

Assurance Argument
Saint Louis University - MO

Review date: 11/15/2021

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1.

Initially created in 1991 and revised in 2008, the official [Mission Statement of the University](#) as approved by the Board of Trustees is:

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

The Mission guides the University's operations, permeating academic programs, student support services and engagement with the community beyond; it has remained unchanged since the Higher Learning Commission's (HLC) last review in 2016.

1.A.2.

SLU's Mission guides our four primary purposes of teaching students, engaging in research and scholarship to advance the common good, caring for the health of individuals and communities, and serving society. Additionally, our University is guided by four essential principles. Per [Article 1 of the Bylaws](#):

The four purposes and essential principles of the University are that: (1) "it will be publicly identified as a Catholic university and as a Jesuit university," (2) "it will be motivated by the moral, spiritual, and religious inspiration and values of the Judeo-Christian tradition," (3) "it will be guided by the spiritual and intellectual ideals of the Society of Jesus," and (4) "through the fulfillment of its corporate purposes, by teaching, research, and community service, [SLU] is, and will be, dedicated to the education of men and women, to the Greater Glory of God, and to the temporal and eternal well-being of all men and women."

Finally, in recognition of our [Jesuit tradition](#), a Saint Louis University education “prepares students to become ‘men and women for and with others’, to make the world a better place by seeking justice and serving the most vulnerable among us.”

1.A.3.

SLU has identified the following [areas of focus](#) through which the Mission is lived out:

- Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities; the natural, health, and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active, and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national, and international communities in collaborative efforts to alleviate ignorance, poverty, injustice, and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole
- Welcomes students, faculty, and staff from all racial, ethnic, and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its Mission and goals

To guide the University in living out its Mission and the above focus areas, SLU established an [Office of Mission and Identity](#). Initially led by a Special Assistant to the President, the position was [elevated to vice-presidential level](#) in 2020 to reflect an even greater commitment to ensuring our mission is realized in significant ways.

The Office of Mission and Identity “ensures that the principles and traditions of Catholic, Jesuit higher education, and the Mission and core values of SLU, are integrated into operations, structures, programs and practices, and the formation of its students, faculty, staff, administration, and board members.” It does so through a [variety of programs](#) including:

- Faculty and Staff Mission Liaisons: In 2016, each college/school and administrative division was appointed a Mission Liaison to initiate programs or approaches to deepening conversation and reflection on our Mission and thereby building a sense of community and shared purpose in their respective corners of the University.

- Jesuit Leadership Seminars are conducted for both leaders at SLU as well as for our alumni serving in leadership roles at businesses, non-profit organizations, and other institutions in the community.
- [Helping Our Own](#): Exemplifying our mission in action, this program provides direct financial assistance to any full or part-time university employee experiencing a financial crisis. It is fully funded by the donations of SLU faculty and staff.
- Ignatian Book Club, held each term for faculty and staff to engage in a common read then discuss it in small reflection groups. Examples of books include *A Jesuit Guide to (Almost) Everything*, *On the Ignatian Way: A Pilgrimage in the Footsteps of Saint Ignatius Loyola*, and *The Cross and the Lynching Tree*.
- Faculty/staff retreats, which provide an opportunity to deepen an awareness of ourselves, other people, and the world around us.

Additionally, the University went through a rigorous self-study of its fulfillment of Mission in 2018, known in our Jesuit tradition as a [Mission Examen](#). This process, requested of all Jesuit colleges and universities by the Superior General, involved both a written report as well as a site visit by peers to ensure that Saint Louis University is living out its Catholic, Jesuit Mission. To prepare, a steering committee made up of faculty, staff and students led over 30 listening sessions on campus which obtained feedback from more than 700 campus individuals on how SLU was (or was not) following/embodying its Mission. The [results](#) were very positive. Not only was our Mission reaffirmed in the eyes of the Society of Jesus, the [visiting team](#) had this to say:

“the Peer Visitor Committee observed that this 200-year-old institution has a longstanding and broadly accepted commitment to the Jesuit, Catholic mission, a track record of creative mission initiatives by both Jesuits and lay people, and a large and supportive Jesuit community. While mission efforts at SLU are under-resourced and the Mission and Identity office is over-stretched, the potential capacity we saw makes it all the more important that the priorities named be enacted, so that Saint Louis University can claim the leadership position in Jesuit education for which it is uniquely situated.”

1.A.4.

It is critical that our Mission is evident both broadly and deeply within curricula. This is done in a variety of ways, but chiefly through our Core Curriculum and the offerings of our Colleges/Schools.

Academic Offerings

Beginning in Fall 2022, the [University Core](#) at Saint Louis University will prepare all students to be intellectually flexible, creative, and reflective critical thinkers in the spirit of the Catholic, Jesuit tradition. SLU’s new University-wide undergraduate curriculum (referred to as the Core Curriculum or just the Core; see 3.B.1/2 for details) will nourish SLU students’ minds, hearts, souls, and well-being, and guide them in discerning how to use their talents for the good of others and find God in all things.

Examples of how our Mission will be emphasized abound in the Core, but are particularly evident in the student learning outcomes (SLOs) that guided the development of the curricular components of the Core:

- SLO 1: [Students will be able to] examine their actions and vocations in dialogue with the Catholic, Jesuit tradition

- 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 purpose-filled life in solidarity with others.

SLU's Colleges and Schools offer a multitude of academic programs infused with Mission, including those that focus on holistic health care and service of humanity:

Holistic Health Care

- [Interprofessional Education and Research Center](#): This innovative academic unit strives to develop a health care workforce that is prepared to practice and teach effective team-based care and interprofessional collaborative practice by integrating research-inspired, high-value, humanistic care.
- [School of Medicine](#): From offering a Day of Service during orientation to all first-year students, to a focus on Community and Family Medicine that works on such health issues as [substance abuse treatment](#) and emphasizes community service through the [Rodney Coe Program](#), the School of Medicine strives to “graduate doctors who appreciate humanistic medicine, concern themselves with the sanctity of human life and commit to dignity and respect for all patients.”
- [Trudy Busch Valentine School of Nursing](#): Created the first accelerated B.S.N. and comprehensive online M.S.N. programs in the country to improve accessibility; in pursuit of SLU's Mission, “promotes quality health care of individuals, families and communities to alleviate ignorance, poverty, injustice and hunger; extend compassionate care to the ill and needy; and to maintain and improve the quality of life for all persons.”
- [Doisy College of Health Sciences](#): Offers a multitude of community-facing majors and programs, including Physical Therapy, Occupational Therapy, Nutrition and Dietetics, and Speech-Language and Hearing Sciences. Works to graduate students with an emphasis on “life in the service of others.”
- [College for Public Health and Social Justice](#): As its name implies, it “tackles the greatest challenges to the health and well-being of our communities” through its academic offerings of Social Work, Urban Planning, and the only accredited Catholic, Jesuit College for Public Health in the nation. Faculty from this College have played a vital role in SLU's holistic response to the COVID-19 pandemic.

Service of Humanity

- [College of Arts and Sciences \(CAS\)](#): SLU's largest college, CAS offers Mission-centric majors such as Theology, Philosophy, Health Care Ethics, and Public and Social Policy. Additionally, the College sponsors the Micah Program, a living-learning community with a focus on faith, service, and justice.
- [Richard A. Chaifetz School of Business](#): The Service-Leadership program, which aims to

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. Additionally, resources and workshops related to culturally-responsive and inclusive teaching practices are provided to faculty.

Student Support Services

With over 150 employees, the [Division of Student Development](#) focuses on supporting students in mind, body, and spirit (e.g., *cura personalis*).

Mind: The [Dean of Students Office](#) and [University Counseling Center](#) provide immediate assistance to students in crisis. Examples include [Billiken Bounty](#), a student-initiated program that aims to alleviate food insecurity among students in need, and direct-aid programs such as the [Pregnant and Parenting Scholarship](#) and the Student Emergency Relief Fund, which together have provided over \$200,000 to support students facing emergent needs. The University Counseling Center was recently named as one of the [top 20 in the nation](#) among all colleges and universities. Additionally, Student Development offers robust support for academic success. Over 200 students assist their peers through tutoring, [Supplemental Instruction](#), and [writing support services](#). Recently, the University launched the [Blueprint for Success](#) program, a collaborative effort between Student Development and the Office of the Provost designed to assist our most academically at-risk students. Initial results are promising: cumulative grade point averages of the 102 participants rose from 1.81 to 2.28 in just one term. See 4.C.3. for more information.

Body: The [Student Health Center](#) offers 24/7 care to address students’ medical needs and has been on the front lines of the campus’ COVID-19 response. [Campus Recreation and Wellness](#) provides opportunities to stay physically healthy through intramurals, fitness programs, and educational training related to drug/alcohol abuse, personal wellness, and sexual assault.

Spirit: The [Eckelcamp Center for Campus Ministry](#) offers retreats, reflection groups, and other

experiences to nourish students' spirituality. The [Student Involvement Center](#) and [Housing and Residence Life](#) provide safe and supportive living and learning experiences on campus through student activities and organizations, learning communities, and a variety of speakers and programs. It is important to note that these offerings continued in virtual and small-group formats during the pandemic as a way for students to engage in much needed social interaction.

Other student support includes:

- [Academic Advising](#): All undergraduates are assigned an academic advisor within their respective college or school. Unique programs such as Billiken Success, TRIO, and Pre-Health/Pre-Law Studies also have designated advisors to assist student with charting their academic course.
- [Financial Aid](#): Similar to academic advising, every student (undergraduate, graduate, and professional) is assigned a Financial Aid Counselor. In fiscal year 2019, over \$366 million in aid was awarded to students, a new record. Per the [2020 SLU Profile](#) (pg. 5), aid was received by 97% of first-year students and 88% of all students.
- [International Services](#): With over 750 international students attending SLU, the Office of International Services promotes their success and development through initiatives, including the [English Language Center](#) and the [Host Family Program](#).
- Madrid Campus: To promote student's academic success and person well-being, the [Wellness Center](#) offers counseling services and mental health resources for all students. The Madrid Campus [Athletics](#) department provides opportunities for students to engage in physical activity and join a sports team or a club program. Additionally, Madrid's [Campus Ministry](#) offers students opportunities to cultivate their faith and carry out the Jesuit identity through retreats and other programming.

Student support at Saint Louis University cannot be discussed without its Mission-congruent response to the COVID-19 pandemic. When it struck in 2020, SLU was forced to close most of its campus. However, tireless efforts ensued to ensure our students were still supported physically, financially, and emotionally. For example:

- Housing still being offered to those students with no other options, or a home environment not conducive to success and well-being.
- A sharp increase in [student emergency relief funding](#) for students financially impacted. This included the distribution of \$2.57 million in relief funding to those with an estimated family contribution amount of less than \$12,000 on their FAFSA.
- To ensure continued student support, no non-SLUCare furloughs or layoffs were implemented; the few furloughed employees in SLUCare were all brought back within six weeks. Additionally, with budget cuts needed to help pay for PPE, offset refunds given for student housing, and other campus modifications to ensure safety, the President, Vice Presidents, and Academic Deans all took [10-20% pay cuts](#), resulting in \$1 million being able to be redirected.
- Entrance exam scores were made optional (and still are) for admissions as well as scholarships and financial aid. Interviews for acceptance into the School of Medicine were handled virtually.
- Care packages and meals were prepared and delivered to students in isolation by their peers.

Before students returned to campus in Fall 2020, SLU launched the [COVID-19 Dashboard](#) to keep students and families abreast of the impact of the virus on SLU's campus. When testing was implemented on campus, hundreds of faculty and students from medicine, nursing, and public health volunteered to assist with testing, contact tracing, and other support measures. To date, over

100 [communications](#) have been sent by the Office of the President as a sign of Mission-focused leadership and integrity.

SLU's immediate response to the COVID-19 pandemic extended to the Madrid Campus. In complying with the abrupt and strict national lockdown and *estado de alarma* that the Spanish government imposed during the third week of March 2020, SLU-Madrid was forced to close its campus and all non-essential activity in Spain came to a halt. Consequently, the majority of our students (study abroad and degree-seeking) returned to their home countries to finish out the term remotely. To assist students with this physical and emotional transition:

- All students were required to fill out a survey detailing their flight information (if returning home) and whereabouts.
- The class add/drop deadline was extended to provide flexibility to students as they returned home and transitioned to online learning.
- A new refund policy was adopted for those students staying with host families and in off-campus residency facilities.
- Weekly emails were sent to from the Madrid Director and Academic Dean to students, faculty, and staff with updated information, and a new [webpage](#) was updated frequently as new information became available.

Enrollment Profile

Saint Louis University boasts an enrollment profile that reflects its Mission. Leading the way in this effort is the [Division of Enrollment and Retention Management](#), which recruits, retains, and supports students during their time on campus. Despite national challenges regarding student recruitment, SLU has managed to maintain a healthy balance of enrollment and student support. However, this area is still not without work to do. For instance, despite a commitment to increase the overall racial diversity of our campus, the enrollment figures for non-white students have essentially remained unchanged since 2017, with a slight decrease in the number of African-American students. But SLU is moving in the right direction; the number of non-white, Hispanic/Latino students has increased since 2017 and in 2021 SLU enrolled its [second largest](#) and most diverse class in history. This included increases in the number of first-generation students. In addition to a commitment to racial diversity, Saint Louis University prides itself on diversity of faith and spirituality, despite being a Catholic institution. Over 35% of our student body identifies either no religious affiliation or an affiliation other than Christian or Catholic.

1.A.5.

In addition to the University [Mission Statement, Vision, and Values](#) outlined above, the University's Mission is publicly articulated in various other documents, leadership groups, and plans.

From 2014-2015, Saint Louis University engaged in a rigorous [strategic planning effort](#), producing a document that involved faculty, staff, and students from all reaches of campus. From open fora, to regular communications from the Office of the President, and input from over 1,000 campus community members, the [Magis strategic plan](#) emerged with our Mission at its core. In fact, the very first of several guiding principles is "Mission-driven, faithful to, and congruent with, our Jesuit heritage and educational values." In particular, two of the five initiatives outlined focus directly on Mission:

- Initiative Three: Being a Leading Catalyst for Groundbreaking Change in the Region, the

Nation, and the World

- Initiative Five: Fostering a Culture of Excellence, Effectiveness, and Efficiency Deeply Rooted in Our Institutional Mission and Catholic, Jesuit Values

While the *Magis* strategic plan has guided the University's actions and decisions in recent years, communications and education about the plan have not been as evident. This is mostly due to other priorities and emergent situations, namely the Magis Operational Excellence Program, the development of the Core Curriculum, and the University's response to COVID-19. Still, it should be noted that these and other University-wide initiatives remain rooted in our strategic plan, if not explicitly mentioned.

Another example of the University publicly addressing its Mission can be found in our [Bicentennial Celebration of 2018](#). Planning for the event began in 2016, and the celebration included dozens of programs, speakers, historical lectures, and social activities over the course of the year. Nowhere was our Mission more present than in two hallmarks of the Bicentennial:

- [Mass under the Arch](#): The first event to be held at the renovated Arch grounds of St. Louis, over 6,000 people attended this kickoff event that celebrated our Catholic, Jesuit heritage. It was especially important for the University to hold the launch of the bicentennial celebration at that location because the grounds include the site of the house where the first classes of what was to become SLU were held on November 16, 1818.
- [Service Clock](#): Designed and initiated to celebrate our campus commitment to forming students who are men and women for and with others, the 200-Years-in-One Challenge invited the entire community (faculty, staff, students, alumni, and parents) to join together to complete 200 years of service (more than 1.75 million volunteer hours) all in one year. Throughout the year, hours were added to a large illuminated digital clock located at the corner of Grand and Lindell Boulevards, a constant physical reminder of our Mission. The year concluded with 225 years, 6 months, 5 days, and 7 hours of service recorded, or over 1.9 million hours.

Lastly, it is important to note that a [Mission and Identity Committee](#) exists within our Board of Trustees; it provides yet another governing body to ensure Saint Louis University is living out its Mission with integrity.

Sources

- Academic Advising Webpage
- Aid Opportunities for Students in Need
- Bicentennial Report
- Bicentennial Service Clock Hits 200 Year Goal
- Billiken Bounty Food Pantry
- Billiken Teacher Corps
- Blueprint for Success
- BoT Mission and Identity Committee Meeting Minutes 2017-2018
- Campus Ministry
- Campus Recreation and Wellness
- Center for Health Law Studies
- Center for Substance Use Disorder and Pain Management
- College for Public Health and Social Justice

- College of Arts and Sciences
- Core Homepage
- Counseling Services Ranked Top 20 in the Nation
- COVID-19 Communications
- Dean of Students Office
- Division of Enrollment and Retention Management
- Division of Student Development
- Doisy College of Health Sciences
- English Language Center
- Fall 2021 Class
- Financial Aid
- Helping Our Own
- Host Family Program
- Housing and Residential Life
- Ignatian Pedagogy Institute and Academy
- Institute for Catholic Education
- International Services
- Interprofessional Education and Research
- Jesuit Tradition
- Madrid Athletics
- Madrid Campus Ministry
- Madrid COVID-19 Campus Updates
- Madrid Wellness Center
- Magis Strategic Plan Document
- Magis Strategic Plan Webpage
- Mass Under the Arch
- Micah Program
- Mission Examen Peer Visit Report
- Mission Examen Report
- Mission Priority Examen Announcement
- Mission Statement
- Mission Statement Areas of Focus
- Mission Vision and Values
- Office of Mission and Identity
- Office of Mission and Identity Programs
- Parenting and Pregnant Students
- Parks College
- President Letter COVID Financial 5-6-20
- President Letter Mission Identity Elevation 6-29-20
- Reinert Center for Transformative Teaching and Learning
- Richard A. Chaifetz School of Business
- Rodney Coe Program
- School of Law Experiential Learning
- School of Medicine
- SLU Profile 2020
- SLU Profile 2020 (page number 5)
- Student Health Center
- Student Involvement Center
- Student Success Coaching

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

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1.

Saint Louis University, as a Catholic, Jesuit institution, recognizes its primary role is not solely to educate students, but to do so in a way that engages with society at all levels – local, state, national, and global. Peter Hans-Kolvenbach, former Superior General for the Society of Jesus, eloquently put [this call](#) into words when he said:

“Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively. [...] Solidarity is learned through contact rather than concepts.”

In support of this call, engaging with our communities is not seen merely as something extra done to compliment learning in the classroom, but as central to a SLU student's education. Our campus is honored to be recognized for this commitment by a variety of institutions and publications:

- In 2019, *The Princeton Review* named [SLU the #1 school in the nation](#) whose students are dedicated to serving their community; in [2020 it placed #2](#). Additionally, for 2021, our campus was recognized as a [Top-10 Impact School](#) as a result of student responses to questions about service opportunities, student government, sustainability efforts, and on-campus student engagement.
- For six consecutive years, from 2011 until the recognition platform was changed in 2016, SLU was a [top-5 school in the nation](#) for community service participation and support, as recognized by *The Washington Monthly* in its annual rankings.
- In 2015, SLU received the [Carnegie Classification for Community Engagement](#), a honor bestowed upon only 359 colleges and universities nationwide at the time.

[Service-learning](#) and community engagement permeate the institution. Examples abound in our [academic areas](#) where the education of our students is buoyed by a drive to work for the common good.

Community-Based Clinics

- [Health Resource Center \(HRC\)](#): An interdisciplinary clinic staffed by students and faculty, each

year the Center sees over 2,000 patients living in one of the poorest areas of the city free of charge. Services are broad, ranging from regular checkups to therapy services to administration of vaccinations and tests for HIV and STIs.

- [School of Law Clinics](#): The School operates four fully-staffed legal clinics, focusing on civil advocacy, human rights, criminal defense, and community development. Services are performed by law students *pro bono*, with faculty oversight.
- [Casa de Salud](#): Founded by SLU in response to the closure of both St. Louis health clinics that served uninsured immigrants, Casa de Salud opened in 2010. Each year nearly 6,000 immigrants (both documented and undocumented) who are uninsured or underinsured receive vital health care.
- [Speech-Language and Hearing Clinic](#): For over 50 years, this clinic has provided speech, language, and auditory therapy free of charge to children and adults in need.
- [Center for Advanced Dental Education](#): Created in 1994, this clinic offers dental and orthodontic services at 50-60% lower cost than private practices in the St. Louis area.

Beyond the operation of clinics, multiple academic units house centers and program with the primary purpose of addressing community needs, both short-term and systemic.

Health and Wellness Initiatives

- [College for Public Health and Social Justice](#): All students majoring in either public health or social work must engage in 20-30 hours of service learning as part of introductory coursework.
- The School of Medicine: The School operates the [Addiction Medicine Fellowship](#), an innovative program that focuses the prevention, screening, diagnosis, treatment, and recovery of substance use disorders. It is also a working partner of the St. Louis County Department of Health and St. Louis County and City Juvenile Detention Centers to provide medical care to people in correctional facilities.
- [Transgender Health Collaborative](#): This network of researchers and clinicians working with the transgender community throughout SLU and partner organizations was established in 2020 to promote the health of the transgender and genderqueer community through clinical services, research, and clinical education.

Education

- [Consortium for Human Flourishing](#): This interdisciplinary collaboration between researchers and practitioners aims to support the University's Mission by supporting individual and community efforts to improve quality of life and flourishing.
- [Prime Center](#): The Policy Research in Missouri Education (PRiME) Center in SLU's School of Education serves as a resource for state lawmakers, educators, administrators, and other education leaders who make critical policy decisions for K-12 education in Missouri.
- [Shut It Down](#): SLU faculty member Dr. Norm White (1953-2017) created this groundbreaking approach to addressing racial inequities in school discipline through trauma coaching and professional development of teachers and administrators. The work is carried on by the School of Social Work.

Social Services

- [Health Criminology Resource Consortium](#): This interdisciplinary collaboration of researchers investigates the nexus of health, crime, and the criminal justice system, and how to improve effectiveness in the areas of prevention, clinical intervention, and policy.

- [Transformative Justice Initiative](#): This inter-professional, collaborative program serves the community to improve system health and safety, and support prevention of incarceration and successful transitions from criminal justice settings.
- [SLU Prison Education Program](#): Sponsored by the College of Arts and Sciences, this Jesuit-inspired initiative provides access to high-quality liberal arts education for people who are incarcerated and prison staff by offering an Associates of Arts degree. Over 4,500 inmates and prison staff have participated in the program since its 2008 inception, with an astonishing 0% recidivism rate – students who participate do not return to prison.

Community-Based Research

SLU's educational role in serving the public good is not limited to traditional academic settings. For example, the Office of the Vice President of Research operates the [Research Institute](#), which provides seed funding for initiatives designed to impact the world in meaningful ways. Funded projects include the [Institute for Healing Justice and Equity](#), a multidisciplinary group of faculty working to transform SLU into the epicenter of equitable community building and knowledge curation related to healing from social injustice, trauma and oppression, as well as the [Water Institute](#), which works to advance water innovation to serve humanity as called by our Jesuit mission.

Finally, in light of COVID-19, SLU's [Center for Vaccine Development](#) has taken a [leading role in the region](#) for conducting clinical trials critical to determine the efficacy of potential vaccines. SLU served as one of only a handful of sites to test the Moderna vaccine, and is [currently conducting trials](#) related to potential side effects.

1.B.2.

As noted in Criterion 2, SLU is a non-profit, private institution subordinate only to its volunteer Board of Trustees and the constituents it exists to serve. SLU commits its resources to its corporate purposes of teaching, research, service, and health care. Its educational purpose remains the foremost of those purposes, as each of the others contributes to the educational purpose; SLU does not advance outside interests above these primary purposes. As noted in Criterion 5, SLU's expenditures are appropriately distributed.

1.B.3.

As part of its identity and operations, SLU is called to not only uphold its own Mission of “the pursuit of truth for the greater glory of God and for the service of humanity,” but the overall Jesuit mission of inspiring “service of faith and the promotion of justice.” SLU asks that all of us—students, faculty, staff, and alumni—respond to this call to serve others in our community, especially the most poor and marginalized. Through this service, we then can grow closer to each other in a spirit of solidarity to promote justice for all, “forming men and women for and with others.”

The [facts and figures](#) (pg. 9) associated with SLU's engagement with the community both locally and globally give clear evidence of these efforts:

- Over 1.6 million hours of service are provided to the community each year by SLU students, faculty, and staff.
- In 2019, nearly [85% of SLU students](#) reported some form of community service during the year—nearly three times the national average for college students nationwide. This number has consistently remained above 80% since tracking measures were put in place in 2012.

- 130 community engagement courses are offered each term.
- Over 30 student organizations dedicated to service and justice are active on campus.
- Each year, hundreds of students engage in a variety of service and immersion experiences over winter, spring, and summer breaks.

In support of the University's Mission, SLU established the [Center for Service and Community Engagement](#) (CSCE) in Fall 2009. The CSCE serves the entire campus community by offering numerous ways to serve, learn, and engage:

- SERVE: We connect students, faculty, staff, and alumni to volunteer opportunities in the community, both locally and globally.
- LEARN: We promote community-based scholarship by supporting campus-wide service-learning efforts and fostering university-community research partnerships.
- ENGAGE: We encourage personal and social responsibility by transforming volunteers into effective servant leaders and advocates of social justice.

The CSCE currently employs six staff members and one graduate assistant, all dedicated to connecting thousands of SLU students, staff, and faculty to engagement opportunities with over 500 community organizations in the St. Louis region. Each year, the Center conducts a comprehensive needs assessment of these community organizations, then utilizes a [Community Partners Database](#) to connect the campus to work collaboratively to address them. Follow-up meetings, site visits, and interviews are also conducted to gain an in-depth understanding of the organizations and those they serve. Per our most recent assessment report, 86% of our community partners rank their relationship with the CSCE and our campus as either "Excellent" or "Very Good."

The CSCE also oversees the University's [Campus Kitchen](#). Founded at SLU in 2001, this program has spread to over 70 colleges and universities. Aiming to address both food insecurity and eliminate food waste, the students involved with the Campus Kitchen rescue over 100,000 pounds of food each year, prepare over 25,000 meals in a dining hall kitchen, and deliver them to those in need near campus.

Recognizing that SLU is an active part of the community in which it resides, and not a separate entity, the campus has forged many deep and lasting partnerships with local non-profits, schools, and government agencies. These underscore the fact that our campus serves the community not in a spirit of "doing for" but, instead, a spirit of "walking with," as our [Jesuit credo](#) calls us to form students who are "men and women *for* and *with* others."

- Departments of Health: SLU has maintained longstanding [partnerships](#) with both the St. Louis City and County Departments of Health on such societal issues as lead level mitigation, asthma and allergy treatment, and chronic homelessness.
- [City Garden Montessori School](#): SLU serves as the sponsor for this Pre-K through 8th grade public charter school. In doing so, "serving as a sponsor further engages the University's faculty, staff, and students in the St. Louis community, and further evidences the University's leadership commitment to public schooling, innovation in education, and community development." In recognition of the importance of supporting public charter schools, oversight of this sponsorship has moved directly under our School of Education, whose dean is committed to growing SLU's involvement within the charter school community.
- Access Academies: Founded in 2005 to provide St. Louis youth a pathway out of poverty through high-quality education and college readiness programs, Access Academies and SLU have sustained a strong [partnership](#). The non-profit has maintained its corporate offices on the

- campus since 2014, and recently a groundbreaking partnership was announced that will embed Access Academies' curriculum training and development into the School of Education.
- **Big Brothers Big Sisters:** Located just north of campus, SLU has partnered with this national non-profit to provide hundreds of "bigs" to form lasting relationships with youth in need. There is an entire student organization dedicated to assisting with this work, and in 2017 SLU was recognized as its "[Community Partner of the Year](#)."
 - **Habitat For Humanity:** Similarly, SLU maintains an active Habitat for Humanity student organization, which boasts over 100 members who volunteer weekly on home builds. Additionally, [SLU partnered with Habitat](#) and provided over \$1 million of land near campus at no cost on which they are building a new midtown development for families in need of stable housing.
 - **Alive and Well STL:** This health and well-being non-profit has partnered with our Schools of Medicine and Nursing, as well as student organizations and departments from across campus, to engage in trauma-informed care training for those we serve.
 - **Madrid Community ESL Program:** Fostering deeper connections between the Madrid Campus and surrounding community, this program connects English-speaking students with individual community members to meet the demand in Madrid for English-speaking proficiency. This is one of [many service opportunities](#) offered by the Madrid Campus through the Office of Student Life.
 - **Society of St. Vincent de Paul:** In 2017, SLU formed a [partnership](#) with this fellow Catholic human services organization to collect items for their many thrift stores; a portion of the proceeds returns to SLU in the form our [St. Vincent de Paul Scholarship](#) which has already awarded \$20,000 to our highest need students in one year.
 - **Urban League of Metropolitan St. Louis:** SLU partners with this catalyst for change in the Black community on such events as the annual [Martin Luther King, Jr. Memorial Tribute](#) and an annual [career fair](#) for individuals recently released from incarceration.

While a multitude of departments and academic units provide opportunities for community engagement, it is the student population that serves as the backbone of our service outreach. These efforts often are organized by the students themselves:

- **Student Organizations:** From [Relay For Life](#) and [Dance Marathon](#), which each raise over \$100K each year for the American Cancer Society and Children's Miracle Network respectively, to [Billikens for Clean Water](#) and [Engineers Without Borders](#) which each work to meet the basic needs of communities in developing nations, there are over [30 student organizations](#) dedicated to the service of humanity and the promotion of justice.
- **Emergency Winter Shelter:** In early 2019 when sub-freezing temperatures hit St. Louis for an extended time, students recognized the need for housing people who were living on the streets. A group worked with SLU's leadership team to transform a nearby retreat center into temporary housing, and dozens of students cooked meals and gathered blankets and clothes to distribute.
- **1818 Community Engagement Grants:** Started in 2018 to honor SLU's bicentennial, this program provides 18 grants of \$1,800 each to groups of students who partner with a community organization to make a positive impact in St. Louis. Projects ranged from transforming a playroom at a women's shelter, to providing mobile vision screenings, to planting pollinator gardens at local elementary schools to educate youth on the importance of bees.
- **Billiken Bounty:** Recognizing that some students on campus are food insecure, leaders established this on-campus food pantry where clients in need can obtain food and other

essential items, no questions asked. To date, Billiken Bounty has assisted hundreds of students in need.

Beyond SLU's commitment to supporting its students and employees as outlined above, the campus also assisted our community at large in dealing with the pandemic. At the onset of the pandemic, the [OneSLU](#) campaign was launched and collected over \$175,000 to support those most affected by COVID-19, while a [campus-wide drive](#) was held to collect masks, gloves, and other personal protective equipment (PPE) for the hospital; nearly 1,000 items were donated in less than one month. It is important to note that this was done during the early stages of the pandemic when PPE materials such as masks and hand sanitizer were not readily available. The Campus Kitchen ramped up its output of meals to address food insecurity, and unused housing was made available for local health care workers to stay in between shifts. SLU clinical psychologists created a new hotline for frontline health care workers at SSM Health hospitals. The hotline allowed those on the front lines of the pandemic to care for their own psychological and mental health. Finally, our [students rose to the occasion](#) as over 250 volunteered to provide child care, pet care, and grocery delivery to front-line health care workers.

Sources

- 1818 Community Engagement Grant Program
- 2019 Student Survey on Service
- Academic Health Department Partnerships
- Addiction Medicine
- Alive Well Communities
- BBBS 2017 Mentoring Champions
- Billiken Bounty Food Pantry
- Billikens for Clean Water
- Campus Kitchen
- Campus-Wide PPE Drive
- Carnegie 2015 Community Engagement Classification
- Casa de Salud
- Center for Advanced Dental Education
- Center for Service and Community Engagement
- Center for Vaccine Development
- City Garden
- Clinical Trials
- College for Public Health and Social Justice
- Consortium for Human Flourishing
- COVID-19 Vaccine Trials
- CSCE Community Engagement Programming
- Dance Marathon
- Emergency Winter Shelter
- Engineers Without Borders
- Habitat-SLU Partnership
- Health Criminology Research Consortium
- Health Resource Center
- Integrating Service into the Curriculum
- Jesuit Tradition

- 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

1.C - Core Component 1.C

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.

Argument

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 Advocacy: [Multiple programs](#) are offered each year for students to engage in advocacy and social justice. Policy Pods group students together to engage in legislative advocacy around issues such as health care, criminal justice reform, and immigration. Social Justice and Advocacy Trainings provide students the chance to learn social action methods and engage in real work for change. The [Ignatian Family-Teach for Justice](#) sends a team of

- students to Washington D.C. each year to meet with legislators on various issues of justice.
- **Global Engagement:** Saint Louis University works to form not just active citizens on a local or national level – it also recognizes the importance of developing a sense of global citizenship amongst its students. One of SLU’s [Core Student Learning Outcomes](#) is that “All SLU students will be able to recognize transnational or global interdependence.”
 - **Madrid Campus:** As noted throughout this narrative, SLU operates a campus in Madrid, Spain, which is home to students from the United States as well as over 50 countries from around the world.
 - **Study Abroad:** Nearly 900 SLU students study abroad each year, whether at Madrid or one of the 50 other approved locations. A team of staff provides resources to students to help them decide on a destination, prepare them for living abroad, and transition them back home in a holistic and compassionate manner.

Workplace Success

Career preparation is integral to a SLU student’s education, and a multitude of resources exist on campus to assist students with their professional development. In fact, a required component of the recently developed Core Curriculum is a one-credit seminar that asks students to look outward by articulating how their skills, competencies, and knowledge transfer to professional, personal, and/or civic vocations. [Key figures](#) (pg. 5) that demonstrate SLU’s commitment to preparing students for success in their careers include:

- 94% of recent SLU alumni are satisfied with their post-graduate path. This includes working, attending graduate school, or engaging in post-graduate service experiences such as Peace Corps, the Jesuit Volunteer Corps, or Teach for America.
- 81% of alumni participated in an internship during their SLU experience.
- 91% reported utilizing the Office of Career Services for assistance during their time on campus.

Further, the Office of [Career Services](#) employs 10 full-time staff to help students in all aspects of their career development from the moment they set foot on campus. Career Services offers one-on-one counseling, presentations and training, and skill development workshops for resumes, cover letters, and networking. It also manages a database of on- and off-campus jobs for students to gain real work experience that complements their curricular learning. (See 3.D.1 for additional information about Career Services.) Each year, SLU employs nearly 1,500 students in a variety of settings, from working at offices, in clinics, or even off campus through the [Community Service Federal Work-Study Program](#). Additionally, many of our Colleges and Schools, such as Social Work, Nursing, and Education, require some form of experiential learning, whether through clinicals, internships, or practica that provide students with hands-on training in their field.

To better assist with the development of career preparation and experiential learning experiences, SLU created a new [Associate Provost for Career Development](#) position in 2018. Shifting the reporting line from Student Development to the Office of the Provost provides greater alignment between students’ academic body of work and their potential career paths. This will be especially important as the new Core Curriculum is experienced by students, because it contains a strong focus on connecting academic work with experiential learning as it relates to students’ vocational discernment.

1.C.2.

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 (e.g., the establishment of a chief diversity officer in 2015, elevated to a vice president in 2017 leading to the establishment of the Office of Diversity and Community Engagement; elevation of African-American Studies from a program to a department in 2021), work continues on commitments. In the spirit of transparency and accountability, regular updates are provided to the campus community via [email communications](#) and the Clocktower Accords website.

Additionally, because very few current students were present on campus during Occupy SLU, each year during the week of October 12-18 SLU sponsors [programming](#) designed to illuminate the shared values of empathy, dignity, and trust that were foundational to achieving a peaceful and constructive resolution. The programming has varied from year to year, but one constant has been the reading aloud of remarks that Dr. Martin Luther King, Jr. delivered to the University on October 12, 1964, exactly 50 years before Occupy SLU.

The Office of Diversity and Community Engagement has expanded its efforts for the pursuit of truth, helping to launch the [Slavery, History, Memory and Reconciliation Project](#) in partnership with the Society of Jesus in 2018. This critical work strives to learn more about the lives of the people who were enslaved by St. Louis Jesuits, and to trace their family lines in the hope of connecting with descendants. Additionally, to support all efforts related to diversity on campus, the Saint Louis University Board of Trustees established a [Diversity Committee](#), and a similar committee was established at the University level, made of up faculty, administrators, and students to critically examine current efforts related to equity and inclusion and to chart a path forward. Further, in May 2021, the Board chair asked all Board committee chairs to [update their committee charters](#) to more clearly and intentionally reflect the ways in which their respective committees would advance SLU's DEI commitments.

Support for issues of diversity, equity, and inclusion is not limited to the Office of Diversity and Community Engagement. Multiple structures exist on campus to further these efforts:

- [Cross Cultural Center \(CCC\)](#): The Cross Cultural Center's mission is to promote multicultural awareness and education, provide support services to historically underrepresented and marginalized student populations, and help [students] develop into critically reflective and socially just leaders. The CCC conducts a variety of diversity trainings for classes and student groups, such as SafeZone, an ally development program that helps students, faculty, and staff to learn the skills and competencies needed to develop in active allyship with the LGBTQ+ community. It also advises various scholars programs committed to equity in education, such as the [Martin Luther King Jr. Scholarship](#) and the [African-American Male Scholars \(AAMS\)](#) initiative designed to connect black male students to University, social, and community resources that will facilitate their academic and personal success.
- [Multicultural Student Organizations](#): Nearly 30 campus groups exist to support students of

- different racial, ethnic, and religious backgrounds, such as the Muslim Student Association, Indian Student Association, and OASIS, SLU's LatinX support group. These groups hold dozens of events on campus each year designed to raise awareness, engage in dialogue, and create opportunities for solidarity and allyship.
- Madrid: Spain and Europe have different diversity and inclusion challenges, related to their history, culture, and contemporary challenges (i.e., immigration, Brexit, the Eurozone). A Diversity, Equity, and Inclusion committee was formed on the Madrid Campus in Fall 2020, comprised of faculty, staff, and students. The Committee's aim is to promote and spread awareness and to teach everyone on campus (through lectures and events) about diversity and inclusion. Additionally, [Atlas Week](#) is held each year on the Madrid Campus to promote cross-cultural understanding, to recognize the international dimensions of the campus, and to educate students, staff, and faculty on global issues and injustices.
 - [LGBTQIA+ Efforts](#)
 - [Queer Closet](#): Through an 1818 Community Engagement Grant, SLU students established a clothing store on campus for students who identify as transgender or in a way that doesn't conform to traditional gendered expectations. The Queer Closet received [local news coverage](#) and was praised by PROMO, the leading LGBTQIA+ rights group in Missouri.
 - [Rainbow Alliance](#): This student organization supports those identifying with the queer community and educates the campus on related issues and allyship.
 - [Campus Ministry Retreat](#): This annual Fall program is offered to students who identify as part of the LGBTQIA community.
 - [Institute for Healing Justice and Equity](#): This is an initiative that has the potential to transform SLU into the epicenter of equitable community building and knowledge curation related to healing from social injustice, trauma, and oppression.
 - (Dis)Ability Resources
 - [Ability Exhibit](#) from School of Education: Initiated by a graduate student and supported by faculty in the School, this traveling exhibit is designed to promote the inclusion of people with disabilities through respect for others, comfort during interactions, and awareness of disability issues.
 - [Center for Accessibility and Disability Resources](#): Part of the Student Success Center, this Center serves as an advocate for students with disabilities, providing accommodations and ensuring fair and equitable treatment.
 - [Interfaith Spaces on Campus](#): SLU operates two interfaith sacred spaces on campus, for groups of any faith identity to use for prayer and worship. The [Interfaith Alliance](#) student group provides ongoing programming and dialogue sessions to further educate the campus on the various faith traditions of our students.

In recognition of the aforementioned efforts to further diversity, equity, and inclusion issues on campus and in the community, [Saint Louis University received the prestigious HEED Award](#) (Higher Education Excellence in Diversity) in 2016. Awarded each year by Insight Into Diversity, the HEED Award is the only national recognition honoring colleges and universities that exhibit outstanding efforts and successes in the area of diversity and inclusion throughout their campuses. SLU is the first Jesuit institution to be selected, as well as the first college or university in Missouri.

1.C.3.

From the Board of Trustees and administrators, to faculty, staff, and students, SLU strives to cultivate a campus community of inclusion and respect, one that upholds the dignity of all persons. [Continued](#)

[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](#):

- 88% of respondents believe that leadership in their work area supports diversity in the workplace, an improvement from 83% in 2018 and 79% in 2014 and 2016.
- 76% of respondents believe that people of all backgrounds and identities can advance professionally at SLU.
- There were minimal differences between White and non-White respondents on individual equity items, however, the differences were larger when looking at workgroup equity items.

Recommendations from the most recent climate survey included (1) developing additional resources for hiring managers and faculty search committees to use during the recruiting process to foster more diverse applicant pools as well as (2) expanding opportunities to learn about DEI and increased communication about its importance.

Still, issues of morale, change management, and perceived lack of shared governance seemed prevalent as a result of the layoffs and cuts made during the 2017 Magis Operational Excellence Program (see 5.A.2.). The [Cura Program](#), facilitated by the Division of Human Resources to help maintain and nurture a culture of respect on campus amongst faculty and staff, contributes to the mitigation of these challenges through its training offerings to supervisors and the paths it provides employees to report uncivil or disrespectful behaviors.

To better understand the climate of civility and respect amongst students, Saint Louis University participated in the [IDEALS \(Interfaith Diversity Experiences and Attitudes Longitudinal Study\)](#) study, a national survey of 120+ institutions focused on students' worldviews. Sponsored by researchers from various institutions and the Interfaith Youth Core, IDEALS measures longitudinal changes over four years (from Fall 2015 as freshmen to Spring 2019 as seniors) in such areas as global citizenship, overall pluralism (the extent to which students move beyond tolerance/acceptance into an appreciation for worldviews different than their own), and appreciative attitudes toward people from different races, religions, ethnicities, and other worldview groups. Key [results](#), which were compared to both peer institutions as well as all participating institutions, indicated that by their senior year:

- SLU students demonstrated significantly higher appreciative knowledge of different religious/spiritual worldviews than students at both peer and national institutions.
- Students' appreciative attitudes for all of the following groups increased at a higher rate than students from both peer and national institutions:
 - All religious/spiritual groups
 - LGBTQ people
 - People of a different race
 - People from a different country
- SLU students' global citizenship and overall pluralism increased at a significantly higher rate than students at both peer and national institutions.

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:

- 77% of White students indicated they mostly matter or strongly matter in classes with White professors, compared to only 55% of students of color in classes with White professors.
- Only 40% of White students felt moderately or completely encouraged to have conversations about race with students of color, compared to 60% of students of color feeling similarly about having conversations with White students.
- 69% of White students felt moderately or completely included on campus, compared to only 43% of students of color.

These data, while similar to campuses across the country, point to significant work ahead in ensuring our students of color feel seen, heard, and included on campus, both in and out of the classroom. Still, it is encouraging that only 7% of our White students and 8% of our students of color reported not learning about race anywhere on campus. Clearly though, simply learning about is not adequate. Engaging in critical reflection and discussion on race and equity will continue to be an institutional priority.

Sources

- 2020 Feedback Survey Faculty Staff Webinar
- Advocacy and Civic Engagement Programs
- African American Male Scholars
- All In Campus Democracy Challenge - Gold Seal Awardees
- Allies for Inclusion - The Ability Exhibit
- Atlas Week Inspires Actions for Global Change
- Belize 2020
- Board of Trustees DEI Charter Note
- Board of Trustees DEI Committee
- Campus Ministry Retreat
- Career Services
- Casa Belize
- Center for Accessibility and Disability Resources
- Clock Tower Accords Webpage
- Community Service Federal Work Study Jobs
- Core Student Learning Outcomes
- Cross Cultural Center
- Cura Program
- Diversity and Community Engagement Messages
- Diversity Efforts Message from Jonathan Smith
- Election Night Watch Party
- HEED Award
- HR - Exercising Your Right to Vote
- IDEALS Description
- IDEALS Report
- Ignatian Family Teach-In for Justice

- 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

1.S - Criterion 1 - Summary

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

Summary

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.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

The process by which University-level policies are initiated and approved was significantly improved with the [2019 appointment](#) of a Vice President for University Compliance and Ethics. In addition to its [compliance responsibilities](#), this newly established position, which reports jointly to the Board of Trustees and the President, oversees a [policy program](#) led by a chief policy officer. This program provides structure and clarity to the review and approval process for University policies, and resulted in the creation of a [Policy on Policies](#) detailing the policy development and approval process, a standard university-level [policy template](#), and the [Policy Review Committee \(PRC\)](#), as well as the institutional adoption of [PolicyStat](#), a centralized policy library. This new structure and its related processes have successfully ensured a thorough and transparent vetting of newly proposed University policies, including 30-day public comment periods that provide the entire Saint Louis University (SLU) community opportunities to share their perspectives. While PolicyStat primarily houses University-level policies, efforts are underway to gradually expand its content to include those of senior administrative offices.

2.A.1.

The University's institutional [Mission](#) lies at the heart of all its endeavors, and is deeply respected and embraced throughout the SLU community. Last revised and approved by the Board of Trustees in 2008, the Mission is grounded in SLU's Catholic, Jesuit heritage; for details, see Criterion 1.

2.A.2.

Integrity in our financial, academic, human resources, and auxiliary functions is primarily defined by our compliance with all applicable legal, compliance, and accreditation requirements; by the internal and external transparency of our operations; by our involvement of multiple stakeholders in planning and decision-making; by our policy-governed action; and by consistency and equity in policy application.

Financial Functions

SLU strives to be the best possible steward of the human and capital resources required to fulfill its

mission and achieve its strategic goals. The University regularly receives [unqualified independent audits](#) that confirm the integrity of its financial controls and overall financial management. The Board of Trustees Audit and Legal Committee determines which operations to audit based on annual risk assessments. The Spanish branch of SLU's independent auditor audits the Madrid Campus and coordinates its findings with those of the St. Louis branch.

With guidance from its Business and Administration and Investment subcommittees, the Board oversees the institution's financial management. The Board and University leadership, in consultation with stakeholders including the [Faculty Senate Budget and Finance Committee](#), confronted the pandemic-posed logistic and financial challenges to ensure the safety of SLU students and employees and the successful continuation of institutional operations. This was not painless: a pivot to a lengthy period of remote work and learning, a year of no raises, temporary salary reductions for senior administrators and clinical medical faculty, and an 18-month suspension of SLU's generous 2:1 matching retirement contributions. Nonetheless, the worst of the pandemic was managed with no intentional layoffs and limited, short-term furloughs (and only in the School of Medicine), reflecting the institution's balancing of financial stability with its commitment to its students and employees.

In 2018, SLU began transitioning its Ellucian Banner ERP administrative systems to [Workday](#), a cloud-based single, central, integrated system selected to enable improvements to our business processes. The official launch occurred on January 1, 2020, with the implementation of Human Resource modules that govern pay, benefits, job descriptions and classifications, and performance evaluations. Finance/business processes moved to Workday on July 1, 2020, providing real-time business insights, increased efficiencies and accountability, and more visibility and control into SLU's financial information. Implementation of Workday's new student-related module is forthcoming.

Technology

SLU's Information Technology Services (ITS), which is part of the Division of Business and Finance, hosts a wide array of [policies, standards, and procedures](#) to ensure the security of University information in all systems, including student, faculty, staff, and patient data. An example of ITS efforts to conduct its affairs with integrity is the 2018 completed migration from Google to Microsoft Office 365 for email and calendaring to ensure HIPAA compliance. Among its routine operations, ITS makes security updates available for installation on all SLU Windows-based desktop and laptop computers, supports [administrative research systems](#), [clinical information systems](#), and [classroom technology](#), and periodically hosts required IT compliance training through the [mySLU portal](#). ITS also played a crucial role facilitating the speedy acquisition of institution-wide Zoom licensing at the start of the pandemic. Not only was Zoom an essential component of our pivot to all-online teaching and learning and routine work function, but it enabled the successful implementation of the SLUCare Physician Group's telemedicine operation.

Academic Functions

As previously noted, PolicyStat is SLU's centralized policy library, currently for University-level policies; ultimately, it will include policies of the senior administrative offices. Most of the latter are currently linked from policy pages on the websites of the pertinent offices, such as those specific to the academic domains of [academic affairs](#) and [research](#). School of Medicine policies, however, have already begun to transition to PolicyStat. Policies for which the Provost is the ultimate approver, even if they apply to most or all SLU faculty, are first subject to a 30-day public comment period followed

by Council of Academic Deans and Directors (CADD) approval. SLU's academic [catalog](#) links to numerous [student-related academic policies](#).

The School of Medicine's Office of Professional Oversight, established in 2018, is a joint venture between the SLU School of Medicine and SSM Health Saint Louis University Hospital to ensure a fair and neutral environment to seek assistance and support, file a grievance, or report acts of unprofessional behavior or concerns. The director of this office also serves as the School of Medicine's ombudsperson.

The Office of University Compliance and Ethics oversees [health care compliance](#), including federally mandated training on issues of fraud, waste, and abuse and on [HIPAA awareness and information security](#). The Institutional Review Board website links to [resources](#) that aid compliance with research-related HIPAA privacy regulations.

To help SLU fulfill Higher Learning Commission (HLC) and United States Department of Education regulations governing distance learning, the [Reinert Center for Transformative Teaching and Learning](#) collaborated with ITS on the [implementation of the Canvas course management system](#), and played a leadership role in coordinating training and development.

Pursuant to a 2017 recommendation by the Provost-commissioned Distance Education Task Force, the position of Associate Provost for Distance Education was created and filled in early 2018. This administrator collaborates with University leadership to support the work of deans and chairs to strengthen the scope and quality of SLU's online courses and programs and their compliance with HLC and United States Department of Education (DOE) regulations. A [Distance Education Committee](#) was established to develop and oversee policies and processes for the effective delivery of high quality distance education compliant with federal and HLC guidelines. Key among these documents are the [University Policy for Distance Education](#) and the [Online Course Design Standards Policy](#). SLU availed itself of the DOE's [March 2020 memorandum](#) allowing accreditors to waive their distance education review requirements due to the pandemic; nearly all of these requirements were re-instituted voluntarily by SLU for the Fall 2021 term.

In full compliance with federal and state regulations, SLU maintains a [student complaint web page](#) to provide opportunities for students to lodge complaints about their SLU experience both with the University and with other relevant parties, including the HLC and the departments of education from the states in which students reside. It also provides information about other policies pertaining to students, including the processes for filing grade appeals or complaints about other academic issues.

Human Resources

Most University personnel [policies](#), including those focused on staff, are linked from the Division of Human Resources (HR) website. The annually updated [Student Handbook](#) contains policies applicable to students. The [Faculty Manual](#), which governs SLU's St. Louis faculty, references selected policies. The *Manual's* revision process, coordinated by the Joint Faculty Senate-Provost Committee on the *Faculty Manual*, is dynamic; there have been amendments in several recent years. The [Madrid Campus Faculty and Staff intranet](#) links to employment policies, labor information, and other relevant policies that align with the legal requirements to operate a private university in Spain.

Integrity is paramount in SLU's employment practices. The [Staff Recruitment Policy](#) governs staff hiring. Student worker employment is addressed by HR's [Student Worker Policy](#). The *Faculty Manual* offers basic hiring procedures for faculty; major revision work on a faculty recruitment and

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](#) is readily available online. The Office of Faculty Affairs leads a required [new faculty orientation](#), and also conducts [orientation for new adjunct faculty](#).

[Staff performance evaluations](#) are conducted annually via Workday. The *Faculty Manual* requires and provides guidelines for annual review of every faculty member and mid-point review of tenure-track faculty; the Faculty Senate Academic Affairs Committee recently engaged in a [study](#) likely to result in process improvements for annual reviews. Promotion and tenure (P&T) application processes, and the standards for advancement, are guided by provisions of the *Manual* as well as by procedures and standards established by the respective academic units. The Office of Faculty Affairs conducts [training for college-level P&T committees](#) and the [University Committee on Academic Rank and Tenure \(UCART\)](#) on a rotating basis.

The review and adjudication processes for staff and faculty grievances are separate. The [Staff Grievance Policy](#) addresses guidelines for filing a grievance, while the [Staff Peer Review Policy](#) describes the peer review hearing process implemented to resolve serious workplace disputes. The *Faculty Manual* outlines the process through which the Faculty Senate's Professional Relations Committee screens and adjudicates (1) appeals of non-renewals, (2) impositions of serious sanctions short of termination, and (3) appeals emerging from University processes related to violations of SLU policies on equal opportunity, harassment, or retaliation. HR's [Position Elimination Policy \(Staff\)](#), governs staff involuntary separation from the University while faculty nonrenewal and termination are addressed by detailed provisions in the *Faculty Manual*.

Policies and processes governing student behavior are codified in the [Community Standards](#) section of the Student Handbook. Whether disciplinary situations are academic or not, SLU's actions comply with the Family Educational Rights and Privacy Act (FERPA). The University recognizes that students may display behavioral concerns that pose imminent risk or harm to self, others, or the community. The [Behavioral Concerns Committee](#) investigates such behaviors, gathers additional information from campus resources, and works to design action plans that assist and support the students while balancing the needs of the University community. The Office of Student Responsibility and Community Standards oversees an [educational conduct process](#) that provides accountability while prioritizing students' personal growth and development.

SLU is compliant with the [Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act \(Clery Act\)](#) which requires disclosure of crime on and around campus. The University's [Emergency Notification Policy](#) governs the processes by which SLU issues safety alerts when authorities determine that an incident may pose an ongoing threat to members of the University community. All members of the SLU community have continuous access to the institution's [daily crime log](#).

The following items highlight three significant HR issues for which institutional integrity is critical:

- SLU's [Office of Institutional Equity and Diversity](#) (OIED) oversees regulatory compliance of Title II, Title VII, and Title IX, including the investigation, education, and prevention of discrimination, harassment, and sexual misconduct; provides educational programs and

training on diversity and inclusion awareness; and serves as a resource for all members of the University community. The OIED is primarily responsible for investigating complaints of discrimination and harassment involving faculty, staff, and students. All members of the University community are required to complete an annual mandatory online educational module that informs about the policies and processes associated with preventing and reporting incidents of discrimination and harassment (including sexual harassment) in residential, work, and learning environments. In August 2020, SLU undertook a comprehensive revision of its Title IX Sexual Harassment Policy to align its processes with the newly implemented Title IX regulations provided by the DOE. An [interim policy](#) was subsequently implemented due to an August 24, 2021, DOE announcement that the requirement of cross examination in Title IX grievance procedures would no longer be enforced.

- In December 2020, SLU developed and implemented its inaugural [Consensual Sexual or Romantic Relationships Policy](#). This policy strives to provide an environment free from inequality, favoritism, or sexual harassment within the context of consensual sexual or romantic relationships between members of the SLU community when there is a disparity of power with an individual over whom one has direct authority.
- In November 2018, SLU was one of 30 institutions of higher education accepted into the [Culture of Respect CORE Blueprint](#) by the National Association of Student Personnel Administrators (NASPA). This two-year program encompassed recommended practices for addressing campus sexual violence rooted in evidence-based research, expert guidance, and promising and emerging practices. SLU is using it as a strategic roadmap to develop a comprehensive, holistic campus culture change around the issue of sexual assaults on our campus. Year one, starting in January 2019, began with a comprehensive [assessment](#) of the University's sexual misconduct policy and processes. Year two culminated with the development of an [action plan](#) based on the findings of the [endpoint report](#).

SLU also demonstrates integrity in its responses to employee failures to live up to University and legal expectations. When the former director of the 1818 Dual Credit Program was determined to have committed fraud and theft of University resources, he was immediately dismissed. Further, the University filed legal charges resulting in a federal indictment; the case is now proceeding through a pandemic-slowed judicial system. Per previous communications to the HLC, and as addressed in both Criteria 3 and 4, SLU is also remedying the faculty qualifications issues for which the former director was responsible.

Athletics

A member of the NCAA Division I and Atlantic 10 conference, SLU is committed to full compliance with regulations governing our student athletes and their athletic programs. That commitment is reflected in an absence of NCAA sanctions, the operational guidance provided by the SLU Athletics [Compliance Manual](#), and the 2017 establishment of a Board of Trustees Athletics Committee, which provides oversight of SLU's athletics programs on the Board's behalf. In 2016 the Department of Athletics implemented [Front Rush](#), a compliance-related monitoring software. Regular education occurs with all athletics staff and coaches, student athletes, and other key constituents.

Pandemic-Related Policies

The pandemic created an urgent need across the board for the development of temporary new policies and the revision of existing policies affected by health and safety concerns. Linked from messages posted on SLU's [COVID-19 website](#), among others, these ranged topically from [travel guidance](#) to [public health](#) and a host of academic-related policies such as those for [courses](#). SLU's successful

pandemic-related actions 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.

Sources

- Academic Affairs Policies
- Academic Catalog Policies and Procedures
- Appointment VP University Compliance and Ethics
- Athletics Compliance Manual and Forms
- Behavioral Concerns Committee
- Canvas Implementation
- CAS Promotion and Tenure Training 2021
- Community Standards
- Consensual Sexual Or Romantic Relationships Policy
- Course Policies and Guidance Summary 2021-2022
- Culture of Respect Action Plan
- Culture of Respect Assessment
- Culture of Respect CORE Blueprint
- Culture of Respect Endpoint Report
- Daily Crime Log
- Distance Education Committee
- DOE March 2020 Memorandum
- Educational Conduct Process
- Emergency Notification Policy
- Equal Opportunity and Affirmative Action Policy
- Faculty Senate Academic Affairs Committee Study May 2021
- Faculty Senate Budget and Finance Committee
- Front Rush
- Health Care Compliance
- HIPAA Security Awareness and Training Policy
- Human Resources Policies
- Interim Public Health Policy In Response To Covid-19 For Academic Year 2021-2022
- Interim Staff Flexible Work Policy
- Interim Title IX Sexual Harassment Policy 2021
- Interim University Travel Policy and COVID-19 Pandemic Travel Guidance
- IRB Resources

- ITS Administrative Research Applications
- ITS Classroom Technology
- ITS Clinical Information Systems
- ITS Policies Standards and Procedures
- Jeanne Clery Campus Security Act Information
- Madrid Campus Faculty and Staff Intranet
- Mission Statement
- mySLU Portal
- New Adjunct Faculty Orientation 2021
- New Employee Orientation
- New Faculty Orientation Agenda 2021
- Office of Institutional Equity and Diversity
- Online Course Design Standards Policy
- Policy on Policies
- Policy Program
- Policy Review Committee
- PolicyStat
- Position Elimination Policy Staff
- Provosts Interim Guidelines for Flexible Work in Academic Affairs AY2021-22
- Reinert Center for Transformative Teaching and Learning
- Research Policies
- Responsibilities Office of University Compliance and Ethics
- Search Committee Workshop Federal Compliance
- SLU COVID-19 Website
- Staff Grievance Policy
- Staff Peer Review Policy
- Staff Performance Evaluations
- Staff Recruitment Policy
- Student Academic Policies
- Student Complaints
- Student Handbook
- Student Worker Policy
- The Faculty Manual 2020
- University Committee on Academic Rank and Tenure - UCART
- University Policy for Distance Education
- University Policy Template
- Unqualified Independent Audits
- Workday
- Zoom

2.B - Core Component 2.B

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.

Argument

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

The presentation and maintenance of program-level web pages is tied to the University's academic [catalog](#) through recently acquired CourseLeaf software used to store, manage, and display the catalog. The subsequent pages for each program are standardized so they clearly display an overview, learning outcomes, requirements, roadmaps (semester-by-semester plans for a course of study), and (if applicable) linkage to information about the corresponding program at SLU's Madrid Campus. Further, the overview section contains additional links to information about curriculum, fieldwork and research opportunities, careers, admission requirements, and scholarships and financial aid. Links to accreditation and professional licensure are also present where applicable.

The catalog itself is also easy to search for policies, programs, and degree requirements. Compiled by the University Registrar in consultation with the academic units and the Office of the Provost, the catalog presents student consumer information, policies and procedures, links to descriptive information about the academic units and their faculty, and links to program and course information.

Faculty and Staff

Information about faculty is accessible from multiple points. The navigation bar on the academic catalog web page links to college/school faculty lists of faculty affiliated with each academic unit. The units' websites feature departmental lists of both affiliated faculty and staff; the sites of the degree-granting center and the libraries also contain such lists. In each case, additional information about the faculty is linked from there (e.g., [College for Public Health and Social Justice](#), [Department of Biology](#)). Faculty identity and position data is populated from official HR records to ensure accuracy.

The staff of non-academic units with whom students often interact, or who have direct responsibility for student-related matters, also are readily identified on the unit websites. For example, the [Office of the University Registrar](#) home page identifies the office's components, each of which provides staff contact information.

Tuition and Fees

SLU's [Office of Admission](#) website provides linkage to the website of [Student Financial Services](#), which is where cost information primarily resides. The latter site clearly presents detailed information about tuition, fees, and financial aid information, and array of resources that contribute toward fuller comprehension of the [financial aspects](#) of attendance. One such resource is a [Net Price Calculator](#) that helps estimate financial aid awards. Scholarship information is also readily accessible, at the [undergraduate](#) and [graduate](#) levels as well as on the websites of selected academic units (e.g., [School of Medicine](#)).

Governance/Control

Saint Louis University is a corporation organized for educational purposes pursuant to a [charter](#) granted by the General Assembly of the State of Missouri in 1832, amended by the Assembly in 1851, and amended again in 1932, by Decree of the Circuit Court of the City of St. Louis. In 1967, SLU became the first major American Catholic institution to vest legal ownership and control,

including fiduciary responsibility, in a board composed of both lay persons and religious. The self-perpetuating board is currently composed of 39 members, including five Jesuits; SLU's President serves as a voting, ex-officio member. The board's composition is [publicly detailed](#) for transparency. While SLU is guided by the spiritual and intellectual ideals of the Society of Jesus, the institution has no legal relationship with the religious order.

The University's website clearly identifies its administrative leadership, i.e.,

- University Leadership:
 - [President](#)
 - [Board of Trustees](#)
- [Administrative Divisions and Offices](#) – The University's senior leadership team consists of the President, Provost, and Vice Presidents. Each of these administrators' areas of oversight has its own website.
- [Academic Deans and Degree-Granting Center Directors](#)
- Academic Division and Department Leadership – identified on unit websites
- Faculty, Staff, and Student Leadership – The [Faculty Senate](#) (St. Louis), [Madrid Faculty Senate](#), [Staff Advisory Committee](#), [Student Government Association](#), and [Graduate Student Association](#) have websites dedicated to their respective activities.

Safety and Security Information

Campus safety is a topic is important to the public as well as to the SLU community. Information presented on these University websites contribute to the accurate representation of the institution:

- [Annual Security and Fire Safety Report](#) – Compliant with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- [Campus Webcams](#) – While primarily a marketing tool, these webcams provide students' families and the public a “live eye” on campus conditions, particularly helpful at times of public safety concern.

Accreditation Relationships

Colleges, Schools, and Programs

The Office of the Provost centrally maintains a repository of accreditation-related documents for all accredited programs. The Office also publicly maintains an [accreditation log](#) of college, school, and program external accreditation relationships and status. This supplements the accreditation information noted in the University's academic catalog and on web pages of the respective academic programs. The log includes indicators of accreditation status, such as when the School of Medicine was [placed on probation](#) by its accrediting body, the Liaison Committee on Medical Education (LCME) in 2017 (an issue that prompted an immediate HLC request for all related documentation and plans for remediation, which were provided and deemed satisfactory by the HLC).

Note: The LCME removed the School of Medicine's probationary status in [October 2018](#), as all compliance concerns were deemed to have been satisfied (either without further monitoring or, in several cases, with continued monitoring). A subsequent status report on these remaining elements was submitted in [August 2020](#) and reviewed by the LCME in [October 2020](#); no further follow-up was required as all elements were deemed satisfactory.

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](#).

Sources

- Academic Catalog

- 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
- College for Public Health and Social Justice Faculty and Staff
- Cortex Innovation District
- Department of Biology Faculty
- Department of History Undergraduate Internship Program
- Doisy College Clinical Education
- Faculty Senate-St Louis
- Field Schools
- Financing Your Education
- Graduate Scholarships Fellowships and Assistantships
- Graduate Student Association
- Jeanne Clery Campus Security Act Information
- LCME Probation Letter-February 2017
- LCME Probation Lifted Letter-October 2018
- LCME Status Report-October 2020
- Madrid Campus
- Madrid Faculty Senate
- Measurable Community Engagement
- Medical School Scholarships
- Mission Priority Examen Peer Visitor Report 2019
- Mission Priority Examen Self-Study 2018-2019
- National Geospatial Intelligence Agency
- NC-SARA Homepage
- Net Price Calculator
- Office of Admission
- Office of Student Financial Services
- Office of the Provost-COVID messages
- Office of the University Registrar
- Ongoing Operations Benefits
- President
- Profile
- Research Academic Programs
- Research Growth Plan
- Research Institute
- Research Updates
- Richard A Chaifetz School of Business-Career Resources Center
- Senior Legacy Symposium
- SLU COVID-19 Website
- SLU Research Institute Impact Report 2020
- SLU Website
- Social Media Guidelines
- SOM LCME Status Report-August 2020

- 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

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1.

Saint Louis University is governed by a Board of Trustees which, per the [Bylaws of Saint Louis University](#) (as amended May 1, 2020), consists of 25-55 members, with at least four but not more than 12 being members of the Society of Jesus. [Currently](#) there are 39 members, including five Jesuits.

Primary responsibility for identifying, vetting, recruiting, and training new trustees resides with the Board's Governance Committee. This committee nominates new trustees, who are elected by a majority vote of the trustees present at the Board's annual meeting (the last meeting of the academic year, usually in May). Terms for trustees begin with the first meeting of the following academic year. The Bylaws specify term length and related details. Trustees eligible for reelection complete a [Trustee Self Evaluation Questionnaire](#) that assesses their interest in continuing service and guides the Governance Committee's assessment of their commitment and performance.

New trustees are oriented to their roles and provided multiple resources to support their informed engagement, including the following: the University *Bylaws*, the SLU strategic plan, the Board *Statement of Commitment and Responsibilities*, informational reports from each of the University's administrative units, contextual readings about higher education generally, and Association of Governing Boards (AGB) documents that inform them about significant contemporary topics from a board oversight perspective. Leaders from each of the University's administrative areas participate in the [orientation sessions](#).

Important Board documents, including meeting minutes, membership lists, documents pertaining to all Board members as well as information pertinent to each of its committees, are housed on the password-protected [Board Effect portal](#), accessible to Board members and appropriate University faculty and staff.

The Board's [Statement of Commitment and Responsibilities](#), which details the full scope of Board

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.

This statement further outlines 14 obligations that Board members are expected to fulfill in their roles as SLU's ultimate fiduciaries.

2.C.2.

The [University Bylaws](#) vests the "government and corporate powers of the University" in its Board of Trustees. Article I specifies that:

The primary corporate purposes of the University, expressed in its charter, are the encouragement of learning and the extension of the means of education. In common with other American social institutions, the University is dedicated to the service of its immediate community, the service of the Nation and the service of the world at large. The University fulfills its corporate purposes and carries out these dedications by means appropriate to a university in our society, that is, through teaching and research, and by the discovery, preservation, and communication of knowledge. The University therefore, and its Trustees on its behalf, recognize and accept three primary responsibilities: that of teaching; that of research; and that of community service.

Additionally, the *Bylaws* cite SLU's tradition as a Catholic, Jesuit university, and include a provision that the trustees acknowledge that furtherance of the institution's corporate purposes and the conduct of its operations are accomplished in this context.

The minutes of each full Board meeting include detailed comments by SLU's President, as well as reports from selected Board standing committees that previously studied specific issues and typically bring to the full Board recommendations for consideration and vote. [Board minutes from 2020 and 2021](#) contained detailed COVID-19 updates.

The Board monitors the University's financial state very carefully while remaining sensitive to the institution's academic and health care service needs. Regular topics of Board meetings include discussion of national financial trends, SLU's financial health, and any actions that may be required to sustain the fulfillment of the institution's corporate purposes at a high level. For example, the Board has taken a variety of actions to address the budget deficits confronting SLU in recent years such as maintaining the pooled endowment spend rate at 5% (up from 4.5%) to provide increased operating revenue. With the pandemic's detrimental impact on revenue, both known and anticipated, the Board opted to avoid personnel cuts by enacting mitigations proposed at its [May 2020](#) meeting, such as suspending raises and retirement contributions. In [February 2021](#), given the expected positive enrollment and improved revenue generation, the Board adopted proposals to provide merit increases and reinstitute at least a partial 403(b) match for the current academic year.

2.C.3.

The [University Bylaws](#) give the Board the authority to create and establish committees to aid the management of the institution's affairs. In addition to its Executive Committee, SLU's Board currently has [14 standing committees](#) through which much of the Board's work is accomplished:

- Academic Affairs
- Athletics
- Audit and Legal
- Business and Administration
- Compensation
- Development
- Diversity, Equity, and Inclusion
- Governance
- Honorary Degrees and Special Recognition
- Investment
- Marketing and Branding
- Medical Education and Clinical Affairs
- Mission and Identity
- Student Development

The range of these committees reflects SLU's corporate purposes and its relationships with pertinent internal and external constituencies. The Board's [Statement of Commitment and Responsibilities](#) requires trustees to serve as a member of at least two committees.

Full Board meetings are held quarterly, with Executive Committee meetings conducted at least as often. Each of the other standing committees meets prior to the full Board meetings to learn about, deliberate, and issue guidance on matters within their respective domains. These meetings are staffed by the relevant members of SLU's leadership team (e.g., Provost for the Academic Affairs Committee), who report on pertinent University and related matters and maintain committee records. Student, faculty, and staff appointed by their respective governance entities serve as representatives to some Board committees and participate in most of their deliberations. Board meeting minutes and those of each of its committees regularly reference or include reports, as relevant, from external constituents and entities such as local and financial ratings organizations.

2.C.4.

Board documents reflect the importance of the avoidance of conflict of interest by its members. The [Statement of Criteria for Trusteeship](#) specifies, in its category of personal and professional qualifications, the "absence of disqualifying conflicts of interests." The [Statement of Commitment and Responsibilities](#) contains a section devoted to "General Conduct and Conflicts of Interest." The expectation is that Board members serve the institution's best interests and demonstrate sensitivity to any situation that might cause even the appearance of a conflict of interest with their Board roles. Further, [Article VII](#) (pg. 8) of the [University Bylaws](#) contains a "Conflicts of Interest" provision that, by definition, states that "any Trustee who has a direct or indirect financial interest, through business, investment or family member, or a direct or indirect competing interest, through business, investment or family member, has a conflict of interest." It also states that trustees are expected to identify such situations as they arise during meetings or other Board deliberations. Board minutes from the September 2016 through May 2021 full Board meetings reflect no such situations.

SLU's Board members are required to annually disclose any existing or potential conflicts of interest. This is mandated by the *Bylaws* through the Board [Conflict of Interest Policy](#) distributed to every trustee each year by the Vice President and General Counsel, who also serves as secretary of the University, along with a [Trustee Conflict of Interest Acknowledgement form](#) and Board [Conflict of Interest Questionnaire](#). The policy recognizes that trustee service in other capacities may raise conflict concerns and may actually be inconsequential but requires that members identify any relationships that could be problematic. The acknowledgement form contains information required for University certification for federal grant applications. Completed forms are filed with the Chairman of the Board.

The primacy of Board members' actions serving SLU's best interest is reinforced throughout the Board [Conflict of Interest Policy](#). Article I declares this purpose:

...to protect the interests of Saint Louis University (the "University") in any transaction or arrangement that might benefit the private interest of a member of the University's Board of Trustees, or a University Trustee's Family Member, as defined herein; and to monitor the activities of a member of the University Board of Trustees, or University Trustee's Family Member, that may compete with, or be detrimental to, the interests of the University.

Additionally, the obligations provision of the policy, Article II, states that "All decisions of the Board are to be made solely on the basis of a desire to advance the best interests of the University and the public good. The integrity of the University must be protected at all times." Per Article VIII, the Board of Trustees Audit and Legal Committee conducts periodic reviews "to ensure that the University operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from Federal income tax, and that the University's interests are not compromised."

While not deemed by the Board to constitute a violation of existing University policy, a [substantial gift](#) to SLU made by a trustee in 2018 prompted some faculty criticism invoking inappropriate donor influence. In particular, concerns were voiced about the donor's role in (a) the hiring of faculty and staff having oversight of the research funding associated with the gift and (b) directing funding from the gift to particular SLU faculty projects.

Faculty Senate meeting minutes from [September 2018](#) detail administrators' presentations about the gift as well as questions and concerns articulated by senators. This conversation resulted in the creation of the Faculty Senate Ad Hoc Committee on Policy Concerning Donor Influence Over Academic Matters, charged with exploring best practices and recommending a policy to the University regarding ethical standards for philanthropic gifts. This committee's work culminated in its March 9, 2019 [Report on Policy Concerning Donor Influence Over Academic Matters](#) transmitted to the Senate's Executive Committee and copied to the University President, interim Provost, former acting (now current) Provost, several Vice Presidents and Office of the General Counsel staff. The Senate report focused on three key policy areas: (1) policy on private external funding; (2) policy on centers, institutes, consortia, and other special initiatives; and (3) policy on institutional conflicts of interest. The Board's Academic Affairs Committee minutes of its [May 2, 2019](#) meeting document that the interim Provost presented the report to the Board on that date for their review.

In the context of those faculty concerns, support for the gift was also considerable, including a [petition submitted to the Provost](#) signed by 265 faculty who felt that (a) the donor's participation in processes for funding faculty research projects does not supplant the role of faculty in making those funding determinations, and (b) the gift greatly benefits SLU's research efforts. This controversy, and

particularly the work of the Faculty Senate's ad hoc committee, led to the positive steps of the development of a University policy on the establishment and continuation of centers as well as a revision of the University Gift Policy. Both documents are currently in the drafting phase and will be subject to the appropriate opportunities for public review and comment.

2.C.5.

The boundaries of the Board's role and responsibilities regarding its oversight of University operations are clearly articulated in key Board documents. The Board's [Statement of Criteria for Trusteeship](#) stresses that members understand "the board's role and responsibilities to exercise oversight of the University's academic, research and clinical enterprises," stating that they must be willing "to learn the critical distinctions between active oversight and intrusive behavior." In the section on "Governance and Performance Accountability," its [Statement of Commitment and Responsibilities](#) says the Board's role is to "provide oversight, review and approve strategies, policies and plans of implementation while empowering the University administration to successfully manage the organization and fulfill its corporate purposes." This document further states that, in support of the University President, the Board will "respect the governance boundaries that separate them from the University's day-to-day operations, for which the President is accountable, focusing instead on the board's responsibilities for issues of institutional strategy and high policy."

The structure and operational conduct of the Board and the duties of the University's officers are addressed in Articles II and III of the [Bylaws](#), respectively. The centrality of the President's position in the day-to-day management of the University is conveyed in this provision:

The President shall be the chief executive and administrative officer of the University...Subject to such limitations as the Board may prescribe, the President shall have the general and active management, supervision, control and direction of the business operations, education activities and other affairs of the University, and shall execute all authorized bonds, deeds, mortgages, notes or other securities of the University in the name of the University, except where required or permitted by law to be otherwise signed and executed, and except where the signing or execution thereof shall be expressly delegated by the Board to some other agent or officer of the University.

Minutes of the full Board and those of its Academic Affairs Committee document appropriate Board oversight of actions led or conducted by senior University leaders. For example:

- [February 25, 2021](#) – Academic Affairs Committee approval of recommendations made by Provost Lewis to approve new and eliminate existing programs, based on documentation provided by the academic department(s) and college, school, or center in which the programs reside, as well as the appropriate curricular committee.
- [July 15, 2020](#) (Board) – Request to the Board by Vice President for Business and Finance Heimburger to approve the proposed FY21 consolidated budget reflecting actions identified by University administrators to mitigate anticipated budget deficits.
- [December 6, 2019](#) (Board) – President Pestello's report on work of the Academic Portfolio Review Committee, charged with identifying academic programs for elimination, with potential implications for the reassignment of faculty and a reduction in the number of graduate students.
- [September 28, 2018](#) (Board) – Report of Vice President for Medical Affairs/Dean of the School of Medicine regarding work underway by faculty and staff to have the Liaison Committee for Medical Education (LCME) lift the probation it imposed on the school in April 2017.

Sources

- 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 for Gift
- Faculty Senate Meeting Minutes September 2018
- New Trustee Orientation Agenda December 2021
- Report on Policy Concerning Donor Influence Over Academic Matters
- Statement of Commitment and Responsibilities
- Statement of Criteria for Trusteeship
- Substantial Gift 2018
- Trustee Self Evaluation Questionnaire
- University Bylaws 2020
- University Bylaws 2020 (page number 8)

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

Academic freedom is a critical concern in contemporary higher education, and increasingly so at an independent Catholic, Jesuit university. Many students, faculty, and staff drawn to SLU because of its Catholic identity and the humanistic values of Jesuit education may be unclear about the relationship of that identity and the institution's mission and values with academic freedom.

The [*Faculty Manual*](#) makes clear the centrality of academic freedom to the University enterprise:

- *Essential to the purpose of a university is the free and unhampered pursuit and communication of knowledge and truth. All members of the University, especially students and faculty members, have not only the right but also the duty to participate in this task of freely seeking after and sharing truth. Every student and every faculty member, therefore, has the freedoms of thought, of discussion, and of action that are required by the common pursuit of truth.*
- *In a Catholic university the different ways that have been developed for searching for knowledge are recognized in their diversity.*
- *All persons joining the faculty of the University are expected to understand and respect the fact that they are coming into an institution in which Christian scripture and Judeo-Christian tradition are recognized as sources of knowledge as valid as natural human experience or reason, and where theology is recognized as a discipline. This expectation, of course, does not prevent them from stating and explaining their own personal views.*

Academic freedom is further addressed in these *Manual* provisions:

- on shared governance, which notes that University faculty determine their course content, method of instruction, and degree requirements in their respective programs; and
- in its outline of procedures through which faculty may file grievances for violations of academic freedom in cases of contract nonrenewal.

The *Manual* also acknowledges the role of students' academic freedom in their interactions with faculty:

In the classroom and in student advising, faculty members should encourage free discussion, inquiry, and expression. They must allow students to take reasoned exception to the data or views they present and to reserve judgment about matters of opinion, although they must hold students responsible for learning the content of the courses in which the students are enrolled, and they must evaluate student performance on academic grounds.

The *Student Handbook's* [*Statement of Rights and Responsibilities*](#) also supports freedom of inquiry for students in delineating these student rights:

- The Right to Learn, which includes the right of access to diverse ideas, the right of access to

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 from the SLU community
- reviewing, discussing, and analyzing the information collected
- making recommendations to the President regarding future policy and practice at the University

This project culminated in the 2020 ratification of the University's newly revised [*Civil Discourse, Speech, and Expression Policy*](#). Guiding this policy is the philosophical [*Statement on Speech, Expression, and Civility*](#) that details SLU's commitment to freedom of expression consistent with its Catholic, Jesuit heritage and its research university status.

Sources

- Civil Discourse Speech and Expression Policy
- Philosophy Statement on Speech Expression and Civility
- Statement of Student Rights and Responsibilities and Community Standards
- The Faculty Manual 2020

2.E - Core Component 2.E

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.

Argument

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 guide SLU's compliance-related work, and in advancing a culture of ethical conduct throughout the institution; this position was filled in February 2019. [Responsibilities include:](#)

- Ensuring that the University is compliant with federal, state and local laws, rules and regulation, as well as institutional policies;
- Leading the development of policies to implement and manage a comprehensive compliance and ethics program;
- Monitoring internal and external compliance environments to identify potential risks and vulnerabilities across the University system;
- Developing and coordinating multifaceted educational training program for compliance; and
- Advising senior leadership and the Board of Trustees on the operation and effectiveness of SLU's compliance efforts

The following ethics/compliance issues are addressed under the purview of the Office for University Compliance and Ethics:

- [Conflict of Interest \(COI\)](#) – SLU, including its researchers, health professionals, and institutional officials, must balance many competing interests. The University and its members engage in relationships with a variety of external entities that may lead to individual financial benefit, such as compensation, business ventures, royalty payments, and equity from licensing intellectual property. Such relationships are expected and add value to the University's educational, research, and business activities. Individual outside interests that overlap with institutional responsibilities might constitute COI. The intent of SLU's COI policies is not to prohibit all individual outside interests but manage all potential COIs to ensure transparency and promote objectivity. This ensures COI do not compromise the integrity of the University's primary missions, including the safety and integrity of its research, education, clinical care, and business activities. SLU implemented its [Individual Outside Interest Policy](#) in October

2020. This policy revised and consolidated multiple COI policies into a single policy creating a unified entity—the Committee on Outside Interests—that can consistently review all such cases. Additionally, the revised policy and unified committee structure acting on a single outside interest disclosure per individual permits the development of a comprehensive yet focused risk-based approach for all COI reviews.

- **Foreign Influence** – On August 20, 2018, the [NIH director issued a letter](#) to NIH-supported universities and academic medical centers to raise awareness of foreign entities inappropriately influencing NIH researchers and peer reviewers. SLU’s Vice President for Research and Vice President for University Compliance and Ethics subsequently convened a task force to address security, training, and grant-related issues for SLU, and to compare our processes to best practices from the Association of American Universities (AAU), the Association of Public & Land Grant Universities (APLU), and the NIH Advisory Committee to the Director (ACD). While the task force found SLU has protections in place, it advised that a Foreign Influence Implementation Team be created to advance the task force [recommendations](#) to enhance those protections.
- **Export Controls** – SLU’s export control officer assists University personnel with related issues and questions to ensure compliance with our [Export Control Policy](#).
- **Reporting of Misconduct** – The Office for University Compliance and Ethics maintains the [Reporting Concerns of Misconduct Policy](#) and oversees the University’s confidential, toll-free [Integrity Hotline](#) available to anyone with concerns about a violation of a law, rule, regulation, or policy. Calls are answered by employees of an established independent entity contracted by SLU for this purpose. Reports on the calls are submitted to the Office for University Compliance and Ethics, Office of the General Counsel, and Division of Human Resources, which then directs the concern to the appropriate office and personnel. SLU’s [Non-Retaliation Policy](#) prohibits retaliation against any individual who, in good faith, reports an allegation of misconduct or participates in an investigation.

This Office of University Compliance and Ethics complements multiple other offices/units in its oversight of regulatory compliance, ethical behavior, and fiscal accountability related to basic and applied research (see 2.E.2.).

2.E.2.

Significant responsibility for the integrity of research and scholarly practice conducted by members of the SLU community rests within units of the [Office of the Vice President for Research \(OVPR\)](#), with additional support provided by other institutional entities as appropriate. In March 2017, the OVPR was reorganized as one office with working groups designed around the ways faculty approach research and scholarship. The [Research Integrity and Safety Group \(RISG\)](#) coordinates and enhances the work of the [Institutional Animal Care and Use Committee \(IACUC\)](#), the [Institutional Review Board \(IRB\)](#), the [Conflict of Interest in Research Committee \(COIRC\)](#), and [Environmental Health and Safety \(EHS\)](#). The EHS unit, in turn, includes operational aspects of the [Institutional Biosafety Committee \(IBC\)](#) and the [Radiation Safety Committee \(RSC\)](#). RISG is responsible for making SLU’s safety and integrity processes both easier to navigate and more transparent, with an overall focus on creating a culture of safe and ethical research that is instinctively compliant with regulatory standards and models best practices.

The OVPR and its RISG have direct oversight over a number of compliance and integrity-related

functions, including:

- [Human Studies](#) – The Institutional Review Board (IRB) is the administrative body responsible for the protection of the rights and welfare of human subjects recruited for and engaged in research activities conducted under the University’s auspices. The current operation is composed of two boards that each meet monthly, and a third board that meets on an *ad hoc* basis on urgent matters necessitating review outside the regularly scheduled meetings. The membership of each board is constituted such that each can review research proposed by any academic discipline; this helps ensure that each board functions in a manner consistent with the others (e.g., in the assessment and classification of risks). The convened boards also review all incidents of non-compliance that the IRB office initially classifies as possibly serious or continuing non-compliant. The convened board is the only body that can suspend or terminate IRB approval or disapprove a study outright, and/or reverse either of those decisions. Human studies research proposed by members of SLU’s Madrid Campus community go through the same processes as proposals submitted by St. Louis-based personnel. In February 2018, the Food and Drug Administration (FDA) conducted an [audit of SLU’s IRB](#), the scope of which included inspecting the IRB’s procedures for the protection of human subjects in relation to FDA Regulations (21 C.F.R. Parts 50 and 56). The audit identified [no findings](#) of non-compliance.
- [Animal Studies](#) – SLU’s Institutional Animal Care and Use Committee (IACUC) provides “oversight for compliance with all relevant laws and regulations so as to assist researchers, faculty, and students in the conduct of high-quality research and teaching, thereby assuring the public of the humane care and use of vertebrate animals used for these endeavors.” SLU is a USDA-registered research facility and its Animal Care and Use Program is [fully accredited](#) by the Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC). The IACUC maintains a [Google site](#) accessible to the SLU community that provides resources for new researchers, animal protocol assistance, animal use policies, and procedures and guidelines; the site also includes information on how to report (anonymously, if preferred) animal care and research concerns.
- [Responsible Conduct of Research \(RCR\)](#) – In adherence with its [Policy for Responsible Conduct of Research Training for Students, Post-Doctoral Fellows, and Trainees Supported by External Funds](#), SLU provides a formal training program “to ensure that faculty, students, and staff engaged in all fields of research have a working knowledge of the ethical and responsible conduct of research.” SLU’s training complies with the requirements of federal agencies such as the National Institutes of Health (NIH) and the National Science Foundation (NSF). SLU personnel involved in non-NIH or NSF research are also encouraged to participate in this training which takes these forms:
 - Online modules available through the [Collaborative Institutional Training Initiative \(CITI\)](#).
 - RCR-sponsored workshops are held through the fall and spring terms. Each addresses at least one key RCR topic and counts toward NIH- and NSF face-to-face training requirements. Recent topics include authorship and peer review, conflicts of interest in research, copyright, information security in research, and patenting and ownership.
- [Research Misconduct](#) – SLU’s [Policy and Procedures for Responding to Allegations of Research Misconduct](#) provides an equitable and timely method for resolving such allegations. It includes processes that protect complainant confidentiality and recognition of the research

integrity officer (i.e., SLU's Vice President for Research) as having the authority to determine sanctions.

- Biosafety – [The Institutional Biosafety Committee](#) oversees research involving Risk Group 1, 2, and 3 biological materials including select agents. The Radiation Safety Committee oversees research using ionizing radiation at both the University and the SSM Health SLU Hospital.

SLU's Division of Information Technology Services (ITS) is another major institutional unit with an operational scope and operations that include the integrity of research and scholarly activity at SLU. The [Saint Louis University Information Technology Appropriate Use Policy](#) “provides guidelines for the appropriate use of Saint Louis University's IT resources, as well as for the University's access to information about and oversight of these resources.” Complementing this important ITS policy is the [SLU Libraries Appropriate Use Policy for Electronic Resources \(University\)](#) which specifically addresses usage in support of research and teaching of “electronic resources licensed or made available by similar agreements” by the libraries. The ITS Information Security Officer serves as the University's Registered Agent for compliance with the federal [Digital Millennium Copyright Act \(DMCA\)](#).

2.E.3.

In our ever-changing information environment, with information constantly becoming accessible in ever increasing amounts, new formats, and diverse modes, and with misinformation challenging us daily, the imperative for students to know both how to evaluate information sources and how to ethically use them has never been greater. The importance of this critical thinking competency is reflected in SLU's third [Core Student Learning Outcome](#): All SLU graduates will be able to assess evidence and draw reasoned conclusions. Per its description, this outcome “fosters a student's ability to gather source material and discern its reliability, analyze data via quantitative and qualitative methods, compare multiple interpretations of evidence, evaluate conflicting claims, and demonstrate evidence-based reasoning.”

The critical evaluation of information resources and their ethical use are addressed in numerous ways. For example:

- Course instructors address responsible research practices in their instruction about research methodologies of their disciplines.
- Course faculty across the disciplines routinely require students to use standard style manuals and manuals and documentation practices in their writing at all course levels. Some faculty spend class time explaining, for example, plagiarism prevention and proper source attribution, or invite consultations from [University Writing Services \(UWS\)](#) to make class presentations. Students are informed about UWS in course syllabi and may be individually referred by their instructors to a UWS consultant.
- SLU's Office of Vice President for Research issued a [Policy on Authorship for Scientific and Scholarly Publications](#) “to establish acceptable practices in responsible authorship and publication of knowledge gained through research and scholarly activities.”
- Partnering with course instructors, SLU library faculty conduct information literacy presentations for students at all levels and increasingly collaborate on the development of research assignments that require informed and appropriate use and evaluation of information resources.
- In a decades-long collaborative relationship with the department of English, Pius Library faculty offer an [information literacy instruction program](#) that empowers students in a key Core

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.

Sources

- 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 Of Misconduct Policy
- Research Integrity and Safety Group
- Responsibilities VP for University Compliance and Ethics
- Responsible Conduct of Research
- SLU University Core - Information Literacy
- Student Handbook Academic Integrity Ethical Behavior
- University Writing Services

2.S - Criterion 2 - Summary

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

Summary

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 affected constituents. Financial operations are regularly verified by external auditors to be in full alignment with legal and ethical standards. Data is protected, and research and scholarly activity conducted, per federal law and per the standards of our multiple accrediting bodies. Concern for greater equity and diversity is a regular driver of work (and policy) throughout the University. We represent our programs consistently and accurately to all internal and external parties. And our governing board understands, respects and honors its role – and the roles of campus leaders and faculty – in leading the University. We do not do all of this perfectly, and there is absolutely room for growth and change. But SLU is an institution clearly and increasingly guided by our Catholic, Jesuit identity and our related, Mission-informed commitments to integrity, ethical, and responsible conduct

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. and 3.A.2.

At the institutional level, undergraduate and graduate curricula and policies are reviewed and approved by the [Undergraduate Academic Affairs Committee \(UAAC\)](#) and the [Graduate Academic Affairs Committee \(GAAC\)](#), respectively. The UAAC is responsible for vetting and approving new undergraduate programs; this committee is comprised of [faculty representatives](#) from the University's ten colleges and schools with undergraduate programs; there is also administrative representation from the Faculty Senate, the undergraduate deans' offices, the Madrid Campus, the libraries, and the Office of the Provost. Departments proposing new or revised programs must complete the appropriate forms (e.g., [new degree proposal](#), [new certificate proposal](#), [program change](#), [program closure](#)) following the established timelines for approval and instructions. New graduate programs are vetted by the [GAAC members](#), and the processes for new and current program review are akin to those for undergraduate programs.

On a consistent basis, SLU is reviewing programs for closure and identifying opportunities for new programs to meet student needs and reflect market trends. Examples of such new programs include the recently-approved certificates in Brewing Science & Operations and Cannabis Science & Operations offered through the School for Professional Studies, the Ph.D. in Computer Science, and the Master of Health Care Management. Additionally, through the work of the Academic Portfolio Review Committee (APRC) in 2019-2021 (see 4.A.1. and 5.A.2), all academic programs have been recently reviewed for feasibility. As a result of this review, [23 programs](#) (minors, certificates, and degrees) have been approved for closure. All new and closed programs are listed on the Provost's [website](#).

Program learning goals, which define expected student performance, are reviewed and approved at several points in time to ensure they are appropriate for the credential being awarded: as part of new program proposals, but also through annual and cyclical assessment reviews. The University

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 levels of student performance appropriate to the degree awarded. At UAAC and GAAC meetings, issues with learning outcomes are addressed and changes required as needed prior to program approval.

Through the annual assessment reporting cycle (see 4.B.), the student learning outcomes (SLOs) assessed in any given year are reviewed for quality and to ensure the SLOs are appropriate for the degrees being earned. As programs revisit and revise assessment plans, this is another opportunity for the Assessment Director to work with faculty to ensure program SLOs are a good match for the credential. Additionally, the [University Assessment Committee](#) annually reviews and provides peer feedback on the assessment reports of 60-70 programs per year, as addressed in 4.B. Finally, the [Academic Program Review](#) process, detailed in 4.A.1., is another mechanism by which SLU's academic programs are reviewed for quality, including their required levels of student performance and learning goals.

3.A.3.

Saint Louis University offers programs both in the classroom and online; at our main campus in St. Louis and our campus in Madrid, Spain; at cohort sites in Missouri and other states; and in high schools in multiple states via our [1818 Advanced College Credit](#) (dual credit) Program. Regardless of the mode of delivery or location, all programs and courses are subject to the same approval processes noted above and the same academic and pedagogical standards, except for online courses and programs, which are subject to additional standards (including faculty training, as explained below). All courses and programs on the Madrid Campus go through the same UAAC and GAAC approval processes, and there is joint and constant monitoring of course and program delivery.

SLU's School of Education offers both master's and doctoral-level programs in Educational Leadership at several HLC-approved, off-campus locations in Missouri and several other states. The School of Social Work has partnerships with four institutions, as SLU's Master of Social Work degree program is available to students in Kansas City, MO (Avila University); Springfield, MA (Elms College); Sylvania, OH (Lourdes University); and Cincinnati, OH (Xavier University). In all instances, the programs' student learning outcomes, course syllabi, etc., are consistent across locations and modality. For face-to-face programs, this is facilitated by the fact that SLU full-time faculty travel to cohort sites to teach the majority of courses in those programs.

For the School of Social Work's MSW program offered off campus, 60% of the program's courses are taught online by SLU full-time faculty in St. Louis. Off-campus partner adjuncts (typically full-time faculty at the partner college/university at which the cohort is taught) teach the remaining courses and oversee field experiences/practica in local professional settings. The curricula and assessment protocols are consistent across locations and are [reported](#) both in the aggregate and by location to the program's accrediting body, the Council for Social Work Education (CSWE).

SLU's lone associate's degree (A.A.) is offered through the [Prison Education Program](#) at the Eastern Reception, Diagnostic and Correctional Center in Bonne Terre, Missouri—a maximum security state institution housing approximately 2,500 men. The program is offered to both incarcerated residents and prison staff members, and courses offered are the same as those offered on campus to other degree-seeking students. SLU full-time faculty travel to the prison regularly to teach the courses.

SLU also offers courses taken by approximately 7,000 high achieving high school students at their respective high schools in Missouri and beyond through our 1818 Advanced College Credit program. As detailed in 4.A.4., high school teachers who teach in the 1818 Program are trained by our full-time faculty on issues of course content and pedagogy; additionally, full-time SLU faculty designated as 1818 Program faculty liaisons review syllabi of 1818 courses and work with their high school faculty counterparts to ensure consistency with on-campus sections of the same courses.

The HLC conducted a [Multi-Location Site Visit](#) in Fall 2019, visiting three of SLU's "additional locations" (per HLC definitions): the BJC Center for Lifelong Learning in St. Louis, MO; Avila University in Kansas City, MO; and Dallas Jesuit Preparatory School in Dallas, TX. As documented in that final report, SLU met all expectations, including those for instructional oversight and evaluation and assessment.

Online academic programs are offered not by a single "online college" or academic unit but, rather, throughout the SLU's colleges/schools. This ensures that the academic standards, learning outcomes, assessment processes, and faculty qualifications are consistent between online and on-ground programs. However, University-level standards for excellence in online education, and resources supporting online teaching, are now offered centrally. In Spring 2018 the Provost appointed Dr. Tracy Chapman as Associate Provost for Distance Education, in addition to her appointment as Dean of the School for Professional Studies. In this role, Dr. Chapman led the creation of the University's Distance Education committee in Spring 2018. With the hiring of a full-time Distance Education Manager in Summer 2019, the University's [Distance Education Office](#) was formalized to support the work of the [Distance Education Committee](#) and operationalization of policies and Committee recommendations. The Distance Education Office focuses on the quality of distance education in all of SLU's programs. Individual courses go through a rigorous process of review, including peer review (as noted elsewhere, this review process was necessarily modified in the COVID-19 era). Since its inception, the Distance Education Committee has focused on operationalizing the distance education standards created by the Provost's Distance Education Task Force. Standards as well as definitions were codified in the [University Policy for Distance Education](#) created by the Committee and approved via the University's academic policy approval process. The Distance Education Standards are designed to ensure academic quality is maintained throughout the University's distance education programs and courses, and to address regulatory compliance. The standards are based on the Council of Regional Accrediting Commissions' (C-RAC) [Guidelines for the Evaluation of Distance Education](#) and were developed specifically with SLU's context and Mission in mind.

Sources

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- Distance Education Webpage
- GAAC New Degree Proposal Form
- GAAC Roster 2021-22
- GAAC Webpage

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

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1. and 3.B.2.

SLU's faculty approved our new [University Core](#) (i.e., general education program) in Spring 2020. This University-wide approval was the culminating event in a two-and-a-half year collaborative and iterative process that involved faculty, students, alumni, staff, and administration—all working together to envision what a shared undergraduate experience at SLU could and should encompass. The faculty-led [University Undergraduate Core Committee \(UUCC\)](#) directed this initiative, is currently overseeing the piloting of several new Core curricular components in 2021-22, and will continue to work on implementing our new University Core through its full rollout for all entering students in 2022-2023, in accordance with its [bylaws](#). Until our new University Core curriculum was approved in March 2020, SLU lacked a common undergraduate general education curriculum across all colleges and schools.

The UUCC's work on a shared undergraduate SLU core was informed by the work of the [2015-16 Task Force on Becoming a SLU Baccalaureate](#), the [2016-17 College of Arts and Sciences \(CAS\) Core Curriculum Working Group](#), and the [2016-17 Joint Faculty Senate - Provost Task Force on the University Core Curriculum and Shared Undergraduate Experience](#). The 2015-16 Task Force responded to a charge from then-Provost Nancy Brickhouse and the Faculty Senate to “develop a vision statement that articulates what is distinctive about a SLU undergraduate education.” This [Vision Statement](#) then informed the work of both the 2016-17 CAS Core Curriculum Working Group and the University Core Curriculum Task Force, charged by President Pestello to determine “[w]hat institutional structures are needed to house and maintain an excellent university-wide undergraduate core?” This Task Force recommended the creation of a University-wide undergraduate Core committee that would be charged with the development and implementation of a common SLU Core. This committee, the UUCC, delivered its final [Core Proposal](#) to the SLU faculty on January 31,

2020; the faculty voted to approve this Core on [March 20, 2020](#); SLU's Council of Deans and Directors (CADD) and the Interim Provost followed suit on [March 31, 2020](#).

The development of the Core from 2017-2020 was an intensive process, in which hundreds of SLU faculty, staff, and students participated, with [regular communication](#) from the [Core Director](#) (a new, full-time faculty position dedicated to the oversight of curriculum development, implementation, and assessment) to the campus community. All substantive steps in the Core invention process are summarized in this [outline](#).

The [years-long iterative process](#) of building SLU's first ever Core asked the entire University community to answer this question: What curriculum can we build that "imparts broad knowledge and intellectual concepts" yet also remains "grounded in a philosophy or framework" true to the Catholic, Jesuit Mission and traditions of our institution? Answers to that question initially resulted in the nine [Core Student Learning Outcomes \(SLOs\)](#) that now guide the Core, and which were developed and approved in Spring 2018.

The SLOs are the guide to how the framework is threaded through the general education curriculum. They are both broadly liberal arts-based (SLO 2: ability to synthesize information from multiple disciplines to tackle complex problems; SLO 3: critical thinking; SLO 4: written, visual, and oral communication) and also institution-specific (SLO 1: examine one's beliefs and vocation in dialogue with the Catholic, Jesuit tradition; SLOs 5, 6, and 7: engage with issues of intersectionality, justice, equity, global interdependence; SLO 9: take knowledge gained at SLU out into the community and work in solidarity with others for the common good).

The nine Core SLOs are [mapped](#) through 19 core component areas, including both credit-bearing courses and required non-credit experiences, with various components fostering student achievement at multiple levels of complexity/maturity: introductory (I), developing (D), and achieving (A). Each component of the Core builds, in granular and incremental ways, student achievement of the holistic Core SLOs. Instructors must [indicate how a course will foster student achievement](#) of both Core component-level and holistic University Core SLOs when they submit a course for Core approval; [faculty-led curricular subcommittees](#) review syllabi and other learning outcomes-based information to ensure that courses approved are so designed; and our [University Core assessment plan](#) (see 4.B.) will pull from multiple component areas to demonstrate the extent to which our granular approach to holistic SLO achievement is guiding student achievement. Students will learn about the Core Curriculum through SLU 101 (our registration/summer orientation program), advising, and their course syllabi.

3.B.3.

A hallmark of a Jesuit university is an education that recognizes and values the human and cultural diversity of the world in which students live and work. This is clearly evident in the Core student learning outcomes, including:

- SLO 5: Analyze how diverse identities influence their lives and the lives of others,
- SLO 6: Recognize transnational or global interdependence,
- SLO 7: Evaluate the extent to which social systems influence equity and reflect innate human dignity,
- SLO 8: Collaborate with others toward a common goal, and
- SLO 9: Apply and acquire knowledge through engagement beyond the University.

Further, as illustrated by the [Core curriculum map](#), there are specific curricular components of the Core that reflect this value and are designed to help foster student achievement of related learning outcomes:

Core Component	Description
Cura Personalis 3: Self in the Word	Cura Personalis 3 gives students the opportunity to reflect on intersections between their Core and major and assists them in crafting written and oral messages about how that intersection informs who they are as they leave SLU and embark on their work in the world in solidarity with others.
Ways of Thinking: Social and Behavioral Sciences	These courses develop students' ability to systematically study society, culture, individuals, institutions, and/or communication. In these courses, students are asked to consider the diversity of social, political, and civic life.
Identities in Context	These courses guide students in rigorous examinations of how diverse and intersecting identities shape how people move through and experience the world. In these courses, students analyze how identities form through interaction with others and within social structures, explore key categories of identity analysis, reflect on their own biases, and connect across difference.
Global Interdependence	These courses provide students with the intellectual tools they will need to understand and participate in our interconnected world. In these courses, students explore the global impact of personal choices and local actions in order to become engaged and responsible global citizens committed to finding solutions to challenges rooted in global or transnational interdependence.
Dignity, Ethics, and a Just Society	These courses ask students to apply concepts of human dignity, well-being, equity, and justice to an analysis of existing social systems. Students evaluate those systems as they currently function, and use this critical analysis to envision systemic social change that promotes human dignity, equity, and justice.
Reflection-in-Action	The curricular and co/extra-curricular experiences that satisfy the Reflection-in-Action requirement encourage students to experience meaningful learning opportunities beyond the University and to reflect upon how that community engagement enhances their understanding of acting with and for others.

Diversity is not merely a concern of our undergraduate Core. Many undergraduate majors are either tightly focused on related issues or include courses addressing diversity in multiple disciplinary and interdisciplinary contexts. A list of such majors includes (but is not limited to):

- 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-Organizational Psychology (Ph.D.)
- International Business (M.I.B.)
- Law (J.D.)
- Leadership and Organizational Development (M.A.)
- Medical Family Therapy (Ph.D.)
- Medicine (M.D.)
- Nursing (M.S., Ph.D.)
- Philosophy and Bioethics (Ph.D.)
- Political Science and Public Affairs (M.A.)
- Public and Social Policy (Ph.D.)
- Public Health (M.P.H., Ph.D.)
- Social Work (M.S.W., Ph.D.)
- Sociology (M.S.)
- Spanish (M.A.)
- Theological Studies (M.T.S., Ph.D.)
- Urban Planning and Development (M.S.)
- Women's and Gender Studies (M.A.)

Educating students in and about the diversity of the human experience extends well beyond our academic curricula. Most of SLU's free or reduced-rate clinics (medical, dental, legal, psychological services, etc.) at which students serve are focused on meeting the needs of diverse populations and addressing the systemic barriers they face. For example, students in the School of Medicine have the opportunity to partner with diverse populations in the St. Louis community and beyond in a variety of ways. [Casa de Salud](#), a Saint Louis University-founded health care clinic for underserved populations, delivers high quality clinical and mental health services for uninsured and underinsured patients, focusing on new immigrants and refugees who encounter barriers to accessing other sources of care. The [Health Resource Center](#) is a free clinic operated by medical school students in the heart of the city's most underserved area. The School of Medicine's [Service and Advocacy Learning Community](#) puts students in contact with community agencies, research, and projects that enhance their learning and future as clinicians in the community.

Programs and initiatives of our divisions of [Student Development](#) and [Diversity and Community Engagement](#) provide students (and faculty and staff) innumerable opportunities to learn with and from, and to serve and support, those from every aspect of the local, regional, and national communities. For example, the [Center for Service and Community Engagement \(CSCE\)](#) supports the institution's service learning program. Each term SLU faculty teach 80-100 different [service learning](#) courses; these are courses designed to enhance student learning by empowering them to use skills and knowledge used in the classroom to be of service to others while also assisting community organizations in meeting their needs. (Many other examples are offered in 1.B. and 1.C.) Per the National Survey on Student Engagement (NSSE) data, the number of students who take courses that include a community-based service-learning project has remained constant over the past several years, with 62% of first-year students and 72% of seniors indicating they had done so in 2017, and 61% of first-year students and 73% of seniors stating the same in 2020. However, this is an area in which SLU students participate much more than students in our comparison groups. In the [2020 results](#) (pg. 3), SLU's first-year student participation in service-learning was seven percentage points higher than the smaller Jesuit institution comparison group, 14 percentage points higher than the private research comparison group, and 17 percentage points higher than the similar and private comparison group.

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 go well beyond simple counts of recorded work. However, because faculty use of the Faculty180 database is not at 100% (and varies notably by college), these data are an incomplete representation of SLU's faculty scholarly productivity. The Office of the Vice President for Research, which already has access to all sponsored research data, also utilizes the [Academic Analytics](#) database that makes available to SLU records on the vast majority of academic publications of our faculty.

The faculty's scholarly interests and expertise are leveraged and supported in other ways, as well – including in the classroom. For example, within the new Core Curriculum, [Ignite Seminars](#) invite

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 facilitated by this unit include the [Big Ideas](#) competition, [seed funding](#), and the [Research Institute Fellows](#) program. In 2020 the Research Institute published its first [Annual Impact Report](#), highlighting new initiatives and the various mechanisms for support that have been created since its inception. In addition to the annual report, there are regular [communications](#) in the form of SLU Research Biweekly Updates and occasional messages from the Vice President for Research.

Undergraduate and graduate students also have opportunities to pursue research projects as part of their program curricula. For example, SLU [Biology](#) majors can join faculty research labs and/or participate in research projects at local organizations such as the St. Louis Zoo and the Missouri Botanical Garden. Parks College publishes an annual [Senior Design Project Booklet](#) each year that highlights the work of student teams who develop new projects that advance knowledge in their field.

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 COVID-19, and some of that work is manifesting in the context of students' academic programs. More than 60 student and faculty researchers from 20 departments are studying this pandemic and its broader effects. The [SLU Center for Vaccine Development](#) developed and implemented several vaccine trials as a member of the COVID-19 Prevention Network, formed by the National Institute of Allergy and Infectious Diseases (NIAID) to develop and test vaccines and treatments in the fight against COVID-19. The SLU Research Institute launched a [Rapid Response COVID-19 Seed Fund](#) to support faculty-led pilot projects related to coronaviruses and mitigating the effects of the COVID-19 pandemic. The Seed Fund has awarded a total of \$300K to over 20 projects across a variety of fields and topics.

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- OVPR Five-Year Research Growth Plan Webpage
- OVPR Messages from SLU Research Webpage
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- OVPR Research Institute Fellows Webpage
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- OVPR Staff Webpage
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3.C - Core Component 3.C

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.

Argument

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.

In May 2014, President Pestello created a [Faculty Senate Gender Equity Taskforce](#), whose work began in May 2014 and concluded with a thorough [report](#) of their findings in May 2017. A key recommendation from that report was that SLU establish a standing [Joint Faculty Senate/Provost's Office Gender Equity Committee](#) committed to advancing the work of the taskforce. This committee and its [charge](#) were established in November 2018.

One recommendation of the Faculty Senate Gender Equity Taskforce was the creation of a Faculty Fellow for Equity Issues position in the Office of the Provost. In January 2020 the position was created and an [initial announcement](#) and call for applicants was sent out; due to the pandemic, the search was put on hold and a re-announcement was sent in August 2020. In January 2021, the [position](#) was filled.

In May 2021, the Provost [announced](#) a new program, the [Billiken Boost Program for Supporting Equitable Faculty Scholarly Achievement](#), sponsored and funded by the Provost's office in collaboration with the Gender Equity Committee, Faculty Fellow for Equity Issues, and the Office of Diversity and Community Engagement. The program is designed to support tenured, tenure-track, and non-tenure track assistant and associate professors whose scholarship was impacted by the COVID-19 pandemic and who propose feasible plans for resuming their scholarly achievement. After the first round of applications in Summer 2021, seven proposals were funded. Additional rounds of funding will take place in 2021-22.

SLU is also seeking external funding in its quest to increase faculty and staff diversity in the context of our Mission. Currently the institution is in the process of applying for a major NIH grant program, the [Faculty Institutional Recruitment for Sustainable Transformation \(FIRST\)](#). This \$9M grant would initially fund not only nine new diverse faculty across three disciplines and in three interdisciplinary thematic clusters, but would also support programs and professional development aimed at transforming our recruitment, retention, mentoring, and promotion and tenure policies and practices. The goal is to strengthen SLU's ability to recruit, retain, promote, and support faculty from historically marginalized groups. As part of the application, significant institutional commitments have been made by the President, Provost, Vice President for Diversity and Community Engagement, and Vice President for Research. Another team, led by the Faculty Fellow for Equity Issues, is writing a proposal for the [ADVANCE: Organizational Change for Gender Equity in STEM Academic Professions Catalyst grant](#), the purpose of which would be to utilize technology to better understand the diversity-related data available at SLU and how to analyze, interpret, and integrate the diffuse data collected in order to identify blind spots. In July 2021, the Trudy Busch Valentine School of Nursing recently received its third Health Resources and Services Administration (HRSA) [nursing workforce diversity grant](#), this one for \$2.1M.

As noted in 1.C.2., the [Office of Diversity and Community Engagement](#) has grown from a single position as Special Assistant to the President in 2015, to a Vice President position in 2017, to its current format of a division with multiple staff and units within (i.e., [Center for Service and Community Engagement](#), [Cross Cultural Center](#)). This division also oversees the continued work of the [Clocktower Accords](#) (see 1.C.2.). Regular [communications](#) from this office to the campus community provide updates on diversity efforts at the institution, including topics such as new committees, campus incidents, and Juneteenth. This division is instrumental in pushing SLU's diversity, equity, and inclusion agenda, including faculty and staff diversity, forward.

3.C.2.

Per SLU's Fall 2020 faculty census, SLU has 2,691 faculty. Tables detailing various faculty

characteristics and statuses are linked below:

- [Total Faculty & College Breakdown, by FT/PT Status](#)
- [Total Faculty & College Breakdown, by Tenure Status](#)
- [Total Faculty by Faculty Type](#)
- [Total Faculty by Race/Ethnicity and Tenure Status](#)
- [Total Faculty by Gender and Tenure Status](#)

Our faculty numbers support a student-to-faculty ratio of 9.1 (per the *U.S. News* calculation); our class size [distributions](#) substantiate that SLU has sufficient numbers of faculty to deliver our courses and educational programs in a manner that supports sound pedagogy, student-faculty engagement, and student-student engagement. As outlined in the *Faculty Manual*, faculty “have primary responsibility for setting the academic requirements for the degrees offered by the University; determining the contents of University courses and the methods of instruction to be used; setting standards for admission of students to the University; recommending the specific individuals who will be granted earned degrees.” This important task of overseeing the curriculum can be carried out through the size and continuity of SLU’s current faculty.

3.C.3.

As addressed in 4.A.4., faculty qualifications for all SLU programs – including those offered via contractual and consortial agreements, those offered either on-campus (St. Louis or Madrid) or off-site, and those offered on-ground or online – are governed by the [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. Dashboards developed by our Office of Institutional Research document compliance with internal and external policies via comprehensive data on the credentials of all assigned faculty, including breakdowns on a course-by course basis of each faculty’s qualifications:

- [St. Louis Campus - Fall 2021](#)
- [St. Louis Campus - Spring 2021](#)
- [Madrid Campus - Fall 2021](#)
- [Madrid Campus - Spring 2021](#)
- [School of Medicine \(non-MD\) - Fall 2021](#)
- [School of Medicine \(non-MD\) - Spring 2021](#)
- [1818 Program - Fall 2021 and 2021-2022](#)

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”) which operates predominately in Missouri and Illinois, but also has several partner high schools in several other states and in China. However, documentation of dual credit faculty qualifications is maintained in a separate database created as part of a 2020-21 internal audit of academic credentials of all 500+ 1818 Program dual credit faculty (University officials are working to integrate all 1818 Program faculty credentials data into the same dashboards). That audit identified a number of concerns which SLU voluntarily disclosed to the HLC initially in [November 2020](#) and then again, more comprehensively, in [April 2021](#).

The major finding of that [audit](#) was that approximately 25% of SLU’s dual credit faculty in the 1818

Program did not fully meet either SLU's own faculty qualifications policies or the HLC's requirements. As noted in previous SLU communications with the HLC and the National Alliance of Concurrent Enrollment Programs (NACEP), nearly all the under-credentialed faculty had earned master's or doctoral degrees; however, some of those degrees were in Curriculum and Instruction or Educational Administration, but not in the academic disciplines of the courses for which they were approved to teach. Many had been given "provisional approval," a classification absolutely not part of HLC regulations or SLU policy, by the previous 1818 Program Director.

Also already disclosed to the HLC was that, by the time this was discovered by a team led by the Associate Provost who oversees accreditation and assessment of student learning, the offending 1818 Program Director had been terminated for fraud and theft of institutional resources; the federal criminal case against the former director is currently proceeding through the court system. While further action against that former employee was not possible, work to remediate our faculty qualifications issues began immediately (again, as described in previous communications to the HLC).

The months of April through August 2021 were spent in near constant communication with 1818 Program coordinators at our many partner high schools and the individual faculty whose credentials were identified as insufficient in our audit, which was conducted primarily by SLU academic leaders from the College of Arts and Sciences Dean's Office and an Associate Provost. In many cases, we solicited and received updated transcripts that required additional review. Ultimately, we informed the schools and their teachers that courses scheduled for the 2021-22 academic year with unqualified faculty needed to be either cancelled or reassigned to other, fully qualified faculty. These SLU efforts were the cause of both great consternation among all at our partner high schools and, in some cases, also the cause of decisions by partners to sever their dual credit relationships with SLU. But those efforts have paid dividends, as evidenced by the report on [Fall 2021 \(and 2021-22 year-long\) courses via the 1818 Program](#). That report documents that of the nearly 600 course sections offered, 98.6% are staffed by faculty who fully meet institutional and HLC faculty credentials/qualifications requirements; the few faculty not yet in full compliance are not authorized to teach 1818 courses beyond the 2021-22 academic year.

As noted in 4.A.4., the 1818 program's substantial growth in recent years is, unfortunately, related to these faculty qualifications issues. The 62-year old 1818 Program is one of the nation's oldest dual credit programs and, with enrollments of approximately 7,000 high school/college students annually in multiple states taught by over 500 high school/SLU faculty, it is also one of the nation's largest. In the past five years in particular, the program grew faster than SLU dedicated the resources necessary to maintain the quality and integrity for which the program had developed a national reputation. President Pestello and Provost Lewis have made clear they expect full compliance with faculty qualifications requirements and a revamp of program operations as needed. Fulfilling that directive requires both an increase in resources as well as a right-sizing of the program, both of which have already begun.

Further, oversight of the 1818 program was moved in Spring 2021 from shared responsibility of the Division of Enrollment Management and the Dean's Office in the College of Arts & Sciences directly to the Office of the Provost. The 1818 program is now overseen by the Associate Provost responsible for HLC compliance and assessment of student learning (and who initiated and oversaw the aforementioned audit of 1818 faculty credentials). With nearly all new program staff, the start of the 2021-22 academic year in the 1818 Program has been challenging. But it has also been rewarding, as many of our partner high schools have made clear their appreciation for our commitments to quality

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.C.4.

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, new questions, the addition of "not applicable" and comments to each item, and the ability for faculty to see who and who had not completed the evaluation (but not their responses) so they could further encourage students to respond.

Additionally, with the pivot to remote learning in Spring 2020, a CADD subcommittee drafted a [policy](#) and an [alternative set of questions](#) that were a better fit with the circumstances. Instead of the usual Likert scale rating questions, we simply asked four open-ended questions about students' experiences in class before the switch to remote learning and after the switch. Anecdotally, we heard from some instructors that they preferred this style of course evaluation, as it gave them more "actionable" information. Additionally, a [policy](#) governing the use of the Spring 2020 course evaluation results was developed. The University Assessment Office will be conducting a second major review of the course evaluation process, platform, questions, and reports in 2022-23.

In addition to their teaching roles, tenured and tenure-track faculty at Saint Louis University are expected to be active in their scholarly areas of expertise. Expectations for faculty scholarship are detailed in each [unit's promotion and tenure guidelines](#). SLU has been increasingly focused on its quality as a research institution, as faculty and leadership alike stress the importance of faculty productivity and impact around scholarship. SLU's comprehensive [Office of the Vice President for Research](#) supports funded research by assisting with grant-writing, proposal submission, post-award compliance, and a host of other services that advance SLU's research efforts. SLU's [Sabbatical Leave Program](#) also significantly supports faculty scholarship.

3.C.5.

The [Reinert Center for Transformative Teaching and Learning](#) has extensive programming for supporting Saint Louis University faculty in improving their pedagogical approaches and designing their courses, regardless of format. The Center staff includes a director, associate director, four instructional developers, one instructional design specialist, and a program manager. In addition, the Center has graduate assistants who assist in working with graduate students, including helping to administer the [Certificate in University Teaching Skills](#) program which had 207 participants in 2020-21. The Reinert Center is a critical resource for faculty that supports the development of their teaching as evaluated annually and via standard promotion and tenure processes.

In preparation to teach online, the Distance Education Office works closely with the Reinert Center. One way for instructors to fulfill their development requirements to prepare for peer review is to complete the [Introduction to Online Teaching](#). This course is also a way for those teaching hybrid courses to receive development in this area of teaching.

During 2020, the Reinert Center was central to supporting faculty as they pivoted to remote and fully online teaching in the Spring term, and then to dual-mode and fully online teaching in Fall 2020 and Spring 2021. The Center had more than 600 instructors, from both St. Louis and Madrid, go through the Introduction to Online Teaching seminar in Spring and Summer 2020 alone. Many of those instructors as well as others participated in numerous diversity, equity, and inclusion programs during this same time period as well. [Programs and services](#) around those topics and many other teaching topics continue to be offered.

3.C.6.

The expectation that faculty are accessible to students is codified in the [Faculty Manual](#) where it states "Faculty members should provide ample scheduled office hours, as well as opportunities for informal discussions, and should encourage students to consult them about academic matters." In addition, SLU students are assigned a mentor upon declaring a major, and they meet with their faculty mentors each term to discuss their progression towards graduation. As noted in the [Student Handbook section 3.2](#), each student organization is required to have at least one advisor who is a full-time member of the faculty or administrative staff, or a graduate student directly supervised by a full-time faculty or administrative staff member. Faculty are heavily involved in mentoring students in capstone scholarship experiences, as is evidenced by the annual [Senior Legacy Symposium](#) where senior undergraduate students present the results of their scholarly work.

3.C.7.

As described in 3.D.3., [academic advising](#) is now centralized under the Office of the Provost and the advisor position structure has been changed to better support advisors' career development. There are

now three tiers of the academic advisor position: [Advisor I](#), [Advisor II](#), and [Senior Advisor](#). The [advancement process](#) provides opportunity for academic advisors to pursue promotion to the next academic advisor tier position. Approval of promotion is based on documented, demonstrable advancement in responsibilities, NACADA [advising competencies](#), performance evaluations, years of service at SLU, and work experience. Additionally, there is an [Advising Professional Development Committee](#) who is responsible for providing training and development opportunities to better address the professional needs of Academic Advisors at Saint Louis University.

In the Division of Student Development, master's degrees are the requirement for most professional staff positions. All student tutors and Supplemental Instruction leaders are rigorously screened by Student Success Center staff and, in some cases, departmental faculty, before being hired. Professional development is available to all staff via [Skillsoft](#), a portfolio of web-based professional development/training programs offered by the Division of Human Resources. In addition, staff in the Division of Student Development are expected and encouraged to engage in ongoing professional development efforts coordinated by the Directors of each unit. Recently, with the move of Department of Public Safety to the Division, the members of that unit underwent multicultural fluency training. Moving forward, the new Vice President has identified division-wide professional development as one of [six priorities](#) for the Division of Student Development.

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3.D - Core Component 3.D

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).

Argument

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

communication projects for undergraduate and graduate students. Students may opt for a synchronous or asynchronous appointment. If students are uncertain of where to start for support, they may reach out to a [student success coach](#), who offers holistic support for academic, social, and emotional development. The School of Nursing also offers a similar coaching support through the role of the [Retention Specialist](#).

For students who have a diagnosed disability, the [Center for Accessibility and Disability Services \(CADS\)](#) provides support and associated resources – including [academic](#) and [housing](#) accommodations. As part of the SLU 101 orientation process, students are informed of and provided time to meet with the CADS staff. To apply for accommodations, students must have documentation of a diagnosed disability, completion of an application, and an appointment to talk about the impact of the disability on learning environment. CADS works to ensure students are provided the necessary assistive technology. Additionally, the Center oversees two testing centers to support accommodations, including quiet testing space, computer use, readers, and extended time. For students who believe they have a disability, they may also work with CADS to help connect with testing sites (including SLU's Psychological Services Center). To ensure ease of access, most campus services utilize EAB Navigate for scheduling purposes. Centralizing key support services in the Student Success Center allows students to utilize, and familiarize themselves with, a variety of resources, and facilitates referrals among services. The data from the [2020 NSSE](#) (pg. 3) showed that 84% of first-year students thought the institution substantially emphasizes the use of learning support services.

Student mental health and wellness has increasingly been at the forefront of higher education, only to be exacerbated by the current pandemic. SLU has long been attentive to these concerns, in keeping with its recognition of *cura personalis*—the Jesuit tradition of care for the whole person—as an essential aspect of student success. The importance of student mental health to the SLU community is reflected in the work begun in 2018 by the Student Government Association (SGA) Mental Health Task Force, culminating in its [Spring 2021 report](#) that both recognized [existing initiatives](#) at multiple levels of the institution while offering recommendations for others. Subsequent to this report, the Provost [announced](#) the establishment of a [Student Well-being Task Force](#), composed of students, faculty, and staff, charged with “assessing SLU’s health and well-being ecosystem for students and developing recommendations to advance a culture of well-being for all students.”

For distance learning courses, as well as summer and winter term courses, the School for Professional Studies and Student Success Center collaborate to utilize [Smarthinking](#) online tutoring resources. International students may utilize the [English Language Center](#), which offers specialized writing support for all SLU students whose native language is not English. The Department of Mathematics and Statistics provides [drop-in tutoring](#) to support all mathematics and statistics courses; help sessions are staffed by advanced mathematics students.

Participation in a living-learning community, a high-impact practice, is another mechanism by which SLU students are supported. Students in [learning communities](#) live in the same residence hall and take classes that are centered around a particular major, aspect of social identity and experience, or academic interest. Benefits of participating in a learning community at SLU include meeting students with similar academic and personal goals, connecting to campus life and University resources, accessing peer mentoring and tutoring, exploring leadership development opportunities, and exploring career options. The [data from the 2020 NSSE](#) (pg. 3) showed that during their first-year, 38% of students participated in a learning community; this is slightly lower than the 46% of first-year students who indicated they had done so in the 2017 administration and was likely affected by

the pandemic. However, this is an area in which SLU students participate much more than students in our comparison groups. In the [2020 results](#) (pg. 3), SLU's first-year student participation in learning communities was 21 percentage points higher than the similar and private comparison group, 22 percentage points higher than the smaller Jesuit institution comparison group, and 26 percentage points higher than the private research comparison group.

The [Office of Student Services at the School of Law](#) provides support to all SLU law students from orientation through registration, examinations, and graduation. The [Office of Student Affairs at the School of Medicine](#) provides guidance, support, and administrative assistance to all medical students.

To ensure consistency in student support services for distance students, the [Distance Education Office](#) recently initiated a [survey](#) seeking distance student feedback in Summer 2021. The survey asks students to evaluate the extent to which they had access to campus resources and any barriers they encountered. Results will be shared at the first Fall DEC meeting as well as included in the next annual report.

SLU's [Career Services](#) (see also 1.C.1.) provides support to students from their first year on campus, through graduation, and as alumni. The office employs the [Handshake online platform](#) to serve as the comprehensive resource for students and employers; this tool hosts the job and internship database, online resume reviews, and scheduling for on-campus interviews. Students can also search for [on-campus employment](#) and complete training modules online. Faculty and staff can request classroom presentations from Career Services staff and employers who can come speak to students about opportunities. The office also provides [online support](#) via its podcast, an online mock interview tool, and career exploration resources. [SLU Connections](#) is a new online mentoring and advising program that connects students with SLU alumni, parents, faculty, and staff. On-campus Career Fairs are typically held at the Busch Student Center once per term. Finally, as [announced](#) in May 2021, SLU seeks to bolster student career success by establishing the [Billiken Horizons Internship Program](#), [Billiken Career Launch Program](#), and a modified tuition schedule for undergraduate credit-bearing internship courses that are not required as part of a degree program.

The [2017 NSSE data](#) (pg. 3) showed that by spring of their senior year, 62% of SLU students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement. That number increased to 64% in the 2020 results. However, per our [2020 NSSE results](#) (pg. 3) SLU seniors participate in internship or field experiences at *lower* rates than our comparison groups. Sixty-four percent of seniors indicated they had done so, which is four percentage points lower than the smaller Jesuits and private research comparison groups, and seven percentage points lower than the similar and private comparison group. We hope to see an increase in participation as a result of Career Services' new internship programs referenced above.

3.D.2.

SLU uses [placement testing](#) to ensure students are enrolled in the most appropriate math, English, and chemistry courses. Online English and math placement tests are required of all incoming freshmen students, transfer students with fewer than 24 hours of transferable credit, and transfer students with no math or English credit. Students who completed two or more years of foreign language in high school take the Language Skills Assessment to determine the appropriate level of placement. SLU recommends that students complete these tests no later than two weeks prior to their SLU 101 session so that academic advisors can review results and help determine the appropriate courses for the Fall term.

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. The Department of Mathematics and Statistics administers online skills tests that enable students to demonstrate background knowledge at five different levels. Students do not receive credit based on the skills tests but can place out of a given course with a score of 70% or higher on the corresponding skills test. See 4.C.3. for examples of how placement test data has been used to create courses to further prepare students for college-level coursework.

International students have access to these same online assessments. Those whose native language(s) is not English are also asked to demonstrate [English language proficiency](#) by submitting scores from one of several standardized tests, including the TOEFL, the SAT, English portion of the ACT, and Duolingo. Additionally, most international students enrolling at SLU will be required to take the Saint Louis University Writing Examination ([SLUWE](#)), a placement exam for non-native English speakers measuring language proficiency in writing, reading, and grammar. The test is different for graduate and undergraduate students.

[INTO SLU](#) provides two programs for students who do not meet SLU's English language requirements at SLU. The first, [Academic English](#), is designed for students who do not meet the English language entry requirements for an Undergraduate or Graduate Pathway. Upon successful completion of Academic English, students may progress to the second program, a pathway. INTO Saint Louis University Undergraduate and Graduate [Pathway programs](#) are ideal for international students who need additional English language and academic preparation before continuing to a degree program at a United States university. The Pathway programs combine intensive language study, academic skills development, and credit-bearing coursework in a customized program designed to move students successfully into their undergraduate or graduate degree program at SLU. Throughout this experience, students are supported by the [English Language Center](#)—an academic resource center dedicated to supporting ESL students.

For some students, full acceptance to Saint Louis University is contingent upon enrollment in and successful completion of the [Billiken Success Program \(BSP\)](#), a program offered through the [Pre-College, Access and TRIO Programs](#) unit in the Division of Enrollment and Retention Management. BSP is a year-long program with three components: a seven-day pre-term jump start, Fall programming, and Spring programming. Programming includes academic advising, development of skills, self-awareness and strategies, peer mentoring, and development and implementation of a learning agreement. Students who have successfully completed the Billiken Success Program will continue as fully admitted second-year SLU students.

3.D.3.

[Academic advising](#) at SLU is housed centrally under the Assistant Provost for Academic Advising to foster greater cohesiveness and consistency in the advising process regardless of a student's major. For example, cross-training, major change deliberations, and "what if?" degree audit scenarios take place in all of SLU's schools and colleges. To ensure depth of knowledge and connections to faculty, on the St. Louis campus each school and college with undergraduate programs has an [academic advising office](#), and all students are assigned to an academic advisor housed in their school or college. Students may also work closely with advisors in specific programs, including: the Billiken

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](#), a state-of-the-art teaching space designed by a team of faculty and students as part of the Herman Miller Learning Spaces Research Program. Using the instructional design assistance provided by the CTTL staff, and the unique features and technologies in the room, faculty teaching in the space can experiment with new teaching strategies. With the transition from Blackboard to Canvas, the Reinert Center created [training and resources](#) to help faculty migrate their courses over to the new system. (See 3.C.5. for more information about the Reinert Center.)

Throughout campus, high-level educational technology is built into more and more classrooms each year. The [Division of Information Technology Services \(ITS\)](#) supports effective teaching and student learning by refreshing existing software and ensuring that University hardware and software continue to perform as needed. SLU provides free Microsoft Office University 365 to all faculty, staff, and students and [other software/applications](#) are available as well. For example, GlobalProtect VPN is the

mechanism by which most faculty and staff accessed SLU network resources and shared drives while working remotely during the pandemic. The University has purchased a set number of ATLAS.ti, SAS, and SPSS licenses that ITS is able to resell to departments or individual faculty, staff, and students; there are also discounts available for personal purchases of software and hardware. ITS also supports Canvas, SLU's learning management system and primary vehicle by which SLU instructors deliver online course content, beginning in Fall 2021. In addition to the [online help center](#) and the online ticket portal (AskSLU), support is available via phone, chat, email, and walk-up services at the North, South, and Law campuses.

[SLU's libraries](#) offer exceptionally rich holdings, supplemented by a myriad of online resources and significant reciprocal borrowing agreements. Pius Library, the [Medical Center Library](#), and the [Law Library](#) collectively contain or provide online access to many of the major source collections, research tools, and scholarly journals essential for teaching and undergraduate and graduate study on SLU's St. Louis campus. Digital collections of rare and historical items from the Libraries' collections are making more accessible the Libraries' distinctive collections while helping to preserve the original items. Both the Pius and Medical Center Libraries are [federal government depositories](#). SLU's libraries are members of MOBIUS, a non-profit consortium of Missouri libraries whose purpose is to share materials quickly and efficiently between in-state locations; the MOBIUS Union Catalog has expanded to include more than 29 million items, serving users in Missouri and into Oklahoma, Iowa, Kansas and Texas. The SLU Libraries also provide efficient Interlibrary Loan service through which journal articles and other publications not owned by SLU can be obtained quickly. Additionally, SLU's St. Louis libraries support the Madrid Campus library through (1) representation in the SLU Libraries Catalog; (2) proxy server access to most of the electronic resources available at the St. Louis campus; (3) electronic document delivery via interlibrary loan; and (4) usage of the St. Louis libraries' online course reserve system.

The Pius Library houses the [Academic Technology Commons \(ATC\)](#), opened in 2017. A collaborative project of the University Libraries, Information Technology Services, and Student Government Association, the ATC engages the SLU community with cutting edge technology.

[Subject specialist library faculty](#) assist students and faculty with both general research inquiries and those that are grounded in the disciplines. In partnership with the discipline-based academic faculty, subject librarians teach essential information literacy skills through in-class presentations, online tutorials, one-on-one research consultations, collaboration on student assignments, and the development of instructional research guides. The Libraries support an increasingly popular 24/7 librarian online chat service, which allows students to receive library assistance from any location.

The Missouri Library Association recently named SLU's Pius Library the [Missouri Library of the Year](#) for distinguished achievement in service.

SLU's newest building, the [Interdisciplinary Science and Engineering \(ISE\) Building](#), opened in Summer 2020. This \$50M, 90,000-square-foot, 3-story facility features innovative teaching environments and flexible lab spaces. The building includes: teaching lab spaces to support bioinformatics, biology, biomedical engineering, chemistry, neuroscience, and computer science courses that support all science, engineering, nursing, and health science majors at SLU; 10,000 square feet in research space; an active learning classroom that can seat up to 210; formal and informal collaboration and gathering spaces; and a research computing and data visualization support center.

McDonnell-Douglas Hall is home to the Parks College of Engineering, Aviation and Technology, as

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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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Saint Louis University provides a quality education throughout its offerings in St. Louis and Madrid, online and face-to-face, and at our additional locations. The faculty-led processes for program approval and evaluation ensure that everyone involved in a SLU education is held to high standards. Further, the new Core Curriculum is a transformative moment in undergraduate education at SLU, buoying our already strong academic majors, several of which have been ranked as top programs in the country. The opportunities students have outside the classroom to compliment and contribute to their education are plentiful, and faculty and staff at SLU have the educational experience and success of our students at front of mind.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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.

4.A - Core Component 4.A

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.

Argument

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 all be found on the Academic Program Review [website](#). A summary of the stages of the [APR process](#)—which is fully detailed in the APR manual document—is as follows:

- Annual Developmental Workshop
- Initial Stakeholder Meeting
- Program Self-Study
- External Program Review and Site Visit
- Program Director/Chair/Faculty Review of Self-Study and External Review Summary Report
- Dean Review of Self-Study and External Review Summary Report
- Program Review Council Summary Report
- Provost Review
- Action Plan Implementation

Presentation and analysis of assessment of student learning results is a key, required element of the APR process. Section I.6 of each APR Self-Study requires detailed responses to the following questions:

1. Attach the program's current Assessment Plan (including rubrics, where applicable), plus the related Assessment Reports for the past three years. Include all related feedback reports the program has received from the University Assessment Committee.
2. Address any facet of your program's assessment efforts that you feel provides needed context for or explanation of the data requested above
3. How does the curriculum help support the achievement of the program learning outcomes?
4. Describe how ongoing assessment has improved the curriculum in the program.
5. To what extent have your program faculty come to understand and value assessment work?

Approximately 12-15 programs begin the APR process each year; typically, multiple programs offered by a single department undergo the process at the same time. The full process takes 1-2 years, with the "year of review" in the schedule being the year the process is initiated. During the first year, the department receives data from the Office of Institution Research, completes its self-study, and identifies external reviewers. During the second year, the external review takes place and the reviewers submit their report, the department submits a response to the external reviewer report, the Dean submits a review based on the internal and external reports, the Program Review Council reviews all materials and creates a report, and finally the Provost Office creates a memo summarizing the review activities, results, and recommendations for future action. All degree programs at the Madrid Campus are included in the reviews.

Since our last HLC reaccreditation in Spring 2016, we have had approximately [60 programs](#) begin the academic review process. The process took place as intended in 2016-17 and 2017-18 (see [Sociology & Anthropology](#) for an example of the full set of documents). Programs were identified to begin reviews in 2018-19, but changes to academic and enrollment reporting databases as well as reporting tools hindered the availability of data. Further, the particular data points provided as part of APR were being reevaluated. Those issues prompted delays that meant the programs identified to begin APR in 2018-19 were moved to 2019-20. Due to the pandemic, however, the program reviews scheduled for 2019-20 were paused or did not take place and we are currently in the process of getting back on track, with over 30 programs having started the process in 2020-21 (see documents from [Master's in Public Health](#) and [Women's and Gender Studies](#) for examples). The Provost's Office continues to make this a priority, working with deans, chairs, and program faculty to implement our thorough process.

In addition to regular reviews of existing programs via the APR process, newly proposed academic programs undergo extensive review through the [Undergraduate Academic Affairs Committee \(UAAC\)](#) and the [Graduate Academic Affairs Committee \(GAAC\)](#); see 3.A.1/2 for more detailed

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.

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 [INTO](#)—designed to extend and strengthen SLU’s international recruitment reach, as well as strengthen English as a Second Language (ESL) and pathway programs for international students at SLU—brings a wealth of international higher education resources to SLU, including resources that support the analysis of systems and levels of higher education in foreign countries. At our Madrid Campus, which enrolls students from throughout Europe and the Middle East, [transfer credit](#) is evaluated according to institutional standards, but by local faculty and staff experienced in international credit evaluation. Applicants

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) the coursework is completed at a regionally accredited institution or dean-approved international institution, (b) the final grade posted for each potential transfer course is a C letter grade (or above), and (c) the Office of the University Registrar has received either a sealed official transcript or an official electronic transcript. Additionally, students may be asked to provide a syllabus containing a written description of the course(s) from the other institution.

Current SLU students who are seeking to take courses at another institution (over the summer, for example) are required to complete the [Petition for Undergraduate Off-Campus Enrollment](#). One step in the process (and outlined on the petition) is that students must attach a printed listing from [Transferology](#) verifying how the course(s) will transfer to Saint Louis University. The courses must be approved by the student's college or school and routed through the through the Office of the University Registrar prior to credit being posted.

Graduate students who have completed graduate coursework at a regionally accredited institution prior to attending Saint Louis University may request an evaluation for transfer credit by submitting the [Petition for Transfer of Graduate Credit](#). Coursework may be considered for transfer credit if all the following conditions are met: (a) the coursework is completed at a regionally accredited institution or dean-approved international institution, (b) the final grade received must have been B or higher, and (c) the coursework did not count towards the graduation requirements of another awarded degree.

4.A.4.

Authority over courses—their creation/deletion, prerequisites, rigor, learning outcomes and assessment plans—is granted first to the faculty and their respective departments but, ultimately, to the overarching faculty governance bodies of their respective colleges/schools/centers. For example, in the College of Arts and Sciences (SLU’s largest academic unit), courses are proposed by academic departments and ultimately approved by the College’s Faculty Council, whose [bylaws](#) formally codify and empower the Council. The Faculty Council requires each newly-proposed course to be vetted and approved by the Council, and per the Council’s expectations for quality as detailed on their [Course Approval Form](#). The form requires descriptions of the course objectives and how they will be assessed, how course sequencing is affected, how the budget is affected, etc. Similar forms governing similar processes are employed throughout SLU’s colleges/schools/centers, although processes and expectations are not identical across all academic units.

At the institutional level, the Undergraduate Academic Affairs Committee (UAAC) and the Graduate Academic Affairs Committee (GAAC) require faculty submitting new program proposals or revisions to provide detailed information on courses. On the [UAAC new degree program proposal form](#), section 3 requires faculty to detail all course and non-course requirements as well as describe the curricular logic driving the selection and timing of core, major/minor and elective requirements; the same is required on the [GAAC new degree program proposal form](#). Additionally, if faculty want to make changes to a program, they must submit a [program change report form](#) and the UAAC or GAAC subcommittee will make the final determination as to whether the changes constitute substantial change and require a formal procedural review. Related to courses, a program change requiring formal review must include: (a) more than 30% of major courses or credit hours in a program are changed, (b) a new concentration that requires additional courses and/or resources (faculty, assistantships, labs, etc.), or (c) new requirements for degree completion.

As described in 3.A.3., the [Distance Education Office](#) has identified a Distance Education [policy and standards](#) that were approved as part of the University’s academic policy approval process. The standards meet HLC and United States Department of Education requirements and are designed to ensure academic quality is maintained throughout SLU’s distance education program and courses – including Standard 4, which examines the curricula for the University’s distance learning offerings to ensure they are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats. For example, SLU’s Distance Education Standard 4.A. is “Curricula delivered through distance learning are benchmarked against on-ground course and programs if offered in both modalities.” Per the most recent [Distance Education report](#), this criterion is partially met, based on evidence that peer reviewers found that a process for regular review of parity of student performance in on-ground and online courses has been established and is in the beginning stages of implementation.

Note that SLU followed the lead of the U.S. Department of Education and the HLC in Spring 2020 when the COVID-19 pandemic forced a quick pivot to nearly 100% distance education across the institution. Because only a minority of SLU courses had been taught online previously and, therefore, only a minority of SLU faculty had completed the training required of our Distance Education policy, implementation of certain elements of the policy was suspended. However, since March 2020, nearly 600 additional SLU faculty have completed the Reinert Center’s online teaching seminar, and SLU made clear to faculty that the bar for what might have been “acceptable” at the start of the pandemic is being continually raised by students, their families, and SLU itself. Accordingly, for the Fall 2021 term and beyond, SLU has reinstated its expectation of compliance with our Distance Education

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-class site visits, to document their review of the 1818 Program faculty's assessment instruments and 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 grading practices are equivalent to what is practiced on-campus. Additional required work from SLU faculty liaisons includes the completion of [Classroom Visit Forms](#), including a special [Remote Classroom Visit Form](#) used when the COVID-19 pandemic precluded in-class visits. Samples of SLU faculty liaison reports noted above may be accessed [here](#).

Additionally, the 1818 Program requires all partner high school coordinators and faculty to participate in either in-person or Zoom-based professional development sessions. Those sessions include [annual updates](#) to program policies, practices, the partner-faculty liaison relationship, and partner expectations. Faculty are also required to participate annually in additional, discipline-

specific meetings run by their departmental faculty liaisons, at which curriculum expectations, syllabus requirements, pedagogy, and assessment are addressed.

1818 Program faculty liaisons are asked to visit dual credit classes in up to 10 partner high schools each academic year, a cycle that ensures that many disciplines' dual credit courses are visited every 1-2 years. However, disciplines such as English, Mathematics, History, and Spanish still have too many courses and partner schools to meet our "at least every two years" goal. Despite contracting for additional faculty liaisons in some of those highly-enrolled disciplines, the size of our corps of liaisons did not keep pace with the 1818 Program's significant growth. Since moving the 1818 Program under the direct oversight of the Office of the Provost in Spring 2021, the program has begun to contract in size – both strategically, by defining more clearly the scope and purposes of the 1818 Program, but also because SLU's strict enforcement of faculty qualifications standards (detailed in Section 3.C.3.) in Spring 2021 and beyond has resulted in a number of schools either no longer being eligible to participate or choosing to discontinue their relationship with SLU. This contraction is, generally, welcomed by SLU and will continue as we shift from a focus on serving more students to ensuring the quality of the program for those students our limited resources enable us to serve. The new 1818 Program Director (hired in July 2021), is working with an Associate Provost and the Dean and Associate Deans of the College of Arts & Sciences to revise our model for 1818 Program faculty liaison work; their shared goal is to ensure that all 1818 courses and faculty are subject to SLU faculty's rigorous in-class site visit reviews at least once every two years. Provost Lewis has already committed funding to increase staffing in the 1818 Office, and additional funding commitments to support the corps of faculty liaisons are forthcoming. Dramatic change in the program has already begun, but it will take another year or two to fully re-structure the work and right-size the program to insure its integrity and excellence.

4.A.5.

Currently, 51 SLU programs maintain specialized accreditation (or similar licensure/approval), as evidenced in the University's [Accreditation Log](#), publicly available on our University Accreditation [webpage](#). Program accreditation information is also widely available on the various websites of the accredited programs. Of all such programs tracked on the Accreditation Log, only five have accreditation statuses with some form of requirement placed on the program (generally these are mid-cycle progress reports). For example, SLU's accreditation with the HLC is noted on the Log as having a requirement, a reference to the 2021-22 Interim Report (now embedded in this Assurance Argument) originally required of SLU following our 2018 Interim Report on Assessment.

In addition to HLC accreditation, SLU-Madrid has [official recognition and authorization to operate as a U.S. institution in Spain](#), the first U.S. university to achieve this status. In 1996, the Comunidad de Madrid Regional Government authorized Saint Louis University in Spain, also known as Saint Louis Madrid Campus, as a center of post-secondary education, granting it permission to deliver U.S. degree programs in Madrid (Orden 1999/96 BOCM 23.10.96). On an annual basis, the Madrid Campus submits a report on enrollment, changes in programs, faculty, and financial accounting to the regional government.

All SLU programs for which there exists some form of national or international accreditation are expected to address if they will pursue it and the rationale for that decision. Both the Undergraduate and Graduate Academic Affairs Committees (UAAC and GAAC) [require academic units to address this issue](#) before any program approval is granted. In some cases, a program may choose to discontinue existing program accreditation after a thorough decision-making process. For example, the School of Education voluntarily chose to discontinue its accreditation through CAEP in 2020. As

noted in the [report](#), the SOE faculty and administration identified three ways that accreditation can be beneficial and the CAEP accreditation did not meet any of their criteria. Additionally, in Fall 2021 SLU opted to voluntarily discontinue accreditation of its dual credit program via the National Alliance of Concurrent Enrollment Programs (NACEP). SLU determined that the HLC's oversight, complemented by SLU's own internal auditing/program review policies and processes, better fosters the monitoring of program quality and compliance than did our involvement with NACEP.

Programs are financially supported by the Office of the Provost to maintain accreditation through annual departmental operating budgets. Additionally, funds for cyclical, major re-accreditation reviews (e.g., five- or seven-year reaccreditation visits) are available to accredited units from the Office of the Provost.

4.A.6.

Historically, the Office of Institutional Research (OIR) annually surveyed SLU graduates from undergraduate programs to collect data about post-graduation career outcomes. Beginning in May 2017, Career Services took over this survey, and data is collected via a tool called the [First Destination Survey](#). This survey is administered via Handshake, SLU's student and alumni career database and is sent to each cohort of graduates (Spring, Summer, and Fall) beginning four weeks before graduation; the survey is open for five months with periodic reminders asking students to update their information. The objective is to determine the number of graduates who are employed, in graduate school, not employed and seeking employment, unemployed but not seeking employment, or participating in a volunteer service program. The response rate for the most recently surveyed graduating class (2019-20) was 53%.

Survey results are posted on the Career Services [Graduation Survey Results webpage](#). [University-wide results](#) indicate that 92% of the 2019-20 graduates who responded to the survey were either employed, enrolled in graduate school, participating in a year of service program, or not seeking employment. Breakdowns of the [results by undergraduate colleges and schools](#) are also posted online.

Additionally, academic units individually track their graduates' success on licensure and certification exams. For example, the Department of Occupational Science and Occupational Therapy provides prospective and current students [detailed data](#) on national certification and licensure pass rates for their program graduates; so, too, do the [Medical Laboratory Science](#) program, the [Physical Therapy](#) program, the [Nursing](#) program, and several other programs. Nearly all such tracking of graduates' success is included in individual program accreditation data and shared under the Accreditation tab in the catalog.

Sources

- 1818 Advanced College Credit Program Webpage
- 1818 Annual Updates
- 1818 Assessment Review Form
- 1818 Classroom Visit Form
- 1818 Faculty Liaison Annual Report Materials
- 1818 Faculty Liaison Role Description
- 1818 Remote Classroom Visit Form
- 1818 Syllabus Review Form

- 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 Approval Change Form
- CAS Graduate Course Approval Form
- Credit by Assessment
- Credit by Exam
- Distance Education AY 20-21 Annual Report
- Distance Education Policy 2018
- Distance Education Webpage
- Faculty Qualifications Policy 2019
- First Destination Questions 2021
- First Destination Survey Results by School 19-20
- First Destination Survey Results University 19-20
- GAAC New Degree Program Proposal Form
- GAAC Webpage
- Graduate Transfer Credit Policy
- Graduation Survey Results Webpage
- How Will My Credits Transfer Webpage
- International Services Webpage
- INTO Saint Louis University Webpage
- Madrid Accreditation Webpage
- Madrid Library
- Madrid Transfer Students Webpage
- Medical Lab Science Outcomes
- Nursing Pass Rate
- Occupational Therapy Outcomes
- Petition for Transfer of Graduate Credit
- Petition for Undergraduate Off-Campus Enrollment
- Physical Therapy Outcomes
- Pius XII Memorial Library
- Previously Approved Transfer Courses
- Searchable Database Course Equivalencies
- SLU Dual Credit Program Self-Disclosure Letter to HLC (11-18-20)
- SLU Medical Center Library

- 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

4.B - Core Component 4.B

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.

Argument

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 [University Assessment Committee \(UAC\)](#) was established in 2017 as a result of a charge given by the then-Provost; the UAC [membership](#) and [charge](#) were updated in 2020.

The faculty in academic programs at SLU Madrid work in coordination with the faculty on the St. Louis campus when it comes to assessment. Twice a year the Director of the Madrid Campus sends the Assessment Director a [document](#) outlining the extent to which the two campuses are collaborating on assessment of student learning in courses and programs. While there are naturally varying levels of cooperation, the programs that award degrees commit to joint assessment, and any data from Madrid graduates are included in the assessment of student learning reports. Additionally, while we do not yet require academic minors to submit assessment plans and reports, the Madrid Campus has submitted reports for minors that are unique to their campus and not offered in St. Louis, such as Ibero-American Studies.

Additionally, and as further described below, a significant change took place in 2017 in the Division of Student Development: the position dedicated to coordination and support of assessment was eliminated as part of the budget-balancing process (i.e., the Magis Operational Excellence Program, described in 5.A.2). As such, there is actually less support for this work in that division since our last review, though a new Vice President recently came on board and intends to increase attention in this area. While Student Development staff have always continued to assess and determine how to improve their programs and services, the lack of a dedicated assessment professional manifested in their focus on student learning (as opposed to engagement and satisfaction) waning over time.

Program-Level Assessment of Student Learning

At SLU, every degree program has clearly stated learning outcomes. Through the process described

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 to transparency to students and families regarding what they can expect to learn as a result of a SLU education.

Further, each program is expected to create and maintain an assessment plan using the [Assessment Plan Template](#) created by the Assessment Director in consultation with the University Assessment Committee. The assessment plan includes the following components: (a) student learning outcomes, (b) curriculum map, (c) artifacts of student learning, (d) the evaluation process, and (e) how and when the program faculty intend to review and use the data to make decisions regarding the program. All program-level assessment plans are available on the Assessment of Student Learning [website](#), organized by school/college and then program. One responsibility of the Assessment Director is to support program faculty as they create and revise assessment plans. A newly-created form of support is the [Assessment Plan Checklist](#), which is intended to encourage faculty to ensure the plan, and the assessment process itself, is of high quality before being submitted to the Assessment Director for review.

Once an assessment plan has been developed, SLU expects program faculty to implement the plan as written, utilizing best assessment practices, consulting the Assessment Director as needed, and incorporating data into decision-making processes. To document this work, all academic programs are expected to submit annual program-level assessment reports. Once again, for efficiency and consistency, the Office of Assessment has created an [Assessment Report Template](#), with input from the University Assessment Committee. The original report template was revised in June 2020 with a more intentional focus on the use of data. The current report template includes seven sections: (1) student learning outcomes, (2) artifacts of student learning, (3) the evaluation process, (4) data/results, (5) findings: interpretations and conclusions, (6) use of current assessment findings, and (7) use of previous assessment findings.

The annual report due dates are determined according to the planning and implementation cycles identified by each school and college; however, the Office of Assessment strongly encourages the submission of reports only after the program faculty have spent time reviewing the results and discussing how they might take action based on the data. For example, in 2020, the College of Arts and Sciences set a report deadline of June 30 for their programs' assessment reports. Upon reviewing the reports, the Assessment Director noted that most programs were unable to fully complete sections 5 and 6 of the report because the faculty were not meeting until August or September (once school resumed) to have their discussion about assessment results collected the previous academic year. As such, the Assessment Director recommended to push back the report deadline to September so that the report reflected the discussions and decisions made by the faculty. The documentation of this information then makes it easier to complete section 7 of the report (use of previous findings) in future years, and there is a clearer link from previous reports to the current one. Without this timeline change, each report would continue to omit this essential information.

As part of the reporting process in pandemic-impacted 2020, we created an additional, one-time form

that we requested programs complete: the [2020 Supplement](#). The purpose of this form was to gather information from faculty about the experience of transitioning to remote learning in the middle of the Spring 2020 term as a result of the COVID-19 global pandemic. Specifically, we wanted to document what faculty learned about how this change impacted teaching, learning, and curriculum. Additionally, we wanted to know how this experience might transform their work in the future. Several programs shared [great insights](#) regarding the impact (both positive and negative) on their work and student learning.

Once assessment reports have been submitted to the Office of Assessment, the Assessment Director facilitates review of the reports by members of the University Assessment Committee (UAC). The initial tool used by the UAC was an [evaluation rubric](#) that aligned with University Standards for assessment; this rubric was developed by the Office of Assessment with input and calibration support from the Reinert Center and the UAC. Once the rubric was developed, the committee turned its attention to validating the rubric, including a calibration session facilitated by the Assistant Director of the Reinert Center for Teaching. From there, UAC member formed pairs to review assessment plans and reports and provide ratings on the rubric to report submitters. This process had been ongoing since 2017-2018, with approximately 60-70 program assessment reports being reviewed each year. Beginning in 2020, the goal is for nearly every program to receive feedback on their reports, either from UAC or the Assessment Director.

UAC's work has been, generally, both well-received by faculty and fruitful in informing needed change. Accordingly, under a new Director the review and feedback process has mostly remained the same. The primary change has been to the evaluation tool used by UAC to review and give feedback. In summer 2020 the Assessment Director revised the evaluation tool to an [Assessment Report Feedback Form](#), which has sections that are parallel to the Assessment Report Template. The work of the UAC in Fall 2020 was focused on learning how to use the form and practicing as a group with discussion to answer questions and make minor changes to the form; this work served as training and development for the committee (especially its four new members), as the form items all reflect good assessment practices. Beginning in December 2020, UAC members formed pairs and began reviewing the reports using the form, with this work continuing throughout Spring 2021. Review partners submitted their completed feedback forms to the Assessment Director, who then reviewed them for consistency across programs and general quality before sharing them back with the program directors and department chairs. Initial feedback from the programs regarding the new form has been positive and the Assessment Director has had several meetings with program faculty to further discuss the feedback and how the reports and/or the assessment process itself can be improved. As such, this same process is continuing in 2021-22. Overall, the UAC review process ensures that faculty are receiving feedback from other faculty, not just the Assessment Director. Further, this increase in information exchange provides an opportunity for programs to learn from one another, share ideas, and overcome challenges in their own assessment processes.

Another mechanism for support for program-level assessment is the enhancement of the website. Prior to July 2020 the web presence was one [webpage](#) that provided (1) information on why we do assessment, (2) the SLU plan and report templates and University Standards, and (3) the most recent assessment plan and reports for each program, accessed via a PDF document for each school and college. The goal at that time was primarily transparency to help encourage greater integrity in SLU's assessment work, though there were no assessment resources linked and the documents were cumbersome to access. In summer 2021, and with input from the UAC, the Assessment Director expanded the webpage to a [website](#) with content and resources for SLU forms and templates, each step in the assessment cycle, and the University Assessment Committee. The new content can

passively educate program faculty as well as make it easier to access the information and documents for which they are looking. The UAC will continue to make recommendations for content and resources to further educate and share assessment best practices with the campus community. The most recent program-level assessment plan and the past two years of assessment reports remain available publicly via this site. One planned improvement is the addition of examples of high-quality assessment work from SLU programs. We hope that highlighting peer successes here at SLU inspire and guide colleagues throughout the university.

Assessment of Student Learning in the University Undergraduate Core Curriculum

SLU's general education program for undergraduate students is referred to internally as the [University Core Curriculum](#), or the Core. (A detailed history of the development of the Core is provided in 3.B.) As noted in the HLC response to SLU's 2018 Interim Report on Assessment, the first expectation for the additional interim report that is embedded in this Assurance Argument is for "1) evidence that the Institution's Core Curriculum and the Core Curriculum SLOs have been established." SLU met this expectation in Spring 2018, when the [Core Student Learning Outcomes](#) were adopted by all SLU college and schools in a curricular first for the University. That adoption was the result of a year-long, University-wide process led by the University-wide Undergraduate Core Committee (UCC). The set of nine outcomes indicates what a SLU graduate should know or be able to do as a result of completing the Core curriculum.

Approval of the University Core Curriculum itself – built on those nine Core SLOs – was also a SLU institutional first. The UCC delivered its final [Core Proposal](#) to the SLU faculty on January 31, 2020; the faculty voted to approve this Core on March 20, 2020; SLU's Council of Deans and Directors and the Interim Provost, followed suit on March 31st, 2020.

Throughout the development of the Core proposal, assessment was at the forefront of the conversation. A [Core Curriculum Map](#) was established, identifying the level of achievement toward each of the overarching nine Core Student Learning Outcomes that each Core Component is expected to address. The proposed Core [timeline](#) (pg. 54) included tasks for assessment:

- Fall 2020: UCC finalizes Assessment Plan (drafted Fall 2019) for University Core
- Spring 2021: UCC reviews assessment plan
- Summer 2021: Assessment plan for pilot (Fall 2021) finalized
- Spring 2022: UCC assesses Pilot semester and uses this data to consider modifications to Ignite Seminar and Cura Personalis 1: Self in Community

In fact, at several points throughout the Core development process, specific new curriculum ideas were dismissed for either failing to address key assessment expectations or for assessment feasibility concerns. Finally, the Core proposal also included an annual [budget](#) (pg. 49) line of \$15,000 dedicated to assessment beginning in 2021-22, including \$500 stipends to faculty who assist with end-of-year assessment of student artifacts to gauge student achievement of Core Student Learning Outcomes. The UCC will continue to evaluate the necessity of additional assessment staff to support Core assessment efforts.

In Fall 2017 SLU assembled a team to participate in the HLC's Academy for Assessment of Student Learning for the Quality Initiative requirement of the Open Pathway. The team consisted of an Associate Provost, the Assessment Coordinator, an Assistant Dean in the College of Arts & Sciences, an Associate Dean in the Doisy College of Health Sciences, and the Assistant Director for the Reinert Center for Transformative Teaching and Learning. The initial project focused on fostering an

institutional culture of learning by evidencing a demonstrable commitment to Ignatian pedagogy; the [Ignatian Pedagogical Paradigm](#) that we sought to institutionalize is fundamentally reflective of the assessment cycle. It was the team's belief that many of our efforts to advance a culture of assessment were being hindered by a lack of a culture of learning, or a culture that appropriately valued excellence in teaching and curriculum design/review. By changing the underlying culture, SLU's assessment efforts, and assessment-related faculty development, should take greater hold. Subsequent feedback from the Academy mentor (Felix Wao) and scholar (Jan Smith) identified potential issues with the scope of this project, and the team agreed. As such, in Fall 2019 the team shifted their project focus to assessment of the Core, and the Director of the Core was added to the team. Beginning with the HLC Academy Roundtable in October 2019, the team focused on drafting an assessment plan for the new Core Curriculum in conjunction with the development of the Core proposal document being drafted by the UUCC. The [initial draft](#) of the assessment plan started with a comprehensive list of questions that needed to be answered by the plan. Over time, and as plans for the Core developed and with input from Assessment Academy Mentors and Scholars (who have been invaluable to our work), the team continually updated the assessment plan. In September 2020 the Assessment Director revised the framework of the plan to match the current program-level assessment plan template to maintain consistency across our institutional assessment plan documents and encourage common language. The [Core assessment plan](#) includes student learning outcomes, the curriculum map, the artifacts of student learning, the evaluation process, the intended use of data, and a schedule outlining which Core SLOs will be assessed in each year of our assessment cycle. In February 2021 the assessment plan was shared with the Associate Directors of the Core. In March 2021 the plan was shared with the SLU community via the [Core Google site](#) and the Assessment Director gave a presentation on the plan to the UUCC in April 2021. In September 2021, the HLC sent confirmation that SLU had successfully met [Genuine Effort](#) in its Quality Initiative.

As noted in the [assessment plan](#), beginning with the 2022-2023 academic year, we will be taking a juried approach to assessment of the nine Core SLOs. Each year, faculty and selected academic staff from throughout the University will be solicited to comprise interdisciplinary assessment teams dedicated to the evaluation of artifacts of student learning. Course faculty will provide artifacts of student learning to the Assessment Director, who will then organize and facilitate the review and evaluation process, likely using a web-based tool such as Foliotek or Taskstream, both of which we have used in the past at the program assessment level (Note: despite our adoption of Canvas, its Outcomes tool will unfortunately not serve us well for this purpose). The cohort of faculty selected will be trained by a team including members of the associated Core UUCC Subcommittee or designated experts in the related academic disciplines/subject matter. The assessment teams will evaluate the artifacts of learning against rubrics to determine the extent to which students are achieving the Core SLOs. Training, for which the teams will be compensated via our dedicated Core budget, will include rubric calibration to promote inter-rater reliability. The rubrics are being developed by the Core Leadership Team in consultation with the Assessment Director and will include the Core Component Learning Outcomes as rubric criteria. The rubric development process will continue through 2021-2022.

In addition to the overall Core Assessment Plan, and with the intention of assessing the pilot of the Core in Fall 2021, we developed a separate [pilot assessment plan](#) to document those goals, strategies, and assessment methods. A subcommittee consisting of the Director of the Core, the Assessment Director, and the two Associate Directors for the Core Components being piloted in Fall 2021 (Ignite Seminar and Cura Personalis 1) developed the plan. The assessment plan for the pilot addresses both student learning and non-student learning (or operational) components of the Core.

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

Directors to reframe priorities and strategic directions for the division's work. The outcome of this retreat was a [new guiding framework](#), with a revised mission, vision, and a commitment to three goals, referred to as K.E.Y. goals. The first K.E.Y. goal pertains to student learning: Keeping students and staff engaged in learning and invested in meaningful interpersonal relationships. Additionally, the vision statement identifies the ways in which the Division's work is intended to help students develop into "contemplatives in action: self aware, critically reflective, culturally fluent, caring and ethical leaders, who will make a positive difference in their communities."

In lieu of a specific position coordinating assessment in the Division, two staff in the Center for Service and Community Engagement (CSCE) took on leadership for this area. After the retreat, Directors [submitted a document](#) identifying how their unit's work contributed to the goals of the division to these staff. Each Director has been assigned one of the two CSCE staff members to serve as their point of contact for assessment for resources, support, and ideas – though they are held accountable by their supervisors. Directors meet with their contact person at least once a year to review their unit assessment plans and discuss the annual report. Each year the staff gather information from departments to create a [Division of Student Development Annual Review](#). This document shares Division highlights throughout the year, organized around the K.E.Y. goals, demonstrating how the Division is living up to the mission, vision, and goals it (re)set for itself in 2018.

Regardless of staffing and assessment processes and practices over the past few years, the Directors of each department within the Division of Student Development have continued to submit quarterly reports to the Vice President in preparation for the Board of Trustees meetings – a process that has been in place for over a decade. While the information include in the reports has changed over time, the [current quarterly report template](#) includes the following components:

- Looking Back (During the most recent quarter, what have been the department's biggest successes and highlights? What have been the biggest challenges? Why are these important?)
- Impact Story (What story of student impact do you want to tell from your department? Which K.E.Y. Goal(s) are addressed by your story of student impact? What assessment findings help bolster your story?)
- Staff Engagement Report (Please share information about significant staff accomplishments and recognition, as well as brief background on any new staff hires.)
- Dashboard Indicators, including implications

After submission of the department-level reports, [division-level reports](#) are created by the Vice President's office to share with the Board of Trustees. These reports typically shares information about the activities of the Division (2-3 pages) and updates the dashboard indicators (e.g., sales, visits to services, standards cases, etc.) shared in each report (2 pages).

As described above, the Division has continued to implement assessment with an intention of identifying its *impact* on the student experience. As evidenced in the quarterly reports, however, the focus has primarily been on the activities the various units have provided for students, and less on the *learning* students experienced as a result or how any assessment information will be used moving forward. However, SLU's new Vice President for Student Development plans to reinvigorate assessment practices with a focus on student learning as one of [six priorities](#). Effective Spring 2021, this division reports to the Provost, further strengthening the connections to student learning at SLU.

4.B.2.

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

a [University Assessment Committee](#). The Associate Provost overseeing the Assessment Director is a member of the HLC Peer Review Corps. As such, there is ongoing, consistent support for faculty for developing SLOs, choosing appropriate artifacts, identifying methods for gathering and analyzing data regularly, developing rubrics, and making changes based on the data collected. One example is the [presentations](#) on assessment given by the Assessment Director; another is the enhanced website. More [informal communication](#) often takes place related to assessment as well. Additionally, in 2017-18 SLU initiated a faculty professional development series that has brought an HLC expert (Susan Hatfield), the assessment directors of several other peer Jesuit institutions, and national core curriculum expert Paul Hanstedt to campus; we've been very intentional about trying to help the SLU faculty community see that deep commitments to teaching, learning, and assessment are very real at many institutions just like SLU, and that we can in fact balance our commitments to research, service, and teaching. Overall, SLU has expectations for high-quality assessment practices and provides the resources to match.

Increasingly, department and colleges/schools are designating faculty with oversight of assessment in their units and including more faculty in assessment committee work. For example, the School of Education and Doisy College of Health Sciences both have faculty-administrator positions with dedicated work allocation and responsibilities related to assessment, both of whom also sit on the University Assessment Committee. In the School of Education (SOE), the Assessment & Accreditation Coordinator provides leadership for the [four components](#) of program-level assessment: (1) annual assessment cycles, (2) monthly faculty meetings, (3) "Moving Forward" and "Growing Together" professional development days, and (4) the SOE Assessment Advisory Committee.

In the Doisy College of Health Sciences, the Associate Dean for Student and Academic Affairs facilitates the assessment process and provides professional development to faculty. [Efforts](#) in recent years include attendance by a team at the IUPUI Assessment Institute and subsequent workshops to department chairs, program directors, and other faculty; the development of an Assessment Advisory Group; and a periodic assessment newsletter entitled "The Assessment Minute." The Associate Dean also collaborates one-on-one with program faculty as needed to ensure their assessment efforts are meeting both disciplinary accreditation standards as well as SLU's expectations, and she works closely with the University Assessment Director to ensure we are consistent in our communications. As needed, the Assessment Director also shares information with the Advisory Council directly, such as giving an HLC-related [presentation](#) in Spring 2021.

As described in 3.A.3., the Distance Education Office has created a [University Policy for Distance Education](#) (including standards) that were approved as part of the University's academic policy approval process. The standards are designed to ensure academic quality is maintained throughout SLU's distance education program and courses, including criteria related to the assessment of student learning. For example, under Standard 5 relating to evaluating effectiveness, Standard 5A is "Assessment of student learning reflects effective practices for distance learning." Per the most recent [Distance Education report](#), this criterion is met, based on evidence that peer reviewers found that courses were in fact taking into account the distance nature of courses when implementing assessment methods.

The importance of assessment in the development and implementation of the new Core Curriculum has greatly increased the number of faculty who are thinking about assessment of student learning on a more regular basis, whether through the creation of the nine Core SLOs and the Core Component SLOs, the curriculum mapping process, or the course submission and approval process (see 4.B.1.); hundreds of faculty members have been engaged in this work. Additionally, the Assessment

Academy team focused on the assessment plan for the Core has benefited from the knowledge and expertise of our scholars, mentor, and other participating institutions.

Sources

- 2020 Assessment Report Supplement
- 2020 Preview Ignite Seminar Course Submission Form Questions
- 2020 Supplemental Report Responses Aggregated
- 2021-22 University Assessment Committee Roster
- 2102 AR Student Development
- Assessment Director Presentations
- Assessment Informal Email Communications
- Assessment of Student Learning Webpage - Old
- Assessment of Student Learning Website
- Assessment Plan Checklist
- Assessment Plan Template
- Assessment Plans and Reports
- Assessment Report Examples - Actions Being Taken
- Assessment Report Examples - Implemented Changes
- Assessment Report Feedback Form
- Assessment Report Template 2021
- Core Assessment Plan - Fall 2019
- Core Assessment Plan - Spring 2021
- Core Course Proposal Review Rubrics
- Core Course Submission Worksheets
- Core Google Site Assessment Page
- Core Homepage
- Core Pilot Assessment Plan Draft 9.1.21
- Core SLOs and Curriculum Map
- Core Student Learning Outcomes Webpage
- CP 1 Pilot Instructor Training Feedback
- DCHS AAC Slides 1.26.21
- DCHS Assessment Efforts
- Distance Education AY 20-21 Annual Report
- Distance Education Policy
- Fall 2021 Cura Personalis 1 Student Learning Assessment
- Final Approved Core 3.20.20
- Final Approved Core 3.20.20 (page number 49)
- Final Approved Core 3.20.20 (page number 54)
- GAAC and UAAC Proposal Consultations
- GAAC Webpage
- Ignatian Pedagogical Paradigm
- Ignite Seminar Pilot Instructor Training Feedback
- Madrid SLO Assessment Collaboration with St. Louis - June 2021
- Saint Louis University-Quality Initiative Report-Review Panel Form
- School of Education Assessment Components
- Student Development Annual Reports
- Student Development Assessment Plan Email

- Student Development BOT Quarterly Reports
- Student Development Divisional Priorities
- Student Development Guiding Framework Webpage
- Student Development KEY Goals by Unit
- Student Development Quarterly Report Template
- Student Development Retreat Agenda June 2018
- UAAC Webpage
- University Assessment Committee Charge
- University Assessment Committee Webpage
- University Assessment Standards and Rubric (8-1-17)
- University Undergraduate Core Committee Webpage

4.C - Core Component 4.C

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.)

Argument

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. This division has nine departments, 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 co-curricular departments as well. ERM leads a [Retention Working Group \(RWG\)](#) that works to support and retain undergraduate students. The group members include staff from the Division of Student Development, the Office of the President, the Office of the Provost, the Registrar's Office, and Student Financial Services. Based upon retention data, the Retention Working Group has provided [presentations](#) to the President, President's Leadership Cabinet, and Board of Trustees. Within these presentations, the Retention Working Group frames the retention efforts and related opportunities, challenges, and needs. This ensures that the University leadership remains well-informed about resources needed to fully execute retention efforts.

For the past five years, the retention rate of full-time, first-time students at SLU has been consistently at 89-91%. While we always aspire for higher retention rates, we have reached the goal set by President Pestello of maintaining 89-91% for the past several years. As such, the Retention Working Group has shifted focus to looking at the sophomore to junior and junior to senior [retention rates](#), which ultimately leads to graduation. Additionally, the retention and completion goals at SLU are

now often less about a single University-wide number, but instead focused on how we are considering sub-populations of students and critical issues related to equity. To further support the SLU Mission, the RWG seeks to better understand subpopulations where we may need to do more work to achieve equitable outcomes for all students. Subpopulations of interest include first-generation students, Pell recipients, low-income students, and historically-underrepresented populations (see tables in 4.C.2./4.C.4.). During the pandemic SLU decided to eliminate the test requirement and admissions is now test-optional. Our standards have not changed, but we are changing the ways in we evaluate students for admission.

The mission of the [Pre-College, Access, and TRIO Programs](#) department in ERM is to promote educational opportunity, success, persistence, and graduation with first-generation, low-income students, students from underrepresented groups, and for those whose academic preparation may not have thoroughly prepared them for college and career success. This is accomplished through several programs, including the [Billiken Success Program \(BSP\)](#), [Students' Opportunity for Achievement and Resources Program \(SOAR\)](#), the [TRIO - Educational Talent Search](#), and the [TRIO - McNair Scholars Program](#). After learning that SLU's TRIO - Student Support Services grant was **not renewed** due to the positive persistence rates among the students served, SLU committed to self-funding similar programming and expanding the number of students served. The SOAR program is the [outcome](#) of this effort and mirrors the TRIO - Student Support Services program.

4.C.2. and 4.C.4.

SLU's [Office of Institutional Research \(OIR\)](#) is responsible for collecting, analyzing, and sharing data on undergraduate student retention, persistence, and graduation. The data produced by OIR are available to the public and SLU's internal community in a variety of locations and via multiple reporting options. For example, the Office of the Provost provides a [Student Outcomes](#) page that shares SLU's first-year retention rates and four-and six-year graduation rates.

Listed below are the rates at which the five most recent cohorts of new, first-time degree-seeking undergraduate students (first-time, full-time undergraduate students as reported to IPEDS, exclusion adjusted) returned to SLU for the second consecutive year to continue their studies:

First term at SLU	Second year at SLU	All students in cohort	Historically Underrepresented Populations	Pell Recipients	First-Generation Students
Fall 2014	Fall 2015	90%	87%	85%	82%
Fall 2015	Fall 2016	91%	87%	89%	87%
Fall 2016	Fall 2017	90%	86%	87%	87%
Fall 2017	Fall 2018	90%	84%	83%	88%
Fall 2018	Fall 2019	91%	87%	89%	86%

Fall 2019	Fall 2020	90%	84%	88%	86%
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Listed below are the rates at which the five most recent cohorts of new, first-time degree-seeking undergraduate students (first-time, full-time undergraduate students as reported to IPEDS, exclusion adjusted) graduate from SLU within four years, as well as the six-year graduation rates for the four most recent cohorts:

Cohort	Four-Year Graduation Rates				Six-Year Graduation Rates			
	All students in cohort	Historically Under-Represented Populations	Pell Recipients	First-Generation Students	All students in cohort	Historically Under-Represented Populations	Pell Recipients	First-Generation Students
Fall 2011	68%	52%	58%	59%	77%	66%	70%	70%
Fall 2012	69%	50%	56%	62%	77%	66%	66%	69%
Fall 2013	71%	51%	58%	56%	79%	68%	67%	64%
Fall 2014	73%	61%	61%	59%	80%	70%	67%	68%
Fall 2015	73%	63%	65%	63%
Fall 2016	74%	55%	60%	60%

Freshman cohorts are currently defined for internal reporting purposes according to the IPEDS definition to include first-time full-time students enrolled as of the Fall census, except for students at our Madrid Campus. All cohorts shown on current reports are defined according to the IPEDS definition. However, internal reports created prior to Fall 2019 used an institutional cohort definition that excluded students who began at SLU in non-traditional programs in ESL, the School for Professional Studies, or the College of Philosophy and Letters. The recent definitional change aligns the internal and IPEDS retention and graduation rates reporting for internal and external clarity.

Since the last HLC site visit, OIR has developed a series of data-rich Tableau dashboards for [student enrollment](#), retention and graduation rates, and [degrees granted](#) that allow data to be viewed using select filters including student college, race/ethnicity, Pell status, and first-generation status.

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 year retention looks leading up to the Fall census. The new dashboards increase the availability and timeliness of data, and are used frequently by ERM staff, the Retention Working Group, faculty engaged in Academic Program Review and Academic Portfolio Review processes, and others. OIR has also continued to produce PDF [census reports](#), which include Fall-to-Fall and Fall-to-Spring retention rates. Cohort counts on the census reports are not adjusted to remove any students who are excluded, per IPEDS guidelines. As noted above, SLU is also looking closely at the retention and graduation rates of underserved populations.

4.C.3 The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

In addition to reviewing retention and graduation rates for cohorts and sub-populations, SLU also uses other strategies for identifying and remedying barriers to retention and graduation faced by our students. Since 2014, Saint Louis University has utilized a [Student Success Coaching](#) model to provide targeted outreach to students who are identified as high-risk of leaving the institution. Previously, this program utilized Mapworks' transition survey as a data source to identify students at-risk of leaving the institution; however, Skyfactor discontinued this tool in 2019. In the absence of this predictive analytics tool, the program utilizes OIR's [Early Risk Model for Incoming Freshmen](#). This tool, created in 2014, identifies new freshmen who are at risk of not retaining or of retaining with a GPA below 2.5. The model assigns student risk scores based on pre-matriculation factors such as high school GPA, ACT scores, financial aid, and demographic characteristics. Students who meet a certain threshold are put onto the Coach's caseload. The Coach communicates about students at-risk with their respective advisors and works to synthesize details about students at-risk, including a tracking system for when Early Alerts/Early Warnings are submitted and when students have dropped courses. This allows the Coach to track the dynamic nature of the first-year experience and to adapt to their needs. In an effort to better focus on equity gaps, the Fall 2020 tracking methods integrated information about students' race/ethnicity, first-generation status, and Pell recipient status.

In 2019, Saint Louis University welcomed its largest ever class of first-year students. While this larger class met, in the aggregate, the same academic preparedness standards as did previous classes, it also included notable numbers of students interested in pre-med academic majors who needed additional support to ensure their early academic success. To address these concerns, the Retention Working Group developed an outline for a new program entitled [Blueprint for Success](#). The Blueprint for Success program offers a spring term recovery curriculum for students who may be concerned about raising their GPA. While the targeted audience members are first-year students who fall below 2.0 after Fall term, any first-year student is eligible to participate. For Spring 2020, 102 students registered for the non-credit experience, which included five 75-minute sessions facilitated by campus staff. [Results](#) of this program show that of the 102 students who initially enrolled in the BFS program, 100 were retained from Fall 2019 to Spring 2020. Of these 100, 97 students completed the term, and of these 97 students, 78 (80.41%) registered for the Fall 2020 term. Additionally, there was positive correlation between the number of BFS sessions attended and student mid-term grades. The program continued in 2021, with [data analyses](#) showing that engagement in the program increased in year 2, and again, the students who engaged in Blueprint for Success sessions saw a greater improvement in their Spring 2021 GPA, and a positive correlation between sessions attended Spring 2021 grades. In both terms the EAB predicted risk scores (see below) decreased for program

participants. Overall, this new intervention is meeting its goal to provide support to students achieving low GPAs their first term of college.

To further support student retention and completion, SLU has developed experiences for students who could be considered at risk for success based on academic placement test data. In Summer 2019, a team of faculty and Provost's Office staff discussed the need for additional support for incoming students as a result of a larger incoming class with slightly weaker math placement test scores. Professors in Math and Chemistry (both departments use the math placement to determine course placement) noticed that the number of students placing into *MATH 0260: Intermediate Algebra* was higher than usual; the issue is that this course does not count toward college credit at SLU, so the goal was to move those students into a credit-bearing math course as soon as possible. The Provost's Office provided resources for an [online "boot camp"](#) using the ALEKS platform with the support of a SLU math instructor. Twenty-eight students completed the remediation course and nearly all the students placed out of MATH 0260, so the goal was accomplished. Additionally, of the 28 students who completed the course, all were still enrolled at SLU in February 2020 and 27 had passed a credit-bearing math class. This same program was repeated in Summer 2020 and Summer 2021. More detailed analysis of the success of this intervention is part of future plans in the Office of Institutional Research.

Beginning in Summer 2021, a new course ([AS 1930 Special Topics: Introduction to Scientific Problem-Solving](#)) in the College of Arts & Sciences was created. This course was designed to benefit incoming freshmen who were identified through the math placement test data (i.e., based on a score near 70% on the College Algebra Skills test) as being at risk of poor performance in introductory STEM courses at SLU. The course was designed to facilitate the academic transition to SLU by reviewing concepts and practicing skills necessary for success in introductory STEM classes. Additionally, this course exposed students to a multitude of the available campus resources that are set up to aid in their academic success. The course was 1-credit hour, (Satisfactory/Unsatisfactory grading), and taught over a 4-week period in an online synchronous format by three faculty members from Chemistry, Biology, and Math. It was offered online, and students were not charged tuition. Enrollment was by special permission; only students who fit the criteria based on math placement results and intended Fall coursework were invited to enroll. Twenty-one students took the course and all passed; the faculty will be reviewing Fall 2021 grades to further determine the impact of the course, but there are plans to offer it again next year based on instructor feedback.

SLU currently uses the [EAB Navigate](#) platform to implement tools that can assist faculty and staff in supporting students' success and retention. The EAB Navigate dashboard provides a predicted at-risk level, which predicts likelihood of not graduating in six years. Currently, this data point is tracked for the first-year students who participate in the Blueprint for Success so that the University can assess impact of the program. EAB also offers option for quick polls, which pushes one- or two-question polls to students' phones. This technology was used Fall 2019 to study how students reported adjusting to the semester and to inquire if they had successfully registered for the Spring 2020 term. Academic advisors then used the information for targeted outreach and follow-up. The Division of Student Development compared quick poll feedback to EAB risk-levels to coordinate intentional discussions between Residence Hall Coordinators and first-year students.

EAB Navigate also assists the University in collecting information from faculty about academic progress of students. For Fall 2020, instructors were encouraged to complete the progress report, which details students who are at risk of failing the course and any specific issue or area of concern. In addition to the progress report offered by EAB, faculty can also submit an alert through the EAB

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 thought that SLU often or very often provided the support they need to succeed academically and therefore persist to graduation.

SLU also participates in the National Survey on Student Engagement (NSSE) every three years, with the most recent administrations taking place in 2017 and 2020. While the use of NSSE data can be varied and certainly depends on one's role at the institution, SLU does communicate about the availability of this data to its faculty and staff. For example, in February 2018 the Provost sent out a [communication](#) highlighting the 2017 results, where SLU scored high and the areas in which we could improve, and provided information regarding how faculty and staff could further access the results. Those NSSE [results were discussed](#) with all deans collectively and then separately with the Advising Leadership Team and with faculty and staff in specific colleges/schools.

Overall, from Tableau dashboards to comprehensive online tools, placement test data, and survey data, SLU has a variety of data sources upon which administrators, faculty, and staff rely to make decisions to enroll, retain, and support our students in their paths to graduation.

Sources

- 2019 Summer Bridge Program Information
- AS 1930 Memo to Advisors
- Behavioral Concerns Committee Webpage
- Billiken Success Program Webpage
- Blueprint for Success Data 2020

- 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

4.S - Criterion 4 - Summary

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.

Summary

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.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1.

Institutional decision-making at SLU is conducted via a [governance structure](#) that includes bodies featuring broad representation of student, faculty, and staff constituencies. The importance of shared governance is widely held throughout the University community, and transparency in decision-making has been steadily increasing under President Pestello's leadership. Faculty, students, and staff have operational definitions of shared governance that are collaborative and consultative – but not always identical; however, all constituents understand that final operational decision-making authority rests with the President, and that the Board of Trustees is the corporate expression of the University and, therefore, is ultimately responsible for institutional action.

The University Leadership Council (ULC) is the highest-level formal advisory body to the President, and consists of:

- all vice presidents
- deans of all SLU colleges and schools (including the Dean/Director of the Madrid Campus)
- president of the Faculty Senate
- president of the Staff Advisory Committee (SAC)
- president of the Student Government Association (SGA)

This key leadership group ensures a diversity of voices in truly institution-wide dialogues and deliberations. Matters requiring the highest level of University-wide perspective and deliberation – particularly University-level policies, and the annual budget – are deliberated by the ULC.

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 reduction initiatives (as discussed in 5.C). PAC members also [prioritized the major initiatives](#) outlined in SLU's [Strategic Plan](#).

Results from a [Summer 2015 survey of PAC members](#) evidenced support for the PAC and how it was operated. PAC's inclusiveness and transparency were keys to helping SLU guide and implement the *Magis Operational Excellence Program*, the multi-year effort to eliminate SLU's budget shortfalls while investing in targeted areas of growth. In particular, what potential expenses could be cut or reduced (e.g., retirement matches, health care subsidies), and how SLU handled the elimination of positions (how and when to communicate with constituents, how and when to meet with those losing jobs, etc.) were all major PAC discussions.

While the large size of PAC enhanced transparency and input, it also hindered some efforts to discern specific guidance for decision-making and made confidentiality of key university data and discussions more difficult. Accordingly, President Pestello opted to discontinue PAC meetings following the Spring 2019 term, emphasizing instead the role of the smaller, but still highly representative ULC.

The Council of Academic Deans and Directors (CADD) is the principal advisory body to the Provost. As such, it deliberates and endorses as appropriate proposals for new/revised academic programs, policies, procedures, organizational structures, etc. Major CADD-deliberated policies impacting all of the units reporting to the Provost are first offered to the full faculty of the University for a 30-day review and comment period. CADD membership includes all deans of all SLU colleges/schools (including the Madrid campus), as well as the Dean of Libraries, the Director of the University Core, the Director of INTO SLU, and the President of the Faculty Senate. Regular administrative resources to the committee include the Vice President for Enrollment and Retention Management, the Vice President for Student Development, all Associate and Assistant Provosts, and the University Registrar. [CADD's bylaws](#) codify its long-standing practices and membership.

The [Undergraduate Academic Affairs Committee \(UAAC\)](#) (addressed more fully in 3.A) is the University-level curriculum and academic policy decision-making body situated above the academic governance structures of each college/school/center and below the CADD. [UAAC's bylaws](#) demonstrate the inclusivity of its membership.

Like UAAC, the [Graduate Academic Affairs Committee \(GAAC\)](#) is UAAC's counterpart at the graduate level. [GAAC's bylaws](#) also document an inclusive membership evidencing SLU's commitment to subsidiarity and shared academic governance.

Faculty participate in the governance of the University at three levels: (1) the University level; (2) in their colleges/schools/centers/libraries; and (3) their various academic departments. At the University level, two structures allow for faculty governance: the Faculty Senate and University committees and task forces. The Faculty Senate's [website](#) makes available multiple resources, including the Senate's [constitution](#), [bylaws](#), meeting minutes, and the *Faculty Manual*. The Senate's four standing committees (Budget and Finance, Compensation and Fringe Benefits, Academic Affairs, and Faculty Governance) are key vehicles via which the Senate operates and addresses issues that inform CADD and ULC deliberations.

The Faculty Senate and Provost's Office collaborate in multiple ways, including by jointly establishing committees and task forces to address major issues such as [gender equity](#). Through various other University committees, Faculty Senate representatives address issues related to curriculum, instructional design, academic affairs, research, and rank and tenure.

Each college/school/center/library has its own procedures for faculty governance within the unit. All include some form of representative faculty council/assembly, convened by the faculty themselves to address significant issues, initiate academic/curriculum and governance proposals, and communicate their views to the University Faculty Senate, their respective administrations, and/or the administration of the University. At the department level, faculty members participate in meetings and committees that help to develop the goals of the respective department, courses, student advising, service, research, assessment, and related mission-driven initiatives.

The [Faculty Manual](#) outlines the general norms and responsibilities of the faculty with regard to teaching, research, student advising, governance, and service. It also is the primary document defining University-level academic leadership roles (Provost, deans, chairs) and outlining the relationships among them. The Faculty Senate is the representative governing body for the faculty and the primary means by which the faculty participate in the larger governance of the institution.

Shared governance is addressed in [Article III. H.4. of the Faculty Manual](#) (pg. 34). This provision articulates the complexity of governing the University and highlights the shared responsibility of Board of Trustees, the President, other members of the administration, faculty members, students, and the University staff. This vision for shared governance acknowledges the importance of interdependent roles, communication, and joint planning. Per the *Faculty Manual*, primary roles of the faculty include:

- setting the academic requirements for the degrees offered by the University;
- determining the contents of University courses and the methods of instruction to be used;
- setting standards for admission of students to the University;
- recommending the specific individuals who will be granted earned degrees; and
- recommending faculty appointments, promotions, and tenure according to institutional norms

SLU's Madrid Campus operates as a separate but integrated campus from the perspective of the HLC and U.S. Department of Education. However, as a private company incorporated in Spain, it is subject to all Spanish laws governing corporations, privacy, taxes and labor-related activities. While the Madrid Campus aligns policies with SLU in the United States as often as possible, Spanish laws impact the campus' hiring, promotion, academic scheduling, and other areas that are articulated in the University *Faculty Manual* or regulated by United States federal or state laws. Also, SLU-Madrid adheres to the Spain's Ministry of Education requirements for foreign universities to receive annual authorization to operate in the country. Accordingly, the faculty at the Madrid Campus are not governed by the University's *Faculty Manual* (*St. Louis*). Rather, along with administrative staff, they are bound to Spanish labor laws, national worker bylaws ([Estatuto de Los Trabajadores](#)) and a collective private university sector agreement ([Convenio](#)). All employees may be represented on labor matters by an elected worker's committee ([Comité de Empresa](#)). In addition, the Madrid faculty have established their own Faculty Senate with its own [Constitution](#); a distinct faculty manual outlining academic policies is currently being developed.

Madrid academic leadership is regularly represented on key University-wide committees, such as the Graduate Academic Affairs Committee (GAAC), the Undergraduate Academic Affairs Committee (UAAC), CADD, and the ULC. A team of Madrid Campus faculty and staff regularly participated in

PAC meetings as well. Zoom and related video-conferencing technologies have brought the two 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 charters all student organizations and nominates students to serve on University-wide committees. Senators represent all colleges and schools, residents of every hall and apartment complex, and commuters. In addition, there are senators representing the Graduate Student Association (GSA), the Black Students Alliance (BSA), the International Student Federation (ISF), and first-year students. Although the SGA represents all graduate students as well as undergraduate students, a separate graduate student-focused group (the Graduate Student Association), exists to complement the SGA's work.

The SGA meets weekly to create and debate legislation concerning all aspects of student life. University officials are regular participants in SGA meetings, communicating regarding institutional activities and proposals, and answering questions from student leaders. The SGA has representation on the ULC and several committees of the University Board of Trustees, including the Academic Affairs Committee and Student Development committees.

The SGA's "Statement of Shared Governance," approved by what was known as the President's Coordinating Council in 2011, codifies the SGA's role in key institutional decision-making:

Shared governance is a representative process that generally means that important areas of action will involve input from each of the institutional components in decision-making. These important areas of action typically include, but are not limited to, the budget of the University, tuition increases, policy changes, academic restructuring, and plans for construction on, expansion of, or major renovations to any University campus. Regarding these matters, the student body shall customarily be represented through the presence of at least one student delegate who is either a member of Student Government Association or is appointed by Student Government Association. The delegate(s) will serve as a voice to promote the students' interests in accordance with the mission of the Student Government Association.

The SGA statement specifically articulates the Student Government Association as the official voice of the student body, the function and expectations of students in shared governance.

Student participation in other University-level work is also expanding. For example, in Spring 2021 the University Undergraduate Core Committee created a new [Undergraduate Core Curricular Fellows Program](#). Students submitted applications to serve on one or more of the eight Core Curricular subcommittees; they participate in the course approval process alongside faculty.

Policy development at SLU reflects the import and scope of shared governance described above. SLU is increasingly attentive to transparency and inclusion in policy development, evidenced in (a) our [Policy on Policies](#), and (b) our extensive [Policy Program](#) overseen by a [Vice President for Compliance and Ethics](#) since Spring 2019. A [flowchart for University policy development](#) guides institutional constituents through the policy development process (see also 2.A).

Significant and meaningful shared governance roles for faculty, staff, and students are reflected in their representative participation on University-level committees and task forces, including those charged to address:

- annual budget development
- Academic Portfolio Review
- academic policies
- administrative policies
- creation of new academic programs
- closure of extant programs
- nearly all COVID-19-related issues (mask policies, vaccine policies, temporary academic policies on grading, etc.)
- diversity, equity, and inclusion initiatives

5.A.2.

Beyond our increasing involvement of multiple constituencies in formal decision-making processes, one of the most prevalent characteristics of the University's operations today is the use of transparently-shared data to inform those decisions. While there are sometimes legitimate disagreements about what data points best inform certain decisions, what is clear is that President Pestello, Provost Lewis, and other current academic and administrative leaders are committed to:

- identifying appropriate data pertinent to the shared understanding and deliberation of University challenges and initiatives (typically internally-developed data points and metrics)
- sharing those data as widely as possible (given legal constraints, commitments to confidentiality of personally identifying salary and related information, etc.)
- referencing the data in communications in which draft and final decisions are shared with related constituencies

This current state has evolved over time. In 2012, when SLU last went through a comprehensive HLC re-accreditation evaluation, our culture was still one premised on very siloed data collection, analysis, and related decision-making. However, early in President Pestello's tenure, and with the full support of the University's Board of Trustees, he initiated the [Magis Operational Excellence Program \(MOEP\)](#): a multi-year, far more transparent, far more data-driven effort to eliminate significant annual operational deficits of \$10M-\$20M and stage SLU for long-term growth and financial stability. MOEP was supported by the external consultancy of Bain & Company, chosen by senior

leadership and the Board of Trustees for its experience and expertise in related financial and operational analysis and change management. Accordingly, while much of the data generated to inform decision-making came from SLU faculty and staff, much of data analysis and many subsequent recommendations came from the team of Bain consultants who worked on SLU's campus each week for over a year.

Those data and their analysis were frequently shared in [open fora and small discussion groups](#), as well as via [reports published institution-wide](#). The MOEP initiative sought to improve operations, eliminate approximately \$10M-\$20M in annual operational expenses, flatten administrative hierarchies, and also generate sustained, increased annual net revenue. With personnel costs (salary and benefits) constituting nearly 70% of annual expenses, it was made clear from the outset that personnel reductions would be necessary as part of MOEP.

Ultimately, in March 2017 approximately [120 staff and administrative employees lost their jobs, while another 130 vacant positions were also eliminated](#); cuts were made in all major divisions of the University (although occupied faculty positions were not cut). Severance packages of 8-45 weeks of current salary were offered, depending on the number of years worked at SLU. Later in 2017, a series of additional personnel cuts and reorganizations occurred in our Information Technology Services (ITS) unit, with service desk and other functions outsourced to third-party contractors. Additionally, investments in academic initiatives and programs identified by the Provost and deans were also committed.

While MOEP is discussed further in 5.C.3., it quickly, and dramatically, ushered SLU into an era of data sharing that had not existed in the past. While MOEP fostered in some employees a distrust of external consultants, it also helped foster more internal respect and responsibility for developing transparent and shared performance standards and metrics, sharing the related performance data, and conducting decision-making based on those data in as transparent a manner as possible.

Today, SLU's efforts to deliver on its Mission in a manner that not only preserves but strengthens the institution's financial standing is rooted in the proactive sharing of academic program productivity/efficiency/feasibility and related financial data amongst all colleges and school leaders – and often with the full faculty of the University. Data that used to be kept within each academic unit – and often just among its leaders – is now more likely to be shared among all, or at least among a committee of faculty representatives of each college/school, so that both interdependence and distinct strengths and challenges are better understood by all. The Board, President, Provost, Vice Presidents, deans, faculty, staff, and students now regularly expect this of each other (and often demand it with the creation of each new initiative, task force, or committee).

Data shared with all University constituents as part of SLU's recent Academic Portfolio Review process clearly highlight this contemporary state. [Academic Portfolio Review](#) is the process by which the viability of each current SLU academic program was reviewed by a committee of faculty and academic leaders who then made recommendations regarding program closure to the Provost. The Academic Portfolio Review Committee (APRC) analyzed enrollment, retention, graduation, and related financial data. The APRC then shared [financial statements](#) for each program, as well as [enrollment data summaries](#), institution-wide on a password-protected [Google site](#).

These program-level data were critical to the Provost's [September 2021](#) decisions regarding which academic programs to close. However, those [closure decisions](#) were not made based *solely* on these financial data, or even solely on the complementary enrollment/program completion data also analyzed by the APRC. The APRC also gathered qualitative data from the faculty and leadership of

each affected department to inform their recommendations. And following the APRC's data-driven recommendations for closure, Provost Lewis met with the full faculty of each impacted department, and discussed all relevant data with each dean, including contextual information not otherwise captured.

Ultimately, SLU leaders are working to appropriately balance the role and impact of quantitative and qualitative data on their decision-making. And they continue to work to determine what specific data elements tell the most appropriate story, and provide the best, but often not perfect, units of measurement for our various internal research and analysis efforts.

The APRC process highlighted that challenge, as there was not always unanimity amongst the faculty and academic leaders of the APRC about the best metrics to employ. In some cases the disagreements fell more along the divide between academic administrators and non-administrator faculty; in other cases, disagreements manifested across colleges, as data points of strength for one unit were seen as data points of challenge – or were perhaps not fully applicable – for another unit. Still others argued that disciplinary pedagogy and other factors should have been considered. But what our faculty, staff, and students now better understand through their sharing of and deliberation on the purpose and quality of the data is that our goal to compare “apples to apples” is not always possible. Institutionally, there is a better understanding that the diversity of our programs and organizations necessarily manifest in limitations of our data and comparative analytical methods, and all appreciate that those limitations alone should not result in our failure to make significant, data-informed institutional decisions.

Growing faith in the data provided centrally via our Office of Institutional Research (OIR) is facilitating our data-informed work. In particular, OIR's multiple Tableau [data dashboards](#) (related to faculty, programs, student enrollment, financial performance, COVID-19-related data, etc.) now available for multiple constituencies are making more data more transparent and readily available, and fostering greater trust among faculty and academic and administrative leaders. Dashboard data is used for academic program reviews (APR), to inform new program development proposals, to support our 50 disciplinary/programmatic accreditation efforts, for HLC's AIDU and related reporting obligations, and academic planning at multiple levels. OIR-provided data on faculty composition and compensation across demographic and rank categories has also been central to the transparency culture shift; while SLU has yet to reach its goals for compensation equity University-wide, the remaining gaps are now regularly shared throughout the institution.

OIR staff are also integral to the University Retention Working Group (addressed in 4.C.), and OIR regularly provides data and analysis supporting the work of key institutional committees, such as the Gender Equity and Faculty Welfare Committees.

The COVID-19 era ushered in an entirely new need for data-informed planning and action. SLU's [COVID-19 dashboards](#) inform both internal and external constituents about the current and historical states of public health at SLU. And SLU's successful, COVID-19-limited on-campus academic year of 2020-21 was the result of massive amounts of data-informed decision making across the institution, and especially by our University Registrar and Provost's Office colleagues committed to the re-distribution of students in classes (on-ground and online), the re-assignment of classroom and non-classroom space, etc.

Data-driven analysis and planning is at the heart of SLU's Internal Audit (IA) department. Directed by the Division of Business and Finance and the Board of Trustees' Audit and Legal Committee, dedicated full-time internal audit staff evaluate multiple departments and operations throughout the

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.

Sources

- APRC Enrollment and Completions Data (Sample)
- APRC Presentation to Faculty Senate 10-13-20
- APRC Program Financial Summaries
- APRC Website

- 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 (FY2016-FY2021)
- Letter Re Provost Final APR Program Closure Decisions (September 2021)
- Madrid Campus Constitution FS
- Madrid Campus Convenio Universidades Privadas
- Madrid Campus Estatuto de los Trabajadores
- Magis Operational Excellence Open Forums Announcement (2016)
- Magis Operational Excellence Program -- Diagnostic Report August 2016
- Magis Strategic Planning PAC-Approved Priorities
- OIR Data Dashboard Examples
- Operational Excellence Program Update -- Open Forums and New Initiatives
- PAC Meeting Minutes 9-9-15 (with PAC Survey Results)
- Policy Development Flowchart
- Policy on Policies
- Policy Program Website
- President Message to Staff and Faculty Following Layoffs (March 2017)
- President Message to Staff and Faculty Preceding Layoffs (March 2017)
- Provost Final APR Program Closure Decisions (September 2021)
- SLU COVID-19 Dashboard
- SLU Formal Governance Structure
- SLU Strategic Plan (2015)
- Staff Advisory Committee (SAC) Website
- Student Government Association (SGA) Website
- UAAC Committee Bylaws
- UAAC Committee Website
- UUCC Announces New SLU Undergraduate Fellow Program
- VP for Compliance and Ethics

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1.

Operational Staff

SLU has approximately 5,865 total staff at multiple levels across the organization. Tables detailing the demographics and organizational distributions of those employees are available [here](#). For all of SLU's employees, a comprehensive set of [human resources policies](#) support the definition of work expectations as well as the educational and professional backgrounds required for success in a given position. Development of staff is fostered via a robust [learning and development program](#), drawing upon the expertise of Human Resources, Information Technology Services, and other campus professionals. Employees engage – both voluntarily and at the request of supervisors – in [Skillsoft](#) and [instructor-led training programs](#) as needed. Further, SLU's [Workforce Center](#), a non-credit industry and organizational training unit of the University, provides certification bootcamps in multiple information technology competencies, certificates in leadership and management skills, and digital badging recognition. Exemplary work is recognized via multiple award programs, including the University-wide [SLU Sparks](#) and [Presidential Distinguished Service Awards](#).

SLU's [Staff Performance Management Policy](#) requires that all staff participate in the annual [University Performance Evaluation Program](#). Recently revised as part of the transition of Human Resources operations from the Banner ERP system to Workday, the University Performance Evaluation Program guides supervisors and their staff through a comprehensive review of performance in the context of SLU institutional values, job-specific annual goals, and individual development plans addressing professional development interests, plans, and requirements; the annual review protocol begins with a staff self-evaluation followed by performance review discussions with supervisors, and concludes with “plus one” approval (supervisor of the supervisor) to ensure a comprehensive understanding of evaluation statuses and expectations. Annual faculty evaluations differ significantly, and are overseen by department chairs and deans, as addressed in 3.C.3. As noted in 5.A.1., faculty and staff at our Madrid campus are, in some cases, governed by distinct policies stemming from Spanish labor laws that differ significantly from those in the United States.

Like similar initiatives at our comparative (and even aspirational) peer Jesuit institutions, the *Magis*

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/should be done differently, or, ultimately, did not contribute enough value to warrant being continued in a resource-restricted environment. Additionally, the MOEP aimed to “flatten” our administrative structure to eliminate unnecessary hierarchies and better support subsidiarity. Those types of prioritization efforts reasonably manifest differences of opinion about the value of certain work – and, by association, the SLU colleagues who had been responsible for them, and who might have had their positions eliminated. In Spring 2017, when most of the cuts were made, and in the subsequent months, the loss of those colleagues impacted everyone, personally and professionally, at SLU. In some cases, the loss of staff is still felt. In other cases, our adaptations have tempered or eliminated the initial professional concerns.

Ultimately, the impact of the MOEP shares some qualities of the long-term changes that the COVID-19 pandemic has brought about. Our immediate pivot to distance education in Spring 2020 forced wholesale and immediate changes in how we taught, our work processes, our collaborative dynamics, etc. There were some things we just could not do, or could not do as we had been doing, while working remotely. And so we adjusted – temporarily, in many cases. But as the University came back to our campuses to work in person in late Summer 2021, we realized that some of what did before, how we did it, and where we did it, did not have to be. The disruption of COVID-19 – like the disruption of MOEP layoffs – forced us to think differently about our work, helped us re-prioritize our work, and required that we re-think how many of what kind of staff, with what kind of expertise and experiences, we really need. This re-thinking persists as we wrestle with how to best serve our two highest-ever populations of new, first-time freshman classes (Fall 2019 and Fall 2021).

Technological Infrastructure

Our evolving staffing needs will always need to be supported by physical and technological infrastructures that best enhance the quality and quantity of their work. The 2017-2018 cuts to Information Technology Services (ITS) employees and subsequent outsourcing of key support functions (as noted in 5.A.2.) certainly impacted ITS’ workforce and performance; some of those changes have since been reversed due to faculty, staff, and student feedback – as well as decisions of new ITS leadership. Services brought back “in-house” have also been redesigned to not replicate past issues.

Technological infrastructure considerations have also been front and center since the advent of COVID-19. While SLU had been deliberating, well prior to Spring 2020, moving to Zoom from Skype for Business and a prior video capture tool, the need to pivot to remote learning brought about a nearly immediate decision to purchase an institutional Zoom license and employ it as our primary tool for synchronous distance education. With only two weeks to move from mostly classroom-based instruction to nearly all distance-based instruction, SLU’s academic and IT leaders and staff pulled off what most assumed could not be done, rolling out this new technology across the entire institution with no major failings and comparatively few minor snags.

Despite the recent trends and projected financial concerns that, to a significant extent, prompted the MOEP, SLU’s overall financial status was strong enough to make the major investments needed to weather the worst of the COVID-19 pandemic, even while refunding approximately \$10M in student room and board fees in the Spring 2020 term following our pivot to distance education in mid-March. Our purchase of Zoom was a key investment borne of COVID-19-induced necessity but funded from a position of overall strength and optimism. Similarly, SLU is strengthening its

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, our move to Canvas was made with the recognition that purchasing the technology alone is not enough, and that resources ensuring the quality of the implementation are just as important as the software's functions. Accordingly, Provost Lewis appointed Dr. Debie Lohe, Special Assistant to the Provost and Director of the Reinert Center for Transformative Teaching and Learning, to oversee Canvas' implementation, working hand-in-hand with senior leaders in Information Technology Services.

Implementing institution-wide technologies designed to streamline, integrate, and otherwise improve faculty, staff, and student work is a shared goal, and has driven the purchase and successful implementation of new software for managing contracting ([Agiloft](#)), course evaluations (Explorance Blue), e-mail (Outlook), and many more. More challenging due to its scope has been the implementation of Workday to, ultimately, replace the Ellucian Banner ERP software on which the University has operated since 2004. Workday's various integrated modules are being implemented in phases, with the Human Resources and Finance modules of Workday now up and running. Project managers are working to help employees access and report on data from the new system, troubleshooting issues that SLU experienced early in past ERP implementations, as well. Those reporting challenges are perhaps more pronounced in a contemporary state so focused on transparency of data and data-informed decision-making.

Supporting technology investments is SLU's investment in its electrical systems. For example, in 2019 SLU built a new, University-owned [electrical substation](#) that supplies power to about one-third of SLU's north campus. The project, expected to pay for itself in 10 years, is one of many efforts to reduce costs, save energy, and prepare our utilities infrastructure for future growth.

Ultimately, SLU has evidenced the technological bandwidth, literally and figuratively, to support our operations across campuses and modalities. On our campuses, those technological infrastructures complement and integrate with our always-changing physical plants.

Physical Infrastructure

SLU's St. Louis, MO, campus is composed of 127 buildings, spread across 292 urban acres and 8,025,681 GSF—all of which is maintained by 360 staff. SLU's Madrid, Spain campus features three buildings in the historically-protected Metropolitan neighborhood. Both campuses are readily accessible via public transportation. Our [FY2020 Consolidated Financial Statements](#) report that, overall, SLU's land, buildings, and equipment net worth totaled \$810,689,000. In the past decade, the University has significantly accelerated its efforts to reshape its physical presence to be increasingly sustainable.

Two new residence halls, opened on our main St. Louis campus in Fall 2016 and Fall 2017 respectively, comprise a nearly \$120M investment in residential living and learning. Funding for the projects came primarily via bonds issued under favorable terms that allow SLU to pay down the related debt primarily with room and board revenues from the facilities themselves; as noted above, the COVID-19-forced refunding of those revenues in Spring 2020 impacted that plan temporarily.

Improvements for the student experience extends to the academic facilities, as well. SLU opened the

\$50M [Interdisciplinary Science and Engineering \(ISE\)](#) building in Summer 2020. The 90,000-square foot facility houses teaching lab spaces to support bioinformatics, biology, biomedical engineering, chemistry, neuroscience, and computer science courses taken by science, engineering, nursing, and health science majors across the University. The ISE building also features 10,000 square feet of research space, a research computing and data visualization support center, and more. The new facility complements another key science building, Monsanto Hall, also recently renovated.

Student services space is also being continually renovated. A key example is the new [Career Services Center](#) on the St. Louis campus, relocated to a prominent location in the center of campus to facilitate visibility and use. Led by a newly-created Associate Provost for Career Services position, the Center and its staff reflect SLU's commitment to long-term student success. Support for obtaining internships, job search databases and related application assistance, interview training, and more are offered at this centrally-located student resource.

The infrastructure supporting SLU's School of Medicine, School of Nursing, and Doisy College of Health Sciences was dramatically upgraded when the new, 800,000 square foot, \$550M [Saint Louis University/SSM Hospital](#) opened in September 2020. The new hospital and physician's office building/Center for Specialized Medicine mark a new era of SLU's commitment to healthcare in St. Louis and beyond – a mission-driven commitment to serve those otherwise unserved and underserved in the St. Louis community. Though owned by SSM Health, the hospital is home to our SLUCare medical practice and the clinical components of medical, nursing, and health sciences programs across the University. It features 316 private patient rooms, an expanded Level I trauma center and emergency department, larger intensive care units, a new and expanded patient parking structure, and green space and gardens. Despite that footprint, the University still controls major adjacent parcels of land for future campus expansion.

SLU is also the leading member of the [St. Louis Midtown Redevelopment Corporation](#), established via collaboration with SSM Health and supported by the City of St. Louis. The [Midtown Redevelopment Plan](#) governs the redevelopment of approximately 400 acres of un- and under-utilized land and buildings between the “North Campus” and “South/Medical Campus” areas of SLU's main St. Louis campus. The Plan was adopted in 2017, and has already resulted in major [redevelopment projects](#). Residential, retail, office, hotel, dining, and entertainment projects are all part of the plan. One of the key responsibilities of the Redevelopment Corporation is to serve as an “umbrella redeveloper” tasked with overseeing and facilitating development efforts within the Redevelopment Area. The Redevelopment Corporation reviews and approves plans for construction and rehabilitation of improvements within the Redevelopment Area to ensure that these projects comply with and further the goals of the Redevelopment Plan. That guidance is informed by SLU faculty and staff members who have provided input about community needs and concerns. SLU houses the office and staff of the Redevelopment Corporation; the Corporation's Director is a SLU employee; and SLU employees (including our Chief Financial Officer) hold three of the five seats on the [Corporation's Board of Directors](#).

Financial Infrastructure/Resource Base

As detailed in SLU's [Consolidated Financial Statement for FY2020](#), SLU's financial capacity to support its operations and programs remains strong, despite the recent decade featuring several years of annual operational losses or only marginal operating surpluses. For example, SLU posted a FY2019 operational surplus of just \$2M, followed by a loss of approximately \$12M in FY2020. In the context of SLU's annual operating budget of approximately \$850M, those are comparatively small surplus and deficit numbers – but SLU's Board of Trustees and senior leaders have made clear

that such operational performance would not support institutional sustainability and vitality. The annual operating losses were a driving factor in instituting the *Magis Operational Excellence Program*.

SLU's budget is strategically managed, and supported in a fiscally conservative manner by our \$1.2B endowment – of which approximately 60% is comprised of unrestricted funds. The current endowment spend rate of 5% was raised from 4.5% in FY2017 as one of several moves to help balance and strengthen our annual operational performance. SLU's total assets of approximately \$2.5B, and our comparatively little annualized debt, also strengthen our overall financial position.

The COVID-19 pandemic's financial impact on SLU was significant, as SLU experienced major revenue losses; it was therefore met with significant responses. While short-term furloughs were restricted to a small number of SLUCare employees, most SLU employees were impacted by the decision to suspend, for 18 months, the University's 2:1 retirement fund match. Additionally, senior institutional leaders took 10%-20% pay cuts, nearly all employee travel was suspended, and the planned 3% University-wide raise pool was rescinded. However, while audited financials for FY2021 are not yet available, they will document a small surplus – the positive financial impact of COVID-19-induced institutional austerity decisions coupled with significant funding from the federal CARES Act. Additionally, the retirement match will be re-instituted in January 2022, and the aforementioned raise pool was reinstated for the 2021-2022 year.

5.B.2.

No discrete, measurable goals are incorporated into the University's [Mission Statement](#). However, as discussed throughout this Assurance Argument, the University's organization, resources, and opportunities otherwise demonstrably reflect the capacity to live the University's mission.

SLU's current [Strategic Plan](#) features multiple [Strategic Initiative Goals](#) articulated at multiple levels of specificity. At their highest level, these goals include the following:

- Being a national exemplar of transformative educational and research excellence
- Being a market leader in health promotion and the highest quality medical care
- Being a leading catalyst for groundbreaking change in the region, the nation, and the world
- Being an innovator and entrepreneur in all that we do
- Fostering a culture of excellence, effectiveness and efficiency deeply rooted in our institutional mission and Catholic, Jesuit values

As SLU continues to work toward those goals, especially as articulated in their sub-goals and related initiatives, we find them both appropriate and challenging in the contemporary economic, social, cultural, and educational contexts. While we are not currently employing a dashboard tracking progress toward these goals, this entire Assurance Argument documents our progress and highlights obstacles to greater fidelity and success in their achievement.

5.B.3.

SLU's Division of Business and Finance oversees University-level budgeting and financial monitoring for the University. Our [FY22 budget timeline](#) evidences a planful, well-scheduled, and participatory budget planning and governance cycle. The University utilizes an annual, incremental budgeting process for its operations. Essentially, new institutional operational budgets are based on the previous year's budgets and changed, incrementally, based on analysis of data from multiple

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.

Sources

- 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 Corporation
- Sample of Instructor-Led Training Programs
- SkillSoft Learning Platform
- SLU Capital Campaign Priorities
- SLU Employee Counts (Fall 2021)
- SLU Sparks Program
- SLU Strategic Plan
- SLU-SSM Hospital
- Staff Performance Evaluation Policy
- STL Midtown Redevelopment Corporation -- Board of Directors
- STL Midtown Redevelopment Corporation -- Projects
- STL Midtown Redevelopment Plan
- Strategic Plan Initiative Goals
- University Performance Evaluation Program (Workday)
- Workforce Development Center Certificates

5.C - Core Component 5.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.

Argument

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).

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

Loyola University Chicago	17,159	\$194,659,072	\$24,265,860	\$5,474,505
Marquette University	11,189	\$124,496,000	\$42,500,000	\$6,048,000
Saint Louis University	12,799	\$246,175,268	\$39,132,618	\$11,979,929

While the IPEDS definitions allow for institutions to report similar expenditures in various categories, the data above clearly show that SLU's expenditures are allocated in ways that are, at the very least, consistent with its peers committed to similar educational, research, and service goals.

As detailed in [SLU's Consolidated Financial Statement for FY2020](#) (which employs different categorical definitions than does IPEDS) SLU had total functional expenditures of \$854,554,000. Expenditures related to the auditing category of "Patient Care" account for \$360,900,000 of that total. When that category is removed, the remaining expenditures of \$493,654,000 were distributed by functional category as follows:

Expenditure Category	Amount	Percent of Total (\$493,654,000*)
Instruction	\$197,499,000	40%
Instructional Support	\$99,158,000	20%
Auxiliaries	\$53,925,000	11%
Academic Support	\$42,717,000	9%
Research	\$36,635,000	7%
Student Services	\$28,028,000	6%
Operations & Maintenance of Physical Plant	\$26,000,000	5%
Public Service	\$9,692,000	2%
*Total Expenditures (excluding "Patient Care")	\$493,654,000	100%

Regardless of accounting or reporting method, SLU's expenditures are demonstrably well-aligned with its mission and priorities. Expenses for instruction and related support comprise the bulk of our expenditures (69%). SLU's expenditures on research are also significant, and have been increasing since the re-imagining of our Office of the Vice President for Research, which included increases in

staffing and operational funding. Granted, institutional aspirations to attain the “Research-Very High/R1” Carnegie Classification will require even more investment supporting faculty scholarship writ large. But those aspirations also include investment commitments in sponsored research that brings revenues to help offset the associated expenditures. And while expenditures supporting public service are low compared to SLU’s other expenditure categories, SLU’s community service efforts and accomplishments are impressive, and have earned SLU the [Carnegie Foundation’s Community Engagement Classification](#) and the [#4 national ranking for service](#) from *Washington Monthly*.

5.C.2.

While no single, formal mechanism exists via which assessment of student learning, evaluation of operations, planning, and budgeting are regularly and systemically linked, evidence highlighted throughout this Assurance Argument illustrates the many linkages that both exist and strengthen the institution.

Development and execution of the University [Strategic Plan](#) have both resulted in more holistic analysis and planning institution-wide. The [Magis Operational Excellence Program](#) also increased attention on the interdependence of academic units. Further, [Academic Portfolio Review](#) engaged all involved in a multi-faceted review of academic program health and prioritization of academic program investment.

Assessment of student learning results – the review of which is an important element of our Academic Program Review protocol – are still not incorporated into enough of our major planning and budgeting initiatives. They are part of the [Academic Program Review](#) process (see 4.A.1.), but are not consistently, and systematically, considered in University-level planning efforts. As our assessment efforts mature, we should be more intentional about ensuring those results are considered alongside enrollment, retention, net tuition revenue, and other key program viability measures.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The University Strategic Plan – fully detailed in SLU’s 2016 Assurance Argument – remains the initiative demonstrating the most comprehensive engagement of the institution as a whole in critical planning work; the plan’s [guiding principles](#) (including being “Open to Participation,” “Transparent,” and “Inclusive”) were designed to ensure that would be the case. The planning process began in August 2014, just two months into President Pestello’s presidency. Dr. Pestello gathered a group of nearly 100 students, faculty and staff—codified as the Strategic Planning Assembly—to kick off the effort and hear the ideas of those gathered for moving forward. A series of 22 “listening sessions” followed, each conducted by members of the Strategic Planning Steering Committee and engaging, in the aggregate, hundreds of University constituents.

Multiple “Visions for SLU’s Future” developed early in the process warranted significant, extended discussions amongst faculty, staff, and students. Accordingly, “Topical Working Groups” (TWG) were formed to address each Vision statement, and to offer concrete objectives (grounded in documented rationales) to the Strategic Plan Steering Committee for consideration in the developing the full University plan. Each TWG was composed of 10-12 SLU community members, including a Jesuit representative on each. The TWGs met regularly for several months throughout the Spring 2015 term to each develop a set of proposed strategic planning objectives for the University.

By Fall 2015, following significant work by the Steering Committee in the late spring and throughout

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 the program encompassed:

- organization redesign, including attention to administrative “spans and layers” as well as process simplification and improvement focused on value added

- 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 and nationally; “demographic cliff” is a well-understood term institution-wide. The University has enacted plans to increase the proportion of students it enrolls from outside the Midwest, placing permanent, full-time admission counselors in the Southwest and Mountain West regions of the country. Our [partnership with INTO](#) is also an expression of the University’s long-established plans to enroll and better support international students. These students help internationalize SLU in St. Louis while providing an outstanding cross-cultural educational experience for students from abroad.

Technology changes, including evolving means of student computer and cellphone use, have manifested in changes to computer labs (some have been eliminated, others revamped), web-based educational and administrative functions, and significant upgrades of technology infrastructure (as addressed in 5.B.1.).

Further, what the COVID-19 pandemic has reminded us is that preparedness for the unplanned is critical. Annual operational surpluses, budgeted contingencies, stable technology infrastructures, well-managed deferred maintenance, ongoing faculty development across instructional modalities, and emergency management policies and procedures are all essential – every year.

5.C.6.

Throughout this assurance argument, SLU has documented how it systematically plans for and implements improvements to operations, policies, academic programs, facilities, human resources needs, and, most important of all, student outcomes. Examples from each Criterion section include the following:

- 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.

Sources

- 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

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

As illustrated in this Criterion, Saint Louis University has responded to significant challenges since our last HLC reaffirmation of accreditation. As a result, the institution has increased its data-driven decision-making and transparency to constituents and implemented stronger processes for planning and involvement of more stakeholders. Our COVID-related planning and implementation have strengthened the institution and illuminated multiple paths to improved planning – for standard operations and emergencies – in the years to come.

Sources

There are no sources.