

Saint Louis University

A Decade of Renaissance

Institutional Report

to

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

April 2002

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PREFACE

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



Thanks to the members of the sub-committees (each chaired by a member of the Steering Committee) and

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Mawia Edal Ed.D. Assistant Professor - Radiology

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.

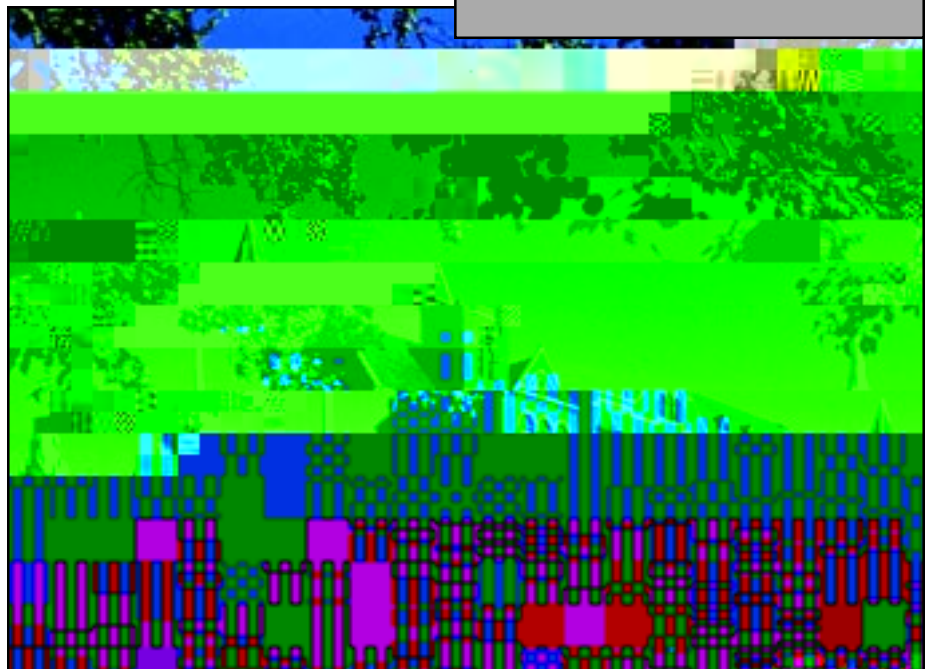
The 1970s, if not exactly dark ages, were years of scarcity and decline. The University's once- grand reputation was tarnishing, not just on the national level but in St. Louis itself, where many regarded SLU to be in its twilight years. The challenges facing the city and the University seemed of such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



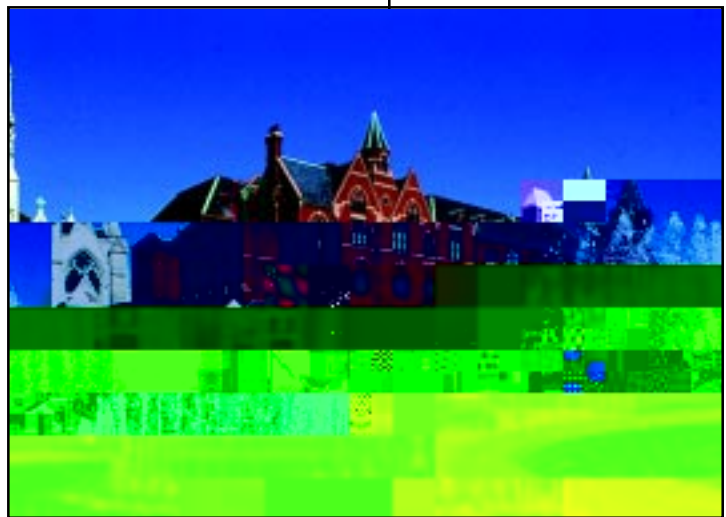
The University's endowment has grown from a market value of \$188.1 million in 1990 to \$824.5 million in 2001. Buildings have been restored or renovated for Law, Business, Humanities, Orthodontics, Public Health, Professional Studies, the Graduate School and Alumni Programs, and Academic Advising and 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



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.

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.

Self-Study Committee

- **Bernard A. Asen, Ph.D.***
Associate Professor,
Theological Studies
- **Frances Benham, Ph.D.**
University Librarian
- **James Forst**
Associate Vice President,
University Development
- **James Gilsinan, Ph.D.**

Dr. James Gilsinan, Ph.D., is the chair of the Self-Study Committee, and planning structure of 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. (• Frances Benham) Tj service P

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.

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) 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.

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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 Manresa .ruce MnrS,onastVerscular2cr0 Surz D 0.0003 T5chost-D

- 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

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;

"My vision is to establish and maintain Saint
egic

- 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

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.

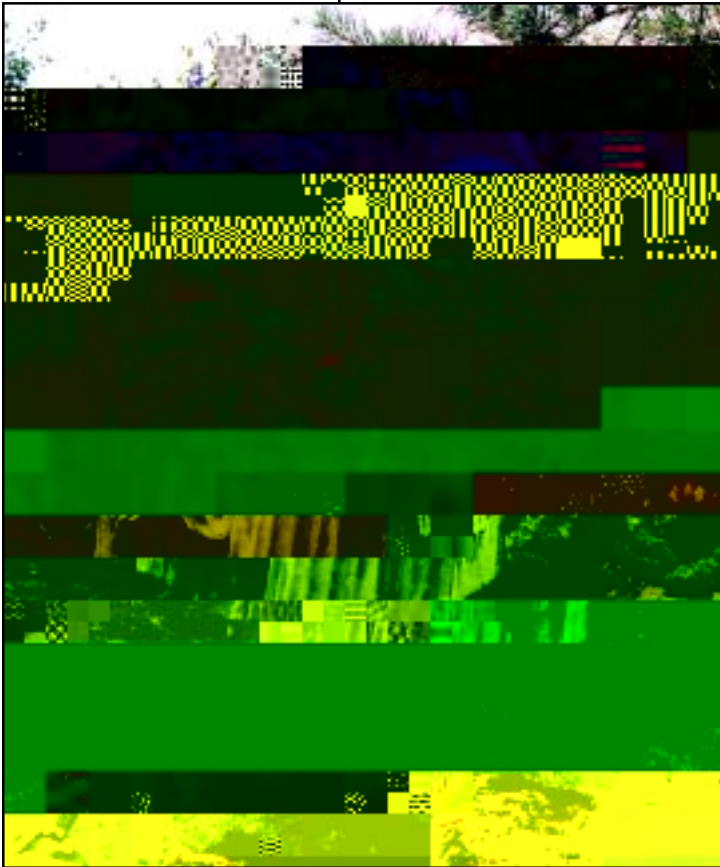
Another factor is *Ex Corde Ecclesiae*, the 1990 Apostolic Constitution of Pope John Paul II. This document acknowledges the rightful autonomy

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 lecture-ships and conferences that strengthen awareness of the

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 Depart-

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

University adopted the University Service and Excellence Performance Stan-

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.

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of vocations.

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.

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 recom-

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

and activities. Standing committees of the SGA focus on issues of student interest, such as academic affairs, finances, residence life, commuter

- 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,

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, analogculne3culny.

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

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;

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.

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

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 in a variety of areas including cataloging, metadata, and digital preservation. Certification in these programs is by examination in a variety of areas including cataloging, metadata, and digital preservation.

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 in a variety of areas including cataloging, metadata, and digital preservation.

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

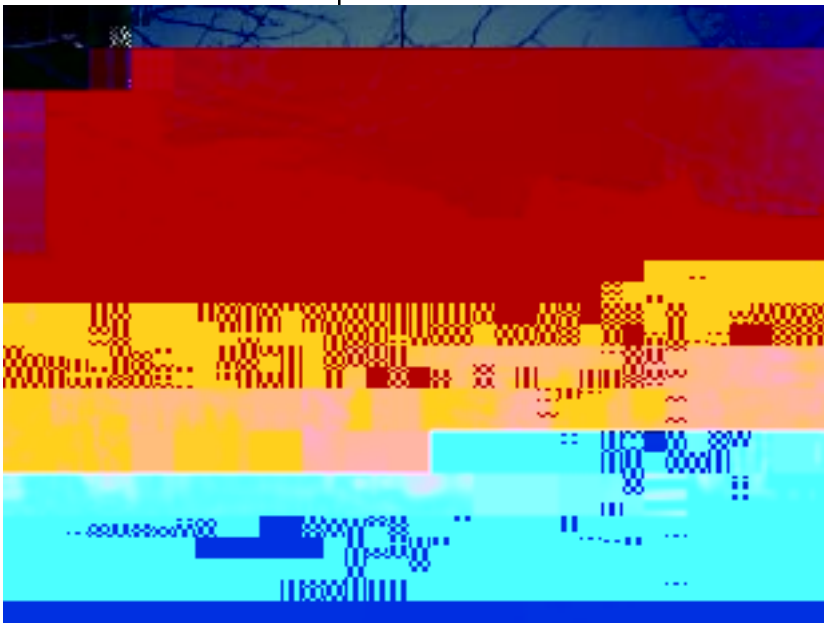
University Archives, which is part of the Pius XII Library, essentially existed in name only prior to 1990. Archival collections were housed without appropriate organization or access, and no full-time staff provided service. Today, four full-time and one part-time staff serve the Archives. Three of 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 numerw (and LOIS. In adDtnS 1 8 (a3 haeiements.

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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.



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

assistance department pastydgilable to build the 11 visitwit01 Tw,ructio437tatutorng sche Ufeedback, jut, tys wisa majo0AY us S ng sche Ufch.ich attractsSC Library archi

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

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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 sa bv Pla.cdodaer in tadoptemnu regard-

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

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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 NTdC T* 0tmety

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

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.

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University's many units, this task is accomplished by using a decentralized organizational approach for financial management, and a centralized

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 materi T*1 Fud the phocoorg won of colent volivity inch par phodeanFud cucomdeentnt ofFud

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.

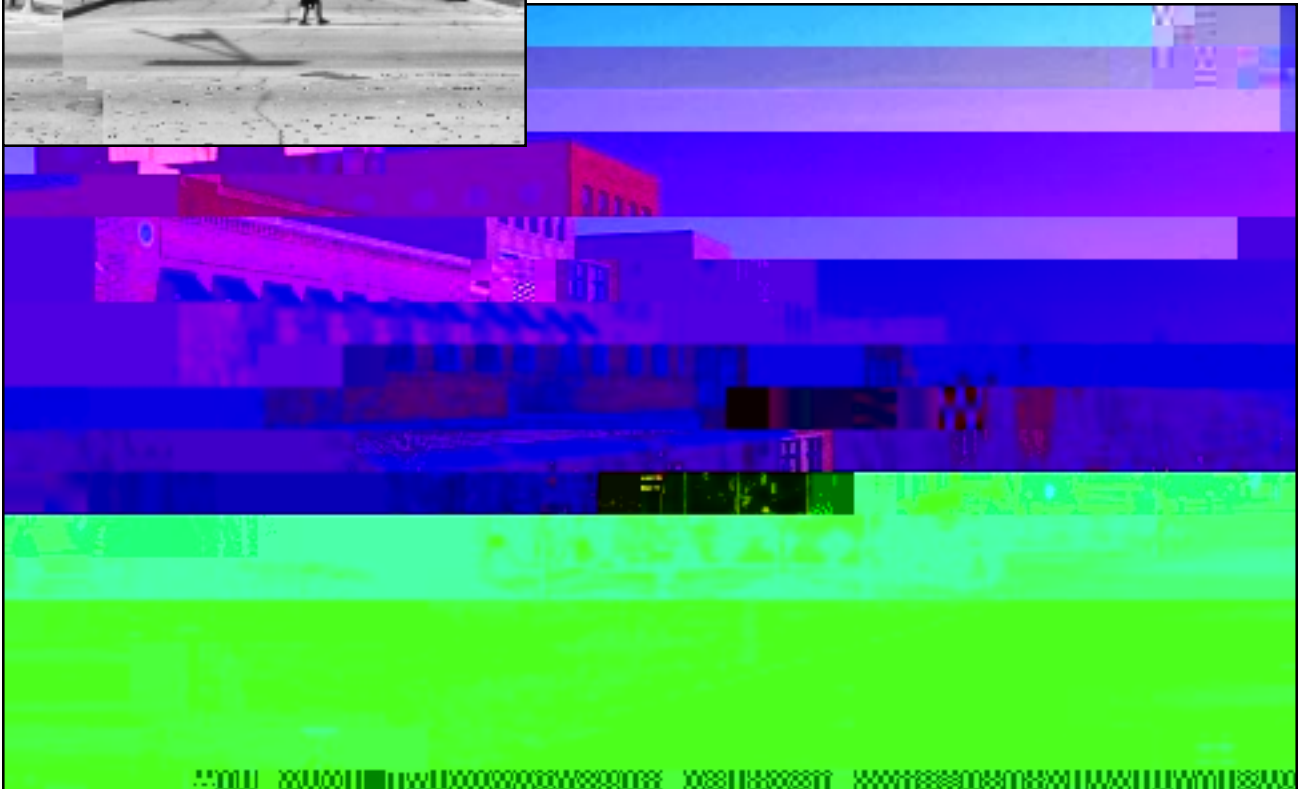
Credit for this accomplishment lies with the University's President. He has proven himself committed to providing the SLU community with a physical learning environment that is safe, functional, and attractive, one that utilizes energy consumption efficiently and provides dependable educational facilities.

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:

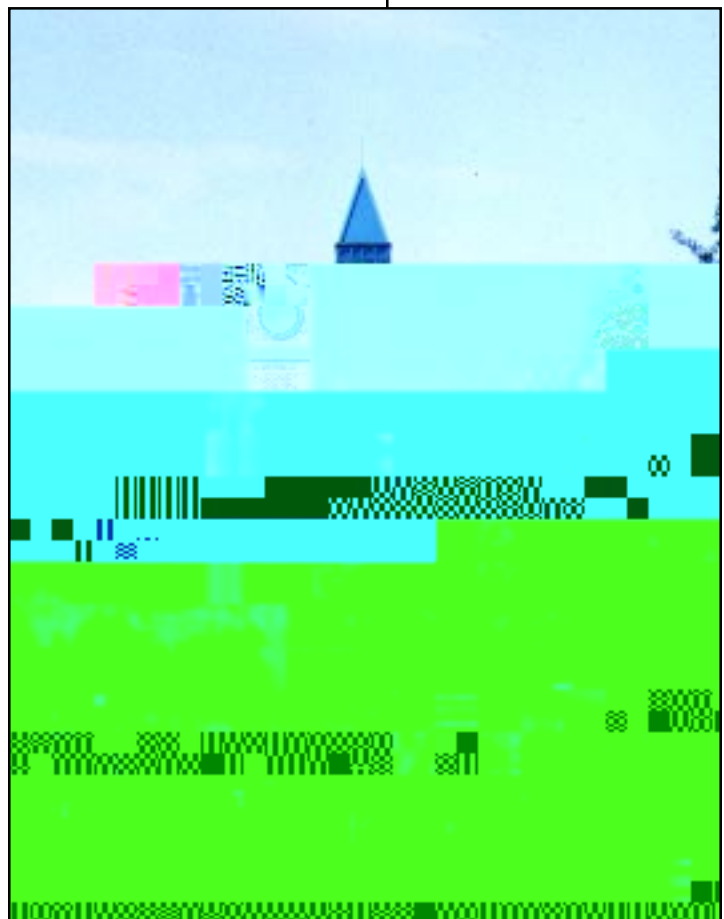
- A reflection pond and fountain were created east of Ritter Hall.
- A 1,500-car parking structure was built at the corner of Grand and Laclede.

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.



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.

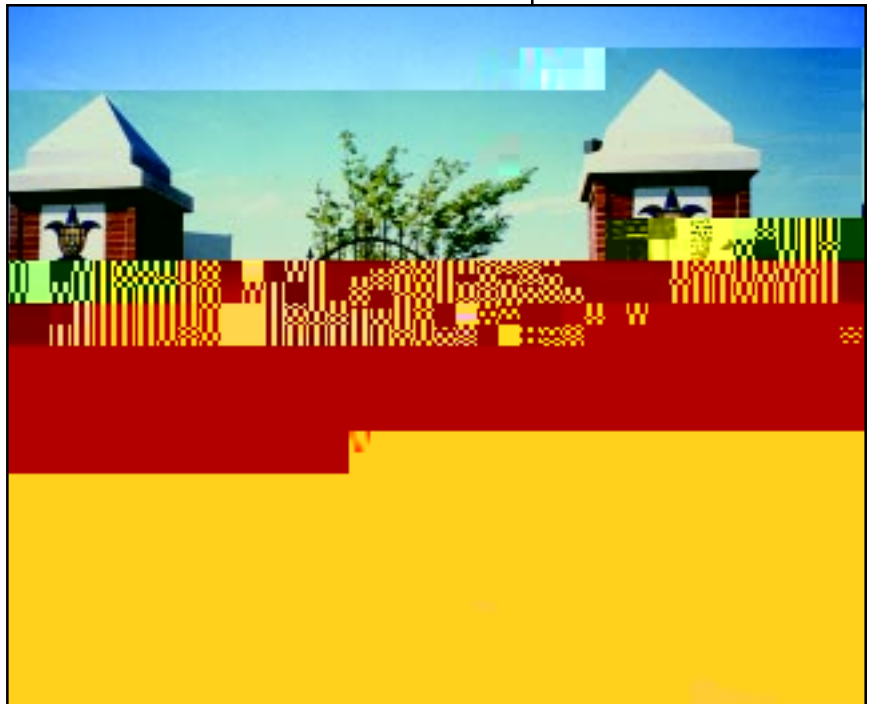
years, the University has constructed four parking garages, acquired new parking facilities, and upgraded its older lots. It has also improved security at parking facilities by gating the lots, installing emergency telephones, and increasing lighting, signage, and fencing. Today, there is enough parking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

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.

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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;

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.

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

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;

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.

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

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. Over 4.0 is over 4.0.

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

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 makrataWher



- 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

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 task o to provide



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



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.

JOHN COOK SCHOOL OF BUSINESS

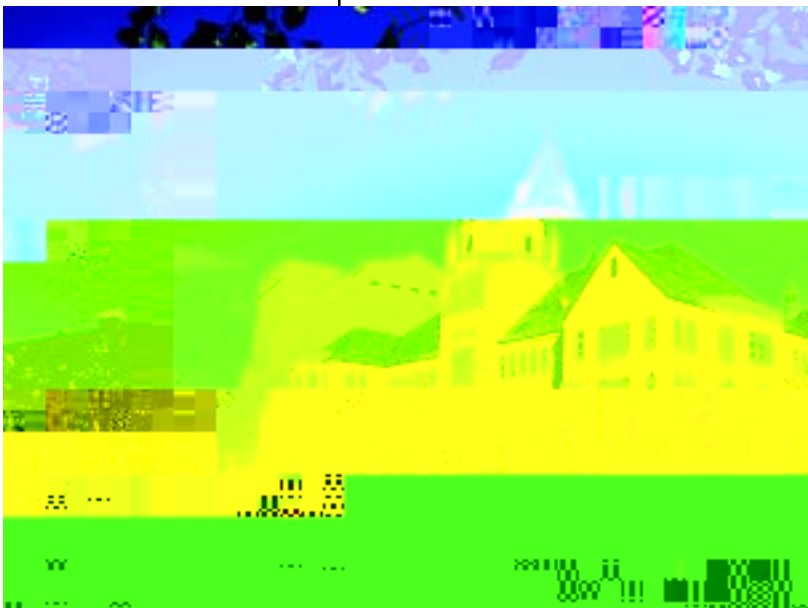
Mission

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, Dephys 0.000,cating the v

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centers (the Smurfit Center for Entrepreneurship Studies, the Emerson

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

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.

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.

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
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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

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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.

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;

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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

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.

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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.

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-

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 in Analysis of Microsoft Certified Systems Engineer Program~~
PDP in Analysis of Microsoft Certified Systems 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.

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 Center for Organizational Learning and Renewal;

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.

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

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 govern-

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

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, communica-

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

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.

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.

M5,470chemised to

hosts an annual Research Day Symposium, highlighting the scholarly

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

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

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

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

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

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 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.

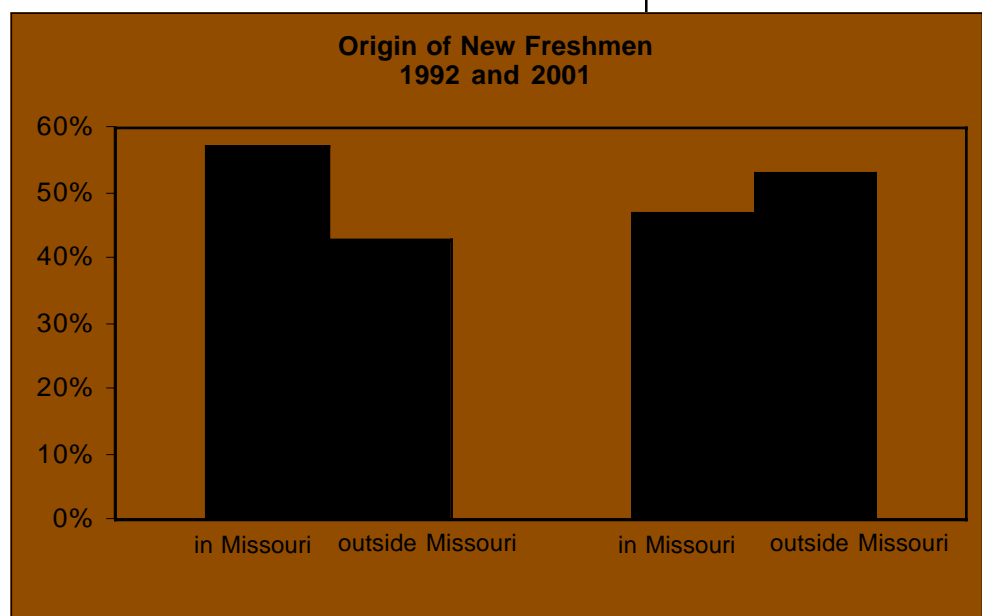
Other recruitment initiatives include nationwide travel, particularly to major Catholic population centers, and close relationships cultivated with Jesuit high schools. Over the last five summers, the Office has developed formal information presentations in 18 metropolitan areas across the midwest. Those 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.

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.

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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

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.

- 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 duplica-

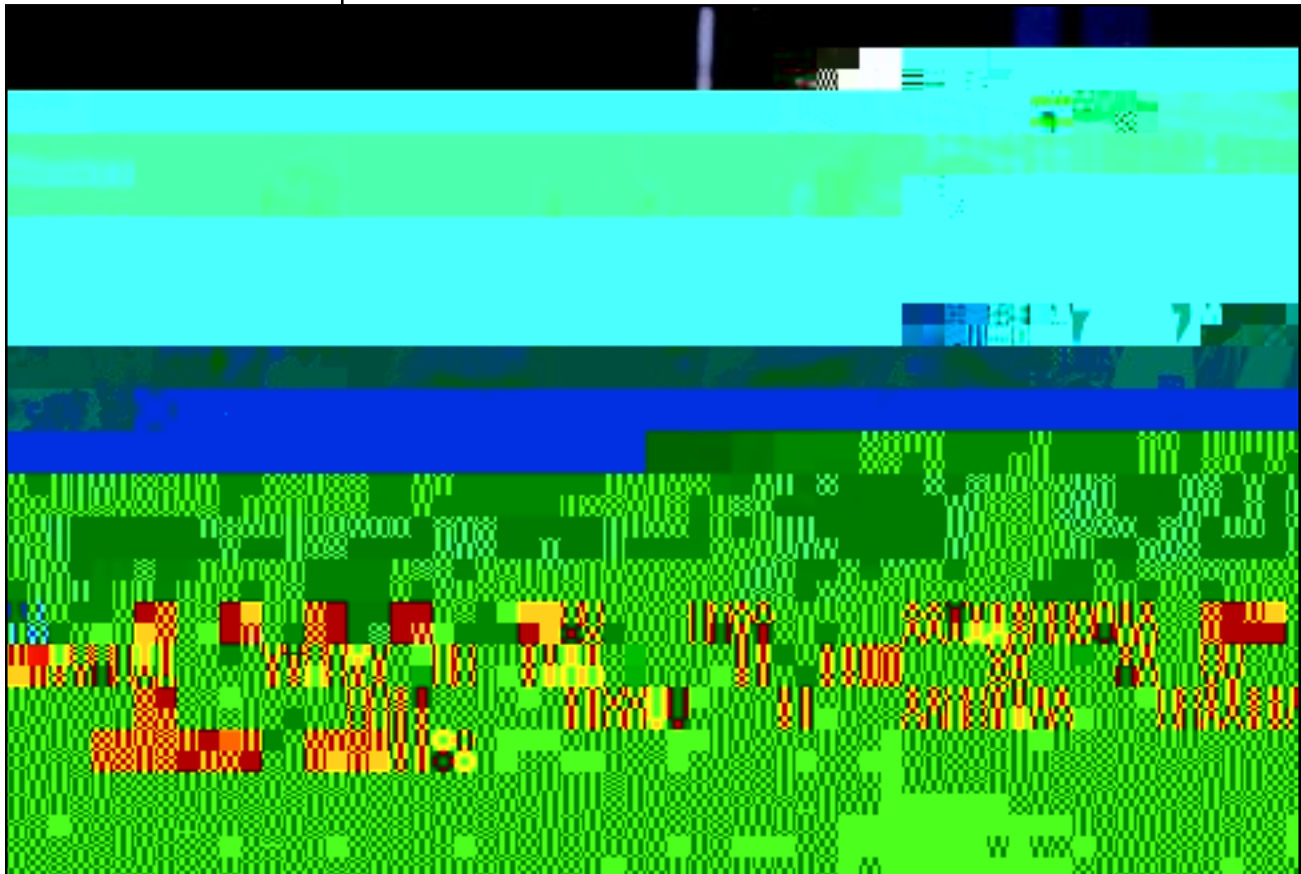
Responsiveness to students' concerns is a priority in the Division. Student representatives participate in virtually all the Division's discussions and decision-making processes. These include the meetings of the staffs, the directors, the Student Development subcommittee of the Board of Trustees, the 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

- 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

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,

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 s. hooo
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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

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.

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.

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

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-

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

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

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 Uni-

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 Sough thTides inc le.1.2 TD 1 000105

- 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 investment in
- Evaluating student academic achievements across the University, SLU is

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.

“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.

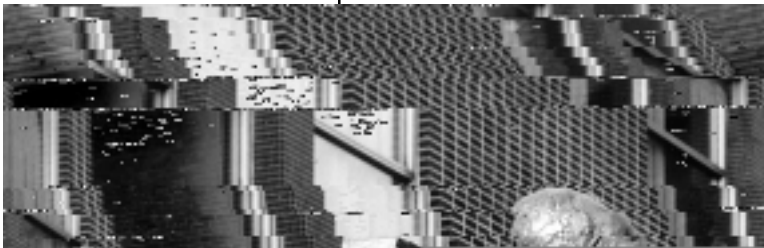
The Planning Process

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 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



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 operations of community

backgrounds. Training 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, and Associate

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

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

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 signa-

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

facts were the uppermost concerns of administrators, faculty, and staff.

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.)

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.”

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 s Tgahe sta ts”

- 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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program is charged with identifying learning outcomes, assessing the accomplishment of those goals, and using that information in the management of the educational programs.

Educational Program

12. It confers degrees.

Saint Louis University confers degrees three times during the academic year: May, August, and January.

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.

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.

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.

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.

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

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.

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 concerned faculty and staff in 1992 regarding operations;

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.

