included in this section of the report.

The Vice President for Student Development reports to the Provost and leads the Division with the help of 10 directors or managers who administer the various departments. To improve efficiency and eliminate duplication of services, some of the Division's former responsibilities have been assigned to other divisions of the University,

The Vice President meets individually with most directors on a regular basis. Twice each month, the Vice President and 10 directors meet as a group to set goals and priorities, resolve problems, and discuss issues affecting students. A student representative, the director of Campus Ministry, a technology representative, and a public relations representative also participate in the meetings. Each director submits a one-page monthly status report on the major issues, accomplishments, and items of interest for their area. A report of pertinent statistical data is also provided. The reports are maintained as part of the historical record.

Major projects requiring inter-departmental collaboration are the responsibility of formation teams. The teams work with students to plan and implement such annual programs as:

- SLU Make A Difference Day, an October event at which over 1,200 faculty, staff, and students volunteer at 50 different community agencies;
- Alcohol Awareness month, which provides educational programs on the use of alcohol;
- Diversity Awareness, a month of inter-religious and inter-cultural activities; and
- Wellness, a program of brown bag lunches and an annual fair providing information on healthy lifestyles.

Staff development takes several forms. The professional staff meets for in-service programs and networking four times a year, as do the office personnel. All staff are encouraged to participate in the "Shared Vision" program. In July 2000, the Vice President and directors attended a Jesuit Association of Student Personnel Administrators (JASPA) conference at Santa Clara University to become acquainted with other Jesuit institutions, and to share ideas on student development services in a Jesuit context.

Responsiveness to students' concerns is a priority in the Division. Student representatives participate in virtually all the Division's discussions and decision-making processes. These include the meetings of the staffs, the directors, the Student Development subcommittee of the Board of Trustees, the three Judicial Hearing Boards, Dining Services, the Contract Release Committee for Residence Life, and the University Committee to Study Non-Academic Student Facilities. Similarly, the Vice President attends the periodic students' Town Hall meetings; the weekly meetings of the Student Government Association; and the meetings of fraternity and sorority presidents, officers of major student organizations, and the executive boards in each resident hall. Student leaders constitute an Advisory Board to the Division. Parents or students with concerns have ready access to the Vice President, but are expected to meet first with the staff and directors closest to the problem.

The Division is working to increase communication and collaboration with faculty, staff, and parents. A quarterly newsletter and calendar informs faculty regarding campus events, especially those that can be tied into the classroom (e.g. Great Issues speakers). Faculty members serve as advisors to student clubs and organizations, and on formation teams. Each department provides information to anyone interested through their individual websites. To assess success and improve services, the Division surveyed students' parents in 2001 to determine the extent of their familiarity and satisfaction with the Divisions' services. Plans are underway to create an advisory committee of parents for the Division.

The following describes the Divisions' services and programs with assessments of their strengths and challenges.

## **Athletics**

The mission of this department is to create an intercollegiate program that fosters a positive educational, as well as athletic, experience. In keeping with the University's Jesuit heritage, the department focuses on the development of the whole person. To this end, it recruits students who fit the University's mission and academic profile. The department of Athletics is comprised of 260 student-athletes involved in 16 Division I intercollegiate sport programs. The University belongs to Conference USA, with 14 other Division I members. The women's teams are: basketball, cross country, field hockey, soccer, softball, swimming, tennis, and volleyball. The men's teams are baseball, basketball, cross country, golf, rifle, soccer, swimming, and tennis. SLU takes pride in the fact that the grade point average of its student-athletes is 3.20, and that 98% of its scholarship athletes who have exhausted their eligibility graduate.

Services provided by the Athletics Department include:

- Academic Service (study tables, tutoring, life skills, career planning, progress reports);

- Medical Services (strength and conditioning, treatment and prevention of illnesses and injuries, rehabilitation of injuries, nutritional education);
- Compliance/ Eligibility (Educational training and monitoring of NCAA and Conference regulations);
- Marketing / Promotion (Sale of Sponsorship, Campaigns to generate fans and interest);
- Development / Alumni Relations (Securing of gifts and endowments to the program; and
- Community Outreach (Special Olympics, SLU Make a Difference Day, Sporting Geography, Reading programs, appearances by request).

The Department elicits student involvement in several ways. The Student Athletic Advisory Board (SAAB) provides feedback to the administration on department decisions and NCAA legislation. The staff conducts exit interviews with all student-athletes who have exhausted their eligibility or who are leaving the athletic program to pursue other options. The Athletic Advisory Board, comprised of faculty and staff, meets throughout the year regarding policy changes, additions, or the continued advancement of the overall department.

***SLU takes pride in the fact that its student athletes have earned the Academic Achievement Award from C-USA for each of the last six years.***



## **Strengths**

- The Department's major strengths are academic integrity, the values of its staff and coaches, and its ability to develop the student athletes into successful graduates.

## **Challenges**

- Its challenges are to ensure the funding necessary to develop its athletic program, to continue scholarship support so its student athletes can achieve their highest competitive level, and to maintain state-of-the-art facilities for practice and competition.

## **Bookstore**

The primary mission of the Bookstore is to supply faculty and students with requisite educational materials; secondarily, it fosters a sense of community and school spirit by ordering textbooks in a timely fashion and creating textbook reservation and buy back programs. It also offers general merchandise, discount incentives, student employment, custom publishing, Senior Salute, a scholarship program, and a café.

The Bookstore has undergone several improvements the last 10 years. It was moved from Busch Memorial Center to a conveniently located, completely remodeled space in Wuller Hall. By introducing a café it has created an ambiance for relaxed socializing. It awards annual scholarships of \$1,000 each to 10 students who exemplify outstanding leadership skills. It allows incoming freshmen to reserve their textbooks and have them boxed and available at their arrival on campus. At the end of the semester, the buyback program allows the students to receive money back on their used textbooks. A new cash register system provides efficient service for customers.

The Bookstore's main service is to make available all required, recommended, and suggested course books. Whenever possible, it offers both new and used books to allow students a choice and a lower price. Custom publishing allows faculty to develop course packs with course-specific materials or out-of-print books. The bookstore is able to secure copyright clearances, printing, and binding of course packs for distribution and sale to students. There is also a special book order service that allows anyone to order any in-print book for their general reference or reading beyond classroom use. Other services include offering a wide selection of products featuring the SLU logo and various University emblems. The Bookstore also sponsors Senior Salute, to serve the needs of graduating seniors and facilitate their rental of academic apparel for graduation ceremonies.

## **Strengths**

- The strengths of the Bookstore are its location, size, ambiance, and efficiency in serving the textbook- and purchasing-needs of the campus.



## **Challenges**

- The challenges are to keep pace with enrollment and to learn how to serve the University community better using technology. Increased enrollment, the addition of courses, and a larger client base will require larger space and facilities. The staff is presently working on making it possible for customers to order books and services online via the Internet.

## **Business Administration**

Business Administration is comprised of three full-time staff and 28 part-time students. The department is responsible for division-wide budget management, financial monitoring of the bookstore and vendor contract services, and assisting student organizations with their University accounts. It also oversees all facilities and equipment within the Division, including the Busch Memorial Center (BMC). Managing BMC includes serving the SLU and external communities by providing meeting facilities, audiovisual equipment, a full-service bank, postal service, student group offices, lounge and recreational areas, and food services. Events held in BMC vary from small meetings and wedding receptions to major conferences and political rallies.

The transformation of the University over the last decade from a commuter to a residential campus has affected the needs and uses of BMC as a student center. A 1997 questionnaire assessed utilization of BMC, and, in 1999, the Student Government Association received responses from 1,161 students to their "Project SLUnion" survey on what services they desired from a student center.

In February 2000, the University set up a committee of students, faculty, and staff to study all non-academic student facilities. The committee used focus groups, survey data, departmental hearings, architects' renderings, visits to other universities, and facility audits to assess current facilities and make recommendations. The committee's November 2000 report found it feasible to renovate and expand the present BMC facility. Other recommendations included: creating a lounge on every residence hall floor, increasing the weight room and community space in Simon Recreation Center, creating an additional field for intramural sports, providing recreational and fitness space at the Health Sciences Center, increasing the size of the Griesedieck dining hall, and providing space for student-run businesses on campus.

On the basis of the foregoing assessment, Business Administration is renovating all residence hall lounges, and working to involve students in planning a state-of-the-art student center that will provide students computer access and a study area, as well as meeting, dining, and recreational facilities. An evaluation form has been developed to determine client satisfaction with BMC services so the staff can improve them as well.

## **Career Services**

The mission of Career Services is to help students and graduates to discern and develop their career goals by discovering and exploring their abilities, skills, values, and interests. To assist them in achieving those goals, the department teaches resume writing, career and employment research, interviewing, and networking. It also recruits employers to on-campus job fairs that afford students interviewing and networking opportunities. The goal of these efforts is for students to choose the undergraduate majors and the graduate school and/or internship programs that lead to successful and fulfilling careers.

Career Services assesses its services by means of regular review of individual appointment notes, examination of pre- and post-scores on the "My Vocational Situation" career diagnostic inventory, analysis of evaluations of the Career Decision-Making class, critique from the Student Advisory Committee, and analysis of evaluations given after presentations. Employment services are monitored through regular student and employer surveys after job fairs, employer surveys after on-campus recruiting, and analysis of student employment and educational outcomes captured by the post-graduation Graduate Placement Survey.

The department is working to expand the use, where appropriate, of the "My Vocational Situation" diagnostic tool. Also in development is a pre-/post-Likert scale to measure the impact of individual appointments, and an evaluation form for the staff's major presentations. Plans are being made to recruit focus groups every semester to discuss students' perceptions of the office's impact on their lives.

### **Strengths**

- The department's strengths include its leadership, experienced in both higher education and the corporate world, and its recent reorganization into three major functions — career development, employment support, and information administration. Another strength is the emphasis on providing career services beginning in students' freshmen years, with the goal of establishing contact with 75% or more of first-year students. The department also works at providing assistance to students who seek internships and other kinds of experiential learning opportunities, especially students who need assistance in addition to that provided by their schools and/or majors.

### **Challenges**

- The major challenge facing the office is to meet the growing demand of its services at its current staffing level. This will necessitate offering services more efficiently by such means as surveying students as to employer targets, and then conducting targeted marketing to attract student-specified employers to campus, and also developing a triage process for delivering career counseling services. Other challenges

include: generating a larger, more diverse pool of employers interested in SLU students; facilitating employer-student interactions through technology; providing parents with information on students' career development; and finding a space where the staff can provide career counseling, a career library/lab, and employment support services in a professional environment.

## **Dining Services**

The mission of University Dining Services is to provide the SLU community healthful and pleasurable dining experiences. Contracted to Sodexo Marriott, these services range from home-cooked meals to elegant dining, delivered through 17 management personnel and 200 full- and part-time staff.

Dining options evolve with the changing needs of the SLU community. Residents may choose from four weekly meal plans, offered at three locations. Commuter students have two plans from which to choose. There are also eight retail locations, including a café, a food court, and the elegant Bannister House. Residential and commuter students can use flex-dollars at most of the retail locations. Dining Services employs an executive chef and several sous-chefs to cater special events. The department also oversees the campus convenience store and summer services to camps and conferences.

Dining Services assesses its performance with comment cards located in the units, an email address exclusively for customer feedback, and a contracted mystery shopper service, which visits twice a year and measures current service. The department also conducts an annual customer satisfaction survey, and rates SLU dining services against other campuses served nationally by Sodexo Marriott.

### **Strengths**

- The department's strengths include the quality and variety of its services and its program of constant assessment of customer satisfaction.

### **Challenges**

- Assessment has revealed the need to renovate some current facilities and redesign the meal plans to offer even greater flexibility. A block meal plan is being proposed for the 2001-2002 academic year.

## **Health and Counseling Services**

Student Health and Counseling Services provides medical and psychological care to students Monday through Friday from 8 a.m. to 5 p.m. The Health and Counseling staff also provide 24-hour, on-call emergency coverage for medical and psychological emergencies, 365 days a year.

Student Health Services include: physician office visits, laboratory testing, EKG interpretation, radiology procedures, immunizations, and allergy injections as needed. Additional educational programs that are free to students when requested include: cardio-pulmonary resuscitation classes, standard first aid classes, blood pressure monitoring, cholesterol screenings, and weight management programs. The center is fully staffed 40 hours a week with physicians who are Board certified in Internal Medicine, Endocrinology, and Gynecology. Clinical staff is composed of two registered nurses and a full complement of support staff.

The counseling service is fully accredited by the International Association of Counseling Services. Counselors are licensed mental health providers, and assist students by providing individual, couples, and family counseling. Counselors also coordinate group counseling and theme-oriented workshops (e.g., Alcoholics Anonymous, Al-Anon, and Eating Disorders Support Group), assess student needs through psychological testing (e.g., substance abuse assessment), and provide outreach programming and consultation services (e.g., Housing and Residence Life training, Sexual Assault Peer Education, and mental health screenings).

The number of students making use of Student Health and Counseling Services is growing; 2000-2001 visits were up 14% from the previous year. Surveys indicate that 96% of all students polled in 2000-2001 were satisfied or very satisfied. Over 90% of students reported that services received were helpful and useful. Ninety-eight percent reported that they were treated in a professional manner, and 96% reported finding a successful solution to their problems. Fewer than 10% required referral to an off-campus agency. Unsolicited feedback from parents consistently praises the professionalism and accessibility of the staff. Comments from alumni highlight the helpfulness of such services for their own career identity formation.

## **Judicial Affairs**

Judicial Affairs' mission is to create and maintain disciplinary processes that educate and assist students in developing a sense of personal and social responsibility. The office accomplishes its goals by: fostering community values, and interpreting and adjudicating a code of conduct that reflects SLU's moral standards. These include affirming the dignity of all persons, striving for justice and respect, and acknowledging deep-rooted historical biases in our culture that need to be addressed. Created in 1999, the office is staffed by one full-time professional and a part-time student. Student discipline before that time was the responsibility of Residence Life and the former office of Associate Vice President for Student Development. Currently 90% of all cases come from Residence Life, most of them alcohol-related. Cases are adjudicated within the conceptual framework of William Glasser's Reality Therapy with its focus not on changing attitudes, but altering behavior patterns.

Students who violate the non-academic student code of conduct are referred to Judicial Affairs. The student's case may be handled by a hearing officer or a hearing board, depending on the situation. The Residence Life Judicial Board is made up of students who live in on-campus housing. The Board handles discipline cases, policy violations, and damage appeals that occur in the residence halls and University Apartments. The University Committee on Student Conduct, made up of students, faculty, and staff, has the authority to hear any case of student misconduct. In all types of non-academic student misconduct, a student has the right to one appeal regarding the sanctions that are imposed. Academic misbehavior is handled by the individual school or college.

The office is currently working on developing assessment procedures. Present plans call for hiring two graduate assistants to monitor and follow-up with students who have gone through the discipline process. Their primary responsibility will be to provide feedback on whether or not a student's behavior has changed. The office is also working toward centralizing the discipline process by: creating a single training manual for all hearing officers and judicial boards, simplifying the Non-Academic Code of Student Conduct with a single hearing process, and training academic deans and directors to adjudicate non-academic student disciplinary cases consistently.

### **Strengths**

- The greatest strength of this office is the ability to consistently apply the student code of conduct in enforcing University standards of behavior.
- In dealing with student cases, the judicial officers communicate and interact effectively with other University departments and service units, namely: Public Safety, Housing and Residence Life, the Office of General Counsel, Student Health and Counseling, and Campus Ministry. Members of the University community also assist the Office of Judicial Affairs by serving as hearing officers to adjudicate non-academic student discipline cases. The new web-based database provides an efficient means of tracking student discipline cases and individual learning outcomes.

### **Challenges**

- A challenge is to reduce the length of time students are involved in the judicial process.
- Follow-up with students to track the effects of the judicial process on student behavior and attitudes is needed.
- It has been a constant challenge to maintain the high level of professional staffing required by this important area of student development.

## **Campus Recreation**

The mission of Campus Recreation is to provide recreational opportunities and programs to the University community, the alumni, and their dependents, thereby fostering their physical, emotional, and social well being. It is housed in the 81,500 square-foot Simon Recreation Center, with its 34,500 square-foot multipurpose gymnasium, accommodating basketball, volleyball, tennis, and indoor soccer. There are racquetball courts, three aerobic/multipurpose rooms, an elevated jogging track, sauna, weight room/fitness center, and swimming pools. The facility currently receives over 380,000 visits a year ranging from informal drop-ins to formal intramural, group fitness, and instructional programs.

Aquatic facilities include four outdoor pools, one indoor pool with a diving well, and a whirlpool. The outdoor pools are used extensively during the summer months for camps and special events. Recently featured in the September 2000 issue of "Recreational Sports and Fitness," the aquatic programs focus on training and education.

Programming in recent years has focused on fitness and wellness with the introduction of a modern fitness center and wellness lab. The fitness center, which features machine- and free-weights, treadmills, stair climbers, elliptical trainers, stationary bicycles, and a cardio theater, enjoys full capacity usage during peak hours. Programs also include over 30 team and individual intramural sports. Sports clubs have grown from six to 19 over the past four years. Several outdoor recreational fields were added the summer of 2000, and were used at capacity during fall 2000.

The department offers 10-week Summer REC Camps to children ages six to 14. The quality of the summer camps is exemplified by the fact that they are usually filled by March, which attests to their popularity and quality. In response to the 1992 NCA report and a 1995 assessment study, the department created an outdoor tennis facility, and expanded wellness programs to include wellness lab services, wellness brown bag lectures, cooking demonstrations, weight management massage therapy, and a WellSLU Newsletter. It also improved the Simon Recreation Center by creating another multipurpose room and adding equipment to the fitness center. An improved I.D. scanner and CSI software allows improved data collection of membership information and facility usage.

### **Strengths**

- The department's greatest strength lies in the high volume of use the SLU community gives its facilities.

### **Challenges**

- Its greatest challenge will be to keep pace with the expanding student body. Heavy volume has required expansion and improvement of the

aerobic exercise and weight-lifting area at Simon Recreation Center. To help relieve congestion at peak periods during the day, a second fitness center opened in 2001 on the south side of campus at the Salus Center. The department is also looking to other improvements, including outdoor recreation facilities (intramural sports fields and outdoor aquatic facilities), a smart classroom for wellness education, and facilities upgrades (locker rooms, ventilation, student atrium area). The department is challenged to formulate an assessment study that will substantiate participant needs and areas for future expansion and development.

## **Housing and Residence Life**

The department of Housing and Residence Life is dedicated to serving the more than 3,500 students who reside in 11 University facilities, including residence halls, apartments, and theme houses. Its threefold mission is to develop community, ensure security and immediate response to emergencies, and manage the residential facilities. The department achieves its mission with a staff of approximately 20 management and administrative professionals, 30 building service workers, and 300 student resident assistants.

Since the 1992 NCA report, the department has hired full-time, live-in staff to oversee the on-campus facilities. Graduate and upper-class resident assistants oversee smaller buildings, similar in size to residence hall floors. Efforts aimed at community development include: hall government advising, individual meetings, social programming, informal behavioral discussions, roommate conflict mediation, and student orientation. The department also achieves its goals by partnering with other offices like the Counseling Center, Student Life, and Academic Services.

The urban setting of the campus mandates that safety and security be a central focus of the department's efforts. Efforts toward this goal include security desks that operate 24 hours a day in every residence hall and one apartment complex. Students must show an identification card to access the buildings. All security desks have panic buttons and escort phones which ring directly to the Department of Public Safety. Student Resident Assistants perform nightly safety rounds in these buildings. One exception is the Village apartment complex, which is patrolled via a partnership between the Housing and Residence Life Department and the Department of Public Safety. Live-in professional and graduate staff members are available 24 hours a day to respond to any serious issues that may occur. The third goal of the department is to offer clean and well-kept residential facilities. The 1992 NCA report cited the need for renovation of the residential facilities. Since 1999, the University has expended over \$90 million in renovating virtually every residential facility. Major projects included: air conditioning two facilities, expending nearly \$2 million for room and lounge furniture, installing new walls and flooring in several buildings, renovating the community space in each building, and wiring every room for the Internet. An in-house custodial staff works seven days

a week to keep the facilities clean and sanitary. A web-based maintenance system enables students and staff to submit maintenance requests to Facilities Services from their rooms or offices.

The department monitors its performance with regular surveys regarding students' and parents' satisfaction. Forms are available at the main office front counter, and survey results are tabulated weekly. A 1995-1998 Quality of Life survey led to increases of non-smoking floors and the introduction of wellness theme floors. In 2001-2002, the department will participate in a Quality Benchmark survey designed by the Association of College and University Housing Officials. Additional data is obtained through meetings with student representatives and the parents of current students.

Assessment data prompted a reorganization that split the operational and developmental aspects of the department. A challenge to the department is to improve administrative processes by using technology. Examples already being investigated are: an on-line payroll system, an ID card swipe system for the security desks, bar coding all of the residential furniture, and creating a web-based damage billing system. All of these improvements will allow for more concise and accurate accounting.

## **Strengths**

- The department's strength is demonstrated by its ability to meet the housing requirements of a residential student body that has nearly doubled since 1994, from approximately 1,800 to nearly 3,500 students. With funds from the SLU2000 project, the University has renovated or refreshed 90% of the housing facilities. This includes infrastructure and cosmetic improvements totaling approximately \$24 million. The housing program produces resources to support not only itself but other institutional programs, such as the Living and Learning programs, which complement the academic curriculum.

## **Challenges**

- Like its counterparts in other universities, the department needs to find newer and better ways to confront the challenge of student alcohol abuse, which can lead to incidents of vandalism, sexual assault, and other forms of misconduct. Other challenges include providing services more conveniently by automating all paper processes, and learning to adjust to a new organizational structure that bifurcates Residence life from Housing.

## **Student Life**

The mission of Student Life is to encourage students to participate in campus life in a way that makes their University stay a learning experience, outside as well as inside the classroom. With six full-time staff members, the office serves the needs of over 150 student organizations.



The diverse co-curricular activities of these organizations foster interpersonal relationships among students and between students and faculty. They also promote teamwork, leadership development, and values formation, all integral to the University mission.

Student Life's primary service is advising student organizations. This includes: training student officers; providing guidance in formulating organizational goals and strategic plans; monitoring fiscal processes and organizational budgets; ensuring adherence to University and organizational policies and procedures; and offering counsel regarding organizational management, event planning, and implementation. According to 1999-2000 office records, the staff attended over 800 meetings and logged almost 1,500 hours consulting with or advising student organizations.

Among the organizations the office advises are the Student Government Association, the Student Activities Board, the Black Student Alliance, the International Student Federation, the Commuter Student Association, and all student media organizations. Involvement in these organizations helps students gain experience in developing skills, such as group dynamics and achievement of group goals, by discerning members' different talents. Students learn conflict management, accountability, and the challenges associated with achieving established standards. They practice the administrative skills necessary for project planning and execution. They learn to interact with their peers, faculty, staff, and professionals from the larger community.

Student Life plays a key role in helping new students become acclimated to the University experience. Staff members work with the Academic Services Center to coordinate SLU 101, the summer orientation and academic registration program attended by 90% of incoming first-year students. Participants at SLU 101 in summer 2000 indicated a high satisfaction with the program; many parents noted that they had not experienced this level of assistance at other institutions. Working with Oriflamme, a group dedicated to helping orient new students, staff members coordinate Welcome Week at the beginning of each fall semester. The fall 2000 first-year class indicated in focus groups that they valued highly Oriflamme's participation in their first-week activities. Such initiatives make it possible for new students and their parents to meet with faculty; investigate academic options; arrange for on-campus living, financial aid, or campus employment; and explore the University's many co-curricular opportunities.

Student Life staff are also responsible for such co-curricular events as major concerts, outdoor festivals, University-wide dances, Fall Family Weekend, and COLORS Week (a student organization fair and a leadership conference for fraternity and sorority members). Some of these activities are for entertainment, while others have clear educational and developmental purposes. In AY 2001, the office and organizations it advises sponsored over 144 events or programs — from movies and

lectures to multicultural fairs and leadership conferences. With a total attendance of around 41,497, these programs enrich the entire SLU community.

## **Strengths**

- Student Life has been enhanced the last 10 years by major investments in staffing and budget. The office staff has grown from three to five, and its budget from just over \$50,000 in 1992 to over \$200,000. In 1992, the Student Activity Board had just been chartered as a student organization. Activities consisted of movies, a comedian series, and two outdoor festivals. There was very little in the way of musical programming. Today, thanks to partnerships with the Funny Bone Comedy Club, YouthStream Media Group, College Television Network, and the Young America Foundation, the office brings major comedians, cutting edge political speakers, and premiere movies to campus at a considerably reduced cost. The St. Louis Symphony provides students with discounted and, occasionally, free tickets.
- Another key strength of the office is its orientation programs, including the highly successful summer SLU 101 program, offered in conjunction with Academic Services and Welcome Week, which focuses on integrating new students socially into the life of the campus. Other major improvements since 1992 are in the area of student organization development. The Student Government Association has grown from a seven member Council to a 42-member, representative-based Senate. The radio station, which formerly transmitted on a weak telephone-line, carrier-current can now be heard through the cable television lines. The Greek System adopted a dry rush, added four new chapters, and has established an on-campus residence hall. While membership in the fraternity system has also increased marginally, membership in the sorority system has more than doubled.

## **Challenges**

- Student Life has set its sights on four goals for the next decade. These are: improving facilities for programs, increasing funding for student organizations and activities, creating improved procedures and policies for student organizations and events, and developing more effective relationships between the office and student organization advisors. These goals are already being partially met with the increase of the student activity fee from \$19 to \$30 per semester. Students and office staff are participating in the planning for the renovation and expansion of Busch Memorial Center which will meet the needs of student organizations for improved facilities.

## **UNIVERSITY MEDICAL GROUP (SLUCare)**

### **Vision**

To provide the most caring, high-quality, and cost effective healthcare services while exemplifying our Catholic, Jesuit tradition and our belief that "The Difference in Health Care is People."

### **Mission**

*SLUCare* is a leading patient-centered, physician-guided provider of healthcare services in the St. Louis region, guided by Judeo-Christian values and dedicated to excellent service in the Catholic, Jesuit tradition.

Its central purpose is to support Saint Louis University's mission by providing a setting to support health professions education and biomedical research.

### **UMG Objectives**

UMG's objectives are:

- to provide an optimal environment for the education of medical students and medical graduates in the practice of medicine;
- to conduct the practice of medicine by the faculty of Saint Louis University School of Medicine in an effective, efficient and ethical manner responsive to the needs of patients and cognizant of the need for cost containment;
- to assure the School of Medicine's clinical faculty members participation in governing and managing their medical practices;
- to provide from the clinical practice appropriate financial support to the Dean for the educational and research missions of the School of Medicine;
- to assure the appropriate and equitable assignment of financial compensation (including incentives) to members of the clinical faculty engaged in the practice of medicine from funds generated by the medical practice; and
- to enhance the ability of the School of Medicine to recruit and retain physicians of the highest caliber.

### **Structure and Operations**

The University Medical Group (UMG) is the organizational unit for the clinical practice of Saint Louis University School of Medicine. The UMG conducts business as *SLUCare*. As an organizational unit of SLU,

the UMG reports to the University through a Governing Board, chaired by the Dean of the School of Medicine. The Governing Board reports directly to the President of the University, as does the Executive Director of UMG. The Executive Committee has established 10 standing committees that report to it. They are: finance, planning, operations, information technology, utilization review/quality assurance, medical malpractice-risk/claims management, compliance, managed care, physician compensation, and marketing.

The UMG was formed in 1994. Its scope altered in 1996 when it was combined into a single provider organization with Saint Louis University Hospital. When the hospital was sold to Tenet in 1998, the UMG and the hospital became separate entities once again. Approximately \$261 million of the proceeds from the sale of the hospital were used to establish the Health Sciences Endowment. The income from that Endowment is dedicated solely to education and research support for the health sciences schools of the University, primarily the School of Medicine. In FY 2002, approximately \$18 million is budgeted from that Endowment.

All members of the UMG are required to be School of Medicine faculty members with current faculty appointments. All School of Medicine faculty are not members of the UMG, however, as the UMG encompasses only those faculty with active clinical practice as a part of their workloads. Faculty members who are also members of the UMG carry clinical practice, teaching, and research responsibilities. The allocation of effort to each of those responsibilities is the result of annual review and consultation with the appropriate department chair, and approval by the Dean of the School of Medicine. Faculty members who are UMG members are particularly active in graduate medical education, teaching, and supervising in the School's medical residency programs.

The UMG budget is a part of the University's overall budget, but is a separate entity from the budget of the School of Medicine, as well as from the University's other educational and auxiliary activities. The UMG recommends the annual budget for approval by the President and the Board of Trustees. The Clinical Affairs Committee, as well as the Finance Committee of the Board, provides active oversight of the budget process.

UMG faculty compensation is governed by a plan that has been approved by the UMG, the President, and the Board of Trustees. Under that plan, physicians' salaries are divided into three components: base salary, performance supplement, and incentive compensation. This "ABC"

### **UMG Governing Board**

The Governing Board consists of 12 voting members as follows:

- Dean of the School of Medicine, *ex officio*, Chairperson (votes only in case of ties);
- Chairpersons of the departments of Internal Medicine, Pediatrics, and Surgery, *ex officio*;
- Five UMG members elected by vote of the UMG membership;
- Three public members appointed by the President;
- Vice President, Business and Finance of the University, *ex officio*;
- President of the University, or the President's designee (*ex officio* without vote); and
- Executive Director of the UMG (*ex officio* without vote).

formula is common among academic faculty practice plans. Other than the compensation package, the UMG is subject to the same University-wide policies as any other unit.

### **Strengths**

- The UMG structure has allowed the faculty practice plan of Saint Louis University to respond very effectively to the intense change and challenges confronted by all faculty practice plans. The structure has been flexible, and has served to produce a degree of cooperation among departments that is uncommon in academic medicine.
- The UMG has achieved financial stability in an era when many faculty practice plans find that elusive.
- Faculty of the UMG continues to be committed to teaching and research, and search for ways to accomplish their tripartite mission.
- Key leadership positions in the UMG are held by effective leader/managers coming to the University with outstanding credentials. New chairs in key departments exercise leadership appropriate for the current academic medical centers context. The leadership of the Dean of the School of Medicine has recently been noted by the LCME as a particular strength of the School. The Executive Director is experienced in the management of academic faculty practice plans, and has improved several foundational business processes.
- The Board of Trustees takes a close interest in the UMG, and individual trustees have provided, and continue to provide, expertise where needed.

The UMG is a high-quality academic practice, with at least 12 of its specialties recognized as among the best in the nation.

### **Challenges**

- Competition in the region from both private practice physician groups and another faculty practice plan is intense.
- The allocation of effort and resources among clinical practice activities, teaching and research challenges individual faculty members in the allocation of their own efforts as well as the UMG and School of Medicine to assure that costs and revenues are accurately allocated, and to assure that the central educational and research missions of the School are developed.
- Although financially stable, UMG has limited resources for further development at this time.
- UMG operates in relationship with Tenet, owner of Saint Louis University Hospital, and that relationship requires cultivation and attention.

## **ASSESSMENT OF STUDENT LEARNING**

In the last decade, Saint Louis University has made great strides to create a culture of assessment. The members of the University community have taken many significant steps toward developing effective processes of assessment in order to create an optimal learning environment for students. In its current state, assessment permeates all levels of the University in the form of data collection and feedback resulting in program modification.

A total of 23 University-wide student outcomes, reflective of the mission of Saint Louis University, have been adopted by the deans of the schools and colleges. In turn, each of these schools and colleges has implemented its own plan of assessment, based on the University outcomes and other outcomes specific to its programs. The deans provide detailed information about their assessment programs through submission of annual reports to the Provost.

### **Significant Assessment Activities, 1991 - 2000**

The University began developing a formal learning outcomes assessment program in 1991. An oversight committee formed at that time, the Advisory Committee for Student Outcomes Assessment, formulated preliminary recommendations for developing an Outcomes Assessment Plan. The Committee recommended that the faculty, together with academic administration, articulate the goals of all academic departments and analyze each unit's progress toward meeting these goals with the desired result being the modification and improvement of academic programs.

At a 1992 President's Leadership Conference, faculty, students, and administrators identified four areas of focus for assessment:

- research and technology;
- community service;
- the University as employer; and
- desired characteristics of graduates.

All four areas were either stated or implied in the University's philosophy and mission statements and other documents. The first three were incorporated into strategic planning activities, and the fourth became the foundation of the development of the student outcomes assessment plan. At this conference, a list of characteristics desired of Saint Louis University graduates was generated.

Refining an institutional approach to assessment, under the direction of the Provost, the deans and faculty representatives identified outcomes assessment activities in the schools and colleges. They reviewed the desired outcomes and determined the best way of implementing a formal university outcomes assessment program. In several schools, the expecta-

tions of national professional organizations were already in place. These schools generally used professional license board examinations, nationally normed tests, placements in graduate or professional schools, grade distributions, alumni and employer surveys, and other assessment vehicles appropriate to their disciplines. These measures served as a foundation for an assessment program but required broadening with respect to the University's distinctive Catholic, Jesuit mission.

Progress in the development of appropriate processes of assessment continued and was reinforced by the strategic plan implemented by Saint Louis University in 1996. In this plan, many of the University goals and their essential objectives related to the improvement of student learning; hence, core strategies were suggested for the implementation and evaluation of the goals.

During the fall 1997 semester, the deans, Provost, and several members of the Provost's staff reconvened to review the college/school goals of student outcomes assessment and the measures used to assess student learning. It was at this time, as well, that a full-time position was created in the Provost's office to direct the assessment processes.

The deans recommended 15 summary measures that were condensed into the following five general areas, which emphasized that Saint Louis University strives to develop students who:

- acquire a humanistic breadth of interests and an understanding of the inter-relatedness of the academic disciplines while intensively studying a major area that results both in a satisfying career and an appreciation of lifelong learning;
- demonstrate effective skills of inquiry, oral and written expression, and technical competency;
- are effective leaders committed to service, adept at solving problems logically, critically, and ethically, and active in improving the social order;
- are persons oriented to change, open to diversity in all its forms, and willing to respect the dignity of others; and
- value a style of life in which spiritual, oral, and ethical values pervade all intellectual and personal endeavors.

Measures of student outcomes assessment currently being used in each college/school and accreditation or other reports that discussed outcomes data measures were collected for review of content and use in the management of the academic programs.

The deans worked to refine the assessment processes, and, in 1998,

adopted a list of 23 University-wide outcomes that represent the knowledge, skills, and values that SLU graduates are expected to have developed. These outcomes were sorted into five major categories: intellectual abilities, personal development, spiritual abilities, professional development, and social action. Faculty in each major were asked to address at least two or three goals based, in part, on their previous experience with assessment. Faculty were given the option of selecting and evaluating additional goals as necessary to reflect outcomes assessment in the various programs. In addition, a university-wide committee structure was developed to provide oversight of the assessment processes.

### **Current Outcomes Assessment, 2001 - 2002**

The five categories of SLU student outcomes that were adopted in 1998 can be further collapsed into two areas: cognitive and affective. The cognitive outcomes comprise intellectual abilities and professional development; the affective outcomes consist of those related to personal development, spiritual abilities, and social action.

From the early stages of developing the assessment program at SLU, it was a general consensus that faculty are best situated to assess the desired cognitive outcomes of their respective programs. Each school was assigned primary responsibility for developing, implementing, and evaluating assessment plans, using qualitative and quantitative assessment measures, which were then reviewed and critiqued by the Provost's Office. This approach recognizes the distinctive characteristics of each school and the responsibilities of the faculty for academic evaluation. It also allows for both University-wide and school-specific outcomes expectations and goals to be established and tested.

Each school and college has developed and implemented its own assessment plan, which reflects the outcomes of both the school/college and those of individual majors. To facilitate the assessment process, the colleges and schools have each formed committees on learning outcomes assessment either by establishing a new committee, or by charging an appropriate existing committee with the task. These committees develop the assessment plan for their respective schools or, if the school consists of several diverse disciplines, they coordinate the plan's development and act as a resource to the respective academic departments.

At the end of each fiscal year, the deans of the colleges and schools submit extensive annual reports describing the status of their assessment programs to the Office of the Provost. These reports typically consist of a summary of assessment activities undertaken during the previous year, along with a description of the purpose of the activity, measures, and methods of data collection, time frames, and use of the results. Some schools and colleges also include additional information regarding performance criteria and details about specific changes and modifications in



curriculum based on their findings. In response to these reports, the Assistant Provost, on behalf of the Provost, reviews these reports and returns to each dean a letter which summarizes the strengths of the assessment program of the school/college and suggestions to consider.

Whereas the assessment of cognitive outcomes is specific to individual schools or programs, assessment of the affective outcomes encompasses a broader scope. A limited number of programs do assess some of the affective outcomes; however, students tend to develop these attitudes and beliefs from a number of sources during their educational experience. In fall 2001, a University Assessment Committee (UAC) composed of individuals from various groups within the University community was formed to focus on assessment of the affective outcomes in the areas of personal development, spiritual abilities, and social action. This committee's mission is to improve the learning and living environment of students at SLU. The charge for the UAC is to design a University-wide assessment plan, monitor the implementation of the plan on affective outcomes, review the results, and make recommendations about areas for attention to the Provost, the Council of Academic Deans and Directors, the Academic Resource Council, and Student Development, as appropriate. The UAC will coordinate assessment activities with those of schools and colleges. Methodology and instruments will take into account the diverse student body at SLU, especially in terms of age and class level.

Student assessment activities are coordinated and supported by the Office of Institutional Study which is supervised by the Assistant Provost who also leads the UAC. In 1998, two separate offices performed activities related to institutional research—the Office of Institutional Planning and Research and the Office of Student Life Studies. The two offices were merged in 1998 to become the Office of Enrollment and Academic Research and charged with the responsibility of providing timely information about students and supporting student outcomes assessment activities. In 2001, that office evolved into the Office of Institutional Study (OIS). The functions of OIS include:

- supporting student outcomes assessment activities;
- conducting qualitative and quantitative research on and assessment of University initiatives;
- conducting institutional research on student enrollment patterns, retention, outcomes, and satisfaction;
- conducting environmental scanning; and
- coordinating strategic planning.

Saint Louis University is well along the path of creating a culture of assessment. The processes outlined above indicate attention to assessment at all levels of the University. The University exercises oversight of learning outcomes assessment at its highest level in the Office of the Provost. In support of assessment, the Provost promotes faculty development, sending delegations to conferences on assessment (most recently to

the AAHE Assessment Conference in Denver, Colorado, in June 2001), bringing nationally-known experts to campus (most recently in April, 2000, for a campus-wide conference), and assessment workshops on campus conducted both by individual schools and colleges and the Center for Teaching Excellence.

## **General Education and Outcomes Assessment**

The College of Arts and Sciences provides most of the general education courses in the undergraduate programs of the schools. At the time of the last NCA visitation, the College was in the process of assessing its 1992 core curriculum. That assessment effort yielded some improvements but no significant modifications in what is the current (1993) core curriculum. The major innovation of that effort was the introduction of a “cultural diversity” requirement.

The Faculty Council of the College was subsequently charged with the task of assessing and drawing up a new statement of the specific learning outcomes that were expected in the teaching of the core curriculum. It completed that task in 1997 with a list of learning outcomes that were then submitted to the entire faculty for review and acceptance. These learning outcomes form the basis for the individual departments of the College to review and assess their programs, including whatever general education courses they teach, and to make whatever changes are deemed necessary for their improvement. Department chairs were charged with establishing vehicles for collecting the data necessary for assessing their programs and core courses. They submit annual reports on departmental assessment activities to the dean.

At the University level, the most ambitious effort to assess the core curriculum has been to examine, evaluate and improve the students’ first-year experience, including their experience of general education courses. In 1995 a representative “First Year Task Force” was created to serve as an advisory unit to the Board of Undergraduate Studies. Its charge was to gather data and make recommendations regarding the first-year experience in the various academic units at SLU. Included in their purview was the question of a University-wide core curriculum. In AY 1997, the task force conducted a series of open forums and interviewed faculty, students, administrators. The task force was particularly concerned with how the core curriculum, within the context of the students’ first year experience, meets the goals of the University’s mission.

The 1997 “Report of the First-Year Task Force “ concluded that a University-wide core curriculum was both feasible and desirable. It noted that the core curricula of the various schools and colleges were academically sound, traditional, and reflective of the University’s mission. It noted a growth in the number of team-taught courses as fostering inter-disciplinary integration.

The Report also noted, however, that individual core courses within the various academic units did not always cohere with each other, that they sometimes tended to be more discipline-specific than would be the case with a University-wide core. It expressed concern over the high enrollment in some core courses and the fact that many of the courses were taught by non-tenure-track faculty. The Report also noted a lack of consistency among sections within some core courses with respect to the subject material, texts used, and student requirements.

The Report made 24 recommendations, including the creation of a University core curriculum, a University Core Curriculum Committee, and a University Core Curriculum Faculty. Other recommendations included student life (e.g. an expanded, re-designed student center) and other academic issues (e.g. the creation of smaller first-year classes). In response to the report, the University established an ad hoc Committee on Governance of Curriculum charged with the task of implementing the Report's recommendations.

The University has already taken major steps to implement the recommendations of the First-Year Task Force. Some recommendations, like the re-design and expansion of the student center and improvement of academic advising procedures, did not require broad faculty consensus and are already under way. Because curricular issues are the proper responsibility of the faculty, the University followed shared governance procedures. The Provost requested that the academic affairs committee of the Faculty Senate review and respond to the task force recommendations.

Well aware of the contending views on the idea of a University-wide core, the Senate academic affairs committee decided it would be useful to learn where the majority of the faculty fell on the issue. In fall 2000, the committee designed a web-based survey of all SLU faculty on the subject. The survey found that over two-thirds of the respondents favored some kind of University core, with the most popular variant being a University core with supplemental school cores. The Provost endorsed the Senate's suggestion to survey the undergraduate students on the question, a charge which the Senate committee is taking up in conjunction with the Student Government Association.

In response to the recommendation by the First-Year Task Force for smaller classes in the first year, the University included among its SLU2000 academic initiatives the introduction of SLU2000 inquiry courses, most of which satisfy core requirements. Departments apply for new faculty positions based on their design of small, academically intensive, interactive courses taught by full-time faculty. Among numerous positive results, the inquiry courses have inspired pedagogical innovations in other departmental offerings.

The SLU2000 inquiry classes initiative includes a number of objectives and methods of assessment. Those objectives include: improve student-faculty ratios, reduce class size, enhance pedagogy, increase faculty/

student interaction, increase student collaboration, and improve student recruitment and retention. In addition, the program also provides faculty development opportunities in the area of learning outcomes assessment, provides opportunities for faculty to share experiences and learn from others about the new pedagogies and co-curricular aspects of the inquiry courses through the development of a learning community, and disseminates information on best practices.

In spring 2000, the University received a two-year, \$150,000 grant from the Hewlett Foundation to develop and implement a model assessment process for the inquiry courses and to tie that process to faculty development. The following techniques are utilized to assess the extent to which the objectives of the inquiry course initiatives are being utilized:

- Monitor class enrollments to ensure maximum class sizes are not exceeded;
- Conduct focus groups with students enrolled in the courses to assess their expectations, satisfaction, involvement in learning, and the impact of the courses on their learning;
- Conduct focus groups with a sample of students who have taken SLU2000 courses the previous year to assess changes in the students' expectations for their learning experiences and the impact of the courses on their learning;
- Hold monthly meetings with faculty to determine their development needs and to share pedagogical innovations, learning objectives, and assessment techniques;
- Interview faculty to discuss their motivations for teaching in the SLU2000 inquiry course program and expected outcomes for themselves and their students of participating in the program, to gather information on their pedagogy for the SLU2000 courses, and to gauge the use of assessment techniques;
- Track, evaluate, and report dissemination activities;
- Monitor participation in and evaluate workshops on outcomes assessment and the spring conference; and
- Establish and maintain criteria for SLU2000 proposals. Criteria include plans for enhancing student/faculty interaction, enhancing pedagogy, teaching through inquiry and other interactive methods of pedagogy appropriate to the discipline, and assessing student outcomes.

The assessment results are disseminated and used to improve the program through the following means:

- Assessment results are shared and possible improvements are explored in the interviews, monthly meetings, at annual conferences, and with the Center for Teaching Excellence Advisory Board.
- Annual reports of assessment results are prepared and disseminated to SLU2000 course faculty and appropriate administrators, along with follow-up discussions about the findings and possible improvements.

### **Strengths**

- Evaluating student academic achievement across the University, SLU is well on its way to achieving a “culture of assessment.” It has reached this point by working at a deliberate but methodical pace to articulate its desired learning outcomes and develop programs for measuring their achievement. And it has done so by involving faculty at every step in the process of assessment design and implementation. By proceeding in this manner, the University has successfully avoided creating widespread negative reaction or resistance on the part of faculty members ordinarily averse to change.
- Assessment of student academic achievement has institution-wide support. Its supervision by the office of the Provost gives it a high profile demonstrative of its importance to the University. Every dean of every college and school reports annually to the Provost’s office on the assessment activities in their respective units. Departmental chairs and directors of academic programs report annually on their assessment activities to their deans. The University has made substantial financial investment in faculty development on the issue so as to ensure faculty ownership of assessment programs in their disciplines. It has created an Office of Institutional Study, which supports learning outcomes assessment activities.
- The assessment programs within the small-sized SLU2000 inquiry courses have already had a positive effect on pedagogy and curriculum.

### **Challenges**

- Learning outcomes assessment programs are more developed in some schools of the University than others. Some departments in the College of Arts and Sciences have accumulated data on student learning from over the last several years but are just now at the stage of taking stock of the evidence and identifying areas that need correction. The Dean of the College has challenged those departments to “close the loop” of outcomes assessment by making modifications for improving their programs.
- Having proceeded through a lengthy process of assessing the First-Year Experience, the University is challenged to complete the task of addressing the assessment of the core curriculum. After wide consultation and faculty participation in shared governance procedures, the University has successfully shepherded the creation of a University Core Curriculum

Committee. That Committee is now challenged to advance consideration of the question of a common core.

- Because it provides most of the general education courses that constitute the core curriculum, the College of Arts and Sciences is particularly challenged to address the assessment of those courses. The First-Year Experience Task Force identified a lack of coherence among departments delivering those core courses and a lack of coherence among sections within the same course with respect to topics, texts, and student requirements. Even as the current 1993 core curriculum now stands, the faculty of the College is challenged to assess the core courses they deliver with respect to their coherence and content quality.
- As assessment processes have been developed at the program level, more institution-wide coordination has been needed to ensure that the wide range of goals are being assessed appropriately. A redesigned structure in the Office of the Provost and modifications to the 1998 outcomes assessment plan address this need.



# **PLANNING FOR THE FUTURE**

## **Criterion Four:**

*“The institution can continue to accomplish its purposes and strengthen its educational effectiveness.”*

The foregoing chapters on mission, resources, and achievement of purposes provide ample warrant for calling the last 10 years at SLU a “Decade of Renaissance.” But for all its vibrant productivity, the Renaissance was a period of transition. Similarly SLU looks at the past decade as a transition to a future when its goal of becoming the “finest Catholic university” in the U.S. will become a reality. Saint Louis University can and will continue to accomplish its purposes and strengthen its educational effectiveness by building on long experience in assessment and planning.

## **STRATEGIC PLANNING**

The University places great emphasis on strategic planning and assessment processes as a means of continuously strengthening its programs. Descriptions of various assessment activities appear throughout the text of this report, and Chapter IV concludes with a section detailing institutional perspectives on assessment of student learning outcomes. In this chapter, we turn to the topic of planning. The current strategic planning cycle began during the 2000-2001 academic year, building on the successes of the preceding plans of 1988-1989, and 1995-1996. The palpable accomplishments of the last decade did not result by happenstance. Its commitment to effective strategic planning is what allows SLU to fulfill its mission of excellence in teaching, research, and community service.

### **Achievements of Previous Plans**

Two prior strategic plans, “The University’s Plan for the 1990s” (implemented AY 1989) and “A Shared Vision and Commitment to Excellence” (implemented AY 1996), resulted in significant accomplishments.



“The University’s Plan for the 1990s” focused on enhancing various aspects of the University. These included: academic quality; the Catholic, Jesuit identity; out-of-class experiences for students; commitment to the community; development of financial resources; the physical environment; unity within the University; the University as an excellent place to work; communication of a positive and consistent image of the University; and implementation of ongoing University-wide planning.

Significant achievements in every one of the foregoing areas prompted the University to embark on a new cycle of planning in AY 1996 to identify the new challenges it was facing. The President and his coordinating council reaffirmed the University’s mission statement, which, along with the President’s vision statement, provided the basis for the new plan, entitled “A Shared Vision and Commitment to Excellence.”

The implementation of this plan led to the development of the SLU2000 initiatives. These initiatives related to the following three goals:

- To improve the quality of the academic experience for freshmen and sophomores by enhancing pedagogy, decreasing student-faculty ratios, increasing the number of small classes, increasing the proportion of full-time faculty, and increasing student-faculty interaction.
- To position the University as a more effective competitor among research institutions by providing competitive salaries for highly qualified faculty, increasing the number of graduate assistantships, furnishing adequate start-up funds for research, and providing competitive research leaves.
- To enhance the reputation of the University on a national level, especially among peer institutions, private and federal granting organizations, and potential students and faculty.

Accomplishments related to the other SLU2000 initiatives are addressed elsewhere in this report. Current plans of action addressing the academic initiatives include the following:

- In an effort to improve the undergraduate student-faculty ratio and increase the number of small classes, the University is in the process of adding 32 full-time undergraduate faculty.
- In AY 2001, the University began creating 80 new scholarships over a four-year period, and 150 new retention scholarships over a three-year period.
- In AY 2001, the University began funding 100 new graduate assistantships over a three-year period.
- In AY 2001, the University established a research fund that provides \$750,000 annually for seed grants, bridge funds, and start-up funds.

- The University has begun establishing three Centers of Excellence, with an investment of \$750,000 each.
- The University has begun a competitive faculty research leave program, available to both tenured and tenure-track faculty.
- The University is in the midst of raising faculty salaries to competitive levels, using the 60th percentile of the salaries reported by the American Association of University Professors (AAUP) for doctoral institutions as a benchmark.

With these action plans of the SLU2000 initiatives in place, the University initiated the current cycle of the strategic planning process during the 2000-2001 academic year.

### **The Current Strategic Plan**

Like those that preceded it, the current strategic plan is based on the University's mission and the President's vision. Even more than previous plans, this plan reflects extensive information gathering and broad participation by a cross-section of the SLU community. Garnering data, particularly on trends affecting the University, and a communal sharing of perspectives on the past and present have provided a rich foundation for decision-making about the future.

At every stage of the planning process, the University has invited the participation of the SLU community. Students, faculty, staff, alumni, and its many other stakeholders are actively involved in moving SLU forward toward its ambitious goals. Such broad participation in the planning process helps to build both consensus and commitment. The current cycle alone has involved over 1,000 members of the SLU community.

Bringing the current cycle of strategic planning to a successful implementation has required the creation and development of the following four stages:

- the planning process;
- strategic directions;
- University goals; and
- unit goals.

### **The Planning Process**

The purpose of the strategic planning process is to articulate and reach a common understanding about the future directions of the University. The process involves a series of activities constructed to engage the SLU community in conversations around four questions: Where have we been? Where are we now? Where are we going? How will we get there? The objective of these activities is to build consensus and commitment around the answers that surface to these questions.

During AY 2001, the University conducted several activities designed to review and analyze its current conditions and environment. These activities, which provided the framework for the emerging strategic plan, included external and internal scans, SWOT (strengths, weaknesses, opportunities, threats) analyses, and the work of a Strategic Planning Group.

In fall 2000, the University created two committees to conduct scans of its internal and external environments. Faculty and staff were selected on the basis of expertise to serve as members of the External Scan Committee and the Internal Scan Committee. Their charge was to study the environment and report on the factors and trends they saw affecting the University and its future. The internal scanning areas were: undergraduate, graduate, professional, and medical school education; research; student life and support services; facilities; human resources; finances; and technology. The external scanning areas were: higher education, medical school education, research, demographics, economics, social issues, the Church, and technology.

***The figure of Pope Pius XII is a reflection of the church and its relationship to the University.***



The University also undertook a SWOT analysis to identify its current strengths and weakness and potential opportunities and threats. In October and November 2000, the members of the SLU community were invited to complete a web-based questionnaire with their perceptions. A total of 489 people responded to the questionnaire. In addition, colleges and schools conducted their own SWOT studies and environmental scans to collect information about their units, as they began their planning processes for future programming and services.

The University then drew together a cross-section of representatives from the internal and external University community to create the Strategic Planning Group. It met in February and March 2001, to review the University's past 25 years, to identify the challenges and trends influencing the University now and in the years ahead, and to explore optimal futures. The Group created a visual "map of trends" that illustrated the complex and constantly changing external and internal factors that impact the University. The Group first rated these trends in terms of their urgency, and then examined them in detail.

The SWOT studies, internal and external scans, and activities of the Strategic Planning Group identified both positive core and external factors affecting the University's vitality and future. Positive core factors fostering health and creativity were identified as:

- a strong sense of community;
- a student-centered focus;
- a physically welcoming environment;
- a Catholic, Jesuit mission;
- a shared vision; and
- a spirit for change and striving for excellence.

Also identified as influencing SLU were the following external environmental influences:

- the pervasiveness of technology;
- a demographically more diverse population;
- today's students;
- higher education in response to today's students;
- accountability;
- new competition,
- the University's metropolitan location and global context;
- facilities for a changing environment; and
- the Church and its relationship to the University.

## **Strategic Directions**

The University's mission, vision, and strategic directions are what guide planning for its future. The mission articulates the University's essence, and the vision its ideal. These strategic directions provide a road map for advancing the mission and realizing the vision.

Four strategic directions flowed from the SWOT study and the work of the internal and external scan committees and Strategic Planning Group. Grounded in the University's mission, vision, and positive core, they indicate in broad strokes where the University needs to renew and expand its efforts in order to enhance its future. By means of a web-based questionnaire and a series of forums, over 200 representatives from across the SLU community reviewed these strategic directions early in the spring 2001 semester. Endorsed by the University's Board of Trustees in May 2001, they are the following.

### **Expanding Research Integrated with Teaching, Learning, and Service**

Research is intrinsic to teaching, learning, and service at Saint Louis University. Scholarship serves the community by adding to the knowledge base and by bettering lives, and serves students by enhancing teaching and by providing opportunities for students to learn through the

pursuit of knowledge. The University is committed to expanding opportunities for the discovery and dissemination of knowledge, with a focus on fostering the synergy among research, teaching, learning, and service.

### **Advancing Community with Diversity**

The people of Saint Louis University aspire to improve the quality of life for all persons, to work for the good of society, and to provide a welcoming environment for men and women from all racial, ethnic, and religious backgrounds. Significant efforts are necessary to increase diversity so that the University is reflective of the larger community. While the University remains firmly rooted in the local environs, actively involved in resolving issues important to the surrounding area, it is also linked to the global community. Service at the local, national, and international levels is an integral part of research, teaching, and learning. The University is committed to attending to society through research and service, preparing students for the global community, and fostering student formation in a fellowship of diversity.

### **Fostering Technology Dedicated to Student Formation and the Generation of Knowledge**

Technology is a tool that shapes the way the Saint Louis University community interacts internally and with the world. It enhances pedagogy, increases learning opportunities, facilitates research, and improves service to the community. Technology offers the opportunity to develop alternative educational paradigms appropriate to the mission of the University. SLU is committed to developing and implementing technology to advance student formation, to benefit research, to enhance service, and to better society in the Jesuit tradition.

### **Promoting Continuous Institutional Learning and Innovation**

Saint Louis University strives for excellence in the fulfillment of its purposes of teaching, research, and service. Innovation, change, and discovery are respected and encouraged in an environment that promotes risk-taking, and supports willingness to change in order to pursue excellence. Continuous review and improvement of the objectives that determine the educational experiences for students; of courses, programs, and curricula; of the physical environment for learning and living; and of the utilization of resources to sustain quality are the means by which SLU seeks to become the finest Catholic university in the United States. The University is committed to continuing to strive for excellence by systematically incorporating processes and structures to promote continuous institutional learning and innovation.

## **University Goals**

In September 2001, the University created a committee of representative faculty, staff, and students for each of its strategic directions. Each committee was given the task of formulating specific goals that would promote University advancement in those four directions. Once again, the SLU community reviewed the proposed goals through forums and a web questionnaire. The finalized goals were approved by the President and the Provost, and reviewed by the Board of Trustees in December 2001.

## **Unit Goals**

Unit goals are currently being developed in the context of the strategic directions and the University's goals. Units are defined as those areas supervised by the Deans, Center Directors, Vice Presidents, and Associate and Assistant Provosts. Implementation of the unit plans will begin in July 2002.

## **The Future of Strategic Planning at SLU**

Saint Louis University will continue its commitment to ongoing assessment and improvement through future cycles of strategic planning. The goals and objectives of each strategic plan will be reviewed and modified as necessary to address new and changing circumstances. As the goals of the current plan are met, a new cycle of planning will be initiated. This continual process will allow SLU to fulfill its mission and realize its vision.

## **Operational Planning**

This chapter's previous section demonstrates the importance Saint Louis University attaches to strategic planning, and the extent to which it has been integrated into the University's management practices over the past decade. However, all successful organizations are built upon careful operational, as well as strategic, planning. Strategic planning must be in place to assure that all units align with the University's overall direction, while the operational plans direct the activities of each of SLU's functional areas. Although there is considerable discussion of unit planning practices integrated into the Chapters III and IV texts, the following describes operational planning that supports SLU's academic enterprises.

Planning for academic programs, enrollment management, and budgeting is closely aligned at the University level. SLU2000 serves as a significant vehicle for this alignment because it identifies benchmarks for major quality indicators. Academic program planning takes place primarily in the schools and colleges under the Provost's oversight. The deans meet individually with the Provost each fall to discuss each academic unit's goals and challenges. Specific areas of coverage include status of specific

academic programs, research activities, anticipated personnel actions, including faculty hiring, and future areas of growth or contraction. In addition, each dean's quarterly reports analyze enrollments, significant departures from plan, facilities needs, and so forth. The fall meetings provide the foundation for budget requests from the deans, submitted in the winter as part of the University budget planning process. Individual program reviews form the basis of academic programs' reorganization, elimination, or development. Recent program reviews, for example, have resulted in the consolidation of the Ph.D. programs in the basic sciences in the School of Medicine; the elimination of multiple Ph.D. programs in the Cook School of Business; and in the supplementation of support and development of new emphases in other programs. New degree programs require the Provost and the Board of Trustees' approval. The planning process required for new program approval now requires the development of a business plan, including enrollment projections and market analysis; the identification of benchmarks for success; and agreement on the benchmarks that would reduce costs or eliminate a program. In the early stages of a new program, these benchmarks are closely monitored by the Provost.

At Saint Louis University, the Vice President for Student Development also reports directly to the Provost. This organizational framework has fostered increased coordination between academic programs and student development. Two specific illustrations of joint planning efforts include the VOICES project and the integration of service learning into several academic programs. Each director in Student Development constructs a set of goals to be accomplished during the academic year, identifying measurable outcomes. At the monthly directors' meeting, each unit is measured against the metrics reflecting the degree to which those goals have been accomplished. A mid-year retreat allows the Division to assess the original goals, as well as to begin next year's goal-setting process. Through the Provost and the PCC, the Division's goals are coordinated with Enrollment Management, academic programs, and facilities.

The administrative area of Enrollment Management focuses primarily on undergraduate programs. It sets goals regarding the entering class each year, as well as for support and retention of students across all four years. Among the factors considered are: the size, quality, and diversity of the entering class. The nature of the enrollment management planning process requires that it be fully integrated with the University's budget development process (described more fully below). As part of the regular budget process, Enrollment Management and the Budget Director evaluate the current performance of the schools and colleges against projections for enrollment, and evaluate the deans' projections for the following year's enrollment. Enrollment Management also evaluates, with the assistance of an outside consultant, the effectiveness of financial aid packaging in order to make adjustments for the following year. This analysis is used in the budget planning process, as well as in making student awards. Enrollment Management monitors trends in applications and enrollment across academic programs as well as retention of return-

ing students. Application and enrollment trends monitoring informs the budget planning process for each school, as well as the evaluation of the appropriateness and viability of individual programs. This is particularly important for a university like SLU, with a large number of very diverse programs that are subject to marketplace fluctuations. The study of returning students' retention provides data for program planning and interventions to enhance retention rates.

Support areas also engage in planning, reflecting the University's priorities as a whole. For example, careful planning for the use of the physical facilities is critical to SLU's operation. This function is done centrally through the Space Committee, chaired by the Vice President of Facilities and Civic Affairs. All space needs from individual units are brought to that Committee. Opportunities for reconfiguration of space and potential needs are identified by that Committee and are brought to the appropriate administrators.

Saint Louis University's Human Resources Division is charged with assisting the various units with assessing and meeting their non-faculty personnel needs. To do this, the Division must analyze workplace trends, labor and employment practices, workforce availability, compensation, and benefits. Annually, the University administration reviews recommendations made by Human Resources, taking into consideration competitiveness of the current labor market, availability of labor (especially in critical-skill occupations), turnover data, and replacement cost calculations. In collaboration with the Office of Diversity and Affirmative Action, Human Resources addresses issues of diversity in the workplace. Data informs institutional policies for pay and benefits for the coming fiscal year. The pay policy reflects the market position at which the University wishes to recruit and pay employees based upon organizational objectives and philosophy. This compensation policy is then implemented through SLU's annual budget planning and approval process.

## **Fiscal Planning and Budgeting**

Overall responsibility for the University's fiscal planning falls within the administration of the Vice President for Business and Finance and Treasurer. The Board of Trustees' Finance Committee provides active and involved oversight for the University's planning. The self-study's text and accompanying Appendix demonstrate the University's financial strength. Guided by the President's vision, sound fiscal management and good stewardship of resources have contributed to this positive picture of SLU's financial situation.

The annual budgeting process requires an integration of each unit's operational goals and objectives with careful revenue and expenditure analysis in a top-down/bottom-up process. The President's Coordinating Council (PCC), chaired by the Provost for this aspect of its work, is



responsible for developing a balanced budget to recommend to the President for the Board's ultimate approval. The Office of Financial Planning and Budgeting (OFPB) initiates the University's annual budget planning process by presenting a computer model of the current fiscal year's budget. Application of that model allows alteration of key variables with immediate feedback on the impact of those modifications. The OFPB is also responsible for generating the required information concerning increases in unavoidable expenses, such as utilities; debt service obligations; anticipated income from the return on endowment and other investments; and other cost or income data as needed. The PCC reviews unavoidable expense increases; considers data presented by Enrollment Management concerning student retention, yield on offers of admission and financial aid; as well as data supplied by Human Resources concerning staff salaries and fringe benefits and by the Office of the Provost for faculty compensation. Through a series of presentations on these data, the PCC makes recommendations concerning unavoidable expenses, tuition rates, entering class size, salary increases and changes in fringe benefits.

Once the budget is set for the year, it becomes a benchmark against which programs are monitored. Each spring, individual unit budgets are reviewed to assure that the budget base's resources will be fully utilized in the coming fiscal year. It is at the point that reductions and reallocations of unit base budgets are made.

# **INTEGRITY**

**Criterion Five:**

*“The institution demonstrates integrity in its practices and relationships.”*

Saint Louis University demonstrates integrity in its practices and relationships by means of its policies, procedures, and the expectations it makes of its administrators, faculty, staff, and students. It communicates to its internal and external constituencies alike a commitment to ethical behavior and to the creation of a more diverse community of free and open research and discourse.

The University is fully compliant with the civil laws that govern higher education and the contracts the University makes with its constituents. It also adheres to the code of ethics commonly accepted by the academic community and the values that code represents. Those values include academic freedom and honesty, professional ethics and conduct, public disclosure and honesty, diversity, freedom from sexual harassment, and the ethical conduct of its intercollegiate athletic program.

## **Policies and Procedures**

The University has developed and implemented a wide variety of policies and procedures that govern its relationships and practices. Examples of these (several of which will be described in greater detail in this report) include:

- Academic Freedom
- Academic Honesty
- Compliance with Governmental Regulations
- Conflict of Interest
- Copyright
- Diversity
- Grievance Procedures
- Harassment
- Professional Ethics
- Public Disclosure and Openness

## **Academic Freedom**

As articulated in the (1994) Faculty Manual, the University recognizes “free and unhampered pursuit and communication of knowledge and truth” to be a basic principle of its mission. All members of the SLU community — faculty, students, and staff — enjoy the freedoms of thought, discussion, and action required for that common quest, which the University sees not only as a right, but as a duty.

Precisely in accord with its Catholic, Jesuit identity, SLU welcomes scholars into its ranks without imposing any personal religious requirement. It defines its Catholicity in terms of universality, and, therefore, pluralism and diversity. The Christian scriptures and tradition are viewed as yielding knowledge and insight, and, consequently, as holding a rightful place alongside scientific experimentation, philosophical analysis, and humanistic reflection. The University expects its faculty to understand and respect its valuation of theology as a discipline, and of the Christian scriptures and tradition as sources of knowledge as valid as natural human experience and reason.

The Faculty Manual makes it clear, however, that academic freedom is not an absolute. Faculty members have a right to express and explain their own beliefs, even when these do not accord with Catholic church teaching. But the use of the classroom or of University-sponsored activities to deride or attack the Catholic faith is regarded as a serious breach of contract, and grounds for termination. Because the public may judge the University by their conduct, SLU faculty members are expected to express facts accurately, exercise appropriate restraint, and show respect for the opinions of others. They are also expected to make it clear, when circumstances might indicate otherwise, that they are not representing the University.

SLU also recognizes that the pursuit of truth requires freedom from coercion, whether by University benefactors, public opinion, or any outside interest groups. To this end, the Faculty Manual states, “It is the right of every faculty member of the University to be protected by the University as a whole from all such inappropriate pressures and harassments.” The norms governing academic freedom at SLU are to be found in its Faculty Manual and in the official policies of the University, its schools, and colleges.

## **Professional Ethics**

The (1994) Faculty Manual articulates the standards of professional ethics that the University expects of its faculty members. Together with their rights, the Manual outlines the ethical principles and professional responsibilities incumbent upon faculty members, conduct review procedures for alleged infractions, and sanctions for unprofessional conduct. The Manual makes explicit reference to University policies and expectations on such

issues as: confidentiality of student records, research and authorship, patents and copyrights, conflicts of interest, intellectual property, and extramural activities.

To help ensure compliance with ethical principles regarding research, the University, in 1999, established a Research Integrity Policy for responding to allegations of scientific misconduct. SLU also maintains an Institutional Review Board and a standing Animal Care Committee. All research projects under the aegis of the University that involve human subjects or use human material must be reviewed and approved by the Institutional Review Board prior to initiation of the research, no matter what the source of funding or location of the study. The Animal Care Committee oversees all institutional programs and facilities for the care and use of laboratory animals and ensures compliance with all relevant laws and regulations.

The Faculty Manual outlines the grounds and procedures for non-renewal or termination of contract. Listed among the grounds for termination are serious violation of clearly-established University policies (such as those governing sexual harassment and research fraud), and any action seriously contrary to clearly-established principles of professional ethics (such as those of the American Association of University Professors).

## **Academic Honesty**

Each school and college of the University has its own published statements of policy regarding academic honesty of students and the procedures for dealing with its infraction. For example, students in the College of Arts and Sciences are made aware of them upon entering in their first year or as transfer students, when they sign a “Statement on Academic Honesty.” The policy is also available on the College’s website.

Because the honesty policies of the University’s schools and colleges understandably vary, in AY 2000, the deans and the Vice President for Student Development recommended that the Provost convene a task force to develop a policy outlining the basic standards of academic integrity expected across the entire University. In September 2000, the Council of Academic Deans and Directors formally adopted such a policy statement. It has since been included in the appropriate University publications

Effective learning, the University statement points out, requires an environment of mutual trust and integrity. Students, faculty, and staff alike share responsibility to maintain this environment. “Academic dishonesty violates it.” Without listing all the forms that it can take, the policy formulates a general description of academic dishonesty as soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit. Such actions violate the mutual trust necessary between faculty and students, undermine the validity of the University’s evaluation of students, and takes unfair advantage of fellow students. The policy also makes it the responsibility

of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

The issue of academic honesty continues to be of interest to the Student Government Association. Currently, the students have asked for assistance in surveying the attitudes of students regarding academic honesty, the prevalence of infractions, and their interest in instituting an honor code.

## **Student Conduct**

Students at SLU have a right to expect a collegial environment in which persons with diverse backgrounds and religious beliefs participate in a learning community, one that, in accord with the University's Jesuit mission and identity, is marked by mutual respect. As such, when students enroll as SLU, they assume an obligation to observe certain established standards of conduct. These standards are contained in the rules and regulations governing student life at SLU, which are published in the student handbook. They include University policies on alcohol, illegal drugs, AIDS/HIV disease, sexual harassment, and sexual assault. The student handbook also contains a statement of student rights and responsibilities, the regulations governing policy violations and discipline procedures, and the University policy for considering grievances by undergraduate students in the academic setting.

## **Grievance Procedures**

Grievance policies and procedures for faculty have recently been reviewed and revised by the Faculty Senate, and approved by the Board of Trustees. Procedures for termination of a contract allow for recourse by the faculty member to the Professional Relations Committee of the Faculty Senate for its recommendation. If the University President deems continuation of dismissal proceedings to be warranted, the matter goes to an *ad hoc* Judicial Committee of the Faculty Senate for full investigation. Its findings go to the President, and then to the University Board of Trustees, which makes the final decision.

In matters other than non-renewal or termination of contract, faculty members who feel that they have cause for grievance are expected to pursue the matter through normal administrative channels. If the grievance cannot be resolved in this manner, the faculty member may petition the Grievance Committee of the Faculty Senate for a detailed investigation. The Committee may appoint a mediator who will attempt to bring about a settlement satisfactory to all parties involved. If a mediated settlement cannot be reached, the Senate Grievance Committee investigates the complaint, and reports its findings and recommendations to the parties involved and the appropriate administrators. The Faculty Manual explicitly guarantees that the University "will not retaliate against a faculty member for instituting a grievance."

## **Diversity and Multi-Cultural Awareness**

SLU is committed both to diversity and multi-cultural awareness as integral to its mission. The University's Jesuit tradition has historically seen the education of all underprivileged persons as an indispensable means for creating a more just and equitable society. That commitment continues today, as evidenced by the strategic plan, approved by the Board of Trustees (December 8, 2001), which makes "advancing community with diversity" an institutional priority. Along with teaching and research skills, hiring for diversity as part of University mission is one of the considerations which departments are expected to make in their recruiting and search processes for new faculty.

With respect to both staff and faculty, the University has developed policies on equal employment opportunity and affirmative action. These policies commit the University to recruit, hire, train, promote, and in all ways provide fair treatment to employees on the basis of merit without regard to race, color, sex, age, religion, national origin, orientation, disability, or veteran status. Other policies on non-discrimination address individual concerns and outline University procedures to ensure compliance.

Assisted by an active committee structure, the Office of Diversity and Affirmative Action serves as the University's arm in educating the SLU community about these policies and monitoring their observance. It provides programs designed to increase awareness and sensitivity on diversity issues, including the University's policy of zero-tolerance of sexual harassment. In collaboration with the Center for Teaching excellence, programs are offered for faculty members. The office reviews complaints that allege violation of the University's equal opportunity and sexual harassment policies. The director is also the University Section 504 coordinator and is responsible for monitoring compliance with the Americans with Disabilities Act.

The office serves as a clearinghouse for information regarding ongoing programs and activities supportive of University diversity efforts. It also oversees a variety of committees involved in promoting diversity. One of these, for example, is the University Accessibility Committee, which recently utilized students in the occupational therapy program to conduct accessibility surveys on campus buildings. Besides providing the students with practical experience, their assessment efforts provided data that supported the need to make changes; their recommendations were used as a basis for upgrading the accessibility of University buildings.

Over the past decade, thanks to a variety of University efforts, the ethnicity of the student body has become significantly more diverse. In 1990-1991, only 11% of the student population came from underrepresented groups. In 2000-2001, the number of those students increased to 16% of the student body. Specifically, the numbers of Black,

Non-Hispanic American students have increased from 6% to 9% of the total student population. The numbers of Asian American students have increased from 3% to 5%. International students provide further diversity on campus. Unfortunately, during the 1990s, a number of global economic forces conspired to reduce the international population from 8% to 6% of the student body.

Greater diversity, both national and international, continues to be a goal at SLU, with recruitment plans being developed and executed to achieve this end. In addition to recruitment efforts, the University's financial aid and scholarship programs serve as tools for increasing student diversity. Together, the Calloway Scholarship Program and Roy Wilkins Scholarship Program fund 26 scholarships of \$10,700 each for African-American students. The Matteo Ricci Scholarship Program funds 10 need-based scholarships a year for international students.

In distributing the \$51.3 million, which the University extends in student aid, particular consideration is given to minority students who are dependent on financial aid for continuing their education. In AY 2002, 1,352 undergraduate minority students received over \$11.8 million; an additional 374 minority graduate and professional school students have received over \$3.5 million. At the same time, 68 international undergraduate students received over \$500,000; an additional 101 international graduate and professional school students have received nearly \$ 1.4 million.

The University also makes diversity and multi-cultural awareness a priority in its mission to educate the whole person. The core curriculum of the College of Arts and Sciences requires that each student take at least one course in which diverse cultures are studied comparatively. Outside the classroom, staff in Student and Residence Life work with a variety of student organizations to promote knowledge and respect for diverse cultures. Among those organizations are the Black Student Alliance, the Muslim Student Association, and the International Student Federation.

The International Student Federation (ISF) is a student-operated umbrella organization of students born outside the United States; U.S.-born students may become associate members. The ISF comprises nine national or regional sub-groups, among them the African Student Association, the Asian Student Coalition, the Latin American and Caribbean Student Coalition, the Spanish Student Association, and (for all other Europeans) the European Student Coalition. The ISF serves as a forum for voicing the concerns of international students, and, with a variety of programs and events, promotes cross-cultural understanding among its members and the SLU community.

The Student Educational Services Center provides tutoring services, centers for improving reading, and writing skills, and the services of a counselor for students with disabilities who require special, individual accommodations.

The University works in tandem with student organizations to sponsor a wide variety of programs and events designed to foster awareness and respect for religious and cultural diversity. Diversity and multi-cultural awareness are celebrated at SLU throughout virtually the entire academic year:

- October at SLU is Diversity Awareness Month. In 2001, in the wake of the terrorist attacks of September 11, the month focused on Muslim awareness. A variety of programs and events were co-sponsored by the Muslim Student Association to overcome misunderstandings and stereotypes of Islam. The programs proved so successful that the decision has been made to make Muslim awareness an annual feature of Diversity Awareness Month.
- Each fall, Student Development sponsors Community 101, a semester-long extended orientation program for first-year students. In order to qualify for first-choice and “squatter’s rights” in upper-class housing, students attend programs fostering awareness in five component areas, including cultural diversity.
- Each January, the International Student Federation sponsors its signature event, a highly successful International Banquet featuring international foods and entertainment.
- In February, the University allows a two-hour release from classes so that students, faculty, and staff can attend an inter-faith worship service in the College Church. Buddhist, Hindu, Jewish, Muslim, as well as Catholic and Protestant Christian students represent their faith traditions with readings from their respective scriptures, songs, and dances.
- February, Black History Awareness Month at SLU, is marked by a variety of programs advocating interracial understanding and respect led by members of the Black Student Alliance. In recent years, any number of prominent African-American intellectuals and leaders have come to address the SLU community (among them Nikki Giovanni, Walter Mosley, and Alfre Woodard).
- The first week of April 2001, was the inaugural Atlas Week at SLU, a highly successful program that promises to become an annual event, showcasing the international dimensions of SLU — its campuses, faculty, students, and worldview. The week featured sample language classes; the language houses; and roundtables on such topics as religion and politics, Eastern Europe in the new millennium, the AIDS crisis in Africa, geriatrics in Japan, comparative healthcare, and globalization and culture. The highlight of the week was a symposium on “Education and Service in the Jesuit Tradition: Responses to Culture and Context,” featuring representatives of Jesuit universities from around the globe.



## **Intercollegiate Athletics**

Saint Louis University sponsors NCAA Division I intercollegiate athletics programs for student-athletes, and is a charter member of Conference USA. The University offers opportunities for intercollegiate competition in seven women's sports and seven men's sports. SLU was certified in 1997 by the NCAA Committee on Athletics Certification, indicating the institution's conformity with the NCAA principles of academic integrity, fiscal integrity, governance and commitment to NCAA rules compliance, equity, welfare, and sportsmanship.

The University has begun preparing a self-study of its intercollegiate athletics programs in preparation for a peer-review evaluation visit, scheduled for spring 2003, as part of the second cycle of NCAA athletics certification. The comprehensive self-study will involve broad participation, extensive data collection, and thorough review by representatives of various University constituencies.

The intercollegiate athletics program is an integral component of the University and supports its Catholic, Jesuit educational mission. Institutional control of intercollegiate athletics is demonstrated through various structures and processes to ensure shared responsibility for the integrity of the athletics programs, and its compliance with NCAA rules. For more than 20 years, the University's athletics program has enjoyed an unblemished record; it has not been subject to either an investigation or findings of any major NCAA violations.

With respect to both admission and graduation, the academic standards and achievements of student-athletes at SLU are comparable to, and typically exceed, those of the general student body. There is a commitment to academic excellence among coaches, athletics administrators, and student-athletes alike. This is reflected in the numerous academic honors and awards SLU has received for its program. This includes the Conference USA Institutional Award of Academic Excellence for the highest grade point average among the 16 Conference USA member institutions. SLU has won this prestigious award for each of the past seven years of Conference USA's existence.

SLU is committed to the highest standards of ethical conduct and sportsmanship in its intercollegiate athletics programs. It also adheres to the NCAA principles regarding fiscal integrity. All revenues and expenses are under the clear accounting and financial control of the institution to ensure the financial stability necessary for providing all student-athletes with relatively full and stable opportunities for athletics participation. The athletics program is further committed to the fair and equitable treatment of ethnic minorities, and of male and female student-athletes and staff. The program is also conducted in a manner that protects and enhances the physical and educational welfare of its student-athletes.

## **Compliance**

The General Counsel oversees and directs the Compliance Department, Office of Diversity and Affirmative Action, Audit Services Department, and the Insurance and Risk Management Department. Each of the offices is responsible for maintaining integrity in the University's practices and the internal and external relationships in their respective areas. The General Counsel also has been coordinating the University's efforts to develop a written corporate integrity policy and program that synthesizes the University's mission, values, and compliance in connection with internal and external business practices and relationships.

Ensuring that SLU complies with all government regulations is specifically the task of the University Compliance Department. The department works to develop and implement an effective compliance program based on the federal guidelines.

The Compliance Department maintains multiple communication channels for reporting suspected non-compliance within the University structure, including a 24-hour toll free telephone helpline/hotline. The Compliance Department uses payroll and purchasing records to verify that the University neither employs nor does business with individuals or companies on the U.S. government exclusion/sanction lists. The department employs a Privacy Officer who is responsible for ensuring that the University is in compliance with the Health Insurance Portability and Accountability Act (HIPAA) regulations dealing with protected health information stored or transmitted in any form or medium.

## **Internal Audit**

University Audit Services (UAS), SLU's internal audit department, reviews the effectiveness and efficiency of the University's internal controls and business practices. These reviews are designed to identify improvements in accounting and administrative controls, enhancements to operational efficiency, disclosure of conflicts of interest, and the extent of compliance with University policies and procedures. UAS assists SLU managers to discharge their responsibilities more effectively by furnishing them with analyses, appraisals, recommendations, and pertinent comments concerning activities reviewed. UAS coordinates the scheduling of its audits and fiscal year-end work with the University's external auditors to provide comprehensive and cost-effective audit coverage.

## **Financial Integrity**

The University ensures financial integrity by close and regular review of its financial and budgetary operations. The Board of Trustees' Audit Committee is charged with general oversight of the University's accounting and financial reporting processes, its system of internal accounting controls, and its processes for monitoring compliance with laws, regula-

tions, and ethical business standards. The Audit Committee meets its statutory and fiduciary oversight responsibilities with the help of internal and external auditors, authorizing such audits and examinations of the University's records and affairs as it deems necessary.

The University's external auditors, PricewaterhouseCoopers LLP (PwC), perform annual audits of the University's financial statements to attain reasonable assurance that they are free of material misstatement. These audits include an assessment of the University's internal accounting controls, so as to determine the nature, timing, and extent of auditing procedures necessary for expressing an opinion on the University's financial statements.

PwC also conducts an annual audit of federal awards in accordance with the provisions of Office of Management and Budget Circular A-133, "Audits of Institutions of Higher Education and Other Nonprofit Organizations." This requires that audit procedures provide sufficient evidence to express an opinion on whether the University has administered its federal award programs in compliance with applicable laws and regulations. In addition, PwC annually conducts a full-scope audit of the NCAA Statement of Revenues and Expenditures and a statutory audit of the SLU Madrid campus. No material internal control weaknesses have been noted in these audit reports.

### **Collaboration with Other Institutions of Higher Learning**

The University engages in collaboration with other universities and colleges to support student learning and advance the aims of higher education on local, regional, and national levels. Locally, the University has entered into inter-university agreements with Fontbonne College, Harris-Stowe College, the University of Missouri, Saint Louis (UMSL), and Washington University. At both the undergraduate and graduate levels, their students may take courses at SLU that are not offered at their home institutions, paying only the tuition to their own schools. SLU students may do the same at these schools.

At the state level, SLU participates in programs and meetings sponsored by the Missouri Coordinating Board for Higher Education (CBHE), and, as a practice, follows applicable guidelines. The University has also entered into a resource-sharing consortium with the libraries of the University of Missouri system (MERLIN), which was then expanded to include the libraries of Washington University (MIRACL), giving patrons at those universities access to nine million volumes. A third consortium is being created that will serve 50 academic libraries throughout the state of Missouri (MOBIUS), providing courier service for easy sharing of over 14 million volumes.

At the national level, the University is an active participant in the Association of Jesuit Colleges and Universities (AJCU). Administrative

officers of the University meet annually with their counterparts at the other 27 Jesuit colleges and universities to discuss how they can better accomplish the goals of their respective institutions. The University President meets with the other AJCU presidents four times a year.

## **Public Disclosure and Openness**

The University is committed to conducting its operations in an open and accessible manner. Higher administration and the University Marketing and Communications Department strive to provide the SLU community and wider public information that is timely and accurate. Every month, the President sends an email message to the SLU community about current University issues. Under the auspices of the Faculty Senate and Student Government Association, the President, Provost, and Vice Presidents meet regularly in open forums in which they answer faculty and student questions about matters ranging from tuition and budgets to parking and governance.

The Marketing and Communications Department disseminates news and information about SLU by means of printed publications, news releases, and electronic media. The Department maintains a comprehensive homepage on the world wide web, which includes links to a University calendar, people finder, programs, policies, and SLUNewslink, a daily news page. The University publishes a student handbook with general information and policies important for students. The programs of each school and college are described in the University catalog, which is available both in print form and on the University website.

Information about the self-study process was regularly communicated to the SLU community at large and to the wider public. The University placed a notice in the January 12, 2002 *St. Louis Post-Dispatch*, inviting comments from the community regarding perspectives on SLU. Notices were also placed on the University's website and in electronic communications to the alumni. Deans sent letters to their advisory boards about the self-study. Several articles appeared in "Grand Connections" which functions not only as an internal publication, but is also sent to donors and friends of the University. Computer technology not only informed the SLU community about the self-study process, but made it even more participatory.

As the self-study process drew to a close, the Steering Committee reflected on an event that seemed to convey the essence of the University's integrity in dealing with the public. It was noted that an institution's values are tested at times of trauma. Thanks to its mission-driven culture of educating men and women for others, SLU demonstrates its integrity and openness in situations of crisis, when it is under fire. This was illustrated in late 2001, when a student tragically fell ill with, and later died of, spinal meningitis. The student, his family, the health of those who may have been infected by contact with him, and the public's right to know all the

facts were the uppermost concerns of administrators, faculty, and staff. Scores of SLU representatives, faculty, and students traveled to the funeral in Texas, and over 1,000 gathered to mourn at a campus memorial service. The University's response to the crisis was not one of damage control, but of doing the right thing.

### **Strengths**

- The University adheres strictly to the civil laws and codes of ethics that govern higher education. In particular, it protects the academic freedom of its faculty and students.
- The University complies rigorously with the protocols of research integrity. New faculty remark frequently on the strict accountability required by the Institutional Review Board at SLU as compared to some other institutions.
- The University is committed to diversity and makes multi-cultural awareness a major focus of its learning environment.
- The University maintains financial integrity by close and regular review of its budgetary operations.
- The University is proud of its intercollegiate athletic program, a blemish-free record of over 20 years, and winning the Conference USA Institutional Award of Academic Excellence for the last seven years.

### **Challenges**

- In maintaining research integrity, there is a need to strike a balance between strict adherence to regulatory systems and efficiency. The Institutional Review Board is challenged to streamline its review processes to allow for a quicker turn-around in making its decisions while meeting increasingly stringent federal requirements.
- In the wake of the terrorist attacks of September 11, 2001, the University needs to continue to emphasize diversity and multi-cultural awareness as a focus of its mission. It is challenged, in particular, to continue making Muslim and Arab students feel welcomed and comfortable at SLU, and to replace ignorance and stereotypes with knowledge and respect for Islam.

## **CHAPTER VII**

# **GENERAL INSTITUTIONAL REQUIREMENTS**

This chapter provides verification that Saint Louis University meets all 24 of the General Institutional Requirements (GIRs) set out by the Higher Learning Commission of the North Central Association of Colleges and Schools. It should be noted that each of the GIRs has been specifically addressed in the text of the self-study. Where additional documentation is required, the reader is referred to the Appendix to the self-study report. Further documentation will be available in the resource library prepared for the Consultant Evaluators.

### **Mission**

*1. It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.*

Saint Louis University's mission statement was formally approved by the Board of Trustees on February 8, 1991. The statement is included in Chapter II of this report where there is also a thorough description of how the mission is communicated to the campus community and the general public.

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*2. It is a degree-granting institution.*

Saint Louis University grants associate, baccalaureate, professional, and graduate degrees and academic certificates. Complete descriptions of those programs are found in the University catalogs, available in print and electronically.

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### **Authorization**

*3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.*

Saint Louis University is a corporation organized for educational purposes pursuant to a charter granted by a Special Act of the General Assembly of the State of Missouri on December 28, 1832, amended by a Special Act of

the General Assembly on February 28, 1851, further amended by Decree of the Circuit Court of the City of St. Louis, State of Missouri, on July 30, 1932, and by the General Assembly of The State of Missouri on February 28, 1951. Pursuant to its charter, the government of the corporate affairs of the University is vested in a self-perpetuating Board of Trustees.

The University is also registered as a corporation, to provide educational services, in the state of Illinois.

The Madrid facility was officially recognized as a “dependent campus of Saint Louis University in Missouri, (USA)” by the Spanish government by publication of the *orden* in the *Boletin Oficial de la Comunidad de Madrid* on October 23, 1996.

(Authorizing documents are found in the Appendix to the self-study report.)

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*4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.*

Saint Louis University has a certificate from the Internal Revenue Service affirming its status as a 501 (c) (3) corporation. It also has a tax exemption certificate from the state of Missouri. Saint Louis University is registered in the state of Illinois under the “General Not-for-Profit Corporation Act.”

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## **Governance**

*5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.*

The Board of Trustees consists of not fewer than 25 nor more than 50 members. At least 12 members of the Board shall be members of the Society of Jesus. The general duties of the Board of Trustees, under both Missouri state law and the University’s bylaws, are the management and governance of the institution. The full Board has four regularly scheduled meetings per year. There are currently 14 standing committees of the board. The Bylaws of the Board of Trustees are included in the Appendix to the self-study report.

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*6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.*

Below is the membership of the Saint Louis University Board of Trustees for 2001-2002:

- Mr. J. Joseph Adorjan, Chairman  
Adven Capital Partners
- Mr. Lawrence J. LeGrand, Executive Vice President  
Plancorp, Inc.
- Ms. Robin Smith, Executive  
KMOV-TV Channel 4
- Mr. John S. Alberici, Vice President  
J.S. Alberici Construction Company, Inc.
- Rev. Andy Alexander, S.J., Vice President  
University Ministry, Creighton University
- Mr. Richard D. Baron, Chief Executive Officer  
McCormack Baron & Associates, Inc.
- Rev. Robert C. Baumiller, S.J.,  
Associate Dean for Health Programs, Xavier University
- Mr. Barry Beracha, Chief Executive Officer  
Sara Lee Bakery Group
- Rev. Lawrence Biondi, S.J., *ex officio*, President  
Saint Louis University
- Mr. Oliver C. Boileau, Retired  
Business Executive and Civic Leader
- Mr. William L. Bolster, President  
CNBC
- Mr. John M. Bray, Senior Partner  
King & Spalding
- Mr. Thomas H. Brouster, Sr., Chairman of the Board  
& Chief Executive Officer  
Forbes First Financial Corporation
- Rev. Richard O. Buhler, S.J., Director  
White House Retreat
- Mr. August A. Busch IV, Vice President, Marketing  
and Wholesale Operations  
Anheuser Busch, Inc.
- Mr. Robert G. Park, Chairman & Chief Executive Officer  
Clayco Construction Company, Inc.
- Mr. John M. Cook, Chairman & Chief Executive Officer  
The Profit Recovery Group International, Inc.
- Mr. Gerald E. Daniels, President & Chief Executive Officer  
Boeing Military Aircraft & Missile Systems,  
The Boeing Company
- Mr. David C. Darnell, President  
Bank of America, Central Banking Group
- Dr. Walter Davisson, Retired  
Physician and Civic Leader
- Mr. Dennis C. Donnelly, Partner and Department Co-Chairman  
Bryan Cave LLP
- Mr. Charles L. Drury, Sr., Chairman of the Board  
Drury Development Corporation



- Dr. Eva Frazier, Physician
- Ms. Carmele U. Hall, President/Principal  
Cardinal Ritter College Preparatory
- Mr. Joseph E. Hasten, Vice Chairman  
U.S. Bancorp
- Rev. E. Edward Kinerk, S.J., President  
Rockhurst University
- Rev. James G. Knapp, Superior, Jesuit Community  
St. Louis University High School
- Mrs. Mary V. Longrais, Civic Leader
- Mr. Paul G. Lorenzini, President  
Bunzl USA, Inc.
- Rev. Douglas Marcouiller, S.J., Associate Professor  
Economics Department, Boston College
- Mr. Richard J. Mark, President & Chief Executive Officer  
St. Mary's Hospital of East St. Louis
- Mr. Gerald McElhatton, President, Global Technology Operations  
MasterCard International
- Mr. Robert E. Mohrmann  
Harbison Corporation
- Mr. Thomas M. Noonan, Vice Chairman  
Commerce Bank
- Mr. Tony Novelly, Chief Executive Officer  
Apex Holding Co.
- Mr. Joseph R. O'Gorman, Chairman  
DHL Airways
- Mr. Michael D. O'Keefe, Senior Partner  
Thompson Coburn
- Rev. John W. Padberg, S.J., Director  
Institute of Jesuit Sources
- Mr. John K. Pruellage, Managing Partner  
Lewis, Rice & Fingersh LC
- Mr. W. Michael Ross, President & Chief Executive Officer  
Union Planters Bank of Missouri
- Mr. Rex A. Sinquefield, Co-Chairman of the Board  
& Chief Investment Officer  
Dimensional Fund Advisors, Inc.
- Ms. Nancy Siwak, Civic Leader
- Mr. Kenneth F. Teasdale, Chairman of the Firm  
Armstrong Teasdale LLP
- Mr. J. Kim Tucci, Co-Owner  
The Pasta House Co.
- Ms. Sandra Van Trease, President & Chief Operating Officer  
RightCHOICE Managed Care, Inc.
- Rev. Robert F. Weiss, S.J., Treasurer  
Jesuits of the Missouri Province
- Rev. Robert A. Wild, S.J., President  
Marquette University

*7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.*

Reverend Lawrence Biondi, S.J. was appointed President of Saint Louis University on January 17, 1987.

*8. Its governing board authorizes the institution's affiliation with the Commission.*

Saint Louis University has been accredited since 1916. The Board of Trustees supports this affiliation and is appropriately informed of interactions with the Commission. At its meeting on February 23, 2002, the Board reaffirmed its affiliation.

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## **Faculty**

*9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.*

University policy requires that faculty must hold the appropriate academic degree for the courses to which they are assigned. All new hires to the faculty are reviewed by the Provost's office and then by the University Rank and Tenure Committee. In the fall semester, 2001, 96.4 % of the teaching faculty had terminal degrees or certification appropriate to the courses to which they were assigned. (Refer to Basic Institutional Data Form C.)

*10. A sufficient number of the faculty are full-time employees of the institution.*

The University is satisfied that a sufficient number of the teaching faculty are full time employees of the institution. As would be typical of large universities, some courses are taught by adjunct instructors or graduate teaching assistants. Most recent calculations report that 86% of faculty are full-time SLU employees. Steps are taken to ensure that adjunct faculty are prepared for their teaching assignments, supervised, and evaluated.

*11. Its faculty has a significant role in developing and evaluating all of the institution's educational programs.*

Saint Louis University has established policies for faculty governance at the program, school/college, and institutional levels, which describe the faculty's significant and central role in the development and assessment of the institution's educational programs. The Faculty Manual provides a description of the faculty role in this regard. Further, the faculty of each

program is charged with identifying learning outcomes, assessing the accomplishment of those goals, and using that information in the management of the educational programs.

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### **Educational Program**

*12. It confers degrees.*

Saint Louis University confers degrees three times during the academic year: May, August, and January.

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*13. It has degree programs in operation, with students enrolled in them.*

The Basic Institutional Data Form F, found in the Appendix, lists the degree programs available at Saint Louis University. These are also described in the University's catalogs, available in print and electronically.

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*14. Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.*

Saint Louis University's mission identifies SLU as a Catholic, Jesuit university, "seeking excellence in teaching, research, and community service...dedicated to leadership in the continuing quest for ...the discovery, dissemination, and integration of the values, knowledge, and skills required to transform society in the spirit of the Gospels." As a complex research university with undergraduate, graduate, and professional programs, its fields of study are consistent with its mission and reflect recognized fields of study in higher education institutions.

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*15. Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.*

The degrees offered are appropriate to the school or college in which the degree program resides. The length and content have been approved by the internal committees and reviewing bodies of the University and, in those cases where applicable, by specialized accrediting organizations.

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*16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.*

Each undergraduate program has a general education core reflecting the traditions and values of a Jesuit education to foster the development of women and men for others. Across the University, each school or college selects its liberal arts and sciences core requirements from among the offerings of the College of Arts and Sciences. Although they may vary in the number of courses used to satisfy these requirements, all include humanities (specifying courses in philosophy and theology), social and behavioral sciences, sciences and mathematics, tools of communication (specifying English composition courses), and cultural diversity. Detailed descriptions of the undergraduate core curriculum are found in the undergraduate catalog, available in print and electronically.

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*17. It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.*

Saint Louis University's admission policies are outlined in the catalog material describing undergraduate, graduate, and professional academic programs. The policies are set by the faculty of those programs and are designed to admit students with the preparation required for success. The University has one office for admission to the traditional undergraduate programs. The Graduate School, the professional programs, and School for Professional Studies each have their own admission operations. The text of the self-study report describes various University programs for students who fall outside the admission parameters, but who are deemed to be admissible on other criteria.

The policies and practices of the various programs' admission offices reflect the University's mission to "welcome students . . . from all racial, ethnic, and religious backgrounds and beliefs and [to] create a sense of community which facilitates their development as men and women for others" and to "maintain and encourage programs which link the University and its resources to local, national, and international communities . . . ."

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*18. It provides its students access to those learning resources and support services requisite for its degree programs.*

The text of the self-study report, as well as student handbooks and the academic catalogs, detail resources available to students in the wide range of academic programs available through Saint Louis University. These would include, for example, the classrooms and seminar rooms in which classes are conducted, research facilities, spaces for individual and group study, libraries, information technology services and support, advising and tutoring services, personal counseling, and learning labs.

## **Finances**

*19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.*

Financial audits are completed annually. PriceWaterhouseCoopers LLP submitted the most recent report in September 2001. Copies of audited financial statements for the past two years are available in the financial section of the Appendix to the self-study report.

*20. Its financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.*

The documentation to support the University's allocation and use of resources to support its educational programming is included in the financial section of the Appendix to the self-study report.

*21. Its financial practices, records, and reports demonstrate fiscal viability.*

The financial health of the University is one of its strengths. Sound management with respect to investments, budgeting, and expenditures has contributed to the University's financial position. In addition, the Internal Audit staff review and monitor internal fiscal management practices. The materials in the text of the self-study report and the financial section of the Appendix will provide appropriate documentation.

## **Public Information**

*22. Its catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements, learning resources, admission policies and practices its academic and non-academic policies and procedures directly affecting students, its charges and refund policies, and the academic credentials of its faculty and administrators.*

The information described above is contained in the undergraduate, graduate, and professional academic program catalogs, available in print or electronic form. Many of the professional schools and colleges publish their own catalogues with information specific to their own programs. The schedule of classes published annually for fall and spring, and additionally for summer, is also a source for much of this information.

*23. It accurately discloses its standing with accrediting bodies with which it is affiliated.*

This information is included in the general University catalogs for graduate and undergraduate programs as well as in the special catalogs published by the various academic programs. These publications are available in print and electronic form. A summary of the status of the University's relationship with each of its special accrediting bodies is included in the Appendix to the self-study report.

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*24. It makes available upon request information that accurately describes its financial condition.*

Audited financial statements are available to anyone, on request, as is the IRS Form 990, "Return of Organization Exempt from Income Tax." In addition, the audited financial statements are on reserve in the University's Pius XII Library.



# **Conclusions and Request for Continued Accreditation**

At its inception, the Steering Committee set out to create a self-study process that would be highly participatory; meaningfully intersect with, and become integrated into, the ongoing University operations; and prompt review of practices and effectiveness to strengthen management decision making. As the self-study progressed, it was apparent that the desired integration was occurring. Excellent examples of this include the extent to which the self-study has informed, and been informed by, the University-wide strategic planning process, and the development campaign planning. Using its mission statement as a touchstone, the University has examined and evaluated all aspects of its operations, including strengths and challenges.

An important component of the self-study process was reflection on the concerns raised by the consultant-evaluators in their 1992 report. Those concerns included the following:

- the quantity and quality of faculty research and scholarly productivity needed to support and maintain doctoral programs;
- funded research programs had improved, but lagged behind the aspirations of the University;
- an integrated library automated system was urgently needed;
- communication between the administration and other groups in the University needed improvement;
- increased tuition levels created high debt burdens for many students, particularly in the medical school;
- while there had been some recent improvement, inadequate academic and administrative space and the effects of deferred maintenance continued to have an adverse impact on instruction and morale in certain areas; and
- that there was a perception on the part of students and some staff members that security at the University needed further improvement.



Those points, as well as the team's "advice and suggestions," were addressed in the relevant sections of the self-study, and demonstrate that the University has taken appropriate steps to implement measures for improvement.

Further, the self-study process underscored those areas where the University has made tremendous strides in its "Decade of Renaissance." Important measures of the strength of the University, chronicled in the foregoing pages, include such areas as:

- teaching and research accomplishments of faculty;
- qualifications for entering students;
- quality of the classroom and overall learning environments;
- availability of learning resources, such as libraries, laboratories, and support services;
- safety of the campus;
- processes to support ongoing, meaningful reflection and planning;
- strong financial condition of the University;
- stability of leadership; and
- extent to which mission-consciousness is pervasive throughout the University.

Each of these indicators affirms that Saint Louis University is poised for continued excellence in the next decade.

It cannot be said, however, that the University faces no challenges. The self-study identified areas needing continuing attention. Among these are:

- recruiting and retaining diverse faculty;
- furthering a culture of assessment that has processes for continuously monitoring the extent to which the University is accomplishing its goals regarding student education;
- achieving and maintaining levels of compensation and other support sufficient to attract, retain, and develop faculty capable of moving the University to its next level; and
- supporting and enhancing technology resources sufficient to meet academic and administrative needs.

The challenges that the University has set for itself reflect the findings in the self-study process, and have been well expressed in the four strategic directions that guide the strategic planning process:

- expanding research integrated with teaching, learning, and service;
- advancing community with diversity;
- fostering technology dedicated to generating knowledge; and
- promoting continuous institutional learning and innovation.

Throughout this report, there have been several references to *magis*, hearkening back to the Jesuit tradition of striving for excellence. This is reflected in what has been referred to as the University's unique culture of aspiration. The challenge embedded in this aspect of SLU's nature is to strike a balance wherein ambitions do not outpace resources.

In summary, this comprehensive report of the self-study process and accompanying materials responds to the areas of concern raised by the NCA evaluating team in 1992, demonstrates that the University meets with General Institutional Requirements, and provides evidence of adhering to the five primary criteria for accreditation as outlined in the Commission's Handbook of Accreditation. We look forward to growing and improving as an institution, and have embraced the self-study as a process to help us achieve that goal. Consequently, Saint Louis University formally requests continued accreditation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.



***This campus sculpture evokes the Jesuit spirit of 'magis,' of aspiring to greater heights.***

