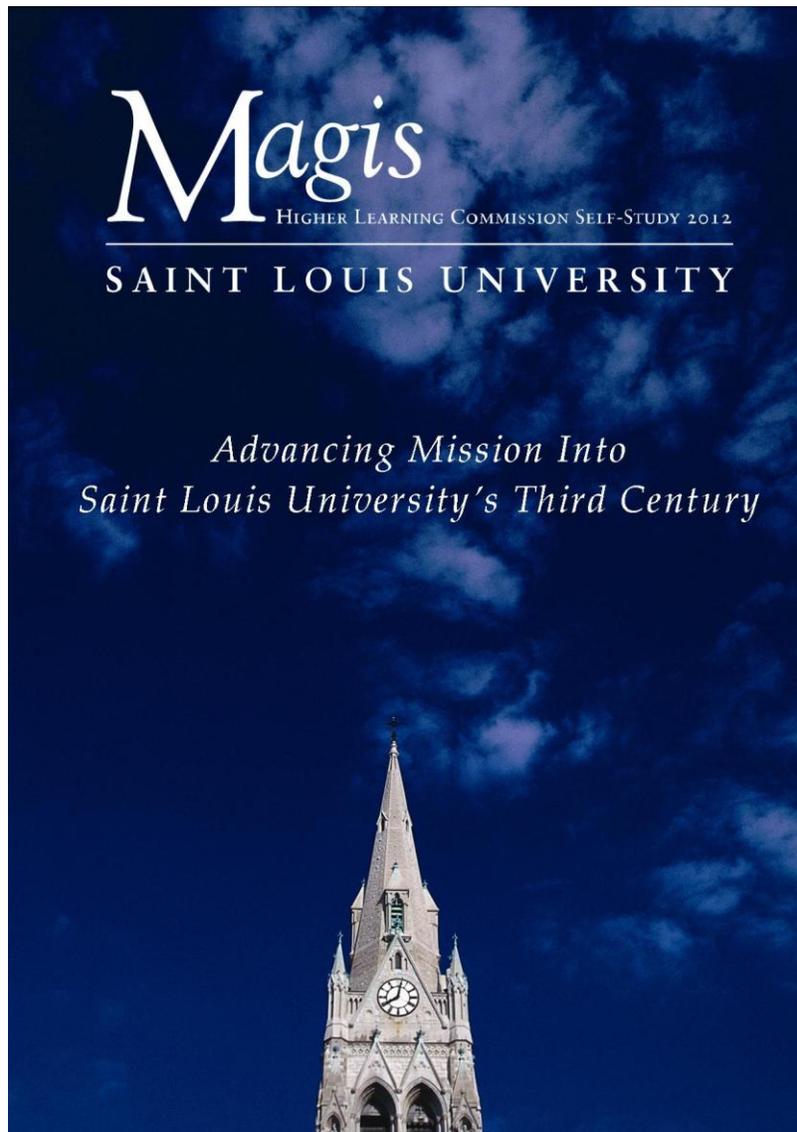


# Appendix A

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## 2012 HLC Self-Study





## Appendix A1

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### Self-Study Timeline

**Note:** In January 2010, pursuant to an announcement made by the President in September 2009, the positions of Provost and Senior Associate Provost were eliminated in an academic administration restructuring. The position of Vice President-Frost Campus was created (analogous to VPs for the Health Sciences Campus and Madrid Campus), and Assistant and Associate Provost positions were retitled as Assistant and Associate Vice Presidents. In September 2011, the position of Vice President-Frost Campus was changed to Vice President for Academic Affairs, the position of Vice President-Health Sciences Campus was changed to Vice President for Medical Affairs, and the position of Vice President-Madrid Campus was changed to (interim) Director of the Madrid Campus. For simplicity, the titles referenced in this timeline reflect those currently in use.

This recommended timeline for the Self-Study report is consistent with the guidelines in the HLC *Handbook of Accreditation* (3<sup>rd</sup> ed.).

#### Spring 2009

- Planning Team submitted recommendations to the Vice President for Academic Affairs for theme, goals, preliminary timeline for continued accreditation, Self-Study Report and Steering Committee structure, and positions of Steering Committee chair and student representative.
- Vice President for Academic Affairs appointed members of the Steering Committee.
- Several Steering Committee members attended the PEAQself-study workshop at the HLC Annual Meeting.
- Steering Committee held initial meeting with the Vice President for Academic Affairs to kick off and orient them to the Self-Study process.

#### Summer 2009

- Steering Committee reviewed materials such as the HLC *Handbook*, SLU's 2002 self-study report, the HLC team report, and self-studies from other colleges and universities.
- Criterion co-chair teams met with Steering Committee chair and HLC liaison to discuss subcommittee procedures, self-study criteria, and identify potential members.
- Steering Committee chair and HLC liaison evaluated software to support the Self-Study process, particularly the website and virtual resource room.

#### Fall 2009

- Steering Committee finalized/invited criterion subcommittee membership; Vice President for Academic Affairs made official appointments.
- Madrid campus subcommittee formed and role delineated; Director/Academic Dean of Madrid campus added to Steering Committee.
- Steering Committee met to review progress and challenges.
- Steering Committee finalized criterion subcommittee tasks.
- Steering Committee chair and HLC liaison revised Self-Study process timeline in consultation with Steering Committee.
- Coordinator and Steering Committee chair began to build virtual resource room on a shared drive, with appropriate levels of security, for Steering Committee and subcommittee work.

### **Fall 2009 (continued)**

- Steering Committee chair and HLC liaison began the ongoing process of providing regular updates at meetings of the Executive Staff Committee, President's Coordinating Council (PCC), and Council of Academic Deans and Directors (CADD), and via the Web and/or at meetings to other stakeholders. These included presentations by the Steering Committee chair and HLC liaison to: Student Government Association (SGA), Academic Affairs Committee of the Board of Trustees, Faculty Senate, President's Coordinating Council (PCC), Department/Division Chairs, Library Faculty Assembly, and Staff Advisory Committee (SAC).
- Steering Committee participated in presentations conducted by SLU's HLC Staff liaison during his October campus visit.
- Subcommittees planned their work and developed schedules with meeting dates and deadlines.
- Subcommittees began review and interpretation of HLC criteria and core components.
- HLC notified SLU of dates for campus visit (April 23-25, 2012).

### **Spring 2010**

- Subcommittees continued review and interpretation of HLC criteria and core components.
- Steering Committee chair and HLC liaison prepared and maintained a master outline to structure the Self-Study Report and organize information.
- Several Steering Committee members attended the PEAQ self-study workshop at the HLC Annual Meeting; HLC liaison attended the annual meeting.
- Steering Committee met to report on progress and challenges.
- Steering Committee chair and HLC liaison conducted open fora for faculty/staff and focus groups for Student Government Association senators on accreditation criteria.
- Ongoing communication with the University community about the progress of the Self-Study Report and the continued accreditation process, including a presentation by the Steering Committee chair and HLC liaison to the Student Government Association (SGA).
- Subcommittees submitted outlines provisionally identifying (a) Topics to be Addressed in the Self-Study Chapters; and (b) SLU "Examples of Evidence" (or lack thereof).

### **Summer 2010**

- Steering Committee chair, HLC liaison, and coordinator review and refined subcommittee topic lists submitted in spring 2010.
- Steering Committee chair, HLC liaison, and coordinator met with representatives of all academic, administrative, and operational units to identify documents needed to both support the report research and writing processes and the creation of the virtual resource room.
- Steering Committee chair, HLC liaison, and coordinator developed initial communication plans (for promotion, education, and engagement) for the Self-Study and continued accreditation process.

### **Fall 2010**

- September retreat conducted for all St. Louis-based Steering and subcommittee members to bring them up to date and discuss next steps for 2010-2011. Steering Committee chair, HLC liaison, and coordinator conduct teleconference with Madrid subcommittee members.
- Steering Committee met to review progress and challenges, and communication plans.
- Subcommittees further refined provisional report content through review of collected documentation/evidence and identification/resolution of information gaps.
- Steering Committee chair and HLC liaison, in consultation with University President and Vice President for Academic Affairs, advised HLC of desired site visit team competencies.

### **Fall 2010 (continued)**

- Ongoing communication with the University community about the progress of the Self-Study Report and the continued accreditation process, including presentations by the Steering Committee chair and HLC liaison to: President's Coordinating Council (PCC), Council of Academic Deans and Directors (CADD), Faculty Assembly of the College of Education and Public Service, School of Nursing Faculty Assembly, Faculty Senate, and Facilities Services Administrative Staff.
- Subcommittees submitted annotated outlines with references/data sources in December 2010.

### **Spring 2011**

- Steering Committee chair and HLC liaison met with criterion subcommittee chairs to discuss their respective outlines.
- Criterion subcommittees refined and resubmitted their outlines, which were further reviewed by the Steering Committee chair, HLC liaison, the Madrid director/dean, and SLU HLC consultants.
- Criterion subcommittee chairs conducted open fora for the local St. Louis University community and solicited additional feedback via an online form.
- Madrid subcommittee chair conducted an open forum for the Madrid campus community and solicited additional feedback via an online form.
- SLU provided feedback to the HLC regarding potential conflicts of interest with the proposed site visit team members.
- HLC liaison attended the HLC annual meeting.
- Ongoing communication with the University community about the progress of the Self-Study Report and the continued accreditation process, including presentations by the Steering Committee chair and HLC liaison to: School of Medicine Executive Committee, Staff Advisory Committee (SAC), and Student Government Association (SGA).
- Criterion subcommittees submitted initial criterion chapter drafts in late May 2011.

### **Summer 2011**

- Steering Committee chair, HLC liaison, the Madrid dean, and the SLU HLC consultants reviewed and commented on the criterion chapter drafts submitted by the subcommittees in late spring 2011.

### **Fall 2011**

- Steering Committee chair and HLC liaison met with the criterion subcommittee chairs to further review and refine the content of the preliminary drafts and ascertain unmet informational needs.
- Subcommittee chairs worked with their respective members to finalize the draft content.
- Steering Committee chair, HLC liaison, and coordinator developed a report style sheet.
- Steering Committee chair and HLC liaison edited the criterion chapter drafts further to create an initial public Self-Study Report draft of those chapters.
- Steering Committee chair, HLC liaison, and coordinator collaborated with a SLU Marketing & Communications (Marcom) publications designer to create the Self-Study Report template.
- St. Louis locations of the campus resource room and housing for HLC site visit team were identified and reserved.
- Ongoing communication with the University community about the progress of the Self-Study Report and the continued accreditation process, including presentations by the Steering Committee chair and HLC liaison to: Executive Staff Committee, School for Professional Studies Faculty and Staff, Leaders (Student) of the Pack Retreat, Academic Affairs Committee of the Board of Trustees (2), Council of Academic Deans and Directors (CADD), Student Government Association (SGA), Staff Advisory Committee (SAC); Department/Division Chairs, and Faculty Senate.
- Preliminary draft of criterion chapters were posted on institutional accreditation website for University-wide access and review.
- Steering Committee chair and HLC liaison conducted open fora for the local St. Louis University community and solicited additional feedback via an online form.

**Fall 2011 (continued)**

- Steering Committee chair and HLC liaison conducted a videoconference with Madrid subcommittee members and solicited additional feedback via an online form.
- Steering Committee chair and HLC liaison began to draft content for the non-criterion components of the report.

**Spring 2012**

- Third-party comments about SLU solicited for HLC and HLC site visit team review.
- Complete chapter drafts distributed to Steering Committee, President's Coordinating Council (PCC), Council of Academic Deans and Directors (CADD), and Board of Trustees for review and feedback.
- Final report revisions made; electronic resource room organized for site visit team use.
- Site visit team membership confirmed by HLC.
- Complete sets of evaluation materials sent to HLC site visit team members and to HLC staff.
- Self-Study Report finalized and shared with University constituencies.
- Logistics planning finalized for the team visit to St. Louis.
- Ongoing communication with the University community about the progress of the Self-Study Report and the details of the site team visit.
- HLC site team visit to St. Louis from April 23-25 (team arrival April 22).



## Appendix A2

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### Self-Study Roles and Responsibilities

**Note:** In January 2010, pursuant to an announcement made by the President in September 2009, the positions of Provost and Senior Associate Provost were eliminated in an academic administration restructuring. The position of Vice President-Frost Campus was created (analogous to VPs for the Health Sciences Campus and Madrid Campus), and Assistant and Associate Provost positions were retitled as Assistant and Associate Vice Presidents. In September 2011, the position of Vice President-Frost Campus was changed to Vice President for Academic Affairs, the position of Vice President-Health Sciences Campus was changed to Vice President for Medical Affairs, and the position of Vice President-Madrid Campus was changed to (interim) Director of the Madrid Campus. For simplicity, the titles referenced in this timeline reflect those currently in use.

#### Board of Trustees

- Provide input into the Self-Study process
- Review and provide input on the Self-Study Report
- Participate in the continued accreditation site team visit

#### President

- Provide leadership for the Self-Study process
- Ensure that the Self-Study is an institutional priority
- Support the Steering Committee and the criterion and Madrid subcommittees by providing the input and resources needed to accomplish the PEAQ self-study process
- Participate in the continued accreditation site team visit

#### Vice President for Academic Affairs

- Provide leadership for the Self-Study process
- Ensure that the Self-Study is an institutional priority
- Serve as advisor to the Steering Committee and the criterion and Madrid subcommittees by providing the input and resources needed to accomplish the PEAQ self-study process
- Serve as Executive Staff Committee liaison to the Steering Committee
- Meet periodically with the Steering Committee chair and HLC liaison
- Participate in the continued accreditation site team visit

#### Director/Academic Dean of the Madrid Campus

- Provide leadership for the Self-Study process in Madrid
- Ensure that the Self-Study is an institutional priority
- Chair the Madrid subcommittee
- Oversee the identification and collection of Madrid campus information
- Serve as a member of the Steering Committee
- Through the Steering Committee and, via designated liaisons to the criterion subcommittees, share Madrid campus-related information and assist with its analysis and integration into the criterion subcommittee Self-Study Report chapters
- Participate in the continued accreditation site team visit

### **Executive Staff Committee Members**

- Support the Steering Committee and criterion subcommittees by providing the input and resources needed to accomplish the PEAQ self-study process
- Serve as Executive Staff Committee liaisons to designated criterion subcommittees

### **HLC Liaison (Assistant Vice President, Office of Vice President for Academic Affairs)**

- Serve as SLU's official liaison to the Higher Learning Commission (HLC)
- Serve on the Steering Committee
- Interpret HLC standards and processes for the Steering Committee, criterion and Madrid subcommittees, and the SLU community at large
- Attend criterion subcommittee meetings
- Facilitate access to pertinent resources
- Facilitate and monitor data collection for the Self-Study
- With the Steering Committee chair, examine and analyze all documents and processes that fall under the area of federal compliance
- Serve on the editorial team with the Steering Committee chair and coordinator
- Oversee compilation of the Self-Study Report and submission of report to the HLC
- Oversee coordination of the HLC Self-Study continued accreditation site team visit
- Address the continued accreditation site team visit follow-up needs

### **Coordinator, Office of the Vice President for Academic Affairs**

- Provide administrative and technical support for the Steering Committee and subcommittees
- Develop and maintain ongoing repository of relevant documents for the electronic resource room
- Serve on the editorial team with the Steering Committee chair and HLC liaison
- Coordinate the site team visit in consultation with the Steering Committee chair and HLC liaison
- Locate and organize physical and electronic resource rooms in an accessible fashion
- Create a master list of all materials in the resource rooms

### **Steering Committee**

- Become familiar with HLC standards, the self-study process, and University-related accreditation documents
- Use University shared drive to post pertinent documents, data, and drafts for shared viewing, analysis, and review
- Provide input to establish the criterion subcommittee membership
- Develop and approve the Self-Study plan
- Determine content of Self-Study Report from criterion and Madrid subcommittee drafts
- Review, revise as needed, and comply with the Self-Study timetable
- In consultation with the Steering Committee chair and HLC liaison, develop plans to guide the Steering Committee and the criterion and Madrid subcommittees in interacting with University administration, faculty, staff, students, alumni, and external stakeholders about the HLC and the PEAQ self-study process, including, but not limited to, the self-study criteria, core components, federal compliance, third-party comments, and continued accreditation site team visit. Activities include general communication/promotion of the self-study process, education, and engagement.
- In consultation with the staff of the Office of the Vice President for Academic Affairs, identify for inclusion documents that support federal compliance as stated in Chapter 8.2 of the HLC/NCA *Handbook* and its updates/supplements
- Recognize cross-cutting themes (e.g., strategic planning, student learning) for analysis and inclusion in Self-Study Report
- Review drafts developed by criterion subcommittees
- Provide feedback to editorial team on report drafts

### **Steering Committee Chair**

- In consultation with the University administration and the HLC liaison, coordinate the Self-Study process
- Communicate as needed with HLC staff
- Facilitate communication among and between Steering Committee members, criterion and Madrid subcommittees, University administration, faculty, staff, students, alumni, and external stakeholders
- Prepare agendas and facilitate all Steering Committee meetings
- In consultation with the Steering Committee, develop and revise Self-Study process timeline
- In consultation with the HLC liaison, coordinator, and subcommittee chairs, develop criterion and Madrid subcommittee membership and procedures
- Provide support to the criterion and Madrid subcommittee chairs and members
- Attend criterion subcommittee meetings
- With the HLC liaison, examine and analyze all documents and processes that fall under the area of federal compliance
- Serve on editorial team with HLC liaison and coordinator
- In consultation with the coordinator and the HLC liaison, coordinate the site team visit

### **Criterion Subcommittees of the Steering Committee**

- Gather data and write evaluative responses to the HLC criteria statements, addressing each core component, and providing patterns of evidence
- Based on data collection and analysis, identify strengths and areas of concern regarding the subcommittee's area of responsibility
- Report subcommittee findings and recommendations to Steering Committee
- Draft Self-Study chapter

### **Criterion Subcommittee Co-Chairs**

- Prepare agendas, facilitate all subcommittee meetings, ensure recording of minutes
- Establish and ensure compliance with subcommittee timelines
- Use designated shared drive to post pertinent documents, data, and drafts for shared viewing, analysis, and review
- Coordinate data collection and analysis with editorial team for subcommittee's Self-Study criterion chapter and for resource room
- Report subcommittee findings back to the Steering Committee
- Organize information into appropriate formats, at various steps of the process, as requested by the editorial team
- Oversee drafting of subcommittee's Self-Study criterion chapter

### **Student Representative**

- Be knowledgeable and supportive of the Self-Study process and plan
- Serve as liaison between Steering Committee and Student Government Association (SGA)
- Provide feedback on Self-Study Report drafts and related documents
- Work with Steering Committee chair and coordinator to recruit students to assist during site team visit

### **SLU HLC Consultants**

- Provide guidance to Steering Committee chair and HLC liaison in particular, and to Steering Committee generally, about any aspect of the Self-Study process
- Provide feedback on Self-Study Report drafts and related documents

**Editorial Team (Steering Committee Chair, HLC Liaison, and Coordinator)**

- Coordinate the formatting, style, review, and editing of the Self-Study Report
- Ensure that the Self-Study Report is organized in a manner to provide “one voice” based on the drafts submitted by the criterion subcommittees

**Individual Faculty, Staff, and Students**

- Be knowledgeable and supportive of the Self-Study process and plan
- Actively participate in the Self-Study process for self evaluation and improvement of the University
- Be prepared for and participate in the HLC continued accreditation site team visit in April 2012



## Appendix A3

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### **University Accreditation Log**

The following page is a master log of all institutional and programmatic accreditation information.

University-Wide Accreditation Log (as of February 17, 2011)

College/School	Department/Unit	Official University Degree Awarded	Official Degree Abbreviation	Official Title of Accredited Major/Program	Accrediting Body	Accrediting Body Website	Date of Last Review	Current Status/Outcome of Last Review (see key below table for codes)	Next Review
Saint Louis University (Entire Institution)	na	na	na	na	Higher Learning Commission of the North Central Association of Colleges and Schools (HLC)	<a href="http://www.ncahlc.org">http://www.ncahlc.org</a>	Spring 2003	Full W/Action	Spring 2011
Arts & Sciences	Chemistry	Bachelor of Science	B.S.	Chemistry	American Chemical Society (ACS)	<a href="http://www.acs.org">www.acs.org</a>	2008	Full	Spring 2011
Arts & Sciences	Chemistry	Bachelor of Science	B.S.	Biochemistry	American Chemical Society (ACS)	<a href="http://www.acs.org">www.acs.org</a>	2008	Full	Spring 2011
Arts & Sciences	Communications Sciences and Disorders	Master of Arts	M.A.	Communications Sciences & Disorders	American Speech-Language-Hearing Association	<a href="http://www.asha.org">www.asha.org</a>	Summer 2004	Full W/Action	Summer 2011
Arts & Sciences	Psychology	Doctor of Philosophy	Ph.D.	Clinical Psychology	American Psychological Association (APA)	<a href="http://www.apa.org">www.apa.org</a>	2005	Full	2012
College of Philosophy and Letters	Entire School	na	na	Bellarmino House of Studies	Congregation for Catholic Education of the Holy See	<a href="http://www.vatican.va/roman_curia/congregations/education/education_index.html">http://www.vatican.va/roman_curia/congregations/education/education_index.html</a>	Fall 2005	Full	na
Education and Public Service	Counseling & Family Therapy	Master of Arts	M.A.	Counseling (School Counseling)	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full	Spring 2011 (Assessment Only) 2012 (Full Review)
Education and Public Service	Counseling & Family Therapy	Master of Arts	M.A.	Counseling (School Counseling)	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
Education and Public Service	Counseling & Family Therapy	Doctor of Philosophy	Ph.D.	Family Therapy	Commission on Accreditation for Marriage and Family Therapy Education (COMFTE)	<a href="http://www.comfte.org">http://www.comfte.org</a>	Summer 2008	Full W/Action	Summer 2011
Education and Public Service	Educational Leadership & Higher Education	Master of Arts	M.A.	Urban Leadership	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full W/Action	Spring 2011 (Assessment Only) 2012 (Full Review)
Education and Public Service	Educational Leadership & Higher Education	Master of Arts	M.A.	Educational Administration	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full W/Action	Same as Above
Education and Public Service	Educational Leadership & Higher Education	Education Specialist	Ed.S.	Educational Administration	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full W/Action	Same as Above
Education and Public Service	Educational Leadership & Higher Education	Doctor of Education	Ed.D.	Educational Administration	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full W/Action	Same as Above
Education and Public Service	Educational Leadership & Higher Education	Doctor of Philosophy	Ph.D.	Educational Administration	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full W/Action	Same as Above
Education and Public Service	Educational Leadership & Higher Education	Master of Arts	M.A.	Urban Leadership	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
Education and Public Service	Educational Leadership & Higher Education	Master of Arts	M.A.	Educational Administration	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
Education and Public Service	Educational Leadership & Higher Education	Education Specialist	Ed.S.	Educational Administration	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
Education and Public Service	Educational Leadership & Higher Education	Doctor of Education	Ed.D.	Educational Administration	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
Education and Public Service	Educational Leadership & Higher Education	Doctor of Philosophy	Ph.D.	Educational Administration	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
Education and Public Service	Educational Studies	Bachelor of Arts	B.A.	Education	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full W/Action	Spring 2011 (Assessment Only) 2012 (Full Review)
Education and Public Service	Educational Studies	Bachelor of Arts	B.A.	Education	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
Education and Public Service	Public Policy	Master of Arts	M.A.	Public Administration	National Association of Schools of Public Affairs and Administration	<a href="http://www.naspa.org">http://www.naspa.org</a>	Summer 2008	Full W/Action	Spring 2011
Education and Public Service	Social Work	Bachelor of Social Work	B.S.S.W.	Social Work	Council on Social Work Education	<a href="http://www.cswpe.org">http://www.cswpe.org</a>	Jan 08	Full	2010-2010
Education and Public Service	Social Work	Master of Social Work	M.S.W.	Social Work	Council on Social Work Education	<a href="http://www.cswpe.org">http://www.cswpe.org</a>	Feb 03	Full	2010-2010
Parks College	Aerospace & Mechanical Engineering	Bachelor of Science	B.S.	Aerospace Engineering	Accreditation Board for Engineering Technology (ABET)	<a href="http://www.abet.org">http://www.abet.org</a>	Fall 2008	Full	2011-11
Parks College	Aerospace & Mechanical Engineering	Bachelor of Science	B.S.	Mechanical Engineering	Accreditation Board for Engineering Technology (ABET)	<a href="http://www.abet.org">http://www.abet.org</a>	Fall 2008	Full	2011-11
Parks College	Aviation Science	Bachelor of Science	B.S.	Aviation	Aviation Accreditation Board International (AABI)	<a href="http://www.aabi.org">http://www.aabi.org</a>	Fall 2008	Full	2011-11
Parks College	Biomedical Engineering	Bachelor of Science	B.S.	Biomedical Engineering	Accreditation Board for Engineering Technology (ABET)	<a href="http://www.abet.org">http://www.abet.org</a>	Fall 2008	Full	2011-11
Parks College	Electrical & Computer Engineering	Bachelor of Science	B.S.	Electrical Engineering	Accreditation Board for Engineering Technology (ABET)	<a href="http://www.abet.org">http://www.abet.org</a>	Fall 2008	Full	2011-11
Doyle College of Health Sciences	Clinical Laboratory Science	Bachelor of Science	B.S.	Clinical Laboratory Science	National Accrediting Agency for Clinical Laboratory Science	<a href="http://www.naccls.org">http://www.naccls.org</a>	Apr 09	F	Written document due 2010, site visit 2010. Year of Decision 2010.
Doyle College of Health Sciences	Clinical Laboratory Science	Bachelor of Science	B.S.	Cytotechnology	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	<a href="http://www.caahep.org">http://www.caahep.org</a>	2010	F	Written document due 2010, site visit 2010. Decision expected 2011.
Doyle College of Health Sciences	Health Informatics and Information Management	Bachelor of Science	B.S.	Health Information Management	Commission on Accreditation of Allied Health Education Programs in collaboration with the Council on Education, American Health Information Management Association	<a href="http://www.caahep.org">http://www.caahep.org</a>	Spring 2008	F	Annual written reports due October 2010.
Doyle College of Health Sciences	Health Informatics and Information Management	Master of Science	M.S.	Health Informatics	Commission on Accreditation of Allied Health Education Programs in collaboration with the Council on Education, American Health Information Management Association	<a href="http://www.caahep.org">http://www.caahep.org</a>	New Program approved February 2008	Provisional	Will apply for initial accreditation in 2011 with site visit 2011.
Doyle College of Health Sciences	Medical Imaging & Radiation Therapeutics	Bachelor of Science	B.S.	Nuclear Medicine Technology	Joint Review Committee on Educational Programs in Nuclear Medicine Technology	<a href="http://www.jrcnmt.org">http://www.jrcnmt.org</a>	2008	Full	Written document due 2012, site visit 2013. Decision expected 2013.
Doyle College of Health Sciences	Medical Imaging & Radiation Therapeutics	Bachelor of Science	B.S.	Radiation Therapy	Joint Review Committee on Educational Programs in Radiologic Technology (JRCRT)	<a href="http://www.jrcrt.org">http://www.jrcrt.org</a>	2010	Full	Interim report due in 2011. Next self-study document due 2016, site visit 2017. Decision expected 2017.
Doyle College of Health Sciences	Nutrition & Dietetics	Bachelor of Science	B.S.	Nutrition & Dietetics	Commission on Approval for Dietetics Education, the American Dietetic Association	<a href="http://www.cadea.org">http://www.cadea.org</a>	2002	Full	Written document due 2011, site visit 2011. Decision expected 2012.
Doyle College of Health Sciences	Occupational Science & Occupational Therapy	Master of Occupational Therapy	M.O.T.	Occupational Therapy	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	<a href="http://www.aota.org/Educ/edu/acote/">http://www.aota.org/Educ/edu/acote/</a>	2008	Full	Written document due 2012, site visit 2012. Decision expected 2012.
Doyle College of Health Sciences	Physical Therapy & Athletic Training	Doctor of Physical Therapy	D.P.T.	Physical Therapy	Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association	<a href="http://www.apta.org/APTA/Template.cfm?Source=113">http://www.apta.org/APTA/Template.cfm?Source=113</a>	2005	Full	Fluorescent self study report was submitted 10/10 and the site visit occurred 1/10. The decision will be made 2/10.
Doyle College of Health Sciences	Physical Therapy & Athletic Training	Master of Athletic Training	M.A.T.	Athletic Training	Commission on Accreditation of Athletic Training Education	<a href="http://www.caat.edu">http://www.caat.edu</a>	2010	Full	Written document due 2010, site visit 2010. Decision expected 2010.
Doyle College of Health Sciences	Physician Assistant Education	Master of Medical Science	M.M.S.	Physician Assistant	Accreditation Review Committee on Education for the Physician Assistant, Inc. (ARC-PA)	<a href="http://www.arc-pa.org">http://www.arc-pa.org</a>	2008	Full	March 2011 Written document due June 2011, site visit in August 2011.
Cook School of Business	Entire School	B.S.B.A.	Business Administration	na	Association to Advance Collegiate Schools of Business International (AACSB)	<a href="http://www.aacsb.edu">http://www.aacsb.edu</a>	Jan-06	Full W/Action	Spring 2011
Cook School of Business	Master of Business Administration	M.B.A.	Business Administration	na	Association to Advance Collegiate Schools of Business International (AACSB)	<a href="http://www.aacsb.edu">http://www.aacsb.edu</a>	Jan-06	Full W/Action	Spring 2011
Cook School of Business	Master of Accounting	M.A.C.	Accounting	na	Association to Advance Collegiate Schools of Business International (AACSB)	<a href="http://www.aacsb.edu">http://www.aacsb.edu</a>	Jan-06	Full W/Action	Spring 2011
Cook School of Business	Master of International Business	M.I.B.	International Business	na	Association to Advance Collegiate Schools of Business International (AACSB)	<a href="http://www.aacsb.edu">http://www.aacsb.edu</a>	Jan-06	Full W/Action	Spring 2011
Cook School of Business	Master of Supply Chain Management	M.S.C.M.	Supply Chain Management	na	Association to Advance Collegiate Schools of Business International (AACSB)	<a href="http://www.aacsb.edu">http://www.aacsb.edu</a>	Jan-06	Full W/Action	Spring 2011
Cook School of Business	Doctor of Philosophy	Ph.D.	International Business & Marketing	na	Association to Advance Collegiate Schools of Business International (AACSB)	<a href="http://www.aacsb.edu">http://www.aacsb.edu</a>	Jan-06	Full W/Action	Spring 2011
Graduate School	Center for Advanced Dental Education	Master of Science	M.S.	Endodontics	American Dental Association Commission on Dental Accreditation	<a href="http://www.ada.org/117.aspx">http://www.ada.org/117.aspx</a>	Dec-09	Full	2016
Graduate School	Center for Advanced Dental Education	Master of Science	M.S.	Orthodontics	American Dental Association Commission on Dental Accreditation	<a href="http://www.ada.org/117.aspx">http://www.ada.org/117.aspx</a>	Dec-09	Full	2016
Graduate School	Center for Advanced Dental Education	Master of Science	M.S.	Periodontics	American Dental Association Commission on Dental Accreditation	<a href="http://www.ada.org/117.aspx">http://www.ada.org/117.aspx</a>	Jun-07	Full	2014
Graduate School	Center for Healthcare Ethics	na	na	na	na	na	na	na	na
School of Law	Entire School	na	na	na	American Bar Association	<a href="http://www.abar.org">http://www.abar.org</a>	Mar-04	Full	Spring 2011
School of Law	Master of Law (Health law and Health Law)	J.D.	na	na	American Bar Association (accreditation)	<a href="http://www.abar.org">http://www.abar.org</a>	Mar-04	Full	Spring 2011
School of Law	Master of Law (Health law and Health Law)	J.D.	na	na	American Bar Association (accreditation)	<a href="http://www.abar.org">http://www.abar.org</a>	Mar-04	Full	Spring 2011
School of Medicine	Entire School	Doctor of Medicine	M.D.	na	Liaison Committee on Medical Education (LCME)	<a href="http://www.lcme.org">http://www.lcme.org</a>	Feb-10	Full W/Action	AY 2010-2012
School of Medicine	Graduate Medical Education (GME)	na	na	All Residencies, Sub-Specialty Residencies and Fellowships	Accreditation Council for Graduate Medical Education (ACGME)	<a href="http://www.acgme.org">http://www.acgme.org</a>	Jun-07	Full	Jun-10
School of Medicine	Continuing Medical Education (CME)	na	na	All programming	Accreditation Council for Continuing Medical Education	<a href="http://www.accme.org">http://www.accme.org</a>	May-08	Full	Jul-09
School of Medicine	University Medical Group	na	na	All services	Accreditation Association for Ambulatory Health Care (AAAHC)	<a href="http://www.aaaac.org">http://www.aaaac.org</a>	Jan-07	Full	Jul-09
School of Nursing	na	Bachelor of Science	B.S.	Nursing	Missouri State Board of Nursing Approval	<a href="http://msbns.org">http://msbns.org</a>	10-Feb	Full	2011
School of Nursing	na	Bachelor of Science	B.S.	Nursing	Commission on Colleges Nursing Education	<a href="http://www.nacns.org">http://www.nacns.org</a>	Oct-04	Full	Oct-14
School of Nursing	na	Master of Science	M.S.	Nursing	Commission on Colleges Nursing Education	<a href="http://www.nacns.org">http://www.nacns.org</a>	Oct-04	Full	Oct-14
School of Nursing	na	Doctor of Nursing Practice (Professional Program)	DNP	Nursing	Commission on Colleges Nursing Education	<a href="http://www.nacns.org">http://www.nacns.org</a>	Feb-10	Full	2011
School for Professional Studies	Relevance Education	Bachelor of Arts	B.A.	Education	National Council for Accreditation of Teacher Education (NCATE)	<a href="http://www.ncate.org">http://www.ncate.org</a>	Fall 2009	Full W/Action	Spring 2011 (Assessment Only) 2012 (Full Review)
School for Professional Studies	Relevance Education	Bachelor of Arts	B.A.	Education	Missouri Department of Elementary and Secondary Education (DESE)	<a href="http://doe.mo.gov">http://doe.mo.gov</a>	Fall 2009	Full	Fall 2012
School of Public Health	Entire School	na	na	na	Council on Education for Public Health (CEPH)	<a href="http://www.ceph.org">http://www.ceph.org</a>	2008	Full with action progress reports submitted in spring 2010 and were found to be acceptable and to have met their requirements.	Spring 2010
School of Public Health	Health Management & Policy	Master of Health Administration	M.H.A.	Public Health	Commission on Accreditation of Healthcare Management Education (CAHME)	<a href="http://www.cahme.org">http://www.cahme.org</a>	Fall 2003	Full	Spring 2011
Madrid Campus (Saint Louis University, Madrid Campus)	na	na	na	na	Dirección General de Universidades e Investigación - Consejo de Educación, Comunidad de Madrid (Spain)	<a href="http://www.madrid.org/SitePublic/Default.aspx?SitePublic/Default.aspx?Page=11702">http://www.madrid.org/SitePublic/Default.aspx?SitePublic/Default.aspx?Page=11702</a>	10-Mar-10	Full	Spring 2011

\*Accreditation Statuses are:  
**Full** (meaning full accreditation was granted, with no other related obligation or action required)  
**Full W/Action** (meaning full accreditation was granted, but some subsequent University or unit action - for example, a follow up progress report or interim accreditation review - was/is also required; additional recommendation should be explained in "Notes/Comments" column of this table)  
**Provisional** (meaning the program is still going through the initial accreditation period and has not yet achieved an initial full accreditation status; this might be termed "probationary" by a given accrediting body)  
**On Probation** (meaning that concerns from the accrediting body prompted some sort of sanction or probation on the program)  
**Other** (meaning none of the above accurately describes the current accreditation status; this status warrants explanation in the Status column)



## Appendix A4

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### University Organizational Charts

A4.1: University Administration

A4.2: Academic Affairs

A4.2.a: Academic Affairs Administration

A4.2.b: Schools, Colleges, and Centers

A4.2.c: Madrid Campus

A4.2.d: Enrollment and Retention Management

A4.2.e: Information Technology Services

A4.2.f: University Libraries

A4.3: Advancement

A4.4: Business and Finance

A4.5: Facilities Management and Civic Affairs

A4.6: General Counsel

A4.7: Human Resources

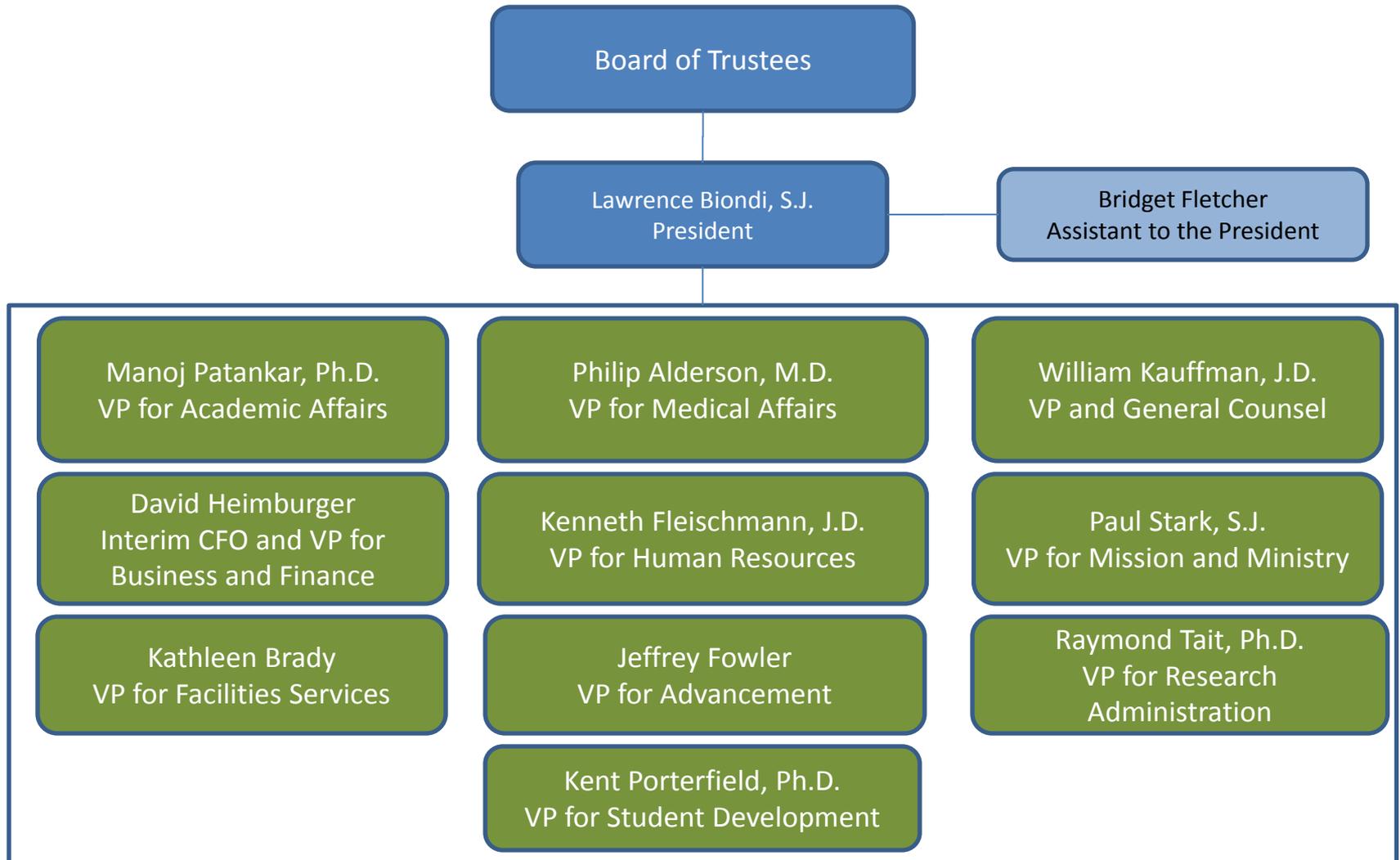
A4.8: Medical Affairs (Health Sciences Center)

A4.9: Mission and Ministry

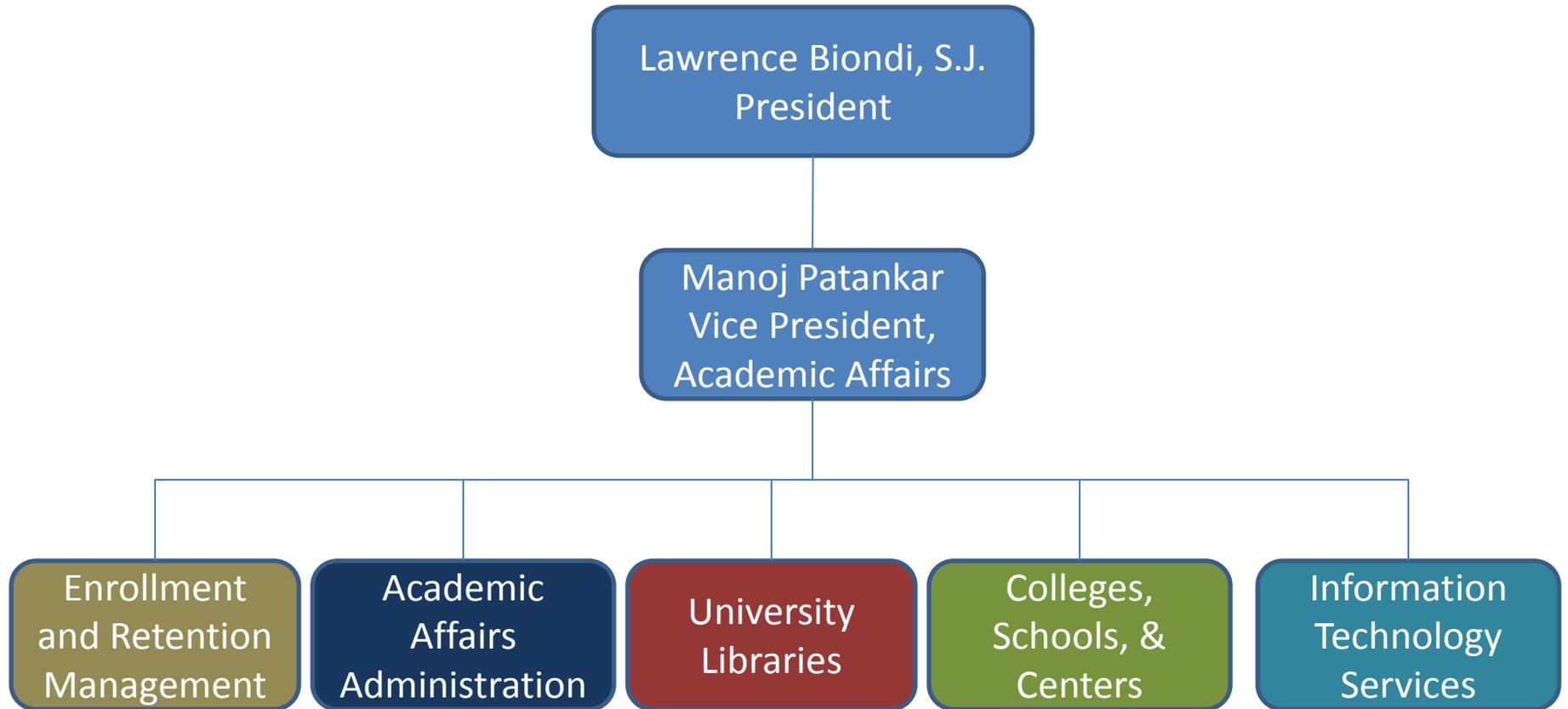
A4.10: Research

A4.11: Student Development

# University Administration

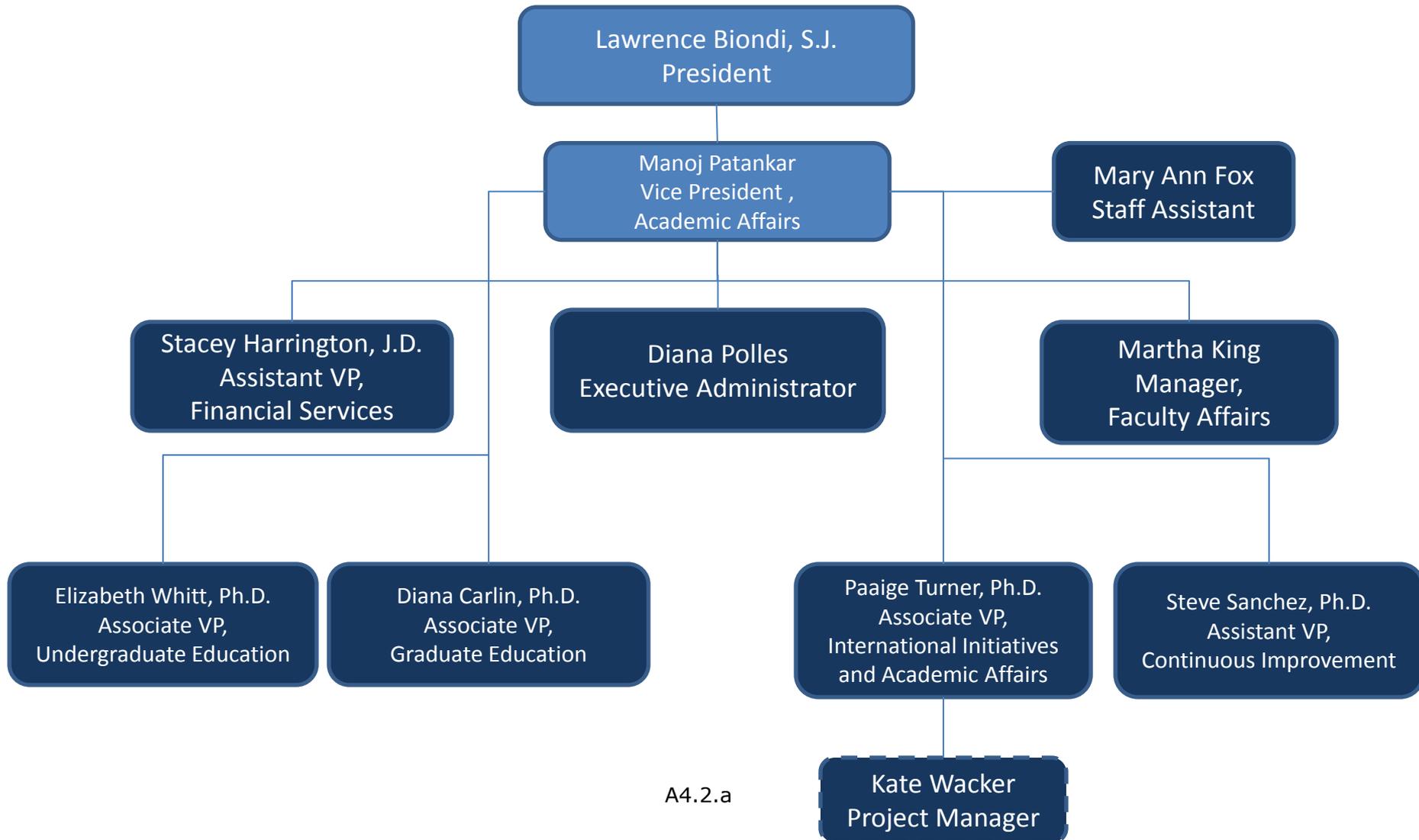


# Academic Affairs Organizational Chart



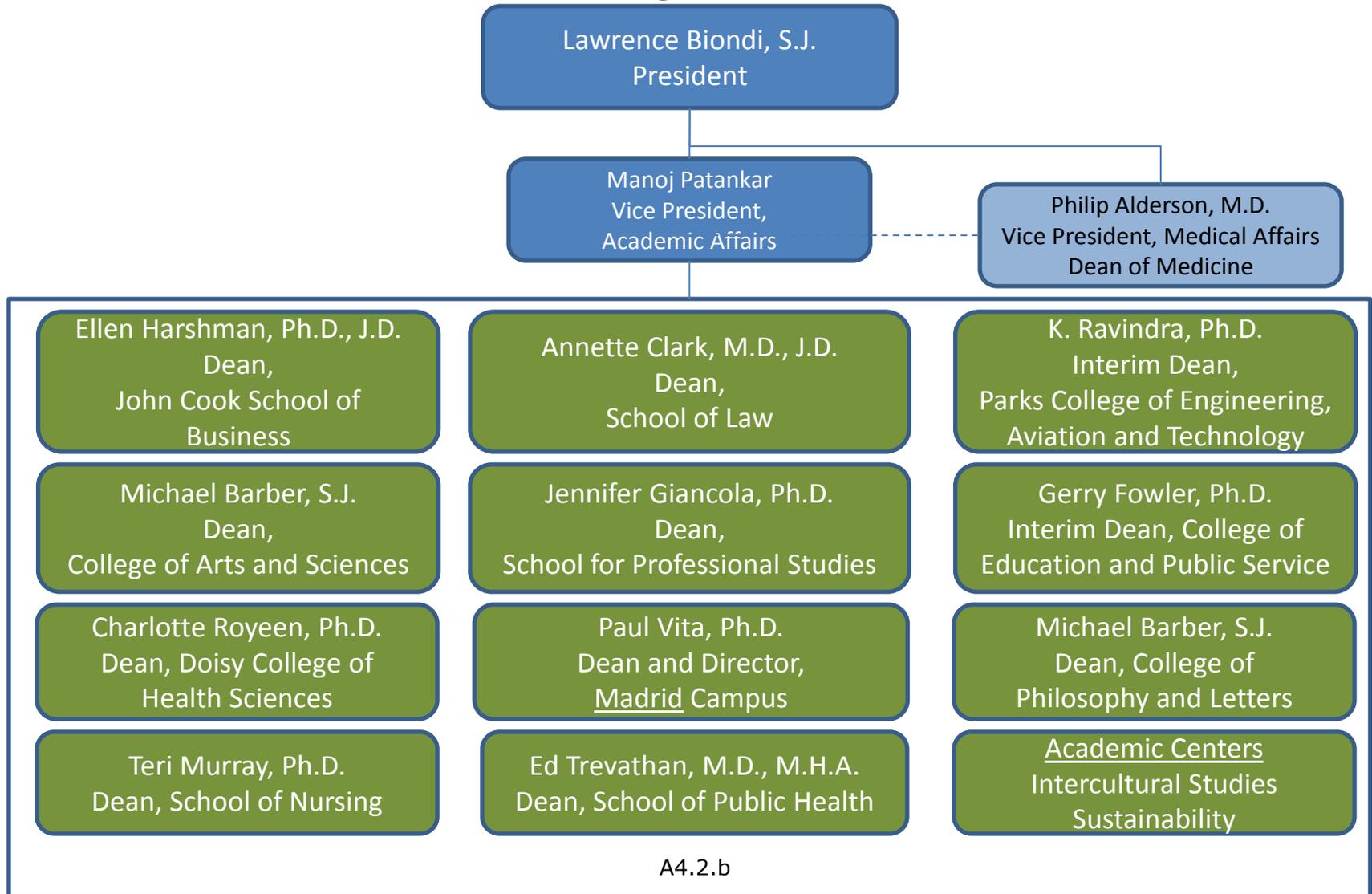
# Academic Affairs:

## *Academic Affairs Administration*



# Academic Affairs:

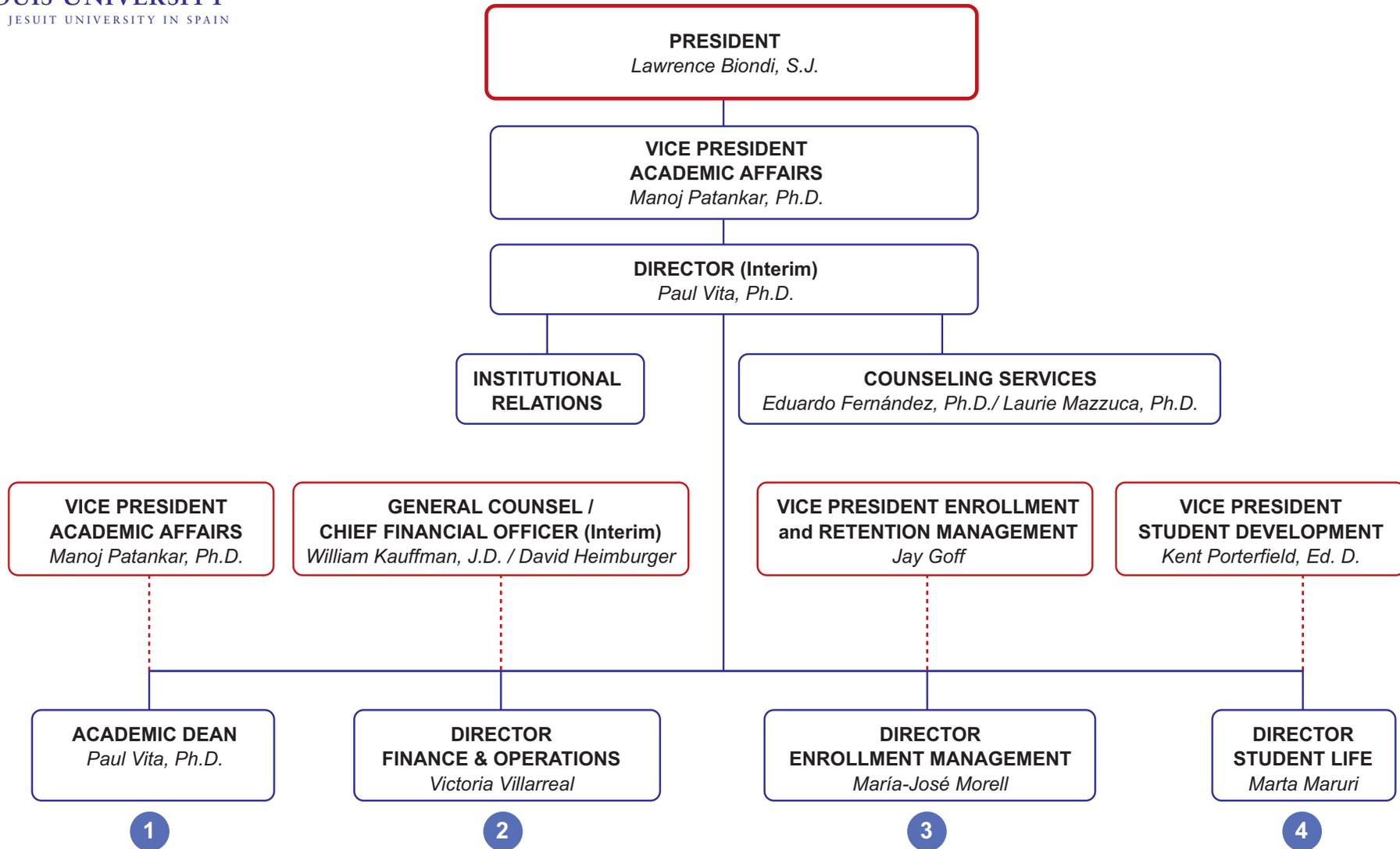
## *Schools, Colleges, and Centers*





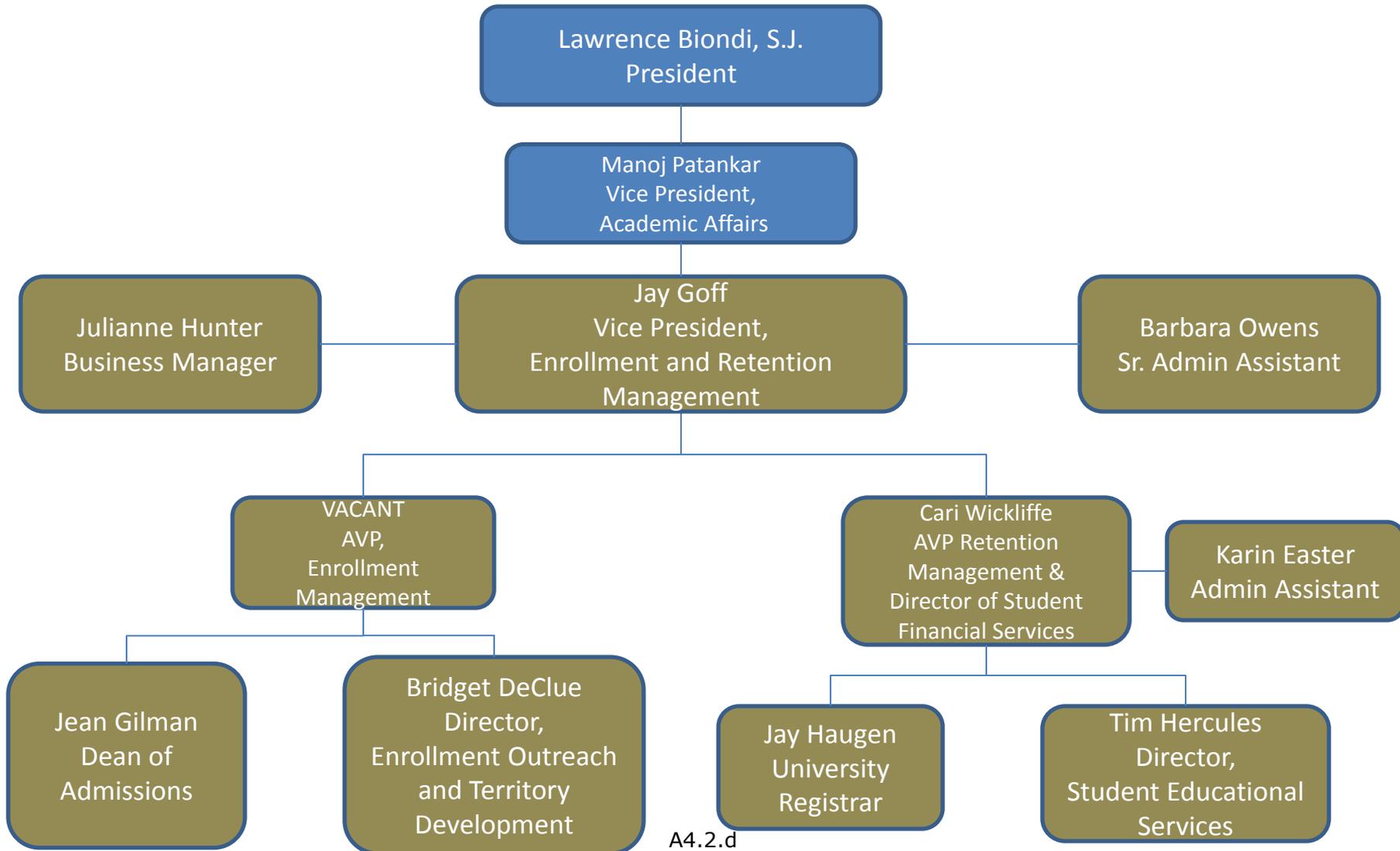
Madrid

**SAINT LOUIS UNIVERSITY**  
THE AMERICAN JESUIT UNIVERSITY IN SPAIN



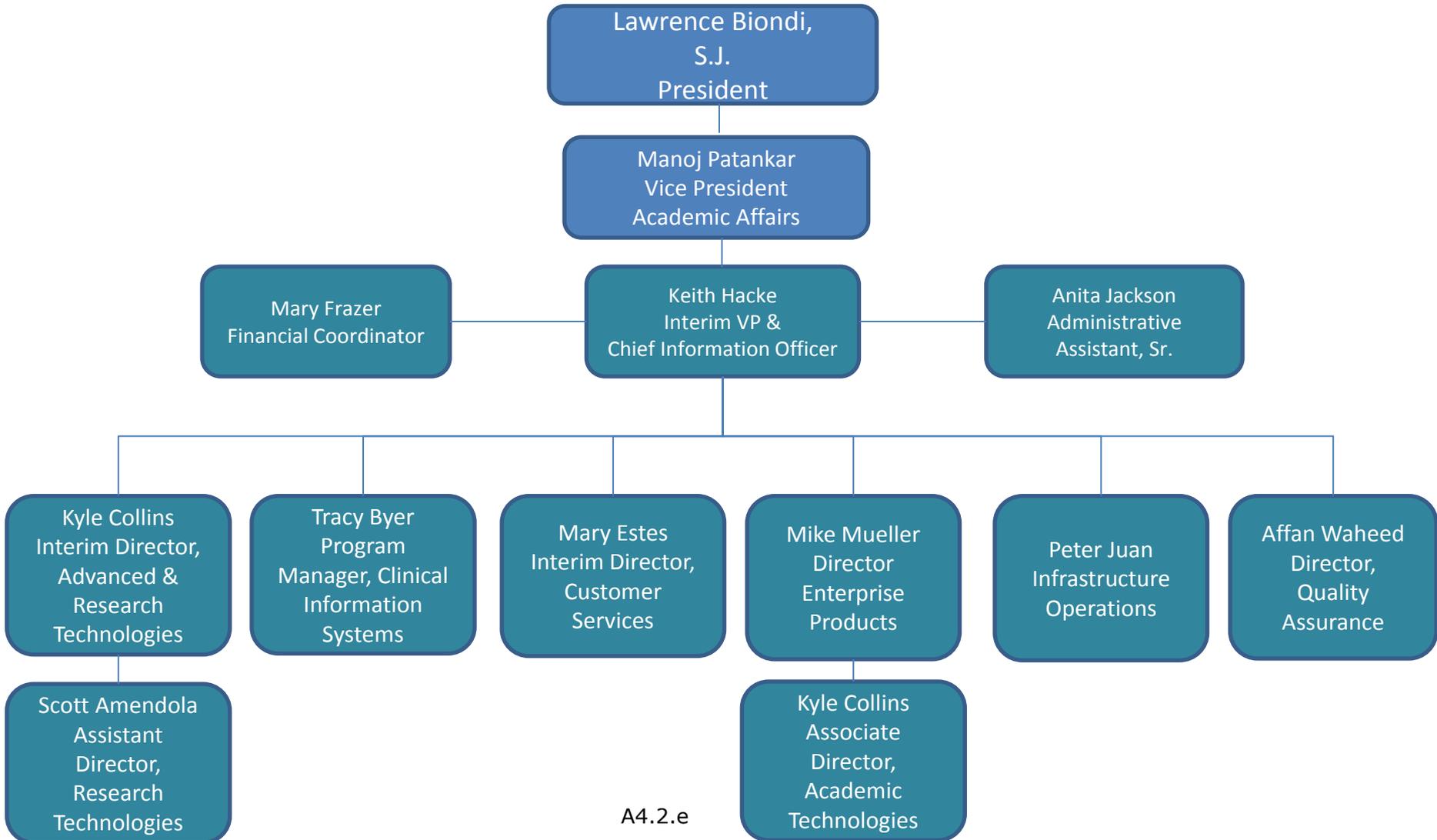
# Academic Affairs:

## *Enrollment and Retention Management*

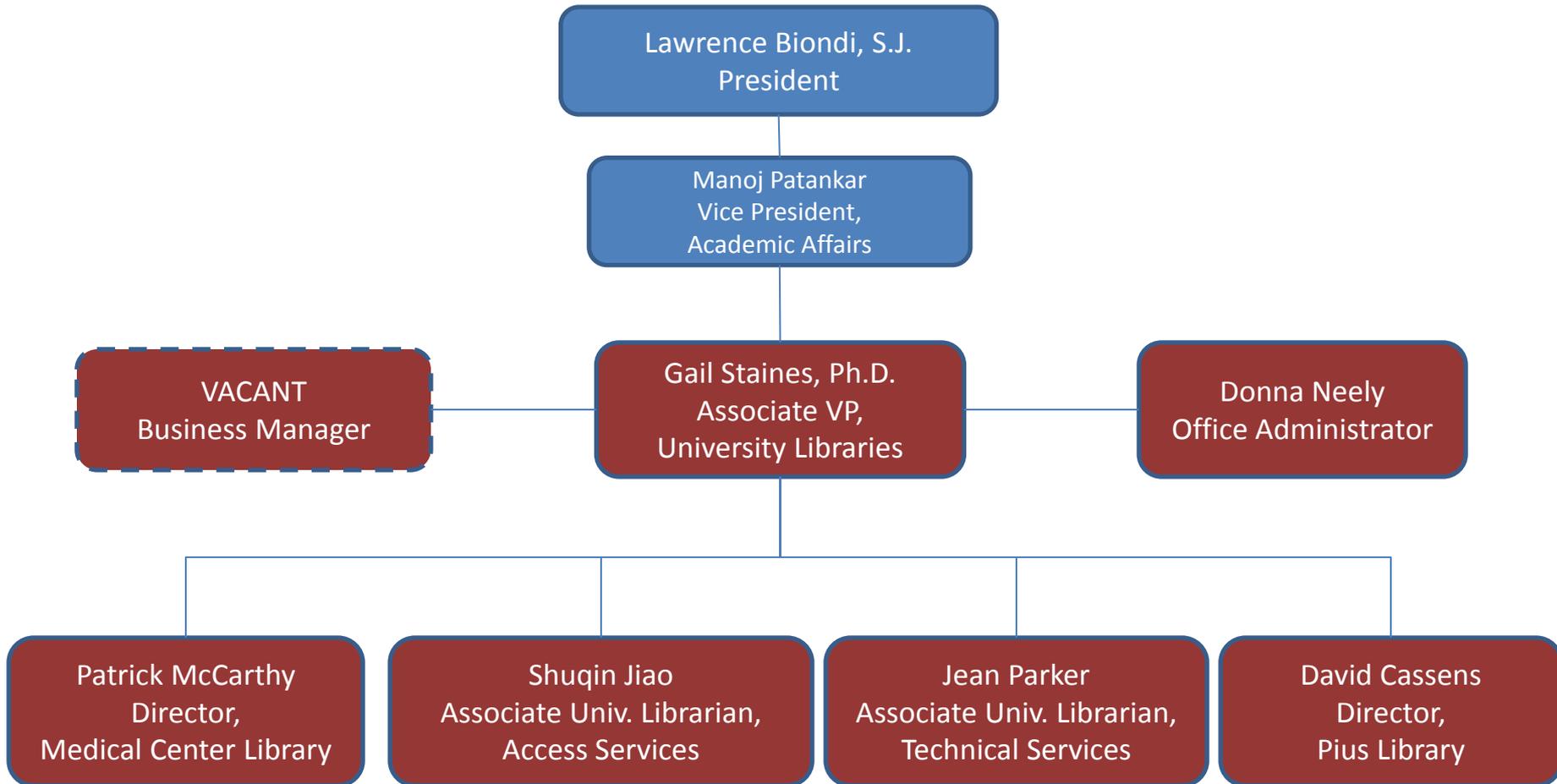


# Academic Affairs

## *Information Technology Services (ITS)*

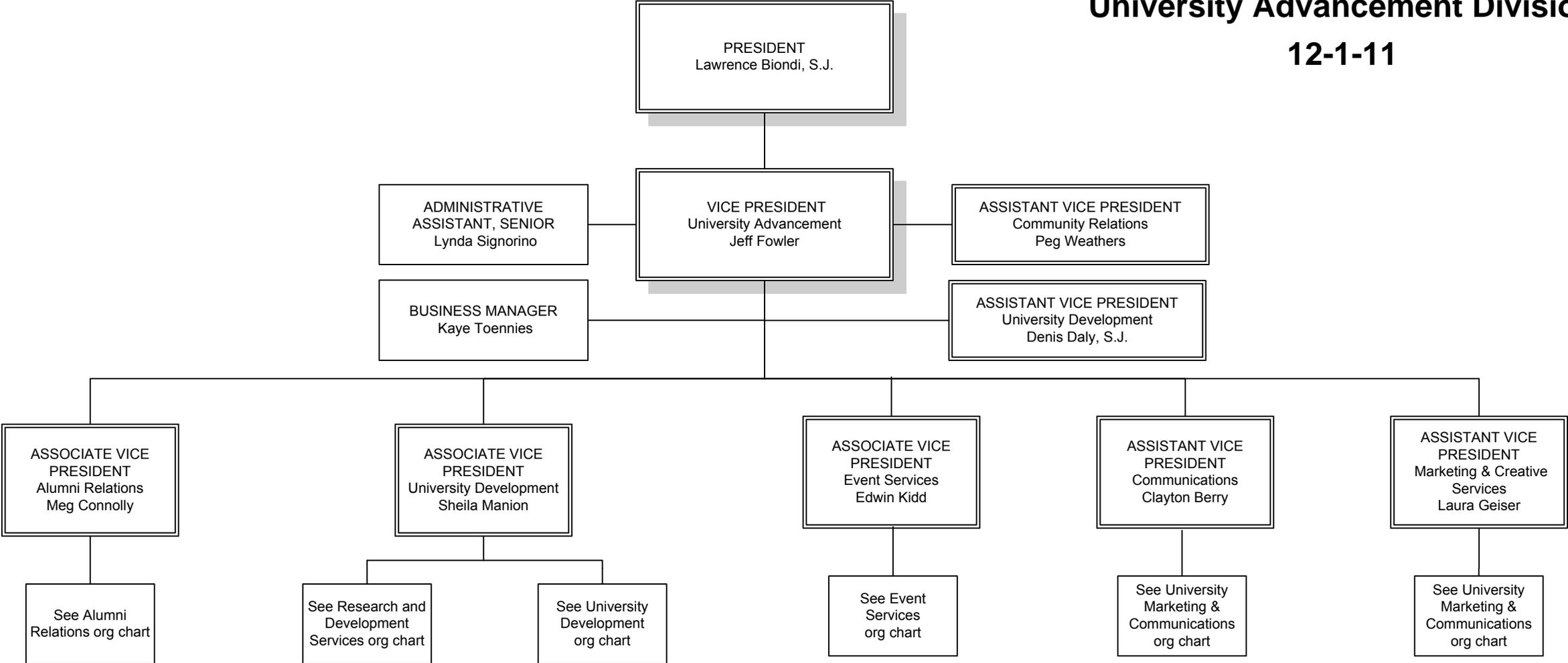


# Academic Affairs: *University Libraries*

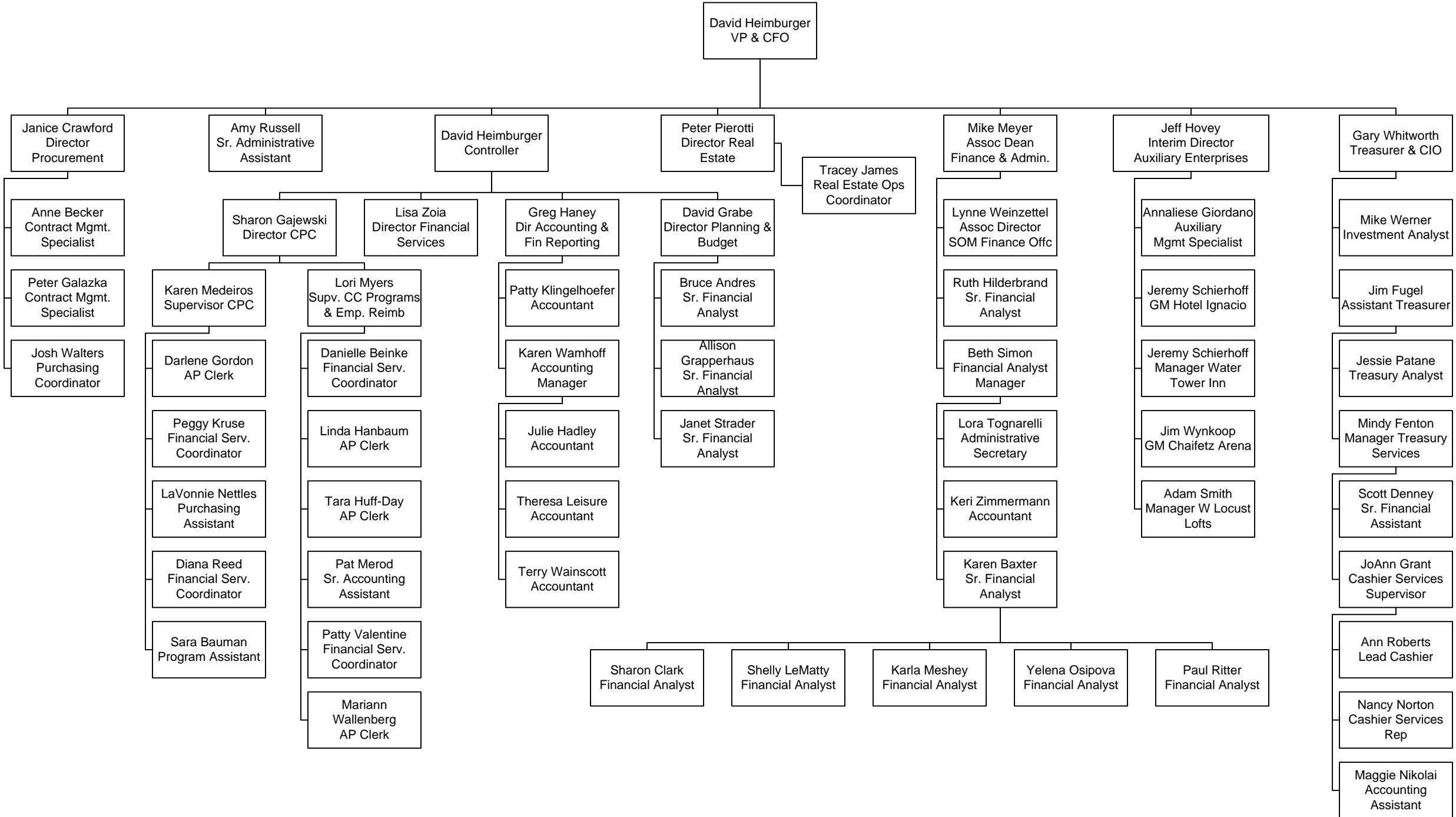


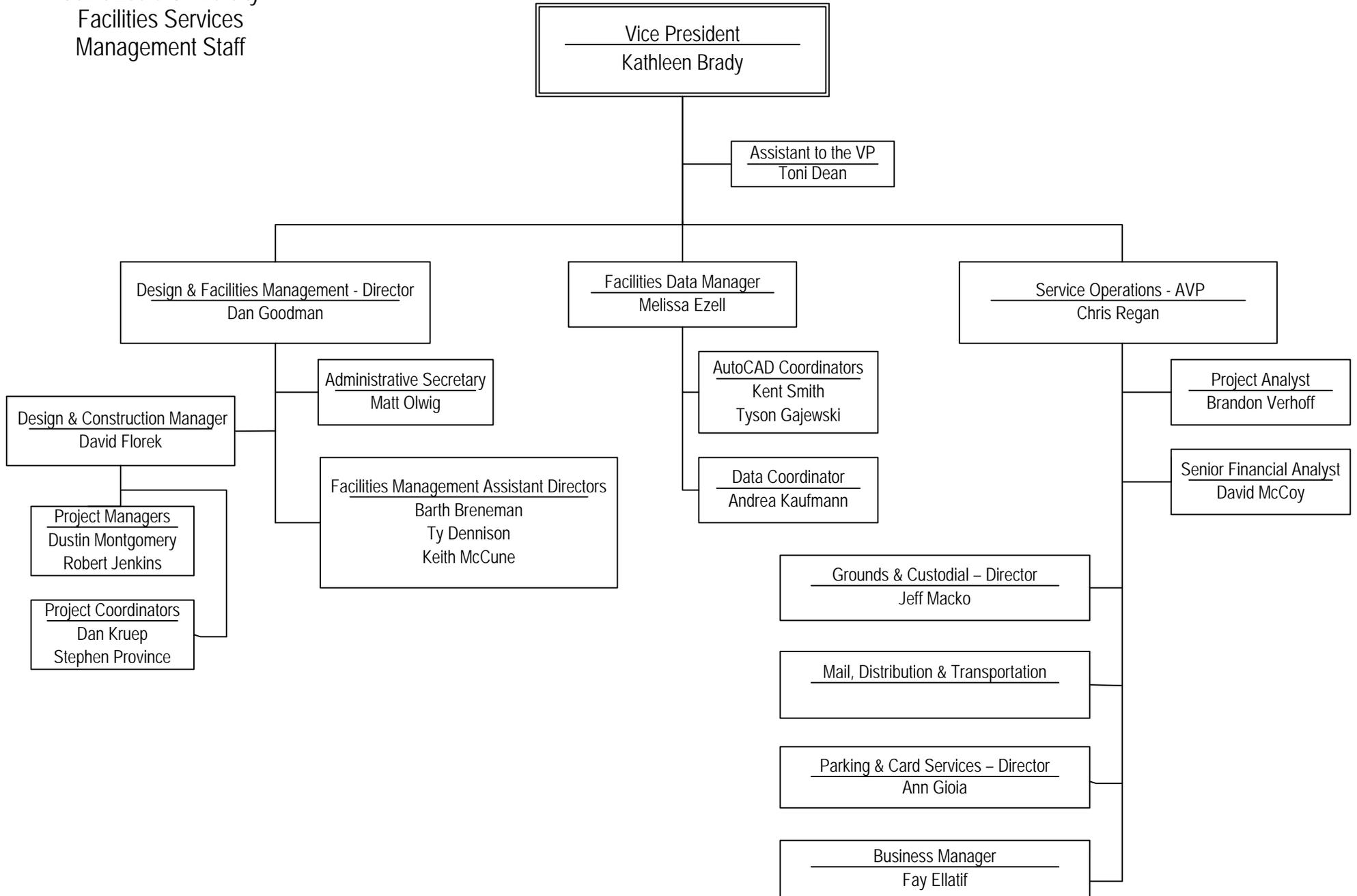
# University Advancement Division

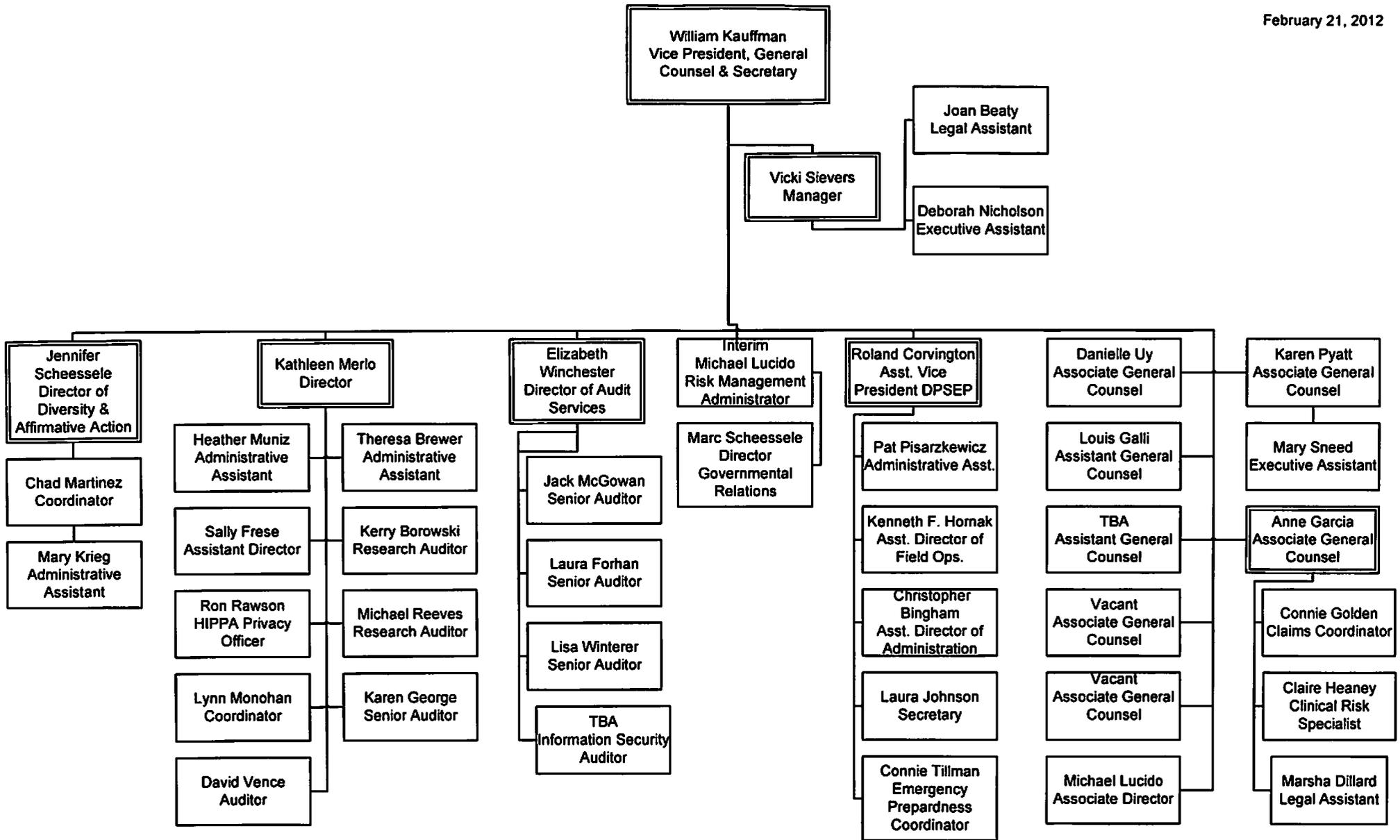
12-1-11



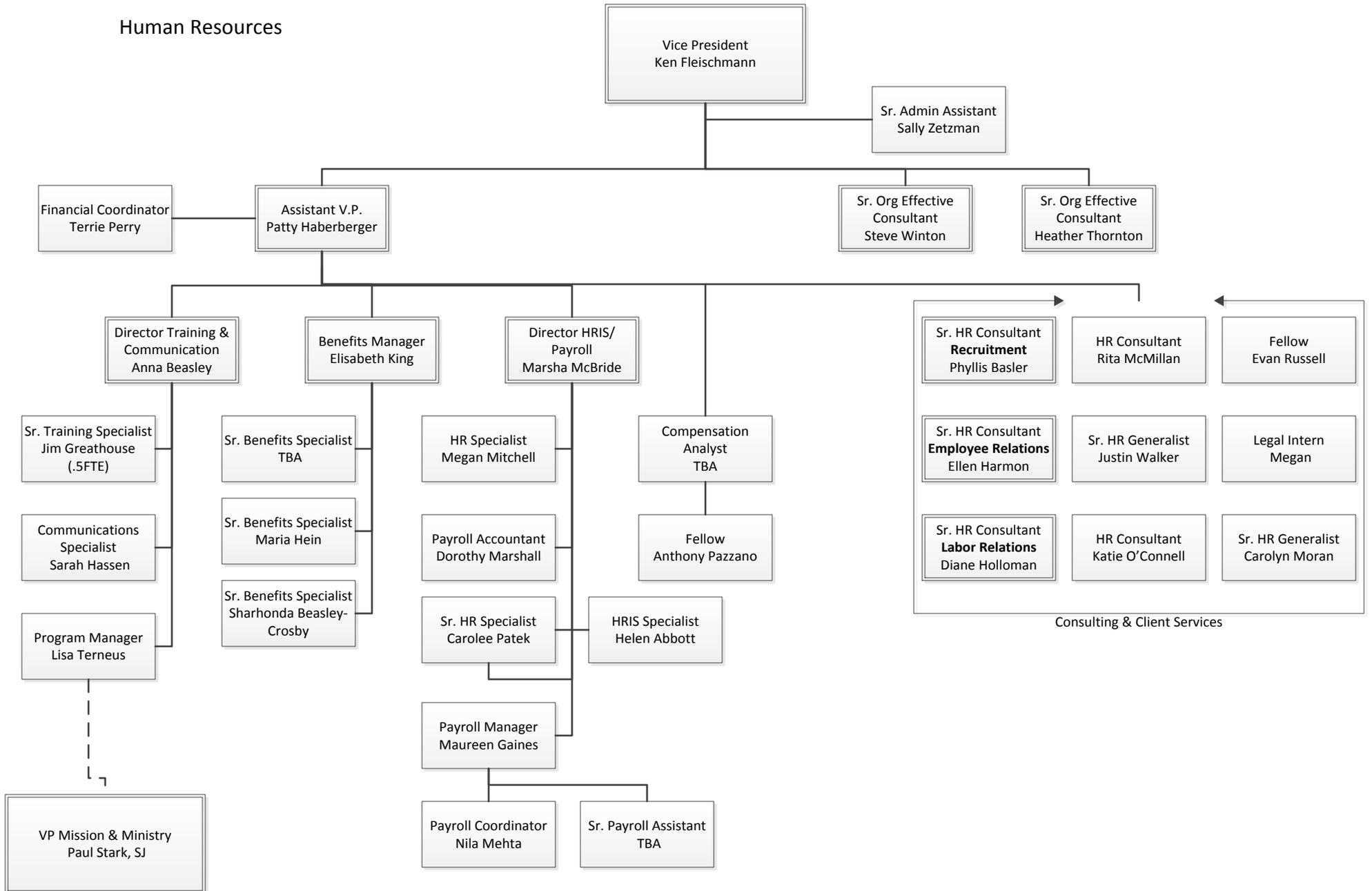
# Business & Finance Division



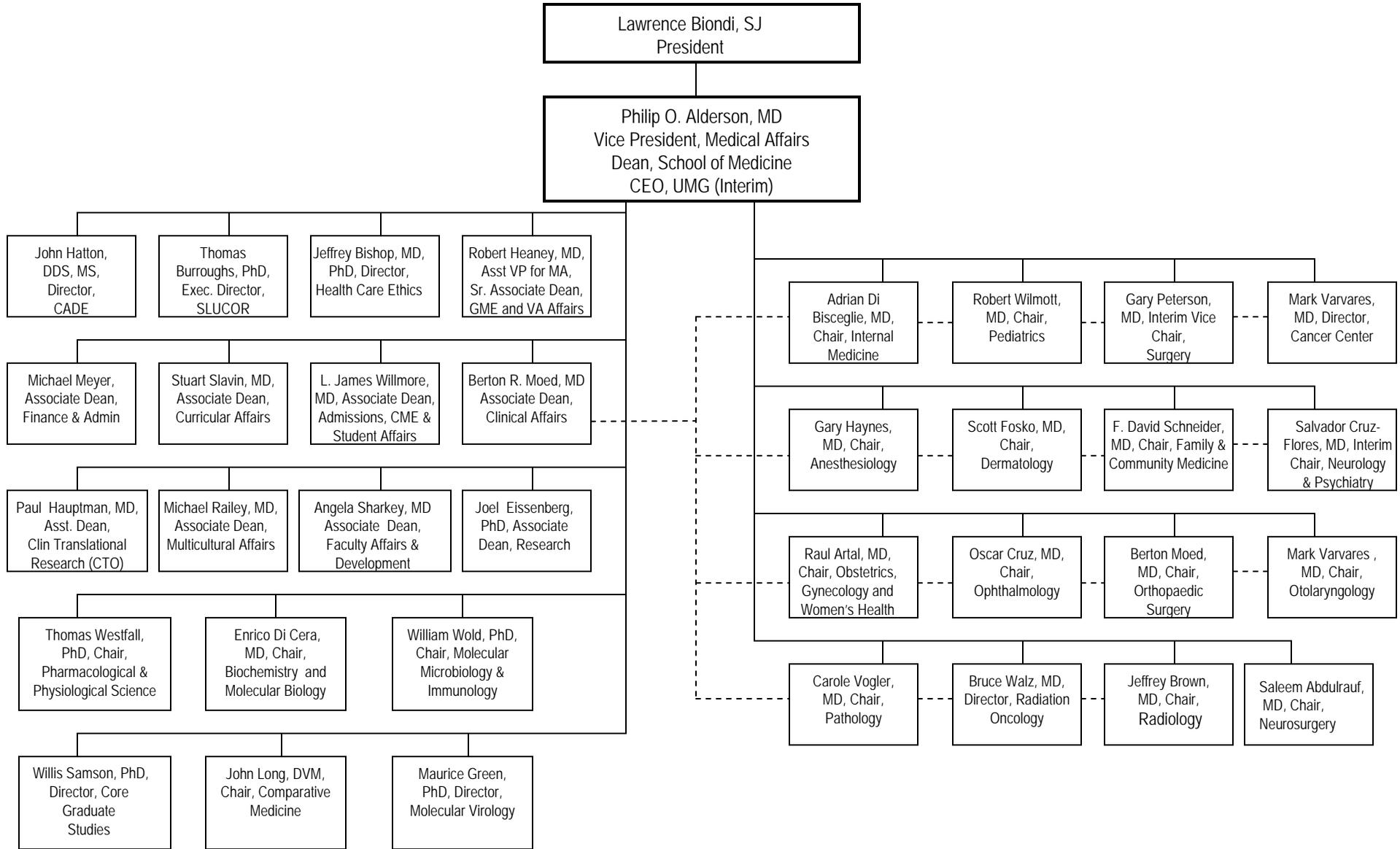




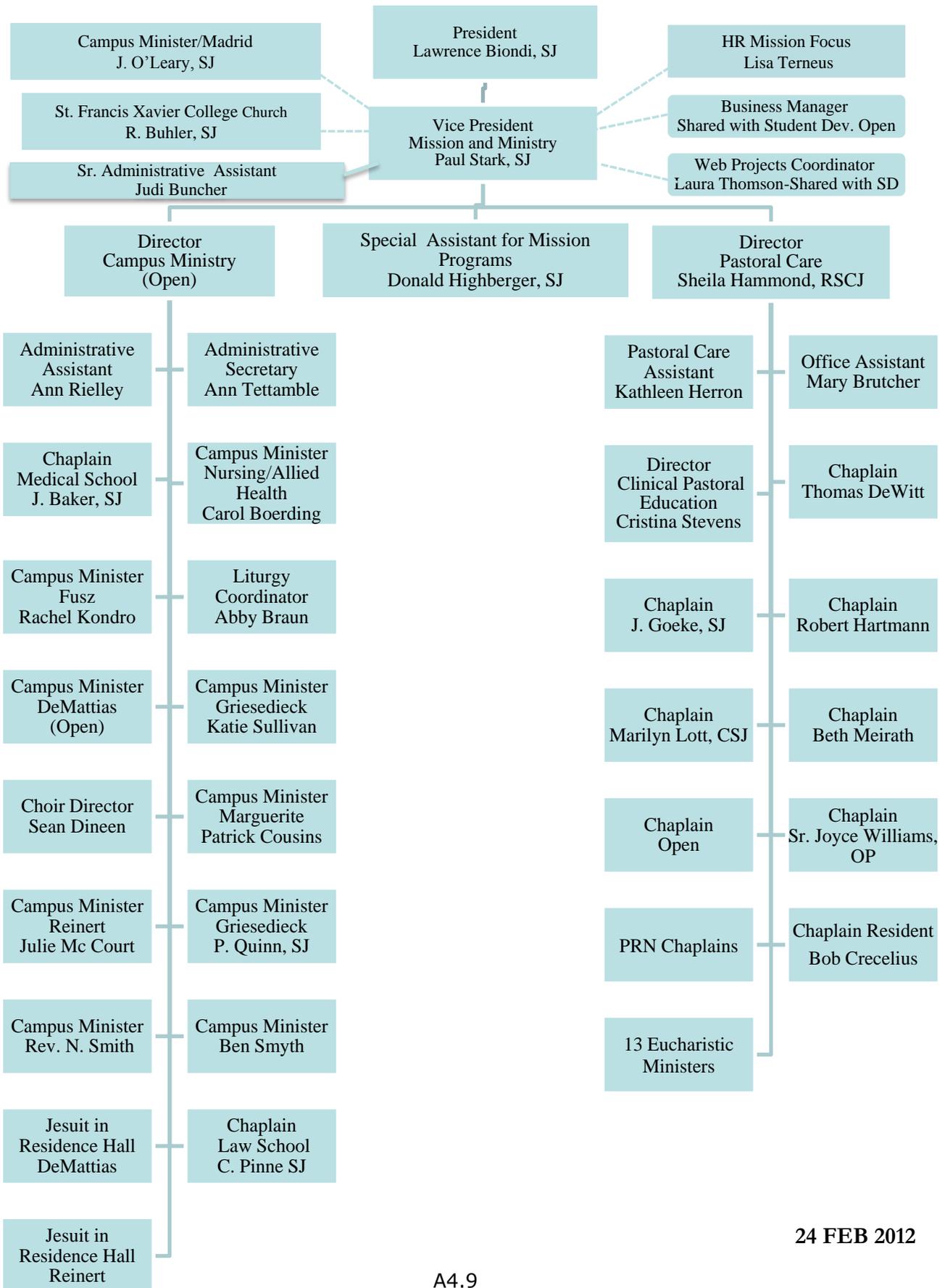
# Human Resources



# Saint Louis University Health Sciences Center

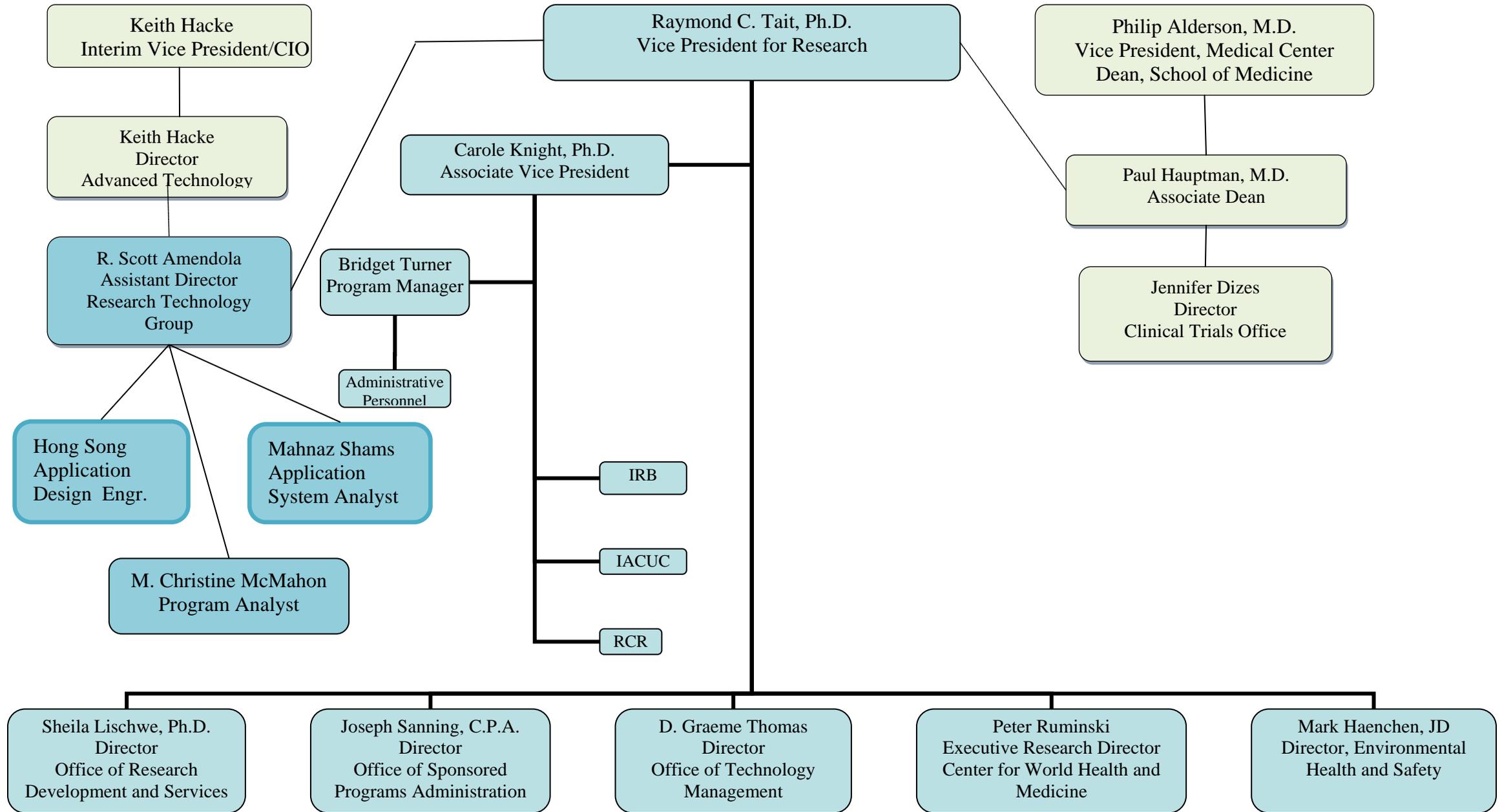


# MISSION AND MINISTRY

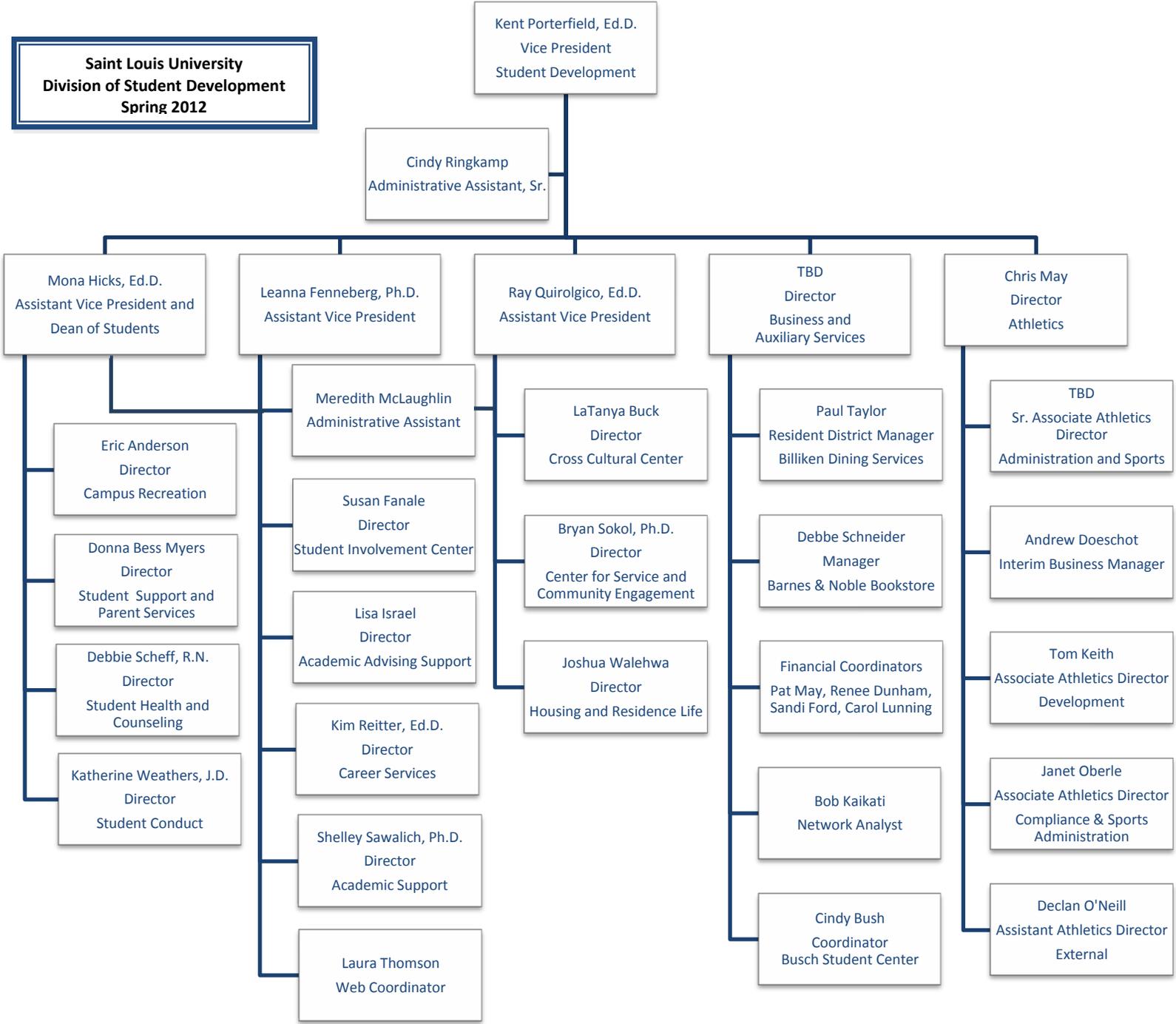


24 FEB 2012

Division of Research Administration  
Organizational Chart  
Fiscal Year 2012



**Saint Louis University  
Division of Student Development  
Spring 2012**





## Appendix A5

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**2001 University Strategic Plan**



SAINT LOUIS  
UNIVERSITY

# Strategic Plan

December 8, 2001

# **Saint Louis University**

## **Strategic Plan**

### **A Message from the President**

Throughout its 184-year history, Saint Louis University has thrived upon the potential of its own talented community. Therefore, it is not surprising that the strategic planning process would entail extensive collaboration among faculty, staff, students and administrators. By becoming direct contributors in determining SLU's identity and direction, every member of our University community has the opportunity to participate directly in determining its destiny: namely, by shaping our shared vision of becoming the finest Catholic university in this nation.

This latest strategic plan reinforces this shared vision by focusing on our core values and traditions of excellence in teaching, research and service. More importantly, the plan builds upon the foundations set by those before us; the foundations which have positioned SLU as a leader in higher education and moral development. We have remained steadfast in our objective of educating women and men for others in the Catholic, Jesuit tradition. And while this tradition rests at the very center of our mission and operations, so too does it pose our greatest challenge in terms of preserving its integrity while also adapting to meet the needs of new generations.

Like any strategic planning process, this current plan illustrates those areas that will require our attention in order to insure our future growth. However, it also highlights those areas that constitute our greatest strengths. Our academic programs continue to grow in quality, size and variety, the students we accept are becoming brighter each year, student retention is up, and our academic reputation overall is continuing to garner greater recognition each year.

I would like to thank all of those who contributed considerable time and effort to this worthy endeavor and hope those of you reading these materials for the first time will take up the call as well. Through meticulous self-evaluation, SLU has upheld a delicate balance of embracing its heritage, standards, and ideals while consistently preparing to meet the needs of future students. Fueled by dedicated students, faculty, administrators, employees, alumni and benefactors and guided by this new strategic plan, SLU will continue its rise to national prominence while remaining a place where knowledge touches lives.

Lawrence Biondi, S.J.  
University President  
1987 to Present

# Saint Louis University

## Strategic Plan

### Introduction

Within the decade, Saint Louis University will achieve distinction as the finest Catholic university in the United States. The University will attain this distinction by focusing its energy, resources, and efforts to advance its **mission** and realize its **vision**.

The current strategic plan represents the culmination of the work of more than 1,000 members of the Saint Louis University community who have been active participants in planning activities since the cycle commenced during the 2000-2001 academic year. Their creativity and dedication have resulted in the identification of the University's positive core and the formulation of strategic directions and University goals.

The **positive core** is defined as those factors that give the University its health and vitality and sustain an environment where innovation is fostered. The **strategic directions**, indications of where the University needs to renew and expand its efforts, are grounded in the mission, vision, and positive core. These four strategic directions represent broad strokes pointing the University to the future.

- Expanding Research<sup>1</sup> Integrated with Teaching, Learning, and Service
- Advancing Community with Diversity
- Fostering Technology Dedicated to Student Formation and the Generation of Knowledge
- Promoting Continuous Institutional Learning and Innovation

The **University goals** are designed to advance the strategic directions.

As a result of the active involvement and commitment of the University community to the process, the strategic plan represents consensus on the future of the University and a commitment to that future. The strategic plan will continue to promote coordination across the University as the community moves in a shared direction.

December 8, 2001

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<sup>1</sup> The term "research" in this document includes all scholarly, creative, and service activities that add to and/or consolidate the developing knowledge base in an academic field.

# **Saint Louis University**

## **Mission Statement**

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

In support of this mission, the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the humanities, the natural, health and medical sciences, the social sciences, the law, business, aviation, and technology.
- Enables an academic environment which values and promotes free, active and original intellectual inquiry among its faculty and students.
- Maintains and encourages programs which link the University and its resources to its local, national, and international communities in support of efforts to alleviate ignorance, poverty, injustice, and hunger, to extend compassionate care to the ill and needy, and to maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity, and to promote activities which apply that intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community which 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.

## **Vision Statement**

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

Lawrence Biondi, S.J.  
University President  
1987 to Present

# Saint Louis University

## Positive Core of Saint Louis University's Vitality

The positive core is a shared view of Saint Louis University that must be carried into the future. It is this core that gives the University health and vitality and sustains an environment where creativity is fostered. Saint Louis University's core factors are: sense of community; student-centered focus; physically welcoming; Jesuit, Catholic mission-driven; shared vision; and spirit for change: strive for excellence.

***Sense of Community*** Faculty and staff are committed to the University's mission, to collaborative work, and to student achievement. There is a deep commitment to learning and to the intellectual development of persons at all levels of the University. The appreciation of the wholeness of the person is apparent at SLU. Collegiality is valued, and there exists a sense of community. Faculty are perceived as congenial, forgiving, tolerant, and respectful. The SLU culture expresses a valuing of people in an environment of freedom of intellectual, social, and religious expression. The environment is inclusive, civil, positive, interpersonal, and dynamic. The spirit of SLU is that of a community valuing individuality and diversity.

***Student-Centered Focus*** The people who comprise SLU share a commitment to student intellectual and personal growth. Students are seen as great assets to the University; student formation is at the heart of the community's work.

***Physically Welcoming*** Resources directed to improving the physical environment in which people work and learn have created an atmosphere that is welcoming and conducive to the achievement of excellence.

***Jesuit, Catholic Mission-Driven*** Members of the SLU community come together around its founding as an institution of higher education in the Jesuit tradition. The focus on academic quality, service to others, a historical and continuing commitment to diversity, and the creation of mentoring relationships that affirm diversity and support collaboration are all ways in which the Jesuit mission and identity are made explicit. Excellence in teaching, research, and service expresses this tradition. Attention to formation of the whole person at all levels and in relationship to society is paramount in the learning environment. Commitment to justice, to the marginalized, and to men and women in service to others is lived in an environment where spiritual and educational values are integrated at a deep level.

***Shared Vision*** SLU is a university on the move – committed to its vision. The vision of being the finest Catholic university in the United States is becoming a collective vision with the recognition that varied paths are valued in its pursuit. This vision rests on a broad commitment across SLU to seeking and sharing new knowledge.

***Spirit for Change: Strive for Excellence*** SLU is a supportive environment for achieving excellence in teaching, research, and service. Ambition, energy, spirit, and determination to achieve are key components of the environment. It is a place where people are trusted and expected to do a good job; to do their best. Innovation, change, and discovery are respected and encouraged in an environment that promotes risk-taking and supports willingness to change in order to pursue excellence.

# Saint Louis University

## Strategic Directions

Within the decade, Saint Louis University will achieve distinction as the finest Catholic university in the United States. The University will attain this distinction by continuing to advance its Catholic, Jesuit mission, pursue its vision, and foster its positive core and by focusing on four specific directions: expanding research integrated with teaching, learning, and service; advancing community with diversity; fostering technology dedicated to student formation and the generation of knowledge; and promoting continuous institutional learning and innovation.

### **Expanding Research Integrated with Teaching, Learning, and Service**

Research is intrinsic to teaching, learning, and service at Saint Louis University. Scholarship serves the community by adding to the knowledge base and by bettering lives and serves students by enhancing teaching and by providing opportunities for students to learn through the pursuit of knowledge. *The University is committed to expanding opportunities for the discovery and dissemination of knowledge with a focus on fostering the synergy among research, teaching, learning, and service.*

### **Advancing Community with Diversity**

The people of Saint Louis University aspire to improve the quality of life for all persons, to work for the good of society, and to provide a welcoming environment for men and women from all racial, ethnic, and religious backgrounds. Significant efforts are necessary to increase diversity so that the University community is reflective of the larger community. While the University remains firmly rooted in the local community, actively involved in resolving issues important to the surrounding area, it is also linked to the global community. Community service at the local, national, and international levels is an integral part of research, teaching, and learning. *The University is committed to attending to community through research and service, to preparing students for the global community, and to fostering student formation in a community of diversity.*

### **Fostering Technology Dedicated to Student Formation and the Generation of Knowledge**

Technology is a tool that shapes the way the Saint Louis University community interacts internally and with the world, enhances pedagogy, increases learning opportunities, facilitates research, and improves service to the community. Technology offers the opportunity to develop alternative educational paradigms appropriate to the mission of the University. *The University is committed to developing and implementing technology to advance student formation, to benefit research, to enhance service, and to better society in the Jesuit tradition.*

### **Promoting Continuous Institutional Learning and Innovation**

Saint Louis University strives for excellence in the fulfillment of its purposes of teaching, research, and service. Innovation, change, and discovery are respected and encouraged in an environment that promotes risk-taking and supports willingness to change in order to pursue excellence. Continuous review and improvement of the objectives that determine the educational experiences for students; of courses, programs, and curricula; of the physical environment for learning and living; and of the utilization of resources to sustain quality are the means for the University to become the finest Catholic university in the United States. *The University is committed to continuing to strive for excellence by systemically incorporating processes and structures to promote continuous institutional learning and innovation.*

Endorsed by the Saint Louis University Board of Trustees, May 5, 2001

# Saint Louis University

## Strategic Directions and University Goals

### **Strategic Direction: Expanding Research Integrated with Teaching, Learning, and Service**

Research is intrinsic to teaching, learning, and service at Saint Louis University. Scholarship serves the community by adding to the knowledge base and by bettering lives and serves students by enhancing teaching and by providing opportunities for students to learn through the pursuit of knowledge. *The University is committed to expanding opportunities for the discovery and dissemination of knowledge with a focus on fostering the synergy among research, teaching, learning, and service.*

Goal 1: Build the infrastructure and refine the administrative systems that support research.

- Redesign and improve institutional systems that support high-quality research, including interdisciplinary efforts.
- Modernize the University's research facilities and equipment.

Goal 2: Strengthen the culture that supports research integrated with teaching, learning, and service.

- Attract and retain high-caliber faculty, other research/academic personnel, and students.
- Enhance the University's reward/accountability system to recognize excellence in research, teaching, outreach, grantsmanship, and administration.
- Increase funding that stimulates new research and outreach efforts and attracts more external support.
- Increase publicity about key University achievements in research, teaching, and outreach.

Goal 3: Enhance the University's entrepreneurial environment.

- Expand partnerships with business and industry, government, and the not-for-profit sector, including community-based organizations and public institutions of higher education.
- Motivate, support, and reward entrepreneurial activity that facilitates research, pedagogical innovation, and outreach.

### **Strategic Direction: Advancing Community With Diversity**

The people of Saint Louis University aspire to improve the quality of life for all persons, to work for the good of society, and to provide a welcoming environment for men and women from all racial, ethnic, and religious backgrounds. Significant efforts are necessary to increase diversity so that the University community is reflective of the larger community. While the University remains firmly rooted in the local community, actively involved in resolving issues important to the surrounding area, it is also linked to the global community. Community service at the local, national, and international levels is an integral part of research, teaching, and learning. *The University is committed to attending to community through research and service, to preparing students for the global community, and to fostering student formation in a community of diversity.*

Goal 1: Build a University community of diversity to ensure that students, faculty, and staff work effectively in cross-cultural situations.

Goal 2: Expand partnerships with the local, urban St. Louis community for our mutual education and benefit.

Goal 3: Expand partnerships with international Jesuit universities and ministries in order to educate for citizenship in the global community and to attract international faculty, students, and staff.

### **Strategic Direction: Fostering Technology Dedicated to Student Formation and the Generation of Knowledge**

Technology is a tool that shapes the way the Saint Louis University community interacts internally and with the world, enhances pedagogy, increases learning opportunities, facilitates research, and improves service to the community. Technology offers the opportunity to develop alternative educational paradigms appropriate to the mission of the University. *The University is committed to developing and implementing technology to advance student formation, to benefit research, to enhance service, and to better society in the Jesuit tradition.*

Goal 1: Pursue excellence in teaching and learning through the appropriate integration of technology with teaching.

Goal 2: Stimulate a critical awareness and analysis of the impact of technology on human relationships, values, and community.

Goal 3: Support the integration of technology with research and scholarly activities.

Goal 4: Expand research and research opportunities directed toward development of new technologies with the potential for commercialization.

Goal 5: Continually enhance and sustain an infrastructure supporting the effective use of technology in teaching, research, service, and administration.

Goal 6: Develop a budgeting process on the University, school/college, and departmental levels that provides ongoing support for technology for teaching, research, service, and administrative functions.

### **Strategic Direction: Promoting Continuous Institutional Learning and Innovation**

Saint Louis University strives for excellence in the fulfillment of its purposes of teaching, research, and service. Innovation, change, and discovery are respected and encouraged in an environment that promotes risk-taking and supports willingness to change in order to pursue excellence. Continuous review and improvement of the objectives that determine the educational experiences for students; of courses, programs, and curricula; of the physical environment for learning and living; and of the utilization of resources to sustain quality are the means for the University to become the finest Catholic university in the United States. *The University is committed to continuing to strive for excellence by systemically incorporating processes and structures to promote continuous institutional learning and innovation.*

Goal 1: Foster communication to promote integrated decision making, collaboration, and innovation.

Goal 2: Establish a continuous review and feedback system at the unit level for the pursuit of excellence.

Goal 3: Modify the reward systems used by the University with a view to fostering and supporting continuous learning that leads to innovative efforts.

Goal 4: Decentralize programmatic and financial decision-making to promote flexibility and empower administrators, faculty, and staff to become more accountable and innovative in the allocation of people and resources.



SAINT LOUIS  
UNIVERSITY