

# Saint Louis University - MO







- SLO 5: [Students will be able to] analyze how diverse identities influence their lives and the lives of others
- SLO 9: [Students will be able to] apply and acquire knowledge through engagement beyond the University

The Cura Personalis Sequence of the new Core is also key. Inspired by the Spiritual Exercises of St. Ignatius, the Cura Personalis sequence focuses on caring for the whole student, and on developing each student's ability to foster human flourishing in themselves and others through personal discovery and meaning-making. Intentionally sequenced, this three-part series of courses and learning experiences offers students grounding, guidance, and support as they join the University community, engage in vocational discernment, and plan for a p nd-suppo n

graduate leaders who think ethically and innovatively to solve problems with the technical and critical thinking skills they acquire, has over 150 participants who are involved in community service and social change.

- School of Education: Beyond the traditional focus of educating future educators, the School houses the [Institute for Catholic Education](#) which promotes the academic and spiritual development of Catholic school educators and leaders. The School also launched the [Billiken Teacher Corps](#) in 2015, a unique service-learning opportunity for faith-driven college graduates to have a transformative impact in under-resourced St. Louis-area Catholic schools.
- School of Law: The School offers a robust [experiential learning program](#) that places students on the front lines of community-facing legal work; it also houses the #1 [health law](#) program in the country for 12 consecutive years.
- [Parks College of Engineering, Aviation and Technology](#): With a vision of “Developing technically proficient, socially conscious leaders,” Parks offers five distinct pre-college academies to youth ages K-12 to stimulate interest in STEM fields, particularly among underrepresented populations.

To support this work of our colleges and schools, the [Reinert Center for Transformative Teaching and Learning](#) (CTTL) provides training, support, and development for all faculty to ensure a Mission-centric education of our students that is both accessible and equitable. Most importantly, the CTTL operates in a way grounded in our Mission; programs like the [Ignatian Pedagogy Institute and Academy](#) provide training for faculty to expand and deepen their knowledge of Ignatian Pedagogy as an extension of Ignatian spirituality. This is accomplished via a three-part institute focused on contemplation, imagination, and discernment as it applies to curriculum design and delivery.







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- College of Arts a

- Supplemental Instruction
- Trudy Valentine School of Nursing
- University Bylaws
- University Counseling Center
- University COVID-19 Dashboard
- University Writing Services

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The institution

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- Legal Clinics
- Madrid ESL Volunteers Teach Free English Classes to Hundreds
- Madrid Service and Community Outreach
- Mission Accepted by Students during COVID-19
- OneSLU
- PRiME Center
- Prison Education Program
- Relay For Life
- Research Institute
- Saint Louis University Community Partners Database
- Service Learning at SLU
- Service to the Community
- Shut It Down Program
- SLU and Access Academies Partner
- SLU Profile 2020
- SLU Profile 2020 (page number 9)
- SLU Ranks Number 1 for Service in Princeton Review
- SLU Ranks Number 2 for Service in Princeton Review
- SLU Ranks Number 4 for Service in Washington Monthly
- Speech-Language and Hearing Clinic
- St Vincent de Paul Society Partnership
- St Vincent de Paul Society Scholarships Awarded
- Student Service Organizations
- The Institute for Healing Justice and Equity
- The Service of Faith and the Promotion of Justice Call
- The WATER Institute
- Top 10 Impact School
- Transformative Justice Initiative
- Transgender Health Collaborative
- Urban League Career Fair
- Urban League MLK Tribute

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

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### 1.C.1.

Recognizing that service by itself only addresses short-term needs of the community, Saint Louis University offers robust opportunities for students to engage civically, advocating for a more just society.

#### **Informed Citizenship**

- [Voter Engagement](#): SLU provides students with multiple avenues to educate themselves on issues and elections. The CSCE provides election day calendars for important dates and regularly hosts multiple voter registration events and tables to assist students and answer questions. Moreover, during the midterm and presidential elections, the campus becomes a polling place for residential students to make voting as accessible as possible. The Department of Political Science regularly hosts [election watch parties](#), with students from the [Political Roundtable](#) student group leading discussions afterward.

SLU's efforts have paid off: 43.5% of students voted in the 2018 midterm elections (a sharp increase from the 2014 rate of 17.9%), compared to 39.1% of students nationwide. The University was named a "[Voter Friendly Campus](#)" in 2017 and 2019 by the Campus Vote Project and the National Association of Student Personnel Administrators, and received a [Gold Seal](#) from the All In Campus Democracy Challenge in 2019.

The campus commitment to voter engagement is well supported by campus leadership. Ahead of the 2020 election, the Division of Student Development sent out regular [communications](#) to students, and faculty and staff received communication from both the [Office of the President](#) and [Human Resources](#) to underscore the importance of voting and remind employees of their right to take paid time off to do so.

- Social Justice C



The University has remained deeply committed to issues of diversity, equity, and inclusion (DEI). As noted in our 2016 assurance argument, this commitment was amplified during the events following the 2014 murder of Michael Brown in Ferguson, a suburb of St. Louis. The regional protests that followed in October 2014 culminated in what would become known as Occupy SLU, when as many as 1,500 protestors marched to the University and began a sit-in protest at the clock tower in the center of campus. This occupation continued peacefully for six days. The Occupy SLU demonstrations brought issues of racial and socio-economic injustice to our doorstep, with the campus response covered by national and local media. A significant development in SLU's history was the creation of the [Clocktower Accords](#), the outcome of Occupy SLU that has driven many of our DEI priorities in the past seven years. While several of the commitments comprising the Accords have been fully realized, several



[development](#) in this area can be found amongst all stakeholders. The Board of Trustees, Vice Presidents and deans all participate in anti-bias, antiracist training. Additionally, the Office of Diversity and Community Engagement provides training at departmental, divisional, and school/college levels for faculty and staff.

Climate surveys, coordinated by an outside consulting group, were completed by faculty and staff in 2014, 2016, 2018, and 2020 to track views on diversity, civility, leadership, and morale, among other topics. Key [results from the 2020 survey](#):

Additionally, SLU participated in the [National Assessment of Collegiate Campus Climate \(NACCC\)](#) study during Fall 2020. This quantitative national benchmarking survey of undergraduate students allows for a better understanding of racial climate on campus. [Results](#) of this study of SLU undergraduate students (n=2,167, 29.8% response rate) included the following:

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- InterFaith Alliance
- Interfaith Spaces
- LGBTQIA Resources
- Madrid Campus
- Multicultural Student Organizations
- NACCC Fall 2020 Report
- NACCC Survey
- New Associate Provost for Career Development
- Occupy SLU 2021 Communications
- Political Round Table
- President - Maximum Flexibility on Nov 3
- Queer Closet Fashions Supportive Community on Campus
- Queer Closet Lends Students Clothes And Confidence - STLPR
- Rainbow Alliance
- Slavery History Memory and Reconciliation
- SLU Profile 2020
- SLU Profile 2020 (page number 5)
- Study Abroad
- The Institute for Healing Justice and Equity
- Undergraduate Scholarships
- Voter Communication to Students from Student Development
- Voter Engagement
- Voter-Friendly Campus

The institution's mission is clear and articulated publicly; it guides the institution's operations.

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As evidenced in this Criterion, the Mission of Saint Louis University is a guiding force for institutional decision-making and action, ranging from academic programs and research to community engagement and student support. This was particularly salient in the last 18 months, as our Mission was at the forefront of our response to the COVID-19 pandemic.

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*There are no sources.*







hiring guidelines document is underway. The revised version will provide significant detail about these processes, including substantial guidance for attracting faculty of color and other underrepresented minorities. Already in place are mandatory workshops led by the Provost's office for faculty search committee chairs that address hiring for mission, [federal compliance](#) (including diversity), and related Workday procedures. All hiring is conducted in compliance with the University's *[Equal Opportunity and Affirmative Action Policy](#)* as well as applicable federal laws and regulations. [New employee orientation](#)



The pandemic related activities culminated in Fall 2021 with a vaccination rate among students and employees of 97% which, with continued masking requirements, has enabled the campus experience to return to near normal.

The pandemic also generated increased interest among many employees in remote work from home. This spurred the development of HR's [interim flexible work policy for staff](#), and [guidelines](#) from the Provost for the application of flexible work opportunities in the academic units reporting to him.

### **Auxiliary Functions**

The Department of Auxiliary Services in the Division of Business and Finance provides contract management, financial oversight, and capital planning of the University's ancillary income divisions. These services suffered financially due to the pandemic, but are well positioned for the future. Auxiliary functions are addressed in SLU's audited financials.

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for the year ended 12/31/2021



- ITS Administrative Research Applications
- ITS Classroom Technology
- ITS Clinical Information Systems
- ITS Policies Standards and Procedures

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
  2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.
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### **2.B.1.**

Saint Louis University strives to ensure that the information it communicates is as accurate as possible, and has taken steps to increase the transparency of decision making—particularly with regard to budget—with its primary stakeholders. SLU recognizes that a clear and complete presentation of institutional information, including its academic offerings and requirements, faculty and staff, costs to students, governance structures, and accreditation relationships, is a basic expectation of the general public as well as members of the SLU community.

The [SLU website](#), the primary vehicle for the public presentation of institutional information, was greatly enhanced by a major redesign launched in 2015 that, due to the size and complexity of the institution, took several years to complete. The result is standardization and consistency of appearance, organization, branding, and content elements. Additionally, all content from all units under the institutional umbrella now undergoes some level of review by faculty/staff authorized by the Division of Marketing and Communication (Marcom), which utilizes the latest software tools to detect and update any non-ADA-compliant web content.

Other social media (Facebook, Twitter, LinkedIn, YouTube, blogs) have become increasingly important marketing and communication tools. To help ensure their appropriate and accurate use, Marcom issued [social media guidelines](#) for both institutional and personal use. Related policies include the [University Advertising Policy](#) and [Web Content Management Policy](#).

The COVID-19 pandemic raised the stakes on the need for clear and complete institutional communication. President Pestello frequently engaged with the University community via email, video, and other means even prior to the pandemic. His communications increased markedly throughout this health crisis, as has messaging from the Provost and other SLU officials. Since SLU's March 2020 operational pivot, and continuing to the present day, pandemic-focused messages sent to its various stakeholders have been posted on a continuously updated [Coronavirus website](#) visibly linked from every institutional web page. Prominently featured on this site is a University dashboard that houses all publicly available COVID-19 information on student testing and employee cases. Additionally, the [Provost's messages](#) dealing with academic matters, whether or not pandemic-related, are linked from the Office of the Provost home page.

Information about SLU's academic offerings, requirements, faculty and staff, costs to students,

governance structure, and accreditation relationships, as well as that for other important topics, can readily be found and accessed on the University website as follows:

### **Programs and Requirements**

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## State Authorization

Saint Louis University maintains compliance with state regulatory agencies in order to increase student access to distance education courses and programs. SLU has been a participant in the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#) since March 2015. Our membership allows SLU to offer courses and programs in all 49 SARA member states, districts, and territories without seeking separate approvals.

Where SLU operates in other states in a manner that constitutes a “physical presence” (in-person cohort-based programs) in those states, SLU has sought and procured the appropriate authorization as applicable. Examples include:

- Ohio (Master of Social Work Program, in partnerships with Lourdes College and Xavier University)
- Massachusetts (Master of Social Work Program, in partnership with Elms College)
- Texas (M.A. and Ed.D. programs in Educational Leadership)

### 2.B.2.

Throughout this Assurance Argument, SLU offers evidence supporting its claims about the contributions—to both our students’ education and the communities we serve—from our research, community engagement, experiential learning, SLU’s Catholic, Jesuit identity, and our economic development efforts.

Criteria 3 and 4 offer documentation that our curriculum designs and assessment work attend specifically to the import and impact of research, service learning, and experiential learning on students’ educations. Criterion 1, along with the discussion of the new University Core learning outcomes in Criterion 3, address how SLU’s Catholic, Jesuit identity manifests in co-curricular programs and academic curricula. While SLU has not conducted a new economic impact study since 2012, SLU’s presence as a major economic engine in Midtown St. Louis, the city, and the region, as discussed in 5.B.1., remains impressive.

## Research

SLU is one of just nine Catholic universities with a “higher” or “highest” research activity designation from the Carnegie Classification of Institutions of Higher Education, with initiatives throughout the institution and across academic disciplines. The Office of the Vice President for Research (OVPR) developed a five-year [Research Growth Plan](#) to build SLU’s research enterprise. The Vice President routinely [updates](#) the campus community on the progress of this plan. Further, the OVPR website summarizes research initiatives supported by its [Research Institute](#) and issues a detailed [annual research impact report](#).

## Community Engagement

Service and community engagement are central to the Jesuit tradition, and related activities occur in the context of many SLU units, as noted in 1.B.1. The [Center for Service and Community Engagement](#), the focal point of much of this activity, coordinates the numerous paths available—to students, faculty, and staff—that can enable them to live the Jesuit value of being “men and women for and with others.” Further, much of the institution’s community engagement is concretely measurable, ultimately contributing to its [economic impact](#).

## **Experiential Learning**

Experiential learning takes many different forms at SLU, including clinicals, field work, internships, study abroad, and undergraduate research. Service learning and volunteering are discussed elsewhere in this document. Clinical education is requirement of our medical students as well as our other health science programs; the Doisy College of Health Sciences alone partners with about [800 different sites](#) in the St. Louis metropolitan area, ranging from hospitals to private practice to the St. Louis Cardinals baseball team. SLU's Department of Sociology & Anthropology hosts three locations where students conduct [fieldwork](#): the Cahokia Mounds Archaeology Field School, the Urban Ethnography Field School, and the Primate Behavior Field School in Nicaragua and Costa Rica. Internships in industry are common among students in the [Richard A. Chaifetz School of Business](#) which partners with SLU's [Career Services](#), and in the [Department of History](#) which collaborates with public and private entities engaged in history-related projects. Study abroad is extremely popular among SLU students, with opportunities extending beyond SLU's [Madrid Campus](#) (which draws student from many countries) to over 50 programs worldwide, including the new SLU-sponsored program [Casa Belize](#). [Undergraduate students](#) are engaged in research throughout the University (e.g., [Parks College](#), [Department of Psychology](#)); their achievements are recognized through events such as [student conferences](#) and the University's [Senior Legacy Symposium](#).

## **Religious or Spiritual Purpose**

SLU's Jesuit, Catholic tradition is at the heart of its Mission which, in turn, is a major draw for students, faculty, and staff alike. As detailed in 1.A.2., the University underwent a Mission Priority Examen process in 2018 to evaluate how it lives the Jesuit mission and identity. Guided by the Society of Jesus, it featured an [institutional self-study](#) and a site visit by a peer visitor committee. As reported under Criterion 1, SLU's commitment to mission received [strong affirmation](#) with yet unrealized potential noted.

## **Economic Development**

While SLU has not commissioned a full economic impact study since 2012 (which determined an annual impact of \$715M on the St. Louis region), the University has a long-standing reputation for its commitment to St. Louis city in general, and the "Midtown area," particular. Its [ongoing operations](#) both financially benefit the region and provide opportunities to enhance the educational experience and professional lives of its students and employees. Redevelopment partnerships are transforming the immediate area, not only with community projects but with our new hospital and other medical facilities. SLU is one of the region's largest employers, with substantial financial benefits accruing locally. Our athletics and other events held in Chaifetz Arena draw University students and visitors even beyond the region, further benefiting the local economy.

Two significant contributors to the region's economic development that also provide educational opportunities for our students and professional growth for our faculty and staff are (1) SLU's involvement in the region's collaborative [Cortex Innovation District](#), and (2) its investments in new [academic programs](#) and other support of the burgeoning local geospatial industry highlighted by the nearby new [National Geospatial-Intelligence Agency](#).

- Academic Deans and Degree-Granting Centers
- Accreditation Log
- Administrative Divisions and Offices
- Board of Trustees
- Campus Webcams
- Career Services
- Casa Belize
- Center for Service and Community Engagement

- Staff Advisory Committee
- Student Conferences
- Student Government Association
- Student Research
- Student Research at Parks College
- Student Research in Psychology
- Undergraduate Scholarships
- Universitas
- University Advertising Policy
- University Charter 1832
- Web Content Management Policy



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The governing board of the institution is autonomo

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members' obligations, declares that:

*...it is important that those selected to serve on the board understand clearly their responsibilities as trustees of a Jesuit, Catholic, private university. By accepting the responsibilities set forth in this statement, trustees affirm their commitment to contribute to a SLU governance environment that offers present and future generations of students, faculty and staff, opportunities for outstanding educational experiences, career fulfillment and personal enrichment. In addition, trustees ensure that SLU remains at the forefront of medical research and patient care by supporting the efforts of the University's physician practice, research, and health care initiatives.*







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- Board Academic Affairs Committee Minutes May-2-2019
  - Board Conflict of Interest Policy
  - Board Effect Portal
  - Board Meeting Minutes 2020-2021
  - Board Meeting Minutes 2020-2021 (page number 6)
  - Board Meeting Minutes 2020-2021 (page number 34)
  - Board of Trustees
  - Board Oversight 12-6-19
  - Board Oversight 2-25-21
  - Board Oversight 7-15-20
  - Board Oversight 9-28-18
  - Board Standing Committees 2021-2022
  - Board Statement of Criteria for Trusteeship
  - Board Trustee Conflict of Interest Acknowledgement Form
  - Board Trustee Conflict of Interest Questionnaire
  - Faculty Petition Gratitude



facts, the right to express diverse ideas and opinions, and the right to discuss those ideas with others; and

- The Right to Free Speech, and Expression with Civility, consistent with the University's Catholic, Jesuit heritage, which includes a commitment to providing an environment wherein even the thorniest of matters can be explored openly and argued productively. Students, however, not only have a responsibility to assure that speech and expression do not infringe on the safety of others or impede institutional functions, but also have the opportunity to freely express their disagreement, provided that such expression neither impairs other, including differing, viewpoints or expression, nor interferes with normal functions of the University.

In 2017, SLU convened a work group charged with reviewing:

- current institutional policies and procedures regarding invited speakers and performers
  - leading campus conversations about campus speech, expression, civility, and inclusion
  - inviting ideas and feedback
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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

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### **2.E.1.**

In recent years, the University's Board of Trustees, through its Audit and Legal Committee, and SLU's internal auditors have stressed the importance of establishing a University-wide compliance and ethics program. A new leadership position, the Vice President for University Compliance and Ethics, was created to oversee the program.





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course, English 1900: Advanced Strategies of Rhetoric and Research.

- In addition to working with other courses in the new undergraduate Core, Pius, Medical Center, and Madrid Campus librarians are embedded in each of the themed Ignite seminars students will take in their first two semesters of SLU's new Core. An [Ignite Seminar Library Research Tutorial](#) designed specifically for this Core course addresses these two competencies.
- Graduate students, post-doctoral fellows, and other faculty involved in research funded by the National Institutes of Health and the National Science Foundation may choose to attend a [copyright session](#) focusing on research and publishing applications presented by SLU library faculty as part of the Office of Research Responsible Conduct of Research's workshop series.

#### 2.E.4.

In 2015, SLU implemented the [Saint Louis University Academic Integrity Policy](#), a significant and first step toward addressing academic integrity policy from an institutional perspective. This policy co-exists with a number of analogous documents developed at the academic department and college or school level and that vary in form, title, breadth, and depth. This year, acting on concerns about a significant increase in academic integrity incidents, inconsistent sanctions among the academic units, and inconsistent archiving and reporting (internal and external) of sanctions, the Office of the Provost convened an [Academic Integrity Working Group](#) of faculty, staff, and students to thoroughly explore these issues and mitigation strategies. An eventual outcome may be the elimination of unit-level policies and the adoption of a University-level policy and process. Additionally, several provisions of the [Faculty Manual](#) relate to academic integrity:

- Teaching – This text establishes the expectation that faculty are obligated to know and follow the academic policies and procedures in effect at all levels of the institution.
- Research and Scholarly Activity – This text identifies actions and behaviors that faculty are expected to avoid that “deviate from those that are commonly accepted within the academic community for proposing, conducting, or reporting research.”

The [Student Handbook](#) contains an academic integrity/ethical behavior provision that incorporates the SLU Academic Integrity Policy.

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- Academic Integrity Policy
  - Academic Integrity Working Group
  - Animal Care and Use Program Accreditation
  - CITI Program - Responsible Conduct of Research
  - Conflict of Interest
  - Conflict of Interest in Research Committee
  - Core Student Learning Outcomes
  - Digital Millennium Copyright Act
  - Environmental Health and Safety
  - Export Control Policy
  - Export Controls
  - FDA Audit Findings
  - FDA Audit Inspection Report
  - Foreign Influence Executive Summary Recommendations

- IACUC Google Site
- Ignite Seminar Library Research Tutorial
- Individual Outside Interest Policy
- Information Technology Appropriate Use Policy
- Institutional Animal Care and Use Committee
- Institutional Biosafety Committee
- Institutional Review Board
- Integrity Hotline
- Libraries Appropriate Use Policy for Electronic Resources
- NIH Foreign Influence Letter to Grantees 8-20-18
- Non-Retaliation Policy
- Office of the Vice President for Research
- Pius Library Writing Program Information Literacy Instruction
- Policy and Procedures for Responding to Allegations of Research Misconduct
- Policy for Responsible Conduct of Research Training
- Policy on Authorship for Scientific and Scholarly Publications
- Radiation Safety Committee
- RCR Copyright Presentation 2020
- Reporting Concerns Authors and Safety Officers

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The institution acts with integrity; its conduct is ethical and responsible.

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SLU's commitments to operating in an ethical, responsible manner – and our achievements in fulfilling those commitments – are extensive. Policies are developed transparently, and with significant involvement of all

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differentiates learning goals for undergraduate and graduate programs as articulated by the UAAC and GAAC guidelines for new programs. Faculty submitting new programs to UAAC and GAAC are encouraged to work with the University's Assessment Director to develop the learning outcomes and evaluation methods to ensure that the learning outcomes are suitable and require level



- HLC Multi Location Visit Report 2019
- New Academic Programs Webpage
- Prison Education Program Webpage
- SLU MSW Second Progress Report 7-26-20
- UAAC GAAC Academic Program Closure Form
- UAAC GAAC New Certificate Program Proposal Form
- UAAC GAAC Program Change Report Form
- UAAC New Degree Proposal Form
- UAAC Roster 2021-22
- UAAC Webpage
- University Assessment Committee Webpage

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The institution offers p

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- African American Studies
  - *Note: SLU recently established African American Studies as a full academic department, as well*
- American Studies
- Anthropology
- Art History
- Communication
- Criminology and Criminal Justice
- Economics
- Education
- English
- French
- German Studies
- History
- International Business
- International Studies
- Italian Studies
- Marketing
- Medieval Studies
- Music
- Nursing
- Organizational Leadership
- Philosophy
- Psychology
- Public Health
- Russian Studies
- Sociology
- Spanish
- Studio Art
- Theatre
- Theological Studies
- Women's and Gender Studies

At the graduate level, programs dedicated primarily to diversity and cultural studies, or that emphasize the study of these concerns in their programs, include the following:

- American Studies (M.A., Ph.D.)
- Business Administration (MBA)
- Clinical Psychology (Ph.D.)
- Curriculum and Instruction (Ph.D.)
- Education Policy and Equity (Ph.D.)
- Educational Leadership (Ph.D.)
- English (M.A., Ph.D.)
- Experimental Psychology (Ph.D.)
- Family Therapy (M.A.)
- French (M.A.)
- Health Administration (M.H.A.)
- Health Care Ethics (Ph.D.)
- History (M.A., Ph.D.)

- Industrial-Organizat



SLU assesses the quality and impact of our educational commitments to diversity and cultural awareness in multiple ways. For example, in Fall 2020, SLU participated in the [National Assessment of Campus Collegiate Climates \(NACCC\)](#), a survey administered by the Race and Equity Center at the University of Southern California, intended to measure campus racial climate for undergraduate students. [Results](#) from this study show that SLU can certainly make improvements in this area. For example, as also noted in 1.C.3., 77% of White students indicated they mostly or strongly matter in classes with White professors, whereas only 55% of students of color felt the same. Students of color were also less likely than White students to receive affirmation from White professors. During Fall 2021, the Director of the Cross Cultural Center and the Assistant Director of the CSCE will be leading a group of students in reviewing the report and identifying recommendations based on the data, with the goal of improving the racial climate.

### 3.B.4.

The breadth of scholarship, creative work, and discovery of knowledge evidenced by SLU’s faculty and staff reflects the diversity of our portfolio of educational programs and comprehensive nature of our University. Expectations for faculty research and scholarship are high, as evidenced by SLU’s basic [Carnegie Classification](#) of “Doctoral University – Higher Research Activity.” Expectations for creative work are similar for applicable programs, although such work is not measured by the Carnegie Classification system nor many other traditional means.

Annual reviews of faculty at the department level, as well as the rank and tenure process at the University level (see 3.C.4.), ensure that all faculty contribute to the extent appropriate to their programs and Saint Louis University’s Mission. Additionally, SLU has implemented the [Faculty180](#) database in which faculty scholarly activity is recorded so that it can facilitate research and reporting on faculty scholarly production and impact (to both internal audiences and external ones, such as disciplinary accrediting bodies). Annual faculty activity reports across SLU’s colleges and schools are created in Faculty180 and pull scholarly and creative activity, plus grant-funded and other forms of research. For example, from the Faculty180 database we know that, in the 2020 calendar year, SLU faculty across all colleges/schools produced (and recorded in Faculty180) the following:

- 47 scholarly books
- 139 scholarly book chapters
- 1231 scholarly journal articles
- 11 patents
- 890 scholarly presentations at academic conferences
- 12 new library research guides
- 44 creative productions
- 15 creative performances

Specific information about each of those activities can also be reported on (by college/school, department, etc.), enabling chairs, deans, and others to evaluate the quality and context of each, and

faculty to teach a topic that “ignited their own passion” for research, teaching, activism, etc. via the Ignatian pedagogical paradigm. This then invites students to consider what ignites their own passion for inquiry. Also in the Core, [Collaborative Inquiry seminars](#) focus students’ attention on a multidimensional question without a straightforward, technical answer. This requires and enables students to collaborate with each other, drawing on previously developed knowledge and skills to understand the nature of the multidimensional question; this, in turn, highlights a central concept within Catholic education, which is the need to see a question synthetically, from many intellectual, spiritual and philosophical vantage points, in order to see God complexly at work in all things. Both seminars invite faculty to connect their teaching to their areas of research expertise in creative ways that are also linked to SLU’s Mission and identity as a Catholic, Jesuit institution.

Faculty research is supported by the [Office of the Vice President for Research \(OVPR\)](#), the mission of which is to enable SLU’s faculty to achieve their research ambitions and advance SLU’s Mission to pursue truth “for the greater glory of God and the service of humanity.” [OVPR staff](#) assist SLU faculty in the following areas: convening faculty from across disciplines and creating collaborations, identifying funded and non-funded research opportunities, proposal development and review, and managing awards and post-award compliance support; all of this is accomplished through [OVPR working groups](#). Additionally, there are several [research councils and committees](#) that shape SLU’s research and scholarship growth agendas.

In August 2017, the OVPR (created by the President in July 2016), developed a [Five-Year Growth Plan](#) for research at the University. In Fall 2018, the [SLU Research Institute](#) was created as a result of an historic \$50M gift to accelerate research growth at the institution. Over the course of 10 years, the SLU Research Institute’s charge is to set the University on the path to becoming a national and international model in promoting teaching, learning, and research that exemplify discovery, transformative outcomes, and engaged citizenship in a global society – as called for in the University’s strategic plan. The SLU Research Institute works to:

1. Achieve and sustain annual research expenditure growth that places SLU among the fastest growing universities in the country
2. Establish eminence in strategic, University-wide research priority areas
3. Raise the profile and reputation of SLU as a world-class research university in the St. Louis area and around the world
4. Recruit and retain world-class research leaders and provide significant investments in their work
5. Leverage the founding \$50M gift to increase federal, industry, and philanthropic funding for research done at SLU

In pursuit of these goals, initiatives fa agT

The [Senior Legacy Symposium](#) is an annual event where undergraduates share the results of their research efforts; each student project and presentation is sponsored and overseen by a faculty member. Our most recent NSSE results indicate that SLU's efforts to support undergraduate research are successful but could be strengthened: the [2020 NSSE data](#) showed that 37% of seniors had participated in research with faculty, an increase from 35% in 2017 and 32% in 2014.

As noted in 1.B.1., SLU is also taking an active role in researching COVI I

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- NSSE 2020 High-Impact Practices
- NSSE 2020 High-Impact Practices (page number 3)
- Office of Diversity and Community Engagement Webpage
- OVPR Big Ideas Webpage
- OVPR Five-Year Research Growth Plan Webpage
- OVPR Messages from SLU Research Webpage
- OVPR Research at SLU Webpage
- OVPR Research Councils and Committees Webpage
- OVPR Research Institute Fellows Webpage
- OVPR Seed Funding Webpage
- OVPR Staff Webpage
- OVPR Working Groups Webpage
- Parks Senior Design Project Booklet
- Rank and Tenure Process
- Rapifm

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

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### **3.C.1.**

The mission of the [Office of Institution Equity and Diversity](#) (which reports to the Office of the General Counsel) is to promote a deep understanding and appreciation among the diverse members of the Saint Louis University community, to promote justice and equality in educational and employment opportunities, as well as to lead efforts to create an inclusive academic and work environment. This office is the institutional resource for diversity, affirmative action, harassment, hate crime, bias-incident or sexual misconduct issues. Staff offer training on equal opportunity and harassment policies, as well as programs on diversity and inclusion.

Specific to hiring and employment, Saint Louis University is an [affirmative action and equal opportunity employer](#) committed to providing fair treatment of all in the SLU community on the basis of merit. The new Provost's plans for increasing diversity amongst our faculty members were shared in a message in [September 2020](#). Accordingly, new faculty hiring guidelines are being established as well as more fully developed diversity training for search committees. The School of Law recently implemented its detailed [Plan for Achieving a Diverse Faculty Body](#).

In May 2021, a major revision of the University [Faculty Workload Policy](#) took effect that explicitly ties workload policies/assignments to faculty contracts, annual reviews, merit raises, and promotion and/or tenure. It states that workload equity is fundamental to equity in performance evaluation, the distribution of merit increases, and the awarding of academic promotions and tenure, and warns against the inequitable burdens often faced by individuals who contribute to the diversity of the faculty.





Program



which, in turn, substantiate the quality of their own dual credit programs. SLU is committed to restoring both our reputation in the dual credit community and, more importantly, the integrity upon which that reputation had been well-earned throughout the Program's rich history.

### 3.C4.

All full-time faculty members are evaluated annually based on standards established by their college/school/center/library. All faculty on the tenure track are evaluated at the midpoint between their hire and when they would normally apply for tenure and promotion, as outlined in the *Faculty Manual*. In addition, the *Faculty Manual* articulates [how faculty are evaluated](#) for all levels of promotion, both on the tenure track and on the non-tenure track. In 2020-21 the Faculty Senate surveyed all faculty about their experiences with and recommendations for improving faculty evaluation. The [results of that survey and related Faculty Senate recommendations](#) will inform future Faculty Senate efforts to improve processes institution-wide.

In most academic units, all teaching is currently evaluated by students at the end of each course. Beginning with 2017, SLU implemented a centralized course evaluation platform (Explorance Blue), as previously evaluations were inconsistent across schools/colleges and departments. The University Assessment Director coordinates the course evaluation administration in line with the [University Policy on End-of-Term Student Evaluation of Courses](#) which was reviewed by the Council of Academic Deans and Directors (CADD) in September 2016 and May 2017, and adopted by the Provost in June 2017. The policy addresses course evaluations' scope and purpose, administration period, data access, and exceptions. A [standard set of course evaluation questions](#) has been administered at the end of each term (Fall, Winter, Spring, and Summer) since Fall 2017. The questions were developed by the University Assessment Office in consultation with the Reinert Center for Transformative Teaching and Learning and vetted by CADD. Additionally, beginning in Spring 2021, schools/colleges, departments, and programs could add up to five custom questions. There are a variety of reports created each term to share the course evaluation data: instructors receive individual course evaluations as well as an aggregated instructor report, department chairs receive reports that group course evaluation data by subject code, and college-level administration have access to all data for their school/college. Course evaluation reports are one component of the promotion and tenure application packet, though as noted in the policy, "in no context is SCE (student course evaluation) data to be employed as the sole measure of a faculty member's teaching performance or as the sole measure of the value/quality of a course."

Initial feedback regarding the new course evaluation process was gathered via a survey to faculty and students in Spring 2018. A [report](#) sharing the results, recommendations, and implemented changes was finalized in Fall 2018. Changes based on initial feedback included minor revisions to questions,



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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

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### 3.D.1.

All SLU students at all levels engage in orientation programs to prepare them for University life, teach them about campus support resources, and introduce them to the faculty in their respective academic units. Distance learners can come to campus for these orientations, or their participation may be facilitated through online technologies. Undergraduate students begin to make their transition to University life at [SLU 101](#), a summer orientation program all undergraduate students are expected to attend. In SLU 101, students learn about support services, academic expectations, and meet individually with their advisors. While students will review requirements if they have declared a major or take tentative first steps toward selecting a major if they are undecided, these one-on-one conversations are designed to be more than checklists of requirements. Additionally, SLU 101 is designed to be an orientation for the families to the support systems for our students. The program helps educate these key stakeholders on significant transitional issues.

[Graduate students](#) and [international students](#) have their own orientation programs, while transfer students attend a [transfer-specific](#) version of SLU 101. Finally, the Student Involvement Center facilitates the [Fall Welcome](#) program, which takes place once students have moved to campus for the Fall term and lasts for approximately two weeks; the purpose of this program is to further support first-year and transfer students in their transition to SLU.

The University designs and maintains student support programs and services geared to help students succeed at all levels. All currently enrolled students have access to the [Student Success Center](#), a one-stop-shop for academic support, Student Success Coaching, and the Center for Accessibility and Disability Resources. For undergraduate students, this includes [course-based tutoring](#), which is offered for more than 75 courses. The University identifies courses for which tutoring is offered based upon number of students enrolled, historical level of difficulty (as measured by drop, fail, and withdrawal [DFW] rates), utilization in prior terms, and prior requests for services. SLU also has a [Supplemental Instruction \(SI\)](#) program. The SI model is utilized within large, lecture courses in biology, chemistry, physics, anatomy, human physiology, and psychology. The faculty work with the staff in Academic Support to identify students to serve as SI leaders and promote services within their classrooms. [University Writing Services \(UWS\)](#) provides support for both written and oral



the pandemic. However, this is an area in which SLU students participate mT O

The [Department of Mathematics and Statistics](#) uses a variety of methods to place students in the most appropriate first mathematics or statistics course at SLU. Students can receive credit based on Advanced Placement (AP) or International Baccalaureate (IB) test scores while at the same time establishing a natural placement in the next appropriate mathematics or statistics course. Students without AP or IB credit are placed using their standardized test scores (ACT/SAT), high school GPA, prior coursework, and/or scores from online skills tests. ~~and~~



Success Program, Honors Program, INTO SLU, and Office of Pre-Health and Pre-Law Studies. Each international student is assigned an [international academic advisor](#) to collaborate with all other advisers in support of each student's personal wellness, immigration compliance, and academic success. All students are also assigned to a faculty advisor within their program. The Madrid Campus has an [advising model](#) with four components: (1) the First- and Second-Year advisor supports individualized educational planning and encourages strategies for academic and transitional success; (2) faculty advisors (for students who have completed 59 credit hours) help with educational planning and also offer a disciplinary perspective on identifying students' interests and information on specific majors and careers; (3) the career counselor helps students to identify career options and to obtain internships and work experience in those fields; and (4) students are responsible for active participation in the advising process.

The current structure of academic advising at SLU has changed since the de-centralized structure in place at the time of our last re-accreditation. One of the major continuous improvement initiatives that was implemented as a result of the Magis Operational Excellence Program (see 5.A.2.) was a revised academic advising model. In March 2017, the MOE Student Advising Initiative Team was charged to develop design recommendations to improve the undergraduate advising systems, structures, and services that support students from program/major selection to job placement. The primary goals for the project were: (1) to improve the advising experience for students; (2) to address ongoing advisor retention issues; and (3) to better integrate academic and career advising. After months of gathering input and reviewing leading-edge practices, the team developed recommendations that were shared via a [September 2017 report](#) and followed up with community fora, undergraduate student focus groups, and online forms seeking feedback. In February 2018, the [final recommendations](#) for transforming the student advising experience were announced; they addressed new technology, a new organizational structure, and further exploration of the relationship between academic advising and career services. Since then, the University created and appointed an Assistant Provost for Academic Advising; created a more centralized advising unit while maintaining college/school-specific advising offices; created and appointed an Associate Provost for Career Development; and moved Career Services into a new, larger space with an increase in staff and initiatives.

### **3.D.4.**

In order to support all faculty, Saint Louis University relies upon the [Reinert Center for Transformative Teaching and Learning \(CTTL\)](#). Founded in 1992, the Reinert Center offers an extensive teaching certificate program, workshops, retreats, and various forms of teaching observations. In addition, the Reinert Center supports SLU's award-winning [Learning Studio](#)



well as most of its own [laboratories and experimentation and design space](#). Other natural sciences are supported by laboratories in buildings dedicated to the Departments of Chemistry, Biology, Physics, and Earth and Atmospheric Sciences. In 2019 the University unveiled a \$29M [renovation of Macelwane Hall](#), home of the Department of Biology, as a result of a 2017 fire; the renovation included remodeled offices, individual research labs, teaching labs, and classroom spaces.

Musical and theatrical performances are hosted in the [University Theatre](#) in Xavier Hall, home to the Department of Fine and Performing Arts.

As a major, nationally-recognized research university, our network of clinical sites, locally and nationally, are extensive. SLU sites are managed by the specific academic units in partnership with the Office of General Counsel. The number of clinical sites SLU can offer students is limited both by specialized program accreditor requirements and by site availability; the growth of nursing and allied health programs locally, regionally, and nationally is making contracting for sufficient numbers of clinical sites ever more challenging.

SLU also hosts several well-recognized, community-based clinics (for [Psychology](#), [Speech-Language and Hearing](#), and [Law](#)), each with their own dedicated on-campus spaces; SLU faculty and students serve community members at low or no cost via these clinics.

Finally, SLU has three museums that serve as key resources for faculty and students in courses and related research. The [Samuel Cupples House and Gallery](#), built in 1890, hosts a gallery for SLU's collection of fine and decorative art pre-dating 1919. Its McNamee Gallery hosts exhibitions of art by SLU students and faculty from the fine and performing arts department, as well as visiting artists. The [Saint Louis University Museum of Art \(SLUMA\)](#), opened in 2002, is a nationally recognized museum that exhibits and collects works by modern masters, as well as displays an extensive collection of Jesuit artworks and artifacts. The SLU [Museum of Contemporary Religious Art \(MOCRA\)](#) is the first museum to bring an interfaith focus to contemporary art. Through exhibitions, collections, and educational programs, MOCRA highlights and explore the ways contemporary visual artists engage the religious and spiritual dimensions. One of the Core pilot Ignite Seminar and Cura Personalis 1 linked courses (see 3.B.1/2 for more information) in Fall 2021 is a collaboration between a psychology faculty member and the director of MOCRA.

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- [Academic Accommodations Webpage](#)
  - [Academic Advising Offices in the Schools and Colleges](#)
  - [Academic Advising Webpage](#)
  - [Academic English INTO Webpage](#)
  - [Academic Technology Commons Webpage](#)
  - [Announcing Student Well-being Taskforce for 2021-2022 9-10-21](#)
  - [Billiken Career Launch Program](#)
  - [Billiken Horizons Internship Program](#)
  - [Billiken Success Program Webpage](#)
  - [Career Services Handshake Career Database Webpage](#)
  - [Career Services On-Campus Student Employment Webpage](#)
  - [Career Services Online Resources Webpage](#)
  - [Career Services SLU Connections Webpage](#)

- Career Services Update 5-19-21
- Career Services Webpage
- Center for Accessibility and Disability Resources Webpage
- Distance Education Webpage
- English Language Center Webpage
- English Language Proficiency Webpage
- Fall Welcome Webpage
- Graduate Student Orientation Agenda 2021
- Housing Accommodations Webpage
- Inform tudend

- SLU LAW Clinics
- SLU Medical Center Library
- SLUWE Learning Module
- Smarthinking Webpage
- Speech-Language and Hearing Clinic Webpage
- Student Services Feedback Distance Education
- Student Success Center Webpage
- Student Success Coaching Webpage
- Student Well-being Task Force Webpage
- Subject Specialist Librarians Webpage
- Supplemental Instruction Schedule Webpage
- Transfer SLU 101 Webpage
- Tutoring Webpage
- University Theatre SLU
- University Writing Services Webpage
- Vincent C Immel Law Library



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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
  2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
  3. The institution has policies that ensure the quality of the credit it accepts in transfer.
  4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
  5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
  6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.
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#### 4.A.1.

In response to HLC recommendations in 2012, new University-wide Academic Program Review (APR) policy and protocols were developed in 2012-2014 and piloted in 2014-15. Since then, the Office of the Provost, and specifically the Associate Provost for Academic Affairs, coordinates an annual review of academic programs. All academic programs are scheduled for APR once every seven years; as appropriate and feasible, program reviews are scheduled to either precede, coincide with, or immediately follow program accreditation reviews to minimize additional work for faculty. However, all programs—even those with external accreditation—are required to participate in the APR process.

The [list of programs undergoing APR](#) in each academic year, the [Academic Program Review Manual](#), and the [Academic Program Review Rubric](#) can be found on the Academic Program Review Rubric page.





information. Proposed undergraduate programs and certificates must complete an extensive [proposal form](#); a similar [form](#) is required for proposed graduate-level programs. These forms require evidence of comprehensive academic planning for approval. Additionally, they require extensive descriptions of student learning outcomes, assessment methods, and plans for using assessment data for improvement of each proposed program.

Separate from academic program review, but another mechanism by which all programs have been recently reviewed, is the [Academic Portfolio Review process](#). In May 2019 the Office of the Provost announced the creation of an Academic Portfolio Review Committee (APRC) – populated by faculty representatives of all SLU colleges/schools, as well as Dean, Provost Office, and Trustee representatives – charged to make recommendations to the Provost to: (a) ensure that SLU’s portfolio of academic programs is understood and managed holistically and systemically, and (b) ensure a sustainable balance of subsidized and non-subsidized academic programs. The APRC deliberated multiple ways to measure the vitality and viability of academic programs, and ultimately decided on metrics addressing both student demand and financial performance. This program differs from academic program review in its scope and purpose and is further described in 5.A.2. An [infographic](#) explaining the various processes in place was shared in an email to the campus community in order to provide clarification on the differences between new program development, program-level assessment of student learning, academic program review, and academic portfolio review.

2019-2020 Annual Report - Office of the Provost

#### 4.A.2.

SLU has a mature and very deliberative process for the evaluation of all transfer credit. The Office of the University Registrar is charged with implementing the [University-level transfer credit policies](#) adopted by the Undergraduate Academic Affairs Committee and the Graduate Academic Affairs Committee; the Registrar is also responsible for implementing the individual transfer course articulation decisions of the colleges/schools/centers, which are governed by both University policy and any unit-specific criteria.

The Office of Admissions has a dedicated [website](#) for new and prospective transfer students featuring [information on how SLU transfers credit from other institutions](#). To determine course equivalencies, SLU uses the [Transferology](#) platform and students are encouraged to create an account there to determine which credits will transfer to SLU. Additionally, this webpage also provides lists of [previously-approved transfer courses](#) from ten major SLU feeder institutions (area community colleges in MO and IL) and a [searchable database](#) of previously approved transfer courses from institutions throughout the nation. SLU also has developed [transfer agreements with St. Louis Community College](#) (which has multiple campuses throughout the St. Louis region) and Jefferson College. Further, as an institution with its own robust dual credit program (addressed below), we ensure that our transfer credit policies and practices include dual credit earned prior to matriculation to SLU.

For our St. Louis campus, evaluation of college credit earned outside the United States is conducted internally by faculty supported by resources of the Office of Admission and [Office of International Services](#). Additionally, SLU’s partnership with [IN](#) “

may request an initial transfer credit evaluation by their admissions counselor, and then an academic advisor in consultation with faculty will complete the official transfer credit evaluation. Our Madrid Campus's 50-year history is a vital asset to the faculty and staff's collective experience serving students educated around the world.

In addition to transfer credit, there are two methods by which undergraduate students at SLU may be awarded credit for the prior learning. The first is [credit by assessment](#). Students will receive credit for courses completed in service schools and in Military Occupational Specialties (MOS) based on recommendations made by the American Council on Education (ACE) in its Guide to the Evaluation of Educational Experiences in the Armed Services and the National Guide to Educational Credit for Training Programs. The second option is [credit by exam](#). This includes approved testing programs such as Advanced Placement (AP), International Baccalaureate (IB), and the College Level Examination Program (CLEP).

Additionally, per a [policy in our School for Professional Studies](#) (SPS), credit is also awarded to students who have earned certification via a small number of selected approved external training programs. This policy, applicable only to the non-traditional students of SPS and governed by the SPS faculty and academic leadership, is designed to best respond to the breadth of educational experiences warranting academic credit for our non-traditional, adult student population.

#### **4.A.3.**

A comprehensive evaluation of SLU's University-level transfer credit policies took place in 2014-2015, as a sub-committee of the Undergraduate Academic Affairs Committee (UAAC) began deliberating existing policies. The comprehensive set of new draft policies were presented to UAAC in late Spring 2016 for the Committee's collective review, and for review by the faculty and staff constituents across SLU represented by the Committee's membership. The approved transfer credit [policy for undergraduate students](#) is in the course catalog; the policy outlines the conditions that must be met for coursework to be considered as transfer credit: (a)  $\alpha$



Policy and Standards (other than the requirement that a peer review team visit every online class offered, as the number of online courses still exceeds our current faculty resources for this work).

SLU maintains authority over access to learning resources. As fully described in 3.D.1., students in all SLU courses have access to a variety of resources whose purpose is to help them achieve success. Throughout the academic experience, SLU students have access to academic support resources located in the [Student Success Center](#), including tutoring, writing services, and accessibility and disability services. Additionally, students have access to multiple University libraries based on their location: The [Pius XII Memorial Library](#), the [Vincent C. Immel Law Library](#), and the [Medical Center Library](#) as well as SLU's [Madrid Campus Library](#). Details of library services are provided in 3.D.4.

Faculty qualifications for all SLU programs are governed by a [University Faculty Qualifications Policy](#) that establishes standards that meet all related HLC regulations. Some SLU colleges/schools have chosen to adopt more stringent policies, or have adopted articulated criteria for any "pertinent professional experience" to be considered in determining faculty qualifications, and have therefore created their own [unit-level policies](#) in accordance with this University-level policy. Compliance with the respective policies is the responsibility of the academic deans. New data tools, such as a suite of faculty credentials-related Tableau dashboards, are now available to support their work. Dashboards contain comprehensive data on the credentials of all assigned faculty, including breakdowns on a course-by-course basis of each faculty's qualifications (see 3.C.3.).

SLU's University *Faculty Qualifications Policy* also governs faculty assigned to teach SLU college-level courses at selected partner high schools via our [1818 Advanced College Credit Program](#) ("1818 Program"). However, a 2020-21 internal audit of academic credentials of 1818 Program dual credit faculty identified a number of concerns, [voluntarily disclosed to the HLC in Fall 2020](#) and addressed in detail in Section 3.C.3.

Despite the 1818 Program's faculty credentials concerns, SLU maintains policies and practices that help ensure that dual credit course learning outcomes, and student achievement thereof, remain consistent with those from their non-1818 counterpart courses. Requests to offer 1818 Program dual credit courses at partner high schools require the review and revision of draft syllabi by full-time SLU faculty designated as "[1818 faculty liaisons](#)" from the respective academic departments on the St. Louis campus; returning 1818 Program faculty must also submit their syllabi for review annually. The [Syllabus Review Form](#) requires faculty liaisons to address the congruence of the dual credit and on-campus courses in terms of: course description, course learning outcomes, texts/resources used, student evaluation and grading practices, inclusion of University required syllabus statements and policies, etc. The [Assessment Review Form](#) requires faculty liaisons, as part of regular 1818 course in-classroom visits, to document the quality of 1818 Program faculty's student work, and to compare the quantity and quality of that student work to comparable on-campus course offerings. Work graded by the 1818 course faculty member is also reviewed to ensure that the work meets the same standards as on-campus offerings.





- About Transferology
- Academic Processes for Quality Infographic
- Academic Program Review - MPH 2021
- Academic Program Review - Sociology and Anthropology 2017-18
- Academic Program Review - Womens and Gender Studies Self-Study - August 2021
- Academic Program Review Council 2021-22
- Academic Program Review Manual
- Academic Program Review Process Infographic
- Academic Program Review Rubric
- Academic Program Review Schedule
- Academic Program Review Webpage
- Accreditation Log
- Accreditation on UAAC GAAC Forms
- Accreditation Webpage
- APRC Presentation to Faculty Senate 10-13-20
- CAEP Discontinuation School of Education May 2020
- CAS Bylaws
- CAS Course Ap Â

- SPS Credit for Prior Learning
- SPS Instructor Qualifications Updated
- Student Success Center Webpage
- Transfer Agreements
- Transfer Credit Policies
- UAAC GAAC Program Change Report Form
- UAAC New Degree Program Proposal Form
- UAAC Webpage
- Undergraduate Transfer Credit Policy
- Unit-Level Faculty Qualifications Policies
- Vincent C Immel Law Library



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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

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#### **4.B.1.**

Institutional direction for and oversight of assessment of student learning for academic programs at SLU is the responsibility of the Assessment Director, a one-person unit reporting to the Associate Provost overseeing assessment and accreditation. The position, created in 2013 in part as a direct response to the HLC review in 2012, was initially at a coordinator level and held by the same individual until her departure in Fall 2019. At that time, the position was revised to a director-level role, and the new hire started in February 2020. Additionally, the

in 3.A., undergraduate and graduate degree programs go through an approval process with the appropriate committee (i.e., Undergraduate Academic Affairs Committee ([UAAC](#)) or Graduate Academic Affairs Committee ([GAAC](#))), including the approval of student learning outcomes and an initial assessment plan and curriculum map, as required by the proposal forms. Program faculty are encouraged to [consult](#) the Assessment Director as they prepare their materials for submission to ensure they are meeting expectations before the program goes up for approval. Once program-level learning outcomes are created and/or revised, they are stated in the catalog where every degree program listing begins with a program overview and publicly-articulated student learning outcomes. This component of the [catalog](#) is part of SLU's commitment k



passively educate program facult



Assessment of the Core Component Learning Outcomes for both piloted courses will take place at the end of Fall 2021; each course has a separate plan for assessing student learning, included as appendices in the plan. The plan for Ignite Seminar calls for the collection of artifacts of student learning for the Core Components. For Cure Personalis 1, the subcommittee developed [short-answer questions](#) specific to each learning outcome and students will be required to complete them via Qualtrics at the end of the course. The student responses will be collected from each section of CP 1 via the export tool in Qualtrics and downloaded to an Excel spreadsheet. For both courses a rubric will be created and will be used to evaluate the strength of the students' artifacts (Ignite Seminar) and responses (CP 1) during Spring 2022. Individuals applying the rubrics to the student responses will be members of the related subcommittee and interested instructors of the course.

In addition to student learning assessment, the pilot assessment plan includes other aspects of the pilot courses such as the course proposal and selection process, the instructor experience, and the participant recruitment and enrollment process. For example, the [submission process](#) for Ignite Seminar courses occurred in Fall 2020; after the initial process was complete, the subcommittee shared feedback they received from potential course proposal submitters, both those who did submit and those who ended up choosing not to; it was important and helpful to hear what went smoothly and how we could improve the submission process for the next iteration in Fall 2021. Additionally, in August 2021 instructors for both new courses were surveyed to determine how well the Core workshops prepared them to teach the course according to established Core parameters. Results show that 85% of [CP 1 instructors](#) and 82% of [Ignite Seminar instructors](#) felt "very prepared" or "mostly prepared" to teach their courses as a result of training. Overall, we are seeking to learn as much as we can from the pilot experience to strengthen processes for the full Core launch in Fall 2022.

The importance of student learning in the Core is also reinforced through the course proposal process. Each instructor seeking to have a course coded for a Core Component must complete, among other items, a [worksheet](#) that asks them to identify how the course will address the Core SLOs to which the course contributes. Further, some subcommittees are using a [rubric](#) to evaluate each course proposal, by which they evaluate the strength of the instructor's responses to these items. The rubric ratings are used by the subcommittees to help determine if an instructor is sufficiently prepared to teach the course in the Core.

Finally, as noted in the HLC response to SLU's 2018 Interim Report on Assessment, the second expectation for the additional interim report that is embedded in this assurance filing is "2) That the Core Curriculum learning outcomes are being assessed according to an established format or cycle." Given the necessary time needed for the required faculty approval and effective implementation of the pilot and launch of the new Core, and per the guidance from our HLC liaison after receipt of our HLC response to our 2018 interim report, this expectation is in the process of being met as we roll out the Core in both this pilot year and, next year, when we begin full implementation.

### **Co-Curricular Assessment of Student Learning**

The Division of Student Development has undergone significant change since the 2016 reaccreditation report. As part of the *Magis* Operational Excellence Program (to balance the budget and drive sustainable investments; see 5.A.2.), the Division's Program Director for Strategic Planning and Assessment position was eliminated in Spring 2017, along with over two dozen other positions in the division, including several from the division's leadership team. As a result, the focus of the Division's efforts in 2017-18 was on stabilization of operations and morale.

In summer 2018, the Vice President and Associate Vice President led a [retreat](#) for the Division's



As noted in the HLC response to SLU's 2018 Interim Report on Assessment, the third expectation for the additional interim report that is embedded in this assurance filing is "3) That all SLU's instructional programs have completed at least one full assessment cycle, have made recommendations for improving student learning based on assessment data, and have action plans or procedures in place for reviewing and, where appropriate, implementing the recommendations." At the time of the 2016 report, approximately 75% of programs had fully-developed assessment plans, with only 25% having documented implementation of their plans via assessment reports. Further, of those existing reports, only about half identified recommendations for program improvement. The 2018 Interim Report on Assessment noted that, by that time, approximately 95% of programs had submitted assessment plans, with 80% submitting assessment reports. The number of assessment reports that documented recommendations for use of assessment data for improvement (in either curriculum, pedagogy, or assessment) was also higher than in 2016. In 2018, approximately 50% of programs had, in the past year, reached the point in their assessment cycles that they had begun using their assessment data to either substantiate current practices and/or inform meaningful change.

As of October 2021 we are pleased to share that 99.6% of programs have assessment plans (there is no distinct plan for the B.A. version of the Economics, B.S.), with 91% of eligible programs submitting an annual report in 2021. (We do not expect annual reports from programs that have just begun or have zero or very few students.) Most importantly, 94% of the submitted reports included faculty-identified actions to be taken based on the data; the few programs that had not done so indicated that their faculty were meeting later in the Fall 2021 term and therefore they had not identified recommendations yet. These results demonstrate fulfillment of the HLC expectations from 2018. But beyond that, 72% of submitted reports identified a change that had *already* been made as a result of previous assessment findings. Further, of the programs that had already implemented changes, 60% were far enough long to also include analysis of the impact of those changes. The most recent assessment plan and the past two years' (2019-20 and 2020-21) reports for every program are available on the [Assessment Plans and Reports](#) webpage.

Recommendations for improving student learning based on assessment data and action plans for use of current assessment findings is captured via sections 5 and 6 of the annual [assessment report template](#); we do not ask for separate documents with this information. Examples of identified actions based on the data in the most recent reports are available [here](#).

Further, we also use the assessment report template to document the changes that have been made based on previous assessment findings (section 7). Beginning with the revised report template in 2020, programs are asked to (1) identify at least one change implemented in recent years as a result of assessment data, (2) how the change was assessed, (3) what the results or findings were, and (4) how they will use this information moving forward. Examples of "closing the loop" in the most recent reports are available [here](#).

SLU has made great strides in the use of assessment results to improve student learning since HLC began requesting additional information and reinforcing expectations in the form of interim reports in 2012. While there is always room for improvement, we are excited about our growth in this area, and more importantly, the impact of assessment on the student learning experience.

#### **4.B.3.**

The design of SLU's institutional assessment protocols and implementation generally conforms with HLC and industry standards for best practices. SLU has dedicated resources at the institutional level in terms of an Assessment Director (who is also an HLC Assessment Academy mentor) and







- Student Development BOT Quarterly Reports
- Student Development Divisional Priorities
- Student Development Guiding Framework Webpage
- Student Development KEY Goals by Unit
- Student Development Quarterly Report

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The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

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#### 4.C.1.

Saint Louis University's [Division of Enrollment and Retention Management \(ERM\)](#) is centered around a vision of working collaboratively with the University community to help attract, enroll, retain and graduate talented and diverse students who are dedicated to changing the world for the better. The division facilitates efforts, including admissions, enrollment analytics and territory development, student financial services, and the office of the Registrar. ERM works collaboratively with the University community to build a strategic enrollment management culture focused on achieving the University's student profile and success goals in a manner that is consistent with SLU's position as Catholic, Jesuit institution and national research university.

While this division has strong leadership in this area, efforts to ensure robust retention have always been collaborative across the institution, involving representatives from curricular and student support areas, and departments.





The [Freshman Retention and Graduation Rates dashboard](#) shows Fall-to-Fall retention rates as of the second, third, and fourth Fall terms as well as four-year, five-year, and six-year graduation rates. This dashboard includes student cohorts from Fall 2008 forward, adjusted to remove student exclusions allowed per IPEDS guidelines. Preliminary retention dashboard shows how first-to-second





## 2019-2020 Early Alert System

system, which allows the faculty member to identify areas of concern, and the report is communicated directly to the student and academic advisor. The academic advising community utilizes this information to determine best ways of supporting the student. Additionally, faculty have continued to use the Early Alert function in our Banner student system adopted by the University more than a decade ago, to make it easy for faculty to alert advisors of potential areas of concern for individual students.

Following the Jesuit value of *cura personalis*, SLU understands that several issues may impact retention and academic progress. The [Dean of Students Office](#) leads a University-wide effort to support students of concern. Anyone within the University community may submit a [Maxient report](#) to express concern for a student. The Dean of Students Office utilizes feedback on the Maxient reports to coordinate outreach and support to the student. The Dean of Students Office triages emergent concerns daily, while a standing committee ([Behavioral Concerns Committee](#)) includes senior academic affairs staff and meets weekly to consider each student of concern, actions taken to reach out to/support those students, and students' responses to those offers of support.

The University also periodically conducts surveys to inquire about student well-being, concerns, and needs for assistance. For example, the Office of Enrollment Analytics and Territory Development conducted student polls in Spring 2020 and Fall 2020. The [results](#) provided an overall picture of student well-being and enabled the appropriate offices to follow-up with students who requested assistance with financial concerns, registration, or other issues. Additionally, the same unit conducts an annual survey of graduating seniors to monitor how students perceive their academic, social, and spiritual/religious experiences. [Results from the 2021 survey](#) show that most respondents are satisfied with their experiences in these areas as well as with their overall undergraduate experience. In addition, 82% of 2021 graduating seniors though tritistrit

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- Blueprint for Success Data 2021
- Blueprint for Success Webpage
- Dean of Students Office Webpage
- EAB Navigate for Staff and Faculty Webpage
- Enrollment and Retention Management Webpage
- Graduating Senior Survey Results 2021
- Loss of TRIO Funding Email
- Maxient Incident Report Form
- NSSE 2017 Presentation
- NSSE Survey Results - Provost Message 2-8-18
- Office of Institutional Research Webpage
- OIR Census Reports
- OIR Degrees Granted Dashboard
- OIR Early Risk Model
- OIR FR Retention and Graduation Rates Dashboard
- OIR Freshman Retention Rates through 4th Fall Term Tableau Dashboard
- OIR Student Enrollment Dashboard
- Pre-College Access and TRIO Programs Webpage
- Retention Working Group Meetings
- Retention Working Group Presentations
- SLU Creates SOAR Program
- SOAR Webpage
- Student Outcomes Webpage
- Student Success Coaching Webpage
- Student Wellbeing Poll Results Fall 2020
- TRIO McNair Scholars Program Webpage
- TRIO Talent Search Webpage

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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Saint Louis University has developed and implemented policies and processes to ensure educational programs, learning environments, and support services are high quality and meet institutional and students' needs. Our processes for continuous improvement continue to evolve and strengthen, including those for the assessment of student learning and academic program review. While our assessment efforts are still maturing, we have evidenced herein the institution-wide implementation of HLC and nationally-recognized best practices as well as an institutional commitment to assessment excellence.

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*There are no sources.*



President Pestello's creation of the President's Advisory Council (PAC) in Spring 2015 greatly extended the reach of shared input into institutional governance. The nearly 100-member PAC, which included significant representation of faculty, staff, students, and academic and administrative leadership, played a significant role in influencing institutional action regarding budget and expense



campuses much closer together and have significantly facilitated shared governance and decision-making throughout the overall organization. Further, members of the Madrid leadership make periodic trips to attend meetings in person on the St. Louis campus, with the Madrid Campus Director and Dean making multiple trips to St. Louis annually.

The [Staff Advisory Committee \(SAC\)](#) represents the interests and concerns of the University staff to faculty administrative leaders. Membership is open to any staff member who is not covered by a collective bargaining agreement. Officers are elected annually. The President of SAC is a member of the University Leadership Council (ULC), and is regularly asked to provide SAC member representation on standing and *ad hoc* committees and task forces throughout the University. Meetings of SAC are held monthly with the Vice President for Human Resources in attendance. SAC fulfills the following functions:

- to communicate the interests and concerns of a diverse University staff;
- to function in an advisory capacity in the development, review and implementation of University policies which affect staff;
- to provide a means of communication with the administration, faculty, and students, and support them with the knowledge, skills, and abilities of the staff; and
- to create and nurture a spirit of unity among all employees at the University

The [Student Government Association \(SGA\)](#), chartered by the University's Board of Trustees, is the governing body which oversees the governance and funding of student organizations and represents the students' perspective to administration. The SGA officers and senators are elected by the student body. The SGA charter s a stu Senators ar admin A of r dmd

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University to support operational and educational excellence. For each audit project, the IA team collaborates with key stakeholders during (a) planning of the audit to confirm the scope, approach, and types of data/information/documents to be consulted; (b) throughout fieldwork to validate preliminary testing results and communicate initial observations; and (c) in the reporting phase to summarize findings, recommendations, and management actions plans. IA presents updates to the Board's Audit and Legal Committee at its quarterly meetings. A [list of all audits completed in the past five fiscal years](#) documents the scope of SLU's internal audit efforts.

Overall, SLU's "culture of assessment/continuous improvement" continues to be developed. At the heart of our efforts is our maturing capacity for employing data appropriately for critical self-analysis and strategic decision-making. As we mature, more coordinated, holistic, data-driven assessment and improvement remains the goal.

### **5.A.3.**

The nature and extent of faculty, staff, and student involvement in setting academic requirements, policy, and processes is addressed primarily in 5.A.1 above. However, our work to advance mutually-supportive shared governance throughout the University continues.

For example, bylaws for SLU's major, University-level curriculum committees – UAAC, GAAC, UUCC – are being rewritten in 2021-22 to ensure greater racial/ethnic diversity of all member constituencies (faculty, staff, students). Those committees are also charged to ensure their revised bylaws reflect the University's commitment to our curricula appropriately addressing the diversity of humanity and the ways in which racism and oppression are institutionalized.

Further, at the Board of Trustee's May 2021 quarterly meeting, the Chair charged each Board committee to revisit its formal charter document to ensure that, in both representation and operative scope, racial/ethnic diversity, equity, and inclusion were appropriately addressed. This effort is likely to result in expanded committee rosters that include more – and more diverse – faculty, staff, and student representation. It will also influence Board member recruitment and retention efforts. Further, it will formally commit the Board to greater intentionality in identifying and addressing DEI-related agenda items.

The University Leadership Committee – the highest-level shared governance body advisory to the President – has yet to adopt formal bylaws that codify its membership, charge, and scope. Work toward development of such bylaws will complement those of other major decision-making bodies.

Additionally, SLU has not yet adopted a formal articulation of the relationships among its academic and non-academic governance bodies and leadership positions. Codification of governance organization norms and relationships will strengthen University-wide understanding of and faith in SLU's governance, and make even more transparent how decision-making is conducted, and by whom.

- CADD Committee Bylaws
- Faculty Gender Equity Committee
- Faculty Manual 2020
- Faculty Manual 2020 (page number 34)
- Faculty Senate Bylaws
- Faculty Senate Constitution
- Faculty Senate Website
- GAAC Committee Bylaws
- GAAC Committee Website
- Internal Audits (FY2019-2020)



Operational Excellence Program (MOEP) (addressed in 5.A.2. and 5.C.3.) resulted in a significant reduction of staff, the impacts of which still exist – both positively and negatively. A fundamental premise of the MOEP was to critically evaluate tasks and procedures that either could be eliminated or improved.

technological infrastructure supporting teaching and learning by moving, University-wide from long-time provider Blackboard to Canvas. Learning from the experience of our School of Medicine and School for Professional Studies, both of which piloted Canvas earlier, all of SLU is now on Canvas beginning in Fall 2021. The benefits of Canvas are many, including how it will better support efforts to strengthen assessment of student learning in the new University Core and our other academic programs. Importantly,





that such operational performance would not support institutional sustainability and vi i

sources. This occurs at most levels/in most units of the institution, although individual budget managers may engage in some other, complementary forms of budgeting that help them arrive at their annual budget change requests. Year-to-year budget change requests come from budget managers for the following:

- requests for new spending (for personnel, programming, etc.)
- increases to meet contractual obligations
- increases for previously-approved academic programs
- capital requests
- requests grounded in projected changes in enrollment

Many academic programs are approved by senior leadership under the expectation that, as enrollment grows annually, so too will the need for additional faculty and/or staff. Accordingly, academic deans and directors annually request budget amounts for such expenses that were committed to by the institution at the point of program adoption by academic leadership and, in most cases, the Board of Trustees.

Each year, enrollment worksheets—featuring extensive historical enrollment data along with enrollment modeling projections—are distributed to academic deans and directors who work with faculty and staff in their units/programs to project future enrollments and, accordingly, related budget requests. As SLU is a fundamentally tuition-driven institution, enrollment forecasts drive the University's gross tuition revenue budget. Other factors incorporated into projected budgets include merit increases for faculty and staff (if applicable) as well as increases in tuition, room, and board rates for the upcoming year.

Budget requests/plans are submitted consistently on [shared forms](#), and [budgeting instructions](#) are shared with budget managers throughout the budget planning and adoption phases. Separate from but coordinated with the annual operational budgeting process is the [capital expense budgeting process](#). Three years of anticipated capital requests are solicited each budget year to support longer term planning.

Budget discussions at various levels include representation across all institutional constituencies. Throughout the annual budgeting process, a large [University Budget Committee](#), populated with representatives from all University constituencies, collaborates to provide input that shapes each year's budget. The large size and representative scope of the Committee is intentional to ensure participation and as much transparency as possible.

The University Budget Committee's work is augmented by a recently-established [Faculty Senate Budget and Finance Committee \(BFC\)](#), the charge of which is to (a) share budget information between administrators, faculty, and students, and (b) work collaboratively on budget and finance issues that impact the academic enterprise. The voting [members of the BFC](#) are faculty elected from SLU's colleges/schools, but also four deans. *Ex-officio* non-voting members include the Provost and CFO, who attend and participate in BFC meetings.

Budget presentations are made by Business and Finance leaders upon request to many groups, but are also regularly offered to the following groups throughout the annual budgeting process:

- Faculty Senate
- Staff Advisory Council
- Student Government Association

- academic deans and directors

Ultimate approval of the University budget resides with the full Board of Trustees, typically at the quarterly meeting immediately preceding the start of each new fiscal year. By the time the budget is submitted to the Trustees for a vote, it has been vetted by the President, the University Leadership Committee, the University Budget Committee, and the Faculty Senate Budget and Finance Committee. Longer-term planning is also done at the Board level, as its Executive Committee develops consensus on a broadly-defined, rolling three-year budget to guide their official annual budgeting decisions.

Following approval of each annual budget by the Board, funds are released into the appropriate accounts (at multiple levels) throughout the institution in the Workday system. Monthly and annual financial reports tracking budgets are available to all budget managers via Workday. Efforts to replicate some financial reports previously available in Banner are ongoing.

#### **5.B.4.**

As a non-profit, private educational institution subordinate only to its volunteer Board of Trustees and the constituencies it exists to serve, SLU is not beholden to any other financial or corporate interest to which financial or other resource allocations are directed.

The University's long history of tight financial controls, regularly evidenced in our unqualified independent audits, complemented by our demonstrable student outcomes and faculty accomplishments documented throughout this Assurance Argument, confirm the integrity of SLU's financial commitments to its educational purposes. And as detailed in 5.C.1., the distribution of SLU's expenditures appropriately reflect those commitments and substantiates the University's capacity to fulfill them.

Further, SLU's development initiatives reflect the sincerity of University commitments. For example, SLU is currently in the final year of the \$500M "Accelerating Excellence" campaign. The campaign's [major priorities](#) – scholarships, academic excellence, business education, health sciences, and athletics – have already begun funding initiatives that solidify and advance our capacity to advance our educational purposes. With nearly \$470M raised through June 30, 2021, just \$30M remains to be raised before the Campaign formally concludes in June 2022.

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- Agiloft Contract Management
  - Budget Committee Membership
  - Capital Budget Process
  - Career Services Website
  - Consolidated Audited Financials FY20 and FY19
  - Faculty Senate BFC 12-2019 Report to Faculty Senate
  - Faculty Senate Budget and Finance Committee - Membership and Description
  - FY22 Budget Forms - New Spend Contractual PAP Capital
  - FY22 Budget Instructions
  - HR Learning and Development Website
  - HR Policies
  - Interdisciplinary Science and Engineering Building (ISE)

- Mission Statement
- New Electrical Substation
- Presidential Service Awards
- Saint Louis Midtown Redevelopment C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### 5.C.1.

The University allocates its resources in a manner consistent with its multi-faceted corporate purposes of teaching, research, service, and health care—each of which is a corporate expression of our Mission. SLU's expenditures compare favorably with institutions similar in size, educational scope, and mission.

According to the most recent comparable data available from the National Center for Education Statistics (see table below), in FY2019 SLU expended approximately \$247 million in the IPEDS-defined category of "Instruction," more than Loyola University Chicago (which is a notably larger institution) but less than that expended by the larger Boston College and Georgetown University. In terms of expenditures in IPEDS' "Research" category, SLU spent about \$40M – similar to Marquette, more than Loyola Chicago, and somewhat less than Boston College; Georgetown University is an outlier in this category, having expended approximately \$235M. In IPEDS' "Public Service" Category, SLU's expenditure of nearly \$12M trailed Georgetown's \$13.5M, but was notably higher than similar expenditures at Boston College (\$5M), Loyola Chicago (\$5.5M), and Marquette (\$6M).

	<b>Total Enrollment</b>	<b>Instruction</b>	<b>Research</b>	<b>Public Service</b>
<b>Boston College</b>	14,747	\$315,140,269	\$47,221,066	\$4,996,533
<b>Georgetown University</b>	19,593	\$525,441,000	\$235,133,000	\$13,593,000





the summer, the final draft of SLU's Strategic Plan had developed to include five primary initiatives, 22 goals, and 80 objectives. On September 26, 2015, SLU's full Board of Trustees approved the plan, [Magis: Saint Louis University's Strategy for the Future](#).

Work on the next iteration of the University Strategic Plan is anticipated to begin in several years. In the interim, Provost Lewis has begun fulfilling his commitment to initiate an Academic Strategic Planning initiative in Fall 2021; a [planning process](#) has been developed following consultation with the Council of Academic Deans and Directors as well as the Provost's Leadership Team; an external consultant to facilitate the process has been hired; and the first meetings were held in October. Additionally, a representative team within the School of Medicine helped author that School's most recent Strategic Plan, formally adopted in April 2018; the updated [FY22 priorities for the fulfillment of that plan](#) were detailed for the faculty and staff in September 2021.

Both the Academic Portfolio Review initiative and annual budget planning processes (addressed in 5.B.3.) also document the extent to which planning at SLU encompasses the institution as a whole. Finally, SLU's response to the COVID-19 pandemic, addressed throughout this Assurance Argument, offers multiple examples of University-wide planning that engaged and considered the perspectives of internal and external constituencies.

#### **5.C.4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.**

As noted above, SLU has experienced shrinking revenues and increasing expenses in the past several years. Enrollment declines in selected programs, rising operational and personnel costs (including benefits), as well as other factors, have either (a) flattened out surpluses that had regularly characterized SLU's historically stronger annual operational financial statuses or (b) created operational deficits.

Much of our current financial scenario was foreseen by executive leadership and had been planned for accordingly. For example, demographic projections have long indicated a shrinking population of traditional undergraduates in our region. Rising health care costs have been tracked and forecasted for many years. Regular [studies of faculty and staff compensation](#) concerns – including internal equity issues and external market inequities – have been conducted and acted upon with available (though insufficient) resources. [While not easy to address](#), these issues have been well-known.

Planning for such challenging financial trends also made clear the reality that, without significant fundamental and substantive changes to operations and expenditures (on programs and personnel), SLU would not be able to sustain balanced budgets going forward. The Academic Portfolio Review process, which resulted in decision to close and teach out 23 academic programs, is a more recent example of a very intentional response to an honest assessment of institutional capacity. SLU's [Research Growth Plan](#) also addresses the need to target our faculty and related research resources on “areas of excellence” and focus for SLU as a Catholic, Jesuit University. It also builds on [demonstrated strengths and accomplishments](#).

But the ~~Magis~~ Operational Excellence Program (MOEP) has been the most comprehensive recent institutional effort to address our contemporary reality. [Tracking of major Magis initiatives](#) illustrates that the scope of ~~its~~ scope of efforts (a freer utss(a und Kōict(A freerorutss p pñ ouentsivey i external i nt c



- academic reinvention, focused on academic program development as well as efforts to increase efficiency of existing programs and courses
- utilities savings, including upgrades of old, inefficient equipment
- enrollment yield
- sponsored program growth

The success of implementation of all MOEP-related initiatives has varied, and fulfillment of all MOEP-related projections has been uneven. However, what is clear is that the MOEP was clearly initiated from a sound understanding of institutional capacities – and from an understanding of the need for fundamental change.

SLU's short- and long-term financial planning also put the institution in a solid position to steel itself against major financial impacts of the COVID-19 pandemic. In mid-Spring 2020, when we were vacating the campus and refunding millions in student room and board fees, SLU's overall financial strength was key to being able to quickly secure two lines of credit up to a combined \$80M. Those lines have already been closed, as our successful return to campus has mitigated their continued need.

**5.C.5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.**

As an enrollment- and tuition-dependent institution with campuses in the United States and Europe, Saint Louis University has always monitored social, economic, cultural, and demographic shifts both nationally and globally that could impact our educational and operational capacities.

SLU has long-recognized and anticipated declining enrollments of traditional undergraduate students regionally, nationally, and globally. SLU has long understood that the institutional environment is changing and that the institutional environment is changing. SLU has long understood that the institutional environment is changing and that the institutional environment is changing. SLU has long understood that the institutional environment is changing and that the institutional environment is changing.

- As discussed in 1.C.2., the creation of the Office of Diversity and Engagement and SLU's efforts in advancing our diversity, equity, and inclusion agenda; our multi-faceted responses to the COVID-19 pandemic were addressed in 1.A.4. and 1.B.3.
  - As discussed in 2.E.1, the creation of the Vice President for University Compliance and Ethics office; increased transparency in policy development and implementation were addressed in 2.A.
  - As discussed in 3.B.1/2, the development and implementation of the new SLU Core curriculum; academic advising changes were addressed in 3.D.3.
  - As discussed in 4.B., the maturation of our assessment efforts; data-informed programs supporting student success were addressed in 4.C.3.
  - As discussed in 5.A.2., our increased use of University data dashboards; the *Magis* Operational Excellence Program was address in multiple sections in Criterion 5.
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- 2020 Faculty Salary Study Report
- Academic Portfolio Review Charge and Membership
- Academic Program Review Website
- APRC Process Description
- Carnegie Classification Designation Letter - 2015
- Consolidated Audited Financials FY20 and FY19
- FY22 Priorities for School of Medicine Strategic Planning
- INTO Saint Louis University
- Letter Re 2020 Faculty Salary Report
- Magis Operational Excellence Program -- Diagnostic Report
- MOEP Status Update 2020
- Process for Academic Strategic Planning (Summer 2021)
- Research Growth Plan
- SLU Ranked No. 4 in Nation for Community Service (Washington Monthly)
- SLU Research Institute Impact Report 2020
- SLU Strategic Plan
- Strategic Plan Guiding Principles

