# TABLE OF CONTENTS

3  A NOTE FROM CHANCELLOR MARK S. WRIGHTON

4  INTRODUCTION: The Last 10 Years

29  CRITERION ONE: Mission

59  CRITERION TWO: Integrity: Ethical and Responsible Conduct

75  CRITERION THREE: Teaching and Learning: Quality, Resources, and Support

103 CRITERION FOUR: Teaching and Learning: Evaluation and Improvement

131 CRITERION FIVE: Resources, Planning, and Institutional Effectiveness

149  ARTS & SCIENCES

175  GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK (BROWN SCHOOL)

190  SCHOOL OF ENGINEERING & APPLIED SCIENCE

219  SAM FOX SCHOOL OF DESIGN & VISUAL ARTS

235  SCHOOL OF LAW

250  SCHOOL OF MEDICINE

292  OLIN BUSINESS SCHOOL

APPENDIX A: Optional Supporting Evidence

APPENDIX B: Federal Compliance and Resource Room

SCHOOL OF MEDICINE BRANCH CAMPUS REPORT
A Note From Chancellor Mark S. Wrighton

Washington University in St. Louis has been accredited by the Higher Learning Commission (HLC), a Commission of the North Central Association (NCA), since 1913. We were last reaccredited in 2004. From Sept. 22–24, 2014, Washington University will undergo our next on-site evaluation visit by a team of trained peer reviewers assigned by the HLC.

For this visit, Washington University has prepared a comprehensive institutional self-study which reflects the current state of the university, progress made since the last reaccreditation visit (2004), and plans to continue Washington University's growth in strength and distinction.

The production of the self-study has been a community effort. I am confident that reading it will be interesting as well as instructive.

Mark S. Wrighton

MARK S. WRIGHTON, CHANCELLOR
INTRODUCTION: The Last 10 Years

An Overview of Washington University in St. Louis

Washington University in St. Louis was most recently reaccredited in 2004 and much has happened in the ensuing decade. We have added buildings, started new centers and programs, and have seen our endowment grow. Many of the new developments still being planned in 2004—a new University Center, new undergraduate housing—have been completed. The decade has been challenging, exciting, and positive. The report given to the Higher Learning Commission from the 2004 Visiting Team (September 26–29, 2004) concluded that: “The Washington University of 2004 is a different, stronger place than eleven years ago while honoring and building on that earlier institution.” A similar statement would be as accurate today. The Washington University of 2014 is not the university of 10 years ago—we are a stronger, better place—and we continue to build on our past, enhance quality, and gain strength.

Washington University, founded in 1853, is a medium-sized (about 12,500 full-time students, fairly evenly divided between undergraduate and graduate/professional)
INTRODUCTION

BUILDING ON A STRONG FOUNDATION

independent, Research 1 university. We attract students and faculty from all 50 states and more than 100 countries. The university offers more than 300 programs and hundreds of courses. Students may earn bachelors, masters, doctoral, and professional degrees. Interdisciplinary study and research are common.

We are composed of two main urban campuses, the Medical Campus which holds the Washington University School of Medicine and associated hospitals and programs, and across Forest Park, the Danforth Campus which is home to the Faculty of Arts & Sciences and the professional schools—Law, Engineering, Business, Social Work, and the School of Design & Visual Arts. Near the Danforth Campus are other buildings used for administrative, academic, and some recreational purposes. These are informally labeled West Campus, North Campus, South Campus, and the 560 Building. Some 20 miles outside St. Louis in a park-like wooded setting is the 2,000-acre Tyson Research Center (used primarily for environmental research and education, Tyson is also a component of the university’s International Center for Advanced Renewable Energy and Sustainability—known as I-CARES).
10 Years of Growth

Much has happened at Washington University in the 10 years since our last reaccreditation and we are a larger, stronger institution. Ten years ago there were about 11,000 day-school students; there are now almost 12,500 students. Faculty and staff employment has grown from about 9,200 to almost 12,500, reflecting increased student support services, increased regulatory requirements, and increased research activity. Revenue and endowment have also grown. Revenue has almost doubled: from $1.3 billion 10 years ago to $2.3 billion currently. Washington University’s endowment in the fiscal year 2004 was just over $4 billion. Since then the economy has experienced dramatic ups and downs and still the endowment has grown in market value to $5.7 billion.

On June 30, 2004 the university concluded the Campaign for Washington University. More than 95,000 donors provided gifts and commitments of more than $1,500,000,000—making it the most successful fundraising campaign in the university’s history.

In 2007, an institutional strategic plan was developed; these plans were included in the university’s 2009 Plan for Excellence. This plan was a report developed by the Steering Committee of the Board of Trustees for consideration and discussion by the full Board. These discussions led to a few changes in the plan. The Plan for Excellence provided the basis for the current capital campaign, Leading Together. Each school’s strategic plan was developed using a variety of factors—optimum faculty size, enrollment, financial aid, new programs, and new buildings—as well as the effect of these on operating and capital spending. Each plan was reviewed/discussed by the relevant school’s National Council and of course also by the university’s Board of Trustees.

At the time of this self-study, the Leading Together campaign is well underway with a significantly larger goal of $2.2 billion. This campaign went public on October 6, 2012 with $1.13 billion collected. It is scheduled to conclude on June 30, 2018. The overall goals and targets are: Academic Programs $900M, Endowment for Faculty Support $625M, Endowment for Student Support $250M, Facilities $225M, and Annual Fund $200M.

Undergraduate growth of 9% was achieved in the last decade while the academic quality of entering students improved with an increase of over 80 points in average freshman SAT scores. Also we improved graduation rates, increased the number of sections taught, and maintained our percentage of small class sections.

The undergraduate experience has been enhanced through several efforts, including greater academic support through Cornerstone: The Center for Advanced Learning; an increased range of research and study abroad opportunities; and stronger career advising, as well as several entrepreneurial programs. Both undergraduate and graduate programs have also benefited from an increased focus on interdisciplinary study throughout the university, a strengthened commitment to diversity, as well as closer attention to assessment methodology, review, and response. The following chart offers a brief snapshot of the university’s growth in the past 10 years.
## Snapshot of 10-Year Change at Washington University

<table>
<thead>
<tr>
<th>Category</th>
<th>10 Yrs Ago</th>
<th>2012–13</th>
<th>% change</th>
<th>current year 2013–14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment, Teaching, and Degrees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate enrollment</td>
<td>5,925</td>
<td>6,483</td>
<td>9%</td>
<td>6,611</td>
</tr>
<tr>
<td>Grad/Professional enrollment</td>
<td>4,945</td>
<td>5,972</td>
<td>21%</td>
<td>5,981</td>
</tr>
<tr>
<td>Total ‘Day School’ enrollment</td>
<td>10,870</td>
<td>12,455</td>
<td>15%</td>
<td>12,592</td>
</tr>
<tr>
<td>Entering Freshmen SAT</td>
<td>1,392</td>
<td>1,476</td>
<td>70%</td>
<td>1,478</td>
</tr>
<tr>
<td>Undergraduate Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate class sections</td>
<td>1,812</td>
<td>2,047</td>
<td>13%</td>
<td>2,029</td>
</tr>
<tr>
<td>Percentage of ug classes under 20</td>
<td>73%</td>
<td>71%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>Undergraduate 6-year graduation rates</td>
<td>88%</td>
<td>94%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Degrees Awarded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors—5 year average</td>
<td>1,513</td>
<td>1,619</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Masters—5 year average</td>
<td>1,285</td>
<td>1,474</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Doctoral—5 year average</td>
<td>506</td>
<td>778</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td><strong>Faculty and Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty—Danforth Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tenured and Tenure-Track Faculty</td>
<td>600</td>
<td>671</td>
<td>12%</td>
<td>681</td>
</tr>
<tr>
<td>Total Full-Time Non-Track Faculty</td>
<td>308</td>
<td>432</td>
<td>40%</td>
<td>445</td>
</tr>
<tr>
<td>Total Full-Time Faculty</td>
<td>908</td>
<td>1,033</td>
<td>21%</td>
<td>1,126</td>
</tr>
<tr>
<td>Faculty—Medical Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Full-Time Faculty</td>
<td>1,395</td>
<td>1,816</td>
<td>30%</td>
<td>1,804</td>
</tr>
<tr>
<td>Staff FTE—Danforth Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff—CFU (central operations)</td>
<td>1,159</td>
<td>1,564</td>
<td>35%</td>
<td>1,619</td>
</tr>
<tr>
<td>Staff—Danforth Schools</td>
<td>699</td>
<td>856</td>
<td>22%</td>
<td>858</td>
</tr>
<tr>
<td>Total Danforth &amp; CFU Staff</td>
<td>1,858</td>
<td>2,420</td>
<td>30%</td>
<td>2,477</td>
</tr>
<tr>
<td>Staff FTE—Medical Campus</td>
<td>5,705</td>
<td>6,413</td>
<td>12%</td>
<td>6,414</td>
</tr>
<tr>
<td><strong>University Space</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Danforth/Non-Medical sq ft (gsf)</td>
<td>5,690,812</td>
<td>7,593,318</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Current construction (gsf) with impact on % change</td>
<td>559,400</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Indicators—With 2002–03 Values Adjusted for Inflation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Expenditures (incl. indirect costs)</td>
<td>$543 million</td>
<td>$507 million</td>
<td>-7%</td>
<td></td>
</tr>
<tr>
<td>Research Expenditures—Danforth</td>
<td>66,957,305</td>
<td>75,519,000</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Research Expenditures—Medical</td>
<td>475,669,408</td>
<td>431,821,000</td>
<td>-9%</td>
<td></td>
</tr>
<tr>
<td>Danforth Schools Total Revenues</td>
<td>$401,118,876</td>
<td>$536,475,000</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Danforth Schools Prorations (central costs)</td>
<td>$71,839,468</td>
<td>$105,595,458</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Endowment Value at Year End</td>
<td>$4.382 billion</td>
<td>$5.749 billion</td>
<td>31%</td>
<td></td>
</tr>
</tbody>
</table>

* Inflation adjustment based on 10-year average for urban CPI of 2.4% inflation per year
New Centers and Programs

Like many research universities Washington University has a number of centers and institutes focusing on a variety of issues. Several have been created during the last decade. For example, in 2005 the Gephardt Institute for Public Service was formed with an initial endowment given by the former Congressman from Missouri, Richard Gephardt. In contrast to many similarly named centers, the Gephardt Institute does not offer degrees, but focuses attention of students on voluntary public service, community engagement, and active citizenship. The pre-existing Community Service Office was brought under the umbrella of the Gephardt Institute, offering students a variety of community service opportunities; it also has funds available for which students may apply to help them carry out specific plans and projects.

In Fall 2006 the McDonnell International Scholars Academy welcomed its first class of 17 international students from 17 distinguished Asian universities. The academy now has nearly 30 partner universities from around the world. The International Scholars Academy was created in part to build and strengthen ties between Washington University and strong research universities worldwide. Another goal was to allow future academic and international leaders to continue their graduate or professional studies at Washington University while also living in America and learning about its history, culture, and politics. The longer-range vision is to build a global network and strengthen international communication.
In June 2007 Chancellor Mark Wrighton announced the start at Washington University of a new International Center for Advanced Renewable Energy and Sustainability, (I-CARES), an interdisciplinary umbrella organization that encourages and helps to fund collaborative research focused on energy, the environment, and sustainability. The vision that motivated the creation of I-CARES was the need for and potential benefit from international, regional, and institutionally based research focused on the development and production of biofuels and the exploration of sustainable alternative energy and environmental practices. Regionally, collaboration with investigators from the Donald Danforth Plant Science Center and the University of Missouri–Columbia is expected, as is cooperation with international universities that are affiliated with the McDonnell International Scholars Academy. Of note is that I-CARES is part of the Office of the Provost and is headed by an endowed distinguished professor, who holds appointments both in Engineering and in Arts & Sciences.

In 2008, the university-wide Institute for Public Health was launched. The Institute brings together the seven schools of the university to work across disciplines to address the complex public health challenges facing St. Louis and the world. There are over 170 faculty scholars representing all seven schools who are brought together to work in transdisciplinary research teams. These scholars represent the broad spectrum of public health research and education occurring at the university. The home of the Institute is on the Medical Campus with a Danforth Campus office opening in 2015 in the new building of the Brown School. Having a presence on both campuses facilitates this university-wide initiative and cross-campus collaboration.

In January 2010 the John C. Danforth Center on Religion & Politics opened with a $30-million grant from the Danforth Foundation. Currently with five faculty members, one of whom serves also as director, and a postdoctoral research associate, the Center offers courses, oversees a minor, and sponsors public lectures and programs related to its mission. The new Religion and Politics minor may be designed to complement majors in a number of different disciplines, for example Anthropology, History, Political Science, and Religious Studies. The Center also sponsors an online journal, Religion and Politics.

**Distance Learning**

The past decade has seen the emergence of viable distance learning programs among Research 1 universities. At Washington University, we have initiated programs based largely on online methods of delivery. Quality of faculty, depth and rigor of courses, level of student support, and measure of learning outcomes are crucial considerations as we integrate a distance learning component into the delivery of a Washington University education.

Our distance learning programs are designed to be on equal footing with our standard courses and programs. The Office of the Provost reviews and evaluates all schools’ online budgetary matters and strategic planning. In addition, the university’s Office of Assessment and Accreditation will monitor the effectiveness and educational rigor of distance learning, and results will be communicated to the schools for action if needed.
Review and assessment of the respective distance learning programs and courses will take place biennially. It is important to note that at the time of this report most programs have only begun their teaching.

In January 2013, Washington University School of Law launched its online LLM degree program, called @WashULaw, offering foreign-trained attorneys the opportunity to earn a Master of Laws in U.S. Law. The program integrates live classroom sessions with streaming video and self-paced content. This includes high-quality, faculty-designed course work and an interactive social technology platform that allows students to interact with fellow classmates and professors. @WashULaw also offers an optional intensive immersion program in St. Louis, Washington, D.C., or other American cities so students can experience U.S. law from inside U.S. courtrooms and law firms.

Arts & Sciences recently concluded an online learning pilot program. Semester Online offered select undergraduate courses online for academic credit through a consortium of top-tier colleges and universities. Washington University was one of the founding members of the consortium. The Semester Online course platform connected students and professors using both synchronous and asynchronous modes of online instruction through a virtual classroom environment and interactive platform. In a close vote, Arts & Sciences faculty elected not to continue with the Semester Online pilot. Shortly after the vote, the Semester Online consortium decided to cease operations by the Fall of 2014. Arts & Sciences will continue to explore new methods for delivering online courses and assessing student outcomes in those courses.

Washington University’s professional and continuing education division, University College, offers a number of online courses which count as regular course credit toward a University College program. University College also has a two-year degree program, the Master of Science in Biology for Science Teachers, which consists of online course work complemented by two three-week summer institutes, in residence at Washington University. The program was originally piloted as a National Science Foundation teacher institute, and is currently open to teachers nationwide.

We have reviewed the initial assessments of our distance learning programs, as we continue to ensure that these programs meet our high standards of teaching and learning.

Changes in Administration

The decade following the 2004 reaccreditation witnessed a number of changes in our administration but the duration of Chancellor Mark Wrighton’s service is evidence also of stability and continuity even as the university grows and develops. The current provost of Washington University—Holden Thorp, former chancellor of the Chapel Hill campus of the University of North Carolina—took his position July 1, 2013—when Edward Macias stepped down. Macias served as provost from 1988 to 1995, when he became executive vice chancellor and dean of the Faculty of Arts & Sciences. The position of provost was left vacant until 2009 when Macias was asked to again assume that position. Ralph Quatrano, the Spencer T. Olin Professor of Biology, was selected
to serve as interim dean of the Faculty of Arts & Sciences while a search for Macias’ successor as dean was carried out. Gary Wihl was selected by a search committee and assumed office on July 1, 2009. He was also named the Hortense and Tobias Lewin Distinguished Professor in the Humanities. Wihl served as dean until July 1, 2012 when his place was taken by Barbara Schaal, the Mary-Dell Chilton Distinguished Professor in Biology and Department of Biology chair. Currently, Schaal continues to serve as dean of the Faculty of Arts & Sciences.

Reporting to the dean of the Faculty of Arts & Sciences are three other deans—the dean of the College of Arts & Sciences, the dean of the Graduate School of Arts & Sciences, and the dean of University College, the unit that oversees evening programs and the Summer School. Following the untimely death of the long-serving dean of the College, James E. McLeod, Jennifer Smith, associate professor of earth & planetary sciences, was named to that position. Richard Smith, professor of physical anthropology and Ralph E. Morrow Distinguished University Professor, has been dean of the Graduate School of Arts & Sciences since July 1, 2008 when he succeeded Robert Thach who had been graduate school dean since 1993. As of July 1, 2014 William F. Tate, the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences and chair of the Department of Education, became dean of the Graduate School of Arts & Sciences and vice provost of graduate education. Robert Wiltenburg has served for many years as dean of University College.

The administration of the School of Engineering & Applied Science has experienced several transitions in recent years. Ralph Quatrano, recently the interim dean of the Faculty of Arts & Sciences and the Spencer T. Olin Professor of Biology, was appointed dean of the School of Engineering, effective July 1, 2010. Immediately preceding Quatrano’s appointment, the School of Engineering had three deans. Effective July 1, 2006, Mary Sansalone, professor of structural engineering at Cornell University, was appointed dean of the School of Engineering. The position had been held since 1991 by Christopher Byrnes, the Edward H. and Florence G. Skinner Professor of Systems Science and Mathematics. In April 2008, Salvatore P. Sutera, senior professor of biomedical engineering, was named interim dean of the School of Engineering, replacing Sansalone, until Ralph Quatrano’s appointment in 2010. Quatrano continues as dean.

The Sam Fox School of Design & Visual Arts is a relatively new unit of Washington University. Created from separate pre-existing units the Sam Fox School brings under one dean the professional schools of Art and Architecture and the university’s Kemper Art Museum. Carmon Colangelo was appointed to be the first dean of the Sam Fox School effective July 1, 2006. Colangelo also serves as the E. Desmond Lee Professor for Collaboration in the Arts. Bruce Lindsey became dean of the College of Architecture and the Graduate School of Architecture and Urban Design in 2006 and serves also as the E. Desmond Lee Professor for Community Collaboration. In 2009 Franklin “Buzz” Spector became Dean of the College and Graduate School of Art. He is also the Jane Reuter Hitzeman and Herbert F. Hitzeman, Jr. Professor of Art. Kent Syverud, who became dean of Washington University School of Law in 2005, left Washington
University in January 2014 to assume the role of chancellor and president of Syracuse University. A search committee selected Nancy Staudt, vice dean for faculty and academic affairs at the University of Southern California Gould School of Law, as dean of the School of Law, effective May 15, 2014.

The remaining professional schools at Washington University have experienced little turnover at the level of dean. Larry Shapiro has served as executive vice chancellor for medical affairs and dean of the School of Medicine since 2003. In social work, Edward Lawlor took over as dean of the Brown School on July 1, 2004. Since 2005, the Olin Business School has been led by Mahendra Gupta.

In June 2012 Jeffrey G. Trzeciak was appointed university librarian. Trzeciak replaced Shirley K. Baker, vice chancellor for scholarly resources and dean of University Libraries, who retired after 23 years of service to Washington University.

**New Buildings Added**

With more faculty and staff, more revenue, a larger endowment, and successful fundraising it is hardly surprising that a number of new buildings have been erected on campus over the past 10 years. Scott Rudolph Hall, with 150,000 square feet in four levels, opened in 2004 and became the home of the Department of Earth & Planetary Sciences, the Earth & Planetary Sciences Library, and the Environmental Studies Program. When Rudolph Hall opened it became the first LEED-certified “green building” at the university.

In 2006 the Kemper Art Museum and Walker Hall, both part of the Sam Fox School of Design & Visual Arts opened. The Kemper Art Museum provides triple the space of Steinberg Hall, the space formerly used for exhibiting art, and functions well in showing both large scale and new media work. It also provides space for showing both temporary exhibitions and items from the university’s permanent collection. Walker Hall, with 38,000 square feet, provides studio space for sculpture, ceramics, woodworking, metal work, and painting and opened up space in the adjacent Bixby Hall which now houses the offices of both the College and Graduate School of Art, classrooms, and some studios. The Sam Fox School, also new since 2004, opened in 2005 and was created from merging the School of Art and the School of Architecture into a single academic structure. These schools are now both units of the Sam Fox School of Design & Visual Arts. The new structure facilitates the linkage of strong studio programs in both art and architecture with the resources and programs of the Kemper Art Museum. Perhaps worth noting is that in 2004 the Evaluation Team Report mentioned the then School of Art as a “neglected” area, though the Team did notice “a large new facility dedicated to the fine arts under construction near Forest Park.”

In October 2006 Washington University acquired what is now the 560 Music Center—a former synagogue that takes its current name from both its address and its current function. After extensive renovation the building opened in the fall of 2007 and significantly expanded teaching, practice, and performance spaces. The 560 Music Center provides faculty studios, ensemble rehearsal rooms, instrument storage space, and a student lounge. There are also three different performance spaces that range in seating capacity from 75 to 1,100.
In 2008 two new buildings were added to the Danforth Campus—The Danforth University Center, and Seigle Hall. The Danforth University Center, known popularly as the DUC, quickly became a campus hub providing office, meeting, and eating spaces. There are several common areas, both casual and upscale dining facilities, and 12 meeting rooms that can be reserved through the events management office. The opening of the DUC significantly increased the amount of space available for scheduling by student groups. The DUC houses the Angel and Paul Harvey Media Center, with TV, radio, and post-production studios; a print media suite; and a media plaza. The facility also includes a Fun Room, where students can gather for billiards, video games, or movie screenings.

Seigle Hall, completed in 2008, houses the Departments of Political Science, Economics, and Education. It also houses offices for the Weidenbaum Center for the Economy, Government, and Public Policy and the Center in Urban Research and Public Policy. Seigle also provides classrooms for both the School of Law and classes in Arts & Sciences.

In 2010 The School of Engineering dedicated Brauer Hall which became the home of the Department of Energy, Environmental and Chemical Engineering. Brauer Hall, with 150,875 square feet also is home to the Department of Biomedical Engineering and the International Center for Advanced Renewable Energy and Sustainability (I-CARES). The dedication of Brauer Hall was followed a year later by the dedication of Preston Green Hall which provides space for the Department of Electrical and Systems Engineering and also for I-CARES and the Department of Energy, Environmental, and Chemical Engineering. Both Brauer Hall and Green Hall were designed for a LEED Gold Rating. Two new buildings for the School of Business, Knight Hall and Bauer Hall, were completed in December 2013. Under construction is a new building for the Brown School that will house the growing Institute for Public Health as well as provide additional classrooms, research space, and study spaces. This building is expected to be complete by the summer of 2015 and is designed to get a LEED Gold certification. The new building will be connected to Goldfarb Hall and Brown, the existing buildings of the Brown School.

On a campus as old as ours, rehabilitation and reconstruction are sometimes as or even more appropriate than new construction. During the last decade several significant renewal projects were completed. In 2006, Wilson Hall, built in 1924, underwent a total renovation. In 2009 Busch Hall, home to several Arts & Sciences departments was substantially refreshed. In 2011 Cupples II, vacated by Engineering, was rehabbed to relocate offices of both the College of Arts & Sciences and the Graduate School of Arts & Sciences. And in 2012 Umrath Hall was substantially remodeled (Once called Tower Hall, Umrath was built in the early 20th century using rental income generated from the 1904 World’s Fair.). Umrath now houses a small auditorium, the John C. Danforth Center on Religion and Politics, the Center for the Humanities, and the Interdisciplinary Project in the Humanities. The Department of Classics and other university units are also located in Umrath.
In addition to the many new or renovated academic buildings on the Danforth Campus seven new residential buildings have been added since 2004. These are Dardick House, 2004; Koenig House, 2005; Liggett House, 2006; Village East House, 2008; Umrath House, 2009; South 40 House (built in two parts), 2009 and 2010; and Eliot B House, 2010. In addition to simply offering living quarters, the new buildings include seminar rooms, computer labs, lounges, and study rooms. Off-campus, the university completed in 2014 The Lofts at Washington University, a student living space located in the vibrant Delmar Loop area of University City.

**Actions in Response to Comments and Suggestions from the 2004 Visit**

**Decentralized Structure**

The 2004 Visiting Team commented on the decentralized structure of Washington University finding, not surprisingly, that this structure presented both advantages and disadvantages. It allows units that vary in size and complexity to respond differently to opportunities and challenges and, while occasionally presenting difficulty, it allows units to collaborate when appropriate. It is worth suggesting that one observer’s inconsistency may be another observer’s flexibility.

Since the last reaccreditation, Chancellor Wrighton re-established in 2009 the position of provost to ensure oversight over the university’s academic affairs and strategic initiatives (such as diversity and global outreach). The provost works with the school deans to enhance the quality and impact of the university’s academic mission, meeting with them regularly to offset the decentralized structure. Additionally, the provost, working with the executive vice chancellor for administration and the chief financial officer, coordinates budgeting and capital planning. The position of vice provost for diversity was created in order to focus attention on and facilitate progress on this important initiative, yet still within a context of shared governance. Rather than viewing the university’s structure as primarily decentralized, it would be more accurate (though less common) to view it as federal and evolving. This self-study’s comment on Criterion 5.B. also deserves emphasis. “Yet the schools depend on the central administration for university-wide services, support for achieving academic priorities, and for the broad context within which university priorities are articulated and realized.” Thus much of the work of the chancellor, provost, and executive vice chancellor for administration involves coordination, collaboration, and shared vision for the direction of the university and its various parts. The result is a dynamic process built upon the best elements of both decentralized decision-making and centralized vision.

**Campus Diversity**

The 2004 visiting team report paid close attention to the topic of campus diversity and its various dimensions at Washington University. There is no doubt that the university has made substantial progress in the decade that has passed since the last visit, but one important observation made 10 years ago is still relevant: “The University rightly continues to regard diversity as an area in need of improvement.” It remains the top
priority among five in the Board of Trustees' Plan for Excellence. In 2009 Chancellor Wrighton charged the provost with making faculty diversity and recruitment one of his top priorities. The provost in turn appointed a member of the law faculty as vice provost for diversity. The Provost's Statement on Diversity and a description of specific initiatives can be found online. In addition, the university's Department of Human Resources has a project manager for diversity.

Also, Washington University's commitment to the socioeconomic diversity of our students is addressed in section 1.C.1.

**Gender Equity in Faculty**

The number of women faculty on the Danforth Campus rose from 265 in 2002 to 403 in 2012 and there has been a steady increase in the proportion of women with tenure: from 25% in 2002 to 31% in 2012. Thirty-seven percent of assistant professors are women. We are focusing much attention and energy on recruiting in STEM fields which are our greatest challenge. We have been successful in the biological sciences, which currently have almost 38% women, compared to 26% for peer private universities and 27% for peer publics. We are searching for ways to improve in the physical sciences, mathematics, and the social sciences.

The School of Law and the Brown School have faculties that are both at least 50% women. The law school has also had women faculty in key leadership positions since 2009. The Brown School, which also includes faculty from the Institute for Public Health, has a faculty that is 56% women, and the senior management team of associate deans is currently 80% women faculty members. In the Fox School of Design & Visual Arts, 40% of the faculty are women. Currently, the director of the Graduate School of Art and the chair of Graduate Architecture are both women.

In the Olin Business School, 22% of the faculty are women. The School of Medicine has also demonstrated real progress in gender equity. In 2012 32% of the faculty are women, up from 20% in 2000. In addition the number of women in endowed chairs has gone up substantially, from 3 to 15.

In the School of Engineering & Applied Science, approximately 10% of the tenured and tenure-track faculty members are women, consistent with the national average for engineering schools, and two-thirds of the women are tenured associate or full professors. The school has increased the number of women faculty members by 50% within the past two years, and women faculty members account for half of the promotions during the past year. In addition, two women full professors serve in leadership positions as associate department chairs.
In addition to attracting more women to the faculty, the university has also attracted more women into senior leadership positions within the university. The University Council, the university’s senior management team, is now 1/3 women—a result of intentional strategies to search for outstanding external candidates while also developing and promoting internal ones. Key positions held by women include the vice chancellor for public affairs, the vice chancellor for students, the vice chancellor for human resources, the dean of the faculty of Arts & Sciences, the dean of the College of Arts & Sciences, and the dean of the School of Law. Two vice provosts are women, and both the chief financial officer and the university’s treasurer are women.

While we are encouraged by our successes, we believe that we must continue to improve, and we will need to embrace innovative and aggressive strategies to do so. Efforts to enhance and support women’s professional development and leadership opportunities include:

- Diversity and Inclusion Grants: several have gone to units to facilitate women’s leadership or to enhance the presence of women in underrepresented fields, including information technology and patents. These grants have supported women faculty and staff alike.

- Leadership Workshops: a series of lectures, workshops, and discussions designed to encourage women’s academic leadership. More information about the Inclusion Grants and the Leadership Workshops can be found on the Diversity Signature Programs page.

We are also exploring other programs and activities that support and encourage women’s leadership including training for department chairs and leadership development. In 2005 the chancellor established the Coordinating Council for Diversity Initiatives (CCDI) which was charged with assisting in the development of a strategic plan for improving diversity. It was the CCDI that developed the Diversity and Inclusion Grants program mentioned above. The CCDI also led the effort to bring the Higher Education Recruitment Consortium (HERC) to St. Louis in 2008. The HERC helps with the recruitment of talented dual career faculty and senior administrators and helps increase the visibility of our commitment to diversity. The university still serves as the host institution for the St. Louis Regional HERC and staff in Human Resources are active on the National HERC board. And in 2011 the Office of the Provost led the effort to create the Professional Leadership Academy & Network, a year-long program for staff designed to develop future leadership.

Ethnic and Racial Diversity in Faculty

Regarding ethnic, racial, and linguistic minority faculty, in 2004 the visiting team observed that “change has been exceedingly slow over the decade since the last accreditation visit. Reports suggest that the University’s recruitment practices remain very traditional. For an institution with the stature and location of Washington University in St. Louis, the failure to attract more underrepresented minorities, especially African-Americans, is hard to understand.”
Today it is accurate to say that we are making progress. In 2012 6.8% of the faculty on the Danforth Campus was composed of underrepresented minorities. Clearly, this is not satisfactory, but we note that we are very close to our private peers at 7.5%. We are at the national average with our peers in African-American faculty, slightly below our private peers with Hispanic faculty.

Since the appointment of the provost in 2009 and the vice provost for diversity in 2010, the university has seen significant growth in hiring numbers. In AY 2012, 25% of Danforth Campus hires were underrepresented minorities. In that year, out of 49 searches, the Danforth Campus invited 25 underrepresented minority candidates to campus, extended offers to 11, and successfully hired 11. This compares quite favorably with our experience in 2009 when 45 searches were conducted. Only 6 underrepresented minority candidates were invited to campus, 4 offers were extended, and there were 3 hires. In Fall 2013, 5 African-Americans took up faculty positions on the Danforth Campus which was approximately 10% of all hires. Of particular note, four of these new hires are in Arts & Sciences, which has been working aggressively to improve diversity in every area.

The professional schools on the Danforth Campus have also made racial diversity a top priority. The Brown School, at 15% African-American, is significantly above the national average for both peer private institutions (5%) and peer public institutions (8%). The Olin Business School is slightly above both peer private and peer public averages for African-American faculty and just at the average for Hispanic faculty. The School of Engineering & Applied Science successfully recruited one African-American and two Hispanic faculty members in AY 2012. Between 2008 and 2010 the School of Law successfully recruited its first two African-American women to endowed chairs. The School of Medicine has also made progress in racial diversity. In 2007 the medical school inaugurated the Faculty Diversity Scholars Program, which provides incentives to departments and programs that hire and retain faculty of racial and ethnic backgrounds underrepresented in medicine. Nineteen Scholars have been funded since the inception of the program; there are currently 10 Scholars, including the first black woman full professor at the School of Medicine. Overall, the medical school has increased the number of underrepresented minority faculty from 59 in 2007 to 93 in 2012. Of these, 41 are African-American.

Across the university school deans have employed a variety of innovative strategies to improve racial diversity, collaborating closely with the Office of the Provost. Each dean has identified his or her distinct challenges and has developed strategies to address them. For example:

- Strategic and aggressive use of target of opportunity hires.
- Exploration of cluster hires, which have been used successfully in other universities. Cluster hires may be of particular value in recruiting Hispanic faculty.
• Arts & Sciences will be conducting an external review of its program in African and African-American Studies in 2014 and the self-study now in development will be important in shaping academic priorities in the study of race, inequality, and identity.

• The Fox School has made excellent use of its Visiting Artists Program to recruit outstanding minority artists for residencies.

• The School of Engineering & Applied Science has several signature partnerships with high schools and universities that are designed to enhance the pipeline for minority engineers. In addition, Engineering has cultivated key partnerships with the National Society of Black Engineers and the National Organization of Black Chemists and Chemical Engineers.

Recognizing that retention is as important to increasing diversity as recruitment, in 2012 the Danforth Campus began piloting a mentoring seminar for underrepresented minority faculty on the tenure track. And since 2009 we have awarded over $750,000 to support proposals by faculty and staff to improve the diversity climate on campus. Now in its fourth year, we are reviewing the Diversity & Inclusion Grants to assess whether they yielded programs or initiatives that should be institutionalized. In addition, through the Distinguished Visiting Scholars Program, the Office of the Provost funds schools and departments in inviting leading underrepresented minority scholars and leaders in various fields of endeavor to spend time on campus. In several ways this program has been successful. First, it has yielded several new hires. Second, those who visit have become ambassadors for Washington University, helping us recruit both faculty and students. And third, school deans and department chairs have strategically used the program to facilitate their diversity goals.

Facilities and Budgeting

The Evaluation Team Report of 2004 suggested: “The University should try to develop some goals and policies that will aim to make decisions about allocations of capital appreciation not based on a laundry list of desirable facility projects and a separate list of pressing new regular budget needs but as part of an effort to optimize the separate allocations in terms of the overall goal of the University to achieve excellence.” There is no question that the overall goal of Washington University is excellence. The university’s strategic plan, the Plan for Excellence, outlines the strategies for achieving excellence university wide as well as by individual school. The decentralized structure of the university means that much planning is done school-by-school and excellence is the goal of all plans. The university’s endowment is comprised of approximately 3,000 individual funds. Most of these funds have been designated by the donors for specific schools and usually for a specific purpose within a school. The school-specific endowments are under the aegis of the respective dean.

All of the buildings currently under construction or in the final planning stages are described in the Plan for Excellence.
As an example, the Olin Business School’s strategic plan includes expanding the size of the MBA program. The dean and school leadership believe that size is an important factor in moving the Olin School forward with prospective students, faculty, and employers. In order to execute this expansion, the school is building two new connected buildings, Knight and Bauer Halls, with room for additional faculty, students, and programs. Naming gifts have been raised for a portion of the costs and, in addition, the school will be using accumulated reserves. Also, spending from a Danforth endowment received many years ago will support debt service for some of the costs.

A new dean for Arts & Sciences took over at the beginning of 2013. She and her team recently have summarized that school’s updated plans in “The Case for Arts & Sciences.” A goal for Arts & Sciences, according to the case statement, is to improve research and teaching facilities in the natural sciences in a way that achieves integration and seamless interdisciplinary connection. Arts & Sciences plans to address immediate needs in core disciplines such as chemistry and physics while planning for stronger alliances among the natural sciences, medicine, and engineering and technology. Planning is underway for new faculty lines and new facilities. Arts & Sciences is working closely with the chancellor, provost, and executive vice chancellor for administration to develop a phased, multi-year plan.

As noted previously, planning takes place centrally as well as at the individual school level. In order to recruit and retain an excellent and diverse student body the university must have outstanding programs, facilities, and services for all students. Leadership recognized that wellness, recreation, and athletics facilities were not on a par with the rest of the Washington University experience and quality. In response, a committee from across the university was involved in a planning process that was initiated a few years ago. This process recognized that the centralized athletic and fitness facilities needed renewal and revitalization through renovation and new construction. The first phase, which includes some renovation and an addition to existing facilities, has been designed and a donor has pledged a naming gift for a large portion of the project. Athletics endowments, reserves, as well as contributions by schools, will support this endeavor.

In recent years, more funds and endowments have been raised for cross-school, university-wide initiatives including the John C. Danforth Center on Religion and Politics, the McDonnell International Scholars Academy, and the Institute for Public Health.

The structure of Washington University allows for initiatives that may be school-specific, interdisciplinary, or cross-school, as well as university wide. Planning takes place at all levels but all plans have the goal of excellence and fit with the overall university strategy.

The process required for developing each plan meant that a variety of factors—including optimum faculty size, enrollment, financial aid, new programs, and new
buildings—were all considered, as were both operating and capital spending. Each plan was considered by the relevant school's National Council and of course also by the university's Board of Trustees. All of the buildings currently under construction or in the final stages were described in the strategic plans of each school. The current university fundraising campaign, *Leading Together*, describes the current priorities for new construction and renovation across schools—for which a minimum of $225 million is being sought. But the overall campaign goal is $2.2 billion. Clearly, facility needs were considered in the context of other needs and goals.

**Graduate PhD Programs**

In 2004 the Evaluation Team observed that Washington University was “about to launch an effort to review and improve the overall quality of the graduate student experience” at the university. In October 2006 the Task Force on Graduate Education released its Final Report and Recommendations, and there is little doubt that since that report appeared much has been done to enhance the graduate student experience.

Four points stand out. First, administrative turnover. As noted a few pages earlier, a new dean of the Graduate School of Arts & Sciences took over in 2008 and as of July 1, 2014 William F. Tate became dean of the Graduate School of Arts & Sciences and vice provost of graduate education. Also in 2008 an interim dean was overseeing the Faculty of Arts & Sciences. A new dean of Arts & Sciences was appointed in 2009 but resigned and was replaced in 2012. Such turnover did not encourage sustained attention to the Final Report of The Task Force on Graduate Education. Second, the economic recession and market downturn of 2009 introduced new financial pressures that had not been foreseen in 2006 when the Task Force Report came out. Third, the academic job market deteriorated due to the recession and budget cuts in both public and private institutions. This weaker job market made seeking a PhD more problematic for many prospective students. And fourth, at Washington University the undergraduate program did not recede in importance and, again due to the recession, the need for undergraduate financial aid increased.

But even with these pressures, we have made progress. Interdisciplinary research is encouraged and seems increasingly common. Biomedical engineering works with medicine. The Institute for Public Health brings together faculty members and students from a number of disciplines. The PNP program (Philosophy, Neuroscience, Psychology) connects different disciplines as does the program in materials science. Given the diverse interests of the faculty, distinctive signature programs will continue to develop given the creativity of the faculty and the encouragement of the administration.

The Task Force on Graduate Education called for an increase in graduate student financial support and in particular suggested seeking corporate sponsors in several fields. The *McDonnell International Scholars Academy* is a good example of such sponsorship. But more generally the *Leading Together* Campaign is seeking $250 million in new endowed funding to attract a diverse and talented student body—undergraduate, graduate, and professional—and hopes for $330 million in combined
endowed and annual funding. In addition to financial support, other steps have been taken for the benefit of graduate students. The Washington University Teaching Center supports programs for the benefit of graduate teaching assistants and the Career Center supports one staff member to work solely with graduate students. In the Danforth University Center, the Liberman Graduate Center provides meeting and gathering space for the use of graduate and professional students from across the campus. Off campus more attention is being given to housing for graduate and professional students since it is clear that the availability and attractiveness of housing may facilitate or discourage enrollment.

Important as improving the quality of life of graduate students is, it is not enough. The Evaluation Team noted that to elevate the standing of particular graduate programs there would have to be targeted investment in faculty strengths. “This represents a kind of challenge that can only be addressed effectively in a relatively long time frame and with careful planning.” The Leading Together campaign is seeking $625 million to attract and keep outstanding faculty—and this is also exactly what the Task Force Report called for in 2006. “We also need to greatly enhance the research eminence of our faculty by attracting and retaining more outstanding researchers.” Other campaign priorities, for example “To advance the scholarship, research, and creative potential for students and faculty,” will also undoubtedly have a positive effect on graduate programs.

Information Technology

The advancement section of the 2004 Evaluation Team report took a guarded view of the university's information technology organization. “Although information technology seems to be functioning satisfactorily now, the balance between decentralization and centralization should continue to be weighed carefully. It may be advisable to invite a visiting team of experts on the organization of information technology at universities to study the structure of computing and communications at Washington University and offer their suggestions.” In 2011 an external consultant was retained to review the organization and management of information technology at Washington University. The consultant in turn familiarized himself with information technology operations at a number of peer institutions—including Vanderbilt, Emory, Harvard, Duke, and Yale—with a goal of determining where or how Washington University might make improvements. As a result of the consultant’s work, the university’s senior management team includes for the first time a vice chancellor for information technology/CIO to achieve greater coordination among units and to connect administrative, academic, and research computing in order to reach the university’s goals in the years ahead.

More recently, the management team in Information Services and Technology met with those managing other major administrative units within the university to better understand their priorities and objectives over the next few years. Opportunities were identified to streamline processes, to make better use of currently available technology, and to replace technology reaching end of life. A plan for upgrading administrative technology systems and services to support teaching and learning has been drafted and is now under discussion.
Although there is no question that the university is decentralized and standardization of technology across schools and major units has been problematic, the implementation of several shared technology services has led to greater efficiency. Examples include combined management of telephone and data networks, a common (cloud-based) email system for students, common print management services for students, and data center hosting and desktop support. Investments in the university’s voice and data network provide the reliable and robust high-speed internet bandwidth required for teaching and research. Multiple schools and the Central Fiscal Unit are currently evaluating common (cloud-based) services for faculty and staff email, calendaring, and a common directory. School and university Information Technology leaders meet monthly to coordinate evaluation and implementation of common technology solutions and practices. The partnership that has developed has led to the adoption of several important tools across schools. Examples are Curriculum Planner, Degree Audit, Student Portfolio, and Blackboard Learn/Outcomes.

Although in our decentralized culture the local solution bias may continue, there is clear recognition that common or centrally provided services can yield economies of scale and enhance efficiency. For the foreseeable future the tension between local and central solutions is likely to continue, but there is increasing recognition of the value of stronger central control. And it is certainly possible that the continued development of interdisciplinary and interschool study and research will encourage the search for common solutions to common problems. The university’s new CIO clearly recognizes the value of both local and central approaches. One of his earliest public statements shows this clearly: “What we want to do is make all of it better by doing things centrally that can be done more efficiently and better and by supporting things that are being done in individual labs or departments the best way we possibly can.”

A university Technology Leadership Council (TLC) was formed to guide the selection and implementation of shared, or centralized, information technology solutions. The TLC represents IT leaders from all schools, the Danforth Campus Libraries, and the university administration. Since the last reaccreditation a number of efforts have demonstrated our progress in taking a more centralized approach in achieving campus-wide solutions.

- A focus on improving the student experience and making effective use of school resources has resulted in centrally managed university systems for many student services.
  - A single email system for students has replaced individual school systems. In 2010 Microsoft was selected to host email services for students.
  - A common solution for managing public printers across campus was implemented to give students the ability to print in any location in any school, library, residential, or common space across campus. In 2011 Papercut was adopted to support this centrally managed printing solution.
A single learning management system is in use across the Danforth Campus schools. A single instance of Blackboard Learn was implemented in 2012 to replace an internally developed system and multiple standalone instances of Blackboard.

A centrally developed user identity management system introduced a common user credential to streamline access to administrative systems, library services, and school systems. The WUSTL Key provides a common user id and password that reduces the need to manage multiple credentials.

Washington University’s emergency notification system was developed through a partnership between Information Services & Technology and the university’s emergency management office. The system, called the Emergency Mass Communications Dashboard Project, ensures that multiple methods of emergency communication can all be activated at once and share the same message through various platforms. The systems also connect with city and county alerting systems to ensure a consistent emergency response. The project earned the Association of College and University Telecommunications Administration’s (ACUTA) Institutional Excellence in Communications Technology Award in 2013 and the CSHEMA Solutions at Work Award in 2012.

The ongoing implementation of a common wireless system, established in 2006 and significantly upgraded in July 2013, provides wireless access for students, faculty, and staff across all schools and buildings on the Danforth, residential, and administrative campuses. The university continues to expand the network coverage and to adopt new technologies to improve performance. Central management of the university’s connections to the Internet and Internet2 research network ensures that the rapidly growing network demands are closely monitored and that resources are available to support research, teaching, and student activity.

Assessment

In the Assurance section of the 2004 Evaluation Report, the Evaluation Team observed that in the matter of assessment Washington University had made substantial but uneven progress. Departments and programs within Arts & Sciences had made substantial progress while some other academic units had simply not engaged in “serious assessment efforts.” The Team wondered whether there was a “fully comprehensive University Assessment Plan.”

In response, Washington University continues to engage in formalized assessment activities which were started before our last accreditation visit in 2004. These activities are overseen by the Washington University Assessment Committee which is chaired by the vice provost for academic affairs, and focuses on general education assessment in Arts & Sciences. The Committee’s primary responsibilities are 1) to document
efforts to measure the knowledge, skills, and attitudes of the Washington University learning community (classes, departments, programs, schools) and 2) to encourage best practices across various assessment projects and programs. Since 2004, the Committee has realized a number of significant goals, including the development of a more coherent general education assessment model with an online collection and review process (using Blackboard) and the encouragement of routine consultation between various campus partners. In view of the changes in assessment chronology and practices implicit in the HLC’s move to Pathways, the Assessment Committee’s monitoring of assessment practices in Arts & Sciences will become even more important in years to come. The committee will also continue to review the effectiveness of Blackboard as an assessment instrument to see if it will serve future needs and expectations.

A number of co-curricular assessment activities are happening across campus in conjunction with the Committee for the Assessment of Undergraduate Student Experience (CAUSE).

Alongside these assessments, each of our professional schools is accredited by its related professional group with its own assessment requirements. Professional school assessment initiatives are addressed in their school reports, included at the end of this self-study. Professional schools aside, progress in the assessment of student learning continues apace. Within Arts & Sciences assessment has become a regular routine of all departments and programs. This means that assessment is taken seriously; it has become part of the university’s academic culture. While not all departments and programs have reached the desired level of excellence, the majority has achieved solid assessment results. Moreover, certain exemplary reports now serve as guides or models for departments still in need of improvement, and consultation with the Office of Assessment on best practices is now a routine part of the process for many. (Please see Criterion 4.B. for more detailed information on assessment.)

While there is no formally labeled assessment program within the Graduate School of Arts & Sciences the examination and writing requirements associated with graduate study represent significant efforts even if not named such.

**Space for Student Activities**

In 2004 the Evaluation Team commented on the perceived need for more space for student activities: “In open discussions with students and administrators adequate space for student activities including indoor and outdoor recreation facilities separate from intercollegiate athletic practice and competition facilities, and appropriate music and performance venues were consistently cited as high priorities for campus life programs.”

Progress has been made and continues. In October 2007 a former school near the South 40 (the main residence hall area) was acquired by Washington University and has proved a great benefit for club sports programs. Students are able to use a gym, several multipurpose rooms, and a playing field. In 2013, the grass on the playing
field was replaced with a synthetic surface to allow more use. In addition to this space addition, over the last few years a number of facilities have been refurbished: The Tao Tennis Center, Francis Field Stadium, The Grimm Racquetball Courts, and the men’s and women’s recreational locker rooms.

Most significantly, the current Leading Together Campaign has attracted gifts that will allow the addition of needed new facilities. Construction of the Gary and Rachel Sumers Recreation Center got underway in May 2014 and there are also plans to renovate the interior of Francis Gymnasium. The new recreation center will include, among other features, a three-court recreational gymnasium, a jogging track, a climbing wall, and a spinning room. The renovated Francis Gymnasium will include the new Gary and Rachel Sumers Fitness Center.

Music has also gained space. In October 2006 Washington University acquired a former synagogue not far from the university. After remodeling and rehabbing, the 560 Music Center opened in 2007. This substantial addition to music space includes three performance areas of different sizes, teaching and practice spaces, instrument storage space, and a student lounge. And the aforementioned Danforth University Center has provided much needed space for a wide variety of student activities.
Student Health Services

In 2004 the visiting team commented in the Advancement Section of their report on the inadequate space housing health and counseling services. In 2006 the Student Health Service moved into new quarters on the South 40 and became the Habif Health and Wellness Center. This premier facility represented a substantial update and provided a much more efficient and student-friendly use of space. The relocation also facilitated the addition of radiology services and a full-service licensed pharmacy. And in addition to the usual medical and mental health services, the Habif Health and Wellness Center also provides, through its Health Promotion Services, information and programs on a variety of health-related topics. Worth noting is that the Habif Center was accredited in 2006 by the Accreditation Association for Ambulatory Health Care, Inc., and was reaccredited again in 2013.

Contracting for Basic Services

In 2004 the Evaluation Team noted that a number of the university’s basic services—for example food service, groundskeeping, transportation, and bookstore management—were provided by outside contractors. The Evaluation Team reported hearing some criticism of service quality and suggested a review of contracted services in the light of the university’s overall goals. In fact, the quality of service required is the most important consideration in deciding whether to use an outside contractor. After a contractor is selected, monitoring of performance is ongoing. The primary monitor is the university department that has responsibility for the service being provided by the contractor. The university’s Resource Management Group also monitors performance to ensure that contractual obligations are being met and that the contractor is complying with the university’s Principles and Guidelines for Basic Services Contracts.

The quality of service the university expects of its outside contractors is reflected in these examples:

- Washington University’s contract with Bon Appetit Management resulted in the university being ranked number one in college dining by Princeton Review and number one in The Daily Meal’s list of Top Universities for Food Lovers. Establishing healthy dining options and responding to student
feedback are integral to Bon Appetit’s service. Their relationship with 25 small independent family farms in the area assures continued availability of fresh produce, and Bon Appetit covers an exceptionally diverse range of dietary preferences and needs. Additionally, through a partnership with a Washington University graduate, Bon Appetit has also in recent years turned nearly 20,000 gallons of cooking oil into biodiesel fuel, doing its part to contribute to the university’s commitment to sustainability.

- Public transit is easily accessible to the university community with MetroLink stops at the east and west ends of the Danforth Campus and with a centrally located stop on the Medical Campus, as well as one near our West Campus. Washington University actively supported the move of MetroLink through the central corridor, and students, faculty, and staff are given a free UPass providing unlimited use of Metro Transit.

- The beauty of the Danforth Campus and Medical Campus have been enhanced through the landscape expertise of Top Care.

- The Washington University Campus Store, run by Follett, has recently been renovated.

While our work continues, we believe the past 10 years have demonstrated our sustained commitment to excellence and growth. Moving from general consideration of the university, we will now address the specific criteria for self-study set by the Higher Learning Commission.
CRITERION ONE
CRITERION ONE: Mission

THE INSTITUTION’S MISSION IS CLEAR AND ARTICULATED PUBLICLY; IT GUIDES THE INSTITUTION’S OPERATIONS.

In this section we look at the ways in which Washington University in St. Louis’s mission provides the foundation for our continued growth as a leading academic institution, nationally and globally. The university’s mission is publicly stated throughout communications to our various constituents and stakeholders, including students, faculty, staff, administrators, alumni, trustees, and the citizens of St. Louis. However, the mission is not just confined to a piece of paper or a website. The university community lives our mission daily through our academic programs, research, student services, and public service.

Washington University’s mission:

- Discover and disseminate knowledge
- Protect freedom of inquiry through research, teaching, and learning
• Create an environment to encourage and support an ethos of wide-ranging exploration
• Enhance the lives and livelihoods of students, the people of the greater St. Louis community, the country, and the world.

Goals cited in the mission:

• *Excellence:* to foster excellence in our teaching, research, scholarship, and service
• *Diversity:* to welcome students, faculty, and staff from all backgrounds to create an inclusive community that is welcoming, nurturing, and intellectually rigorous
• *Student Development:* prepare students with attitudes, skills, and habits of lifelong learning and leadership thereby enabling them to be productive members of a global society

1.A. The institution’s mission is broadly understood within the institution and guides its operations.

All university activity can be traced back to the Mission Statement. Faculty, staff, administrators, and students are reminded of the mission daily because all around us
are examples of our overall excellence in teaching, research, scholarship, and service; diversity; and student development.

**1.A.1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.**

In 2006, WUSTL trustees, administrative leaders, deans, and directors began planning the university’s strategic road map for 2010–2020. A broad range of constituencies was engaged in the process and, in keeping with the university’s culture, each academic unit developed a comprehensive view of its future. From this extensive, institution-wide effort, the Steering Committee of the Board of Trustees, with guidance from the chancellor, published the *Plan for Excellence*.

The university Mission Statement was updated in Spring 2012 and reflects the priorities cited in the *Plan for Excellence*. After discussion with representatives throughout the university, the Faculty Senate Council ratified the new Mission Statement on April 10, 2012. It was then approved by the Board of Trustees on May 4, 2012. Despite the university’s decentralized nature, the seven schools agree to and abide by the goals set for the mission. Working together across the schools has strengthened our university and its mission.

**1.A.2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.**

To enhance the quality of life for our community and the world, the Mission Statement asks the university community to strive for excellence in teaching, research, scholarship, and service; seek students, staff, and faculty from diverse backgrounds; and develop our students into well-rounded citizens and leaders. These goals pervade our academic programs, student support services, and enrollment profile.

**Academic Excellence**

Washington University’s many highly regarded programs are a testament to our commitment to excellence. Since 1991, our undergraduate programs have consistently placed in the top 20 of the *U.S. News & World Report* rankings. In addition, several of our graduate programs are regarded as among the best in the nation. We offer more than 300 programs and almost 1,500 courses leading to bachelor’s, master’s, and doctoral degrees in a broad spectrum of traditional and interdisciplinary fields, with additional opportunities for minor concentrations and individualized programs.

Our faculty members are leaders in their fields. They care deeply about the subjects they study and the students they teach. Professors engage in research and scholarly activity and are constantly challenging commonly held practices and beliefs. They perform research to serve society, write books, create landmark works of art. Current faculty hold more than 350 prestigious awards.

Washington University’s world-class faculty collaborate across the curriculum and frequently design interdisciplinary programs and cross-school partnerships, broadening
our range of academic inquiry. We encourage students and faculty to create new interdisciplinary combinations. Many Washington University undergraduate students pursue combined studies, finding it possible to graduate with more than one major and/or minor. Strengthening interdisciplinary, university-wide initiatives will enable Washington University to use its intellectual capital to make discoveries that enhance the quality of life around the world.

Research at Washington University thrives on a rich history of success, deep support from many sources, well-established collaborations with industry and academic colleagues, and—most importantly—engaged faculty, students, and staff who work across disciplines, departments, and schools in the energetic pursuit of new and practical knowledge. Washington University is exceptionally well-positioned to meet national and global imperatives in energy, environment, security, health, and economic prosperity. The university takes its responsibility seriously. Through innovative research, we are committed to the creation of new knowledge necessary to achieve a bright and sustainable future. As members of a major research university, our students, including freshmen, have opportunities to do research alongside faculty. Virtually all faculty members engage in important research activities, including scholarly and creative endeavors, that complement their strong commitment to teaching. These activities contribute to a mentoring environment in which undergraduate and graduate students work with professors on new discoveries and understandings. Sixty percent of Washington University undergraduates are involved in research.
Our commitment to global engagement is shown in a variety of our programs. For example, the McDonnell International Scholars Academy provides graduate and professional students from University Partners around the world with an extraordinary educational experience at Washington University in St. Louis. The Global Certificate is an interdisciplinary program designed to expose undergraduates to diverse perspectives and teach practical skills needed to thrive in today’s dynamic international landscape.

Washington University offers a wide array of opportunities for students to study and travel abroad. Many of our study abroad programs and other international educational opportunities are organized, facilitated, and/or managed at the school level. Our global partners offer in-depth study, research, and language immersion programs at all levels. In Arts & Sciences alone we offer more than 100 programs in more than 50 different countries. Fifty percent of Arts & Sciences graduating seniors (42 percent university-wide) report having participated in a study abroad program for a semester, a summer, or a year. Approximately 570 Arts & Sciences students study abroad each year, roughly 320 during the semester and academic year and 250 during the summer. Our system of establishing study abroad advisors in each department, among the first of its kind at a private research institution, ensures a high level of faculty involvement and oversight.

Through our world-class facilities, we strive to create an environment that allows our students and faculty to do their best work. The John M. Olin Library and Graham Chapel have been renovated, the Danforth University Center opened in 2008, and new student housing provides a home that attracts, nurtures, and intellectually stimulates undergraduates. The Mildred Lane Kemper Art Museum and Earl E. and Myrtle E. Walker Hall are modern additions for Architecture and Art, and the 560 Music Center has added important space for music performance and education. Green Hall and Brauer Hall were added to the new Engineering complex. The Charles F. Knight Hall and George and Carol Bauer Hall represent expansion of the Olin Business School. A new building is under construction for Social Work (scheduled for completion in summer of 2015). We are in the planning stages for additional buildings for Art and Architecture and Engineering. The patient-friendly Center for Advanced Medicine and the BJC Institute of Health are two new state-of-the-art facilities on the Medical Campus.

**Student Support Services**

Student support is integral to the Washington University experience. From academics to social and service activities to health and wellness, Washington University provides resources and staffing to ensure that students’ needs are met and that they may enjoy a nurturing and supportive atmosphere.

**Academic Resources**

The academic experience at Washington University, while designed to be rigorous and comprehensive, is also designed for the betterment of our students. That means dedicating resources to helping our students achieve the best learning practices and outcomes throughout their time here.
The First Year Center ensures that our students get off to the best start possible. The center coordinates summer pre-orientation; traditional orientation programming in August; and spring orientation (called Winter Welcome) for transfer and exchange students. The center also collaborates with partners from Student Involvement and Leadership and Residential Life on a program called "The First 40 Days," designed to expose and acclimate students to social and cultural aspects of the university and the St. Louis community.

Cornerstone: The Center for Advanced Learning offers support services that students need to succeed academically, such as peer mentoring, workshops, help with study- and test-taking skills, and resources for first-generation college students and students with disabilities. Research shows that students in Cornerstone programs receive higher grades than their counterparts at the university. Thousands of students take advantage of Cornerstone programs each year.

The Career Center supports students and alumni by teaching lifelong career development strategies and by connecting students, alumni, and employers. In addition to its advising services, the Career Center offers self-assessment tools, workshops and hands-on sessions, job and internship searches, industry-specific panels and workshops, campus-wide career fairs and national fairs, and networking events and road shows in St. Louis, New York, Boston, Los Angeles, Chicago, and Washington, D.C.

The Washington University Libraries are a network of academic resources featuring 12 libraries (10 on the Danforth Campus, one at West Campus, one on the Medical Campus); vast print and electronic collections; and expert librarians whose first priority is helping students and faculty find the information they need. The center of this rich network is the renovated John M. Olin Library, a 197,000-square-foot research library housing humanities, social sciences, engineering, and special collections; a technology center (the Arc); a dual-purpose café and extended-hours study space; reading rooms; lounges; and small-group studies. It is open 24 hours a day for four days a week when classes are in session and 24 hours a day for seven days a week during finals. The other libraries house collections serving specific departments or schools.

Outside the Classroom

Our dedication to students’ well-being extends well outside of the classroom, and students have an array of support networks to enhance their everyday lives. Student Involvement and Leadership (SIL) is a resource center for Washington University students, faculty, and staff that engages students in determining their co-curricular experiences. This is achieved through advising students and student organizations; creating innovative leadership opportunities; and promoting involvement in the campus community. SIL values and encourages all forms of leadership to cultivate an inclusive, socially responsible, and vibrant campus community.

The Undergraduate Council brings together students, faculty, and administrators appointed to learn about and discuss all aspects of the undergraduate experience. The
council meets twice a semester, hearing reports, recommending actions, and serving as a clearing house for information regarding Washington University’s undergraduate students. The council also invites members of the campus community to report on issues of interest such as health services, diversity, academic integrity, campus planning, and academic planning.

Habif Health & Wellness Center–Student Health Services provides the student community of Washington University with premier, student-centered health and health promotion services. It offers a range of services from medical checkups and mental health services to wellness support and health education.

WUSTL Residential Life has developed residential colleges that are complete living centers, featuring recreation rooms, a fitness center, lounges, meeting rooms, music practice rooms, computing centers, intramural fields, a technology center, and laundry facilities. Student-run businesses make their homes here as well. Also, the university dining options are ranked among the best in the country.
Enrollment Profile

Our students are among the best and brightest in the nation; our goal is to help them become the leaders of tomorrow. Diversity of thought and experience strengthens our academic vitality. We bring great minds here from around the world to prosper, and we send our scholars out into the world to share their knowledge. Washington University embraces differences in the form of gender, race, ethnicity, geography, socioeconomic status, age, politics, religion, philosophy, disability, sexual orientation, gender identity or expression, or genetic information.

About 50 percent of our freshmen are men; 50 percent women; nearly 40 percent are multicultural or international students. Students and faculty come from all 50 states and more than 100 countries around the world. Nearly 65 percent of our undergraduate students come from more than 500 miles away, making this one of the most geographically diverse campuses in the country.

The racial/ethnic breakdown of the undergraduate day division students at Washington University is:

- 5% African American
- 18% Asian American
- 54% Caucasian
- 2% Hispanic American
- 9% International
- 8% Multiracial or unspecified
- <1% Native American
- (4% unreported)

Our commitment to diversity will be addressed more fully in section 1.C.

1.A.3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Criterion 5 demonstrates the interface between planning and budget decisions by describing the university’s resource base, governance, and the integrated planning that is essential to improvement. Specific evidence in section 5.C. includes the creation of the First Year Center, the Institute for Public Health, the Skandalaris Center for Entrepreneurial Studies, and a new, interdisciplinary PhD program in materials science and engineering. These examples illustrate how academic priorities are supported by strategic university investments which align planning and budget priorities.
1.B. The mission is articulated publicly

1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Washington University realizes it is important for every member of the university to know the priorities set forth in the Mission Statement. That’s why we have ensured that our community is familiar with our mission by publishing it in several places on our website, including the provost’s page; the WUSTL About page; under “About WUSTL” on the Undergraduate Bulletin site; and the faculty information handbook.

We also communicate our mission’s ideals through multiple outlets. For example, our annual report highlights the university’s accomplishments and priorities during the previous fiscal year. The Nondiscrimination Statement spells out our commitment to diversity in admissions and hiring practices. The Commitment to Free Forum of Ideas strives to keep the university’s environment respectful of all viewpoints.

The university’s Key Initiatives are derived from the mission and are listed on our homepage front and center. The mission-backed priorities of Leading Together: The Campaign for Washington University are listed on the campaign website. (see below in 1.B.2.)

Washington Magazine and other university periodicals (magazines and a wide array of print and electronic departmental newsletters) report on the people and research that exemplify our mission. Articles highlight the accomplishments of faculty, current students, and alumni. By doing this, we articulate our mission to the university community and external audiences.

1.B.2. The mission document or documents are current and explain the extent of 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.

The Mission Statement was updated in Spring 2012. It spells out the university’s priorities, which also have been emphasized in other university statements. All of the various university vision statements listed below have their roots in the Mission Statement’s goals of enhancing the quality of life through excellence, diversity, and student development. Each point can be traced back to the Mission Statement priorities in parentheses.

Priorities of the Plan for Excellence strategic plan

The Plan for Excellence was initiated in 2006 when the deans, directors of various centers and initiatives, and the heads of the university’s central fiscal unit were asked to develop strategic plans for the decade from 2010 to 2020. The report was completed in 2009.
plan has formed the basis for guiding our mission updates, capital campaign priorities, and the university Key Initiatives.

- **Enhance diversity and inclusiveness of the Washington University community** (diversity)

  “Washington University must strive to diversify its student body, faculty, and staff. Attracting the best students, faculty, and staff from all economic, ethnic, and social backgrounds will strengthen the educational environment for all, and achievement in this area will set the university apart from other research universities.”

- **Continue to strengthen the undergraduate program** (excellence, student development)

  “Success in the undergraduate program has been the most important element of progress at Washington University in the last 25 years. Further strengthening of the undergraduate program is essential to ensuring a bright future for the university.”

- **Develop world leadership in graduate and professional education and research** (excellence, student development)

  “The critical challenge in graduate and professional education is to do at this level what has been done at the undergraduate level. The imperative of strengthening graduate and professional education stems from the aspiration to prepare the future leaders of society.”

- **Build on top-ranked status of Schools of Medicine and Social Work** (excellence, quality of life)

  “The university must increase the number of areas in which it is a recognized world leader—as outlined in priorities two and three. Building on the tremendous strength, quality, and accomplishments of the university’s two most highly ranked schools will be important to securing our current high standing while providing major opportunities to build greater impact in the decade ahead.”

- **Increase financial resources with a focus on scholarships and fellowships** (diversity, student development)

  “Washington University should continue to recruit a diverse student body with the highest ability, demonstrated accomplishments, and exemplary character, while making every effort to meet each student’s financial need.”
Priorities of Leading Together: The Campaign for Washington University

The goal of *Leading Together: The Campaign for Washington University* is to raise a minimum of $2.2 billion in funding toward priorities included in the strategic plan. The campaign is the outgrowth of a comprehensive strategic planning process to identify the greatest opportunities to enhance our contributions to society. As part of this process, each school and several units developed plans that reflect a clear vision for the next decade. These mission-backed priorities will significantly and positively impact the St. Louis region, the nation, and the world.

- **Preparing the leaders of tomorrow** (student development)
  “We create an educational environment that enables our students to grow academically and socially. Our students learn to work, individually and cooperatively, with people from different backgrounds and perspectives, within communities near and far while preparing to serve as leaders in their chosen professions and in their communities.”

- **Advancing human health** (quality of life)
  “We advance human health by working to understand the origins of diseases in order to better diagnose, treat, and cure. Through our interdisciplinary approach we research solutions to address the growing incidence of chronic diseases, widespread health disparities, and the needs of an aging population.”

- **Inspiring innovation and entrepreneurship** (excellence, student development, quality of life)
  “We aspire to deepen our culture of innovation and entrepreneurship through the application of new knowledge from research, and the development of new entrepreneurial enterprises. By providing the infrastructure, educational programs, and research support, we will encourage the next generation of students and scholars who will bring benefit to society.”

- **Enhancing the quality of life** (quality of life)
  “We help faculty and students become more engaged citizens who will improve the lives of people worldwide by building sustainable communities, a culture of creativity, and a deep commitment to service. We enliven communities and enrich culture by increasing our support for their service to society.”
Key University Initiatives

Washington University builds upon its central mission of teaching, research, and service to improve society. This purpose forms the core from which bold, creative, and vital initiatives radiate. All of the Key Initiatives can be traced back to the Plan for Excellence strategic plan and the Mission Statement.

- **Global Engagement** (diversity, student development)
  "As a world-renowned university, Washington University students, faculty, and staff are increasingly engaged with research and education throughout the globe. Whether bringing international students to campus or sending our students out to the many international programs offered by all our schools, students develop the awareness and skills needed to function and thrive as global citizens."

- **Diversity** (diversity)
  "Over the past two decades, Washington University invested heavily in recruiting and retaining top faculty, and it continues to make increasing racial diversity and gender balance a top priority."

- **Community Service** (quality of life, student development)
  "Reaching out to the community—whether to neighborhoods close to the university or countries halfway around the world—is a priority for Washington University. Students, faculty, and staff initiate, create, and promote service through hundreds of socially enhancing programs and partnerships."

Current and former faculty members have been awarded the following honors, among many others.

- Guggenheim Fellowship
- MacArthur Fellowship
- National Book Critics Circle Award
- National Medal of Science
- Nobel Prize
- Young Investigator Award

Current and former faculty members hold prestigious memberships, including:

- Academy of Fellows of the American Institute of Architects
- American Academy of Arts and Sciences
- American Academy and Institute of Arts and Letters
- American Academy of Social Work and Social Welfare
- American College of Epidemiology
- American Institute of Medical and Biological Engineering
- American Philosophical Society
- Institute of Electrical and Electronics Engineers
- National Academy of Engineering
- National Academy of Social Insurance
- National Academy of Sciences and its Institute of Medicine
- Presidential Early Career Award for Scientists and Engineers
• **Public Health** (quality of life, excellence)
  "Interdisciplinary in nature, the Institute for Public Health organizes and facilitates a wide range of public health research occurring within and across the numerous university departments, including all seven professional schools with the goal of improving population health."

• **Energy, Environment, & Sustainability** (quality of life, excellence)
  "The challenge of developing new and more efficient energy resources is perhaps the greatest challenge of this era. The university’s science community is poised to contribute solutions through the research being conducted at the interdisciplinary International Center for Advanced Renewable Energy and Sustainability (I-CARES)."

• **Religion & Politics** (quality of life, diversity)
  "In 2010, the university established a scholarly and educational center to focus on the role of religion in politics in the United States. The establishment of the John C. Danforth Center on Religion and Politics reflects the legacy of former United States Senator John Danforth and his belief in the importance of a civil discourse that treats differences with respect. The center will serve as an ideologically neutral place that fosters rigorous, unbiased scholarship and encourages conversations between diverse and even conflicting points of view."

**Mission documents in action**

The mission documents listed above have set our priorities. We consider these priorities much more than words; they are principles to be enacted. Listed below are some facts that demonstrate the extent to which we emphasize aspects of our mission.

**Instruction and scholarship**

At Washington University, we pride ourselves on our exceptional faculty and learning environment. Nearly 75 percent of our undergraduate classes have fewer than 25 students. Smaller classes help learning through more stimulating group discussion. Seventy-five percent of undergraduates earned multiple majors or major and minor combinations. Many unique combinations of majors and minors are possible because we have built flexibility into our curriculum and encourage interdisciplinary learning.

**Creative Works**

Creativity shows itself in writing an essay, solving a math problem, finding innovative solutions in medical research, or debating an issue. We pride ourselves on nurturing creativity in all of its forms. Leading the way in our creative endeavors are our outstanding visual and performing arts programs.

The Sam Fox School of Design & Visual Arts at Washington University provides a rigorous education in architecture, art, and design with the outstanding collection of a world-class art museum and the resources of a leading research university. Innovation
and collaboration are at the core of our mission of interdisciplinary study and practice. With a nationally recognized faculty of artists, designers, architects, and scholars, we are a community committed to exploring the convergences of art, architecture, and design. The Performing Arts Department of Washington University, housed in Arts & Sciences, is dedicated to teaching the disciplines of theater and dance as a fundamental part of a liberal arts education based in a research university. Our Department of Music offers, in addition to its formal degree programs, lessons and performing opportunities to students regardless of their major. Washington University’s 560 Music Center, which opened in 2007 and serves a variety of student ensembles, offers large and small performing spaces, as well as spaces for rehearsal and instrument storage. The Department of English is home to a distinguished MFA program, and the university also offers a highly ranked creative writing program.

Clinical Service and Experiential Learning

Our university offers many opportunities for experiential learning. Through the Career Center, students can take part in internships in their area of interest. Students can get a firsthand taste of the business world by operating one of the student-run businesses on the South 40 residential area (named because it is located on the 40 acres south of the Danforth Campus). The Olin Cup and YouthBridge Social Enterprise and Innovation Competition are open to the community and to students, and both competitions include a $5,000 student cash prize. Competition deliverables include an executive summary, elevator pitch, business plan, and final oral presentation.

Washington University School of Law’s award-winning Clinical Education Program is consistently ranked among the nation’s premier programs, with 18 distinct law clinics and externships. They provide law students with opportunities to learn professional skills and values by working directly with clients, attorneys, judges, and legislators.

At the Brown School, fieldwork allows our MSW students to expand their education beyond the classroom. Fieldwork helps students apply the knowledge learned in the classroom in real-world settings, shape leadership skills, and create professional connections within specific areas of interest.

Public Service and Economic Development

We are committed to enhancing the quality of life in St. Louis, the nation, and the world through community service, developing future leaders, and fostering groundbreaking research. The university is also an economic engine for the St. Louis region. More detail on this area is provided in Core Component 1.D.

1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

As stated in the Mission Statement, Washington University is by nature a place of academic excellence fostered by a nurturing and inclusive environment. The evidence of
our excellent programs, students, and scholars has been listed in Core Component 1.A. The programs that nurture our students toward excellence are also listed in 1.A. We will discuss our diversity and inclusiveness in Core Component 1.C.

The mission’s scope is global as well as local. We impact St. Louis, the nation, and the world through our research and leadership. Globally, we are doing this through initiatives like the McDonnell Academy and other partnerships with scholars from around the world. We also are making a difference locally with student volunteers helping in St. Louis neighborhoods, research that will invigorate local schools, and countless ways in which the university boosts the local economy.

The main constituency of our programs and services is, of course, our students. Everything we do to make Washington University a great institution is to better serve them. Our ambitious students have exemplified key messages of our mission: excellence and enhancing the quality of life. Examples of this can be found in programs such as the biannual Undergraduate Research Symposium, where undergraduate students present on the research they are engaging in, and the Peanut Butter Project, where medical students help combat child malnutrition, as well as in the many ways students choose to dedicate their fall and spring breaks to service, in the Community Service Office, and in the recent Clinton Global Initiative University (CGIU) held on campus, which highlighted the abundance of ideas and research our students contribute to both our university and society. Our other internal constituencies—faculty, staff, and alumni—also benefit from our commitment to excellence. Moreover, our external constituencies in the St. Louis community and around the world are directly and indirectly served by our programs and services.

There are many ways we are serving one important external constituency—our home city, St. Louis. A few examples include the MySci Resource Center, which houses educational classrooms, meeting rooms, and a warehouse of educational science materials for the K–12 community in the St. Louis region; the Institute for School Partnership which designs and models strategic partnerships between K–12 and higher education that are focused on improving students’ development and success; and Service First, an opportunity for new Washington University students to volunteer at area public schools, typically over Labor Day weekend.

Washington University serves as the institutional sponsor of the KIPP Inspire Academy, a middle school of approximately 250 students from mostly economically disadvantaged families. Students and faculty play a direct role in the school’s success, and recent scores on the national NWEA Assessment test placed KIPP students in the 99th percentile in all content areas and grade levels, making KIPP one of the highest-performing schools in the country.

As part of Washington University’s ongoing commitment to strengthen the St. Louis region through increased college-degree attainment, the Washington University pre-
college program is designed to help talented but underserved students prepare for and complete a college education at a selective four-year college or university. The program partners with various St. Louis-area school districts, the national KIPP Network of charter schools, as well as a variety of local college-access providers.

Washington University recently built new student living quarters—The Lofts of Washington University—in the nearby area known as the Delmar Loop, located in University City. The Lofts represent an $80-million investment that will provide significant benefits to both University City and the City of St. Louis. In addition to the economic impact the students living there will have on the area, the Lofts provide approximately 22,000 square feet of new retail space, filling a significant gap in the existing retail corridor.

1.C. The university understands the relationship between its mission and the diversity of society.

1.C.1. The institution addresses its role in a multicultural society.

Washington University embraces differences in the form of gender, race, ethnicity, geography, socioeconomic status, age, politics, religion, philosophy, disability, sexual orientation, and gender identity or expression, or genetic information. Diversity is identified as a top priority in the Mission Statement, The Plan for Excellence strategic plan, and the university’s Key Initiatives because of a concerted effort to bring this issue to the forefront.

In 2005, the university convened a group of faculty and administrators, named the Coordinating Council for Diversity Initiatives, to evaluate Washington University’s progress in promoting a diverse and inclusive environment and to make recommendations on how we might strengthen our commitment in these areas. Many recommendations followed, but one point made in the council’s report was key: “the responsibility for developing and maintaining a diverse faculty and staff falls on everyone and every work group at Washington University.” With that in mind, when the Board of Trustees met in March 2009 to review and discuss objectives stemming from the university’s comprehensive planning process—The Plan for Excellence—a key priority emerged: “strengthen diversity and improve gender balance and inclusiveness in all segments of the university community.”

The university’s commitment includes appointing a vice provost for diversity, whose goal is to focus on faculty development and diversity as well as partner with diversity initiatives that affect not only the university community but also the community at large.

We recognize that there is still work to do to enhance diversity at Washington University. The diversity of our student population adds to the richness, relevancy, and vitality of Washington University. One of our newest efforts is summarized in “Washington University’s Commitment to Strengthen Socioeconomic Diversity.”
Washington University’s Commitment to Strengthen Socioeconomic Diversity

COMMITMENT SUMMARY

As part of its Diversity activities, Washington University is committed to make progress towards helping more low-income students reach and succeed in their postsecondary education. While some dedications may reflect a potential scope of work for the coming year, others may take longer to implement. Still, Washington University shares the urgency and the dedication to succeed.

1. Washington University commits to serving a larger number of students from low-income families, a commitment that will be funded, in part, through philanthropic gifts.

2. Washington University will assist high school students in the City of St. Louis in developing college plans by joining the National College Advising Corps. This program supports students from high schools who do not have adequate college counseling; it will also encourage Washington University alumni to pursue efforts to help high school students realize a sound college experience.

3. Washington University will partner with “Say Yes to Education,” the national nonprofit group that helps organize and galvanize entire cities around the goals of making higher education accessible and affordable for all the children in their communities.

4. Washington University commits to helping talented students from challenging circumstances prepare for success in college through the launch, in the summer 2014, of the Washington University Pre-College Program. Students will attend a residential summer program on the Washington University campus for two weeks (after the freshman year of high school) and three weeks (after sophomore and junior years). This will include opportunities to earn college credit.

5. Washington University commits to expanding its sponsorship of charter schools in the City of St. Louis, beginning in the summer of 2014 by sponsoring a second Knowledge Is Power Program (KIPP) Charter School following the success of the first Washington University-sponsored KIPP school. Five KIPP schools in the City of St. Louis are planned over time.

ONGOING EFFORTS TO SUPPORT LOW-INCOME STUDENTS:

1. Washington University provides students from low-income families with the financial aid to fully meet their needs to attend and succeed at Washington University. Students from families with annual income below $75,000 receive full need-based scholarships, including “no loan” commitments from the university.
2. Washington University continues to increase its financial aid commitment to needy students at a rate higher than its increase in tuition.

3. Washington University provides a strong environment for college success and now has a graduation rate of 94%, with roughly the same graduation rate across the entire student body, including students from low-income families and members of minority groups. Further, over the last 18 years we have expanded the number of students in the undergraduate program from about 5,000 in 1995 to about 6,500 in 2013, resulting in a larger number of students from low-income families earning degrees from Washington University.

4. Career planning and placement services begin during the first year for all Washington University students which contributes to internship (often paid) opportunities for students during their college years and employment opportunities following graduation.

5. Long-standing scholarship programs like the Ervin Scholars, Rodriguez Scholars, McLeod Scholars, and Enterprise Holdings Scholars are awarded to many students from low-income families. These provide programs that contribute to the success of the Scholars, including strong advising.

6. Washington University’s Institute for School Partnership assists public schools in the St. Louis area, including programs to support science teachers.

7. Through its Community Service Office, Washington University’s Gephardt Institute for Public Service oversees “K-12 Connections” providing linkages for faculty, students, and staff to work as volunteers in schools throughout the St. Louis community.

8. Washington University enjoys a 20-year and continuing partnership with the University of Missouri-St. Louis which provide engineering education to students in St. Louis, many of whom are first-generation college students and from low-income families.

1.C.2. The institution processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

In the last decade, we have had a number of successes in encouraging and supporting diversity—particularly through hiring key faculty and senior administrators. We continue moving forward in this regard and specific steps are being taken.

We have undertaken a series of distinctive commitments and signature programs that emphasize putting diversity into action. These signature programs invite
the entire Washington University community to join in the effort. Our signature programs include:

- Diversity and Inclusion Grants
- Distinguished Visiting Scholars
- Academic Pipeline Programs
- Faculty Leadership Workshops

Our diversity messages and programs have been consolidated on Washington University’s [diversity website](#). Through this website, our campus community and external constituencies can see the programs and initiatives the university has undertaken to improve diversity.

**Signature Diversity Programs**

Our university’s [Signature Diversity Programs](#) are specific steps and initiatives designed to encourage and support diversity on campus. Each signature program has an immediate impact, engaging the entire university community in enriching our environment for learning.

The Diversity and Inclusion Grant program supports Washington University faculty and staff in initiatives that strengthen and promote diversity on campus. The Office of the Provost began funding the Diversity and Inclusion Grant program in 2009 with the goal of engaging university faculty and staff in the diversity initiative. In its first four years, the program awarded almost $600,000 in grant money to faculty and staff for 29 projects. Each year, the advisory committee for the Diversity and Inclusion Grants receives innovative, ambitious proposals that reflect the diversity of faculty and staff interests in making the university more inclusive. The advisory committee selects grant proposals that will improve a diverse on-campus climate, with particular interest in proposals that address work environment, the recruitment and retention of diverse faculty and staff, and cultural competence.

The [Distinguished Visiting Scholars](#) program brings to Washington University underrepresented minorities who have distinguished themselves as leaders and innovators in the academy, in business, or in fields of endeavor. During their stay, these scholars participate in the intellectual life of the university, leading workshops, delivering public lectures, visiting classes, and teaching seminars. The program also can help us identify future faculty members, graduate students, and postdoctoral fellows.

Preparing tomorrow’s leaders is central to the mission of Washington University. Our [Academic Pipeline Programs](#) are designed to attract students to fields in which they are underrepresented, preparing them to enter leadership positions within research and higher education.

The [Faculty Leadership Workshops](#) are designed to cultivate tomorrow’s academic leaders at Washington University through training and development provided by
established faculty leaders. This is a crucial part of our commitment to recruit and retain a diverse faculty.

The Kathryn M. Buder Center for American Indian Studies is a premier graduate degree scholarship program in social work committed to the education of American Indian master of social work students.

**Groups Aimed at Diversity Issues**

The following sample of groups and resources illustrates that opportunities exist for the university community to get involved in strengthening diversity at Washington University.

**Academic Women’s Network**

Women in the medical profession have issues uniquely their own. The Academic Women’s Network (AWN) works closely with the dean of the School of Medicine and the Gender Equity Committee of the Washington University School of Medicine, as well as the Office of the Provost.

**Association for Women Faculty**

The Association for Women Faculty (AWF) is a resource group for women faculty in Arts & Sciences, the School of Law, the Brown School, the Sam Fox School of Design & Visual Arts, Olin Business School, and the School of Engineering & Applied Science.

**Black Alumni Council**

Approaching its 30th anniversary, the Black Alumni Council (BAC) is a resource for current and potential Washington University students. BAC members around the country are available to talk to or meet with people considering applying to Washington University. The BAC is also a resource for current students, offering scholarship funds, career resources, and a friendly set of faces.

**Campus Diversity Collaborative**

The Campus Diversity Collaborative (CDC) is a key diversity resource for the entire university. An experienced group of diversity “entrepreneurs,” the CDC provides diversity training and consulting for academic units, student groups, and other campus organizations.

**Diversity and Inclusion Forum (DIFFS)**

The mission of the Diversity and Inclusion Forum for Faculty and Staff (DIFFS) is to build a strong and influential community of underrepresented faculty and staff. DIFFS provides and supports educational, social, and cultural competency opportunities.
James E. McLeod Honors and Awards Program

The James E. McLeod Honors and Awards Program annually recognizes the accomplishments of black students who excel in academia, community service, and leadership. The program aims to encourage students who improve the diversity and quality of life on our campus.

Latino LINK

Hispanics are the fastest growing demographic group in the United States. Latino LINK—an interdisciplinary group of students, faculty, and staff—sponsors academic and cultural events related to this broad-ranging community, including interests in Latin America, the Caribbean, and Latinos/as in the United States.

Lesbian/Gay/Bisexual/Transgender (LGBT)

A one-stop resource for all things LGBT on campus, an email newsletter showcases social events, workshops, programming, and other resources for LGBT faculty and staff. The LGBT Student Involvement and Leadership website provides a virtual home for LGBT student involvement, featuring programs and events, groups and organizations, resources, and contact information.
MLK Commemoration

The Martin Luther King Jr. Commemoration is an annual celebration honoring the legacy of Dr. King and the impact he has made on those who carry the torch for humanity. Washington University, in an effort to keep the dream alive, has hosted this event for more than 20 years through an alliance of dedicated faculty, staff, and students representing various departments, offices, and organizations.

Student Diversity Organizations

Washington University has more than 70 student groups related to diversity issues. The goal of these groups is to give students an opportunity to discuss diversity issues and boost diversity awareness. The most recent addition is the launch of the Mosaic Project whose purpose is to engage students in dialogue about diversity and inclusion on campus.

Academic Programs Contributing to Multicultural Learning

The goal of these academic programs is to learn about culture, language, and religions from around the world.

African & African American Studies

Anthropology

Arabic

Asian and Near Eastern Studies

Chinese Language and Culture

Comparative Literature

East Asian Studies

German Languages and Literatures

Hebrew

The Humanities Center

International and Area Studies

Japanese Language and Literature

Jewish, Islamic and Near Eastern Studies

Korean Language and Culture

Music
Persian Language and Literature
Danforth Center on Religion and Politics
Religious Studies
Romance Languages and Literatures
Russian Studies
South Asian Languages and Culture
Urban Studies
Women, Gender, and Sexuality Studies

1.D. The institution’s mission demonstrates commitment to the public good.

1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

One of the university’s priorities is to enhance the quality of life in St. Louis, the nation, and the world. This priority is stated in the Mission Statement, The Plan for Excellence strategic initiative, the Campaign Priorities, and the university’s Key Initiatives. There are three key ways we carry out this very important part of our mission: community service; research; and preparing the leaders of tomorrow.

Community Service

Community service at the university takes many forms—including volunteerism, advocacy, education, and philanthropy—which, when integrated, create the greatest possibility for community development and student learning. Service First is the university’s largest community service program. More than 1,100 students, staff, and faculty help brighten schools for children on the Saturday of Labor Day weekend. K–12 Connections connects Washington University students—as well as staff and faculty—with volunteer opportunities in high-needs urban school districts in the St. Louis area.

Dance Marathon is an event where WUSTL students dance for 12 hours to raise money for local children’s charities. And Relay for Life is an annual fundraiser for the American Cancer Society. Washington University students and faculty—along with St. Louis community members—walk, run, and jog through the night as teams honor cancer survivors and raise money to help save lives.

The aforementioned KIPP Inspire Academy for economically disadvantaged middle school children is sponsored by Washington University. Students and faculty actively volunteer at the school, and on the national NWEA Assessment test, KIPP students collectively scored in the 99th percentile of schools in all content areas and grade levels. Also, through our Each One Teach One program, participants make a weekly
commitment to tutor “at risk” local students in grades 2–12. More than 250 Washington University students make time to help. The university’s Gephardt Institute for Public Service commissioned this map in 2008–2009 to show the university’s impact on the St. Louis community.

Research

Through research, we are continually adding to our knowledge base and enhancing the quality of life around the world. Our major research initiatives are making breakthroughs in health care, poverty alleviation, energy sustainability, education, and more. BioMed 21 is an initiative dedicated to translating basic science discoveries into solutions for our biggest health programs. The Institute for Public Health links science to community health by stimulating research, teaching, and community engagement, and by building data, evidence, research, and interventions.

The Institute for School Partnership is helping local schools find best practices to effectively raise test scores. This work will eventually lead to a model for success that can be used at urban schools nationwide. The Center for Social Development (CSD) in the Brown School is doing research aimed at helping the poor build their assets or savings so that they can be more independent. The key goals of I-CARES (International Center for Advanced Renewable Energy and Sustainability) are to foster research on biofuels from plant and microbial systems; sustainable alternative energy; and environmental systems and practices. A few specific examples of how university research ties into the university’s mission are listed in the Office of the Vice Chancellor for Research Annual Report.

Developing Leaders and Contributors

Washington University is concerned with developing the whole student and shaping the qualities needed for success inside and outside the classroom. After graduation, our students are well prepared to become leaders and contributors in the wider world. Through our academic programs and extracurriculars, our students find the guidance they need to face difficult issues and explore workable solutions.

Our students are not satisfied with passively learning about the world. Inspired by our mission of “enhancing quality of life” and the examples of world-changing ideas all around them, they seek challenges and find answers. Our environment of excellence and high expectations merges with our message of service to produce some truly amazing students. Here are a few examples of our students contributing to society from our most recent Annual Reports. Nicole Therese Solawetz Cortes, LA06, SW12, LW12, helps provide legal and social services to low-income Latino immigrants and their families through the nonprofit Migrant and Immigrant Community Action Project, which she co-founded with Jessica Mayo, LW12. Andrew Brimer, EN13, and Abigail Cohen, EN13, developed a startup company, Sparo Labs, and invented a portable, low-cost spirometer for measuring lung function, which may revolutionize how asthma and
other chronic respiratory diseases are diagnosed and treated throughout the developing world. Bryan Capers, SW12, helped found a student group called Urban Education Initiative at the Brown School. The group works to address disparities found in urban education issues, developing partnerships with other organizations and arranging internship placements. David Collier, JD13, helped found the Washington University chapter of the Marshall-Brennan Constitutional Literacy Project, which sends top law students into high schools to teach civics and constitutional law, with the intention of opening new horizons for these students in terms of college and career goals. Mac Chamberlin, EN12, used a Stern Social Change Grant to help provide rural Ugandan students with clean water and better health. Sammita Satyanarayan, LA12, used a Stern Social Change Grant to establish a successful program to educate women in India about HIV/AIDS prevention and treatment. (The Stern Social Change Grants from the Gephardt Institute for Public Service at Washington University provide funding and support for students to pursue innovative social change ideas and community projects.)

Preparing the leaders of tomorrow

Washington University’s students have many options for developing their leadership skills. Our goal is for all students at Washington University to engage in meaningful co-curricular experiences. Through these experiences, students develop a sense of self and community and learn the values and skills necessary to be lifelong leaders in a global society.

The Fall Leadership Summit is a half-day student conference that introduces leadership topics to emerging leaders, while supporting and challenging established leaders to grow in their roles on the Washington University campus. Nexus is a monthly opportunity for undergraduate student leaders to come together to informally network and make connections. Each month’s meeting will feature a different topic and speaker and is designed to enhance student leadership capabilities. Each session is open to any interested students.

Women’s Leadership Experience provides the opportunity for undergraduate women to develop an understanding of women’s leadership and women’s ways of influencing organizations. Through the initial exploration of self knowledge, addressing effective communication and conflict resolution skills, and finally through acting as mentors to new students, women will be challenged to understand their roles as leaders at Washington University and how these experiences apply to their post-graduate lives.

Leadership Through Service (LTS) is one of the university’s annual pre-orientation programs for new students. LTS offers a rare opportunity for entering students to explore and serve the St. Louis community while acclimating to college life. This program includes multiple community service projects, St. Louis excursions, speakers, and discussions. The TRiO Leadership Program targets students who are the first in their families to go to college, low-income by federal guidelines, or have a learning or physical disability. The Leadership Program has been established to
provide participants with opportunities to gain leadership and mentoring skills, develop working relationships with faculty members and campus administrators, take advantage of research and internship positions, and participate in cultural and academic enrichment programs.

The Master of Science in Leadership (MSL) degree in the Olin Business School is designed to develop leaders for service as senior federal executives and combines the business acumen and knowledge of Olin Business School faculty with the Brookings Institution’s research and policy expertise. The International Leadership Program (ILP) is a one-year program for freshmen in Arts & Sciences that provides a foundation in International and Area Studies, preparing tomorrow’s leaders to develop the skills and attitudes needed to thrive in the globalized world.

**Sustainability Initiative: Combining Community Service, Research, and Leadership Development**

Sustainability is an area in which we have made a serious commitment to further the public good, and a [strategic plan](#) has been enacted. Our goal is to reduce our greenhouse gas emissions by 22 percent by 2020. To attain that goal, the university has created an Energy Conservation Investment of $30 million. Cutting greenhouse emissions will positively impact human health, air and water quality, climate patterns, agricultural production, and more. Looking toward the future, our faculty members are doing research in energy, air quality, sustainable architecture, environmental law, etc. We also are developing future leaders with our 334 courses and six majors directly related to sustainability.

1.D.2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related parent organization, or supporting external interests.

Washington University in St. Louis is not a corporation beholden to stockholders or profit motives. Our primary purpose is to discover and disseminate knowledge, and our first responsibility is to our students and our faculty. We’re not trying to make profit; most of the money we raise and spend is ultimately used to further our educational goals and fulfill our mission.

According to the 2012–2013 [Annual Report](#), expenditures for instruction and research represent almost 80 percent of all university costs. Instruction expenses grew 7 percent in 2013, while research costs declined slightly, consistent with decreasing research revenues. According to the annual report: “These expenses reflect the university’s continuing commitment to world-class education, research, and patient care.”

Washington University’s endowments support student scholarships, professorships, research, libraries, academic centers, and capital projects. A number of major capital projects that support the educational programs of the university were completed in the past few years.
The School of Engineering’s Brauer Hall became the home of the Department of Energy, Environmental and Chemical Engineering, the Department of Biomedical Engineering, and the International Center for Advanced Renewable Energy and Sustainability (I-CARES). Following Brauer’s construction, Preston M. Green Hall was completed. It houses the Department of Electrical & Systems Engineering; the International Center for Advanced Renewable Energy and Sustainability (I-CARES); as well as additional space for the Department of Energy, Environmental and Chemical Engineering.

Karl D. Umrah Hall underwent a complete renovation, including the removal and replacement of the roof and all interior walls. Occupants include the Danforth Center for Religion and Politics; the Center for Integrative Research on Cognition, Learning, and Education; and the Center for Humanities.

The Charles F. Knight Hall and George and Carol Bauer Hall were built. The two buildings are an expansion of the Olin Business School. The New Brown School building, scheduled to be completed in summer 2015, will house faculty, staff, and research centers, as well as the university’s Institute for Public Health.

In addition, WUSTL provides around $170 million in scholarship support annually. Through our capital campaign, we hope to secure at least $330 million in annual and endowed support for scholarships and fellowships. Also, we are working to raise at least $625 million for support of faculty, including new endowed professorships and other endowed funds.

1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Washington University is sensitive to the needs of its neighbors, visitors, and others from outside the university community with whom we come in contact. We have varied outlets and methods for communicating with our external constituencies and communities of interest. When possible, we try to meet their needs if those needs do not conflict with our mission.

The university’s ties and service to the larger community are exemplified in three key institution-wide external outreach organizations. The Gephardt Institute for Public Service comprises the Community Service Office, community-based teaching and learning efforts, fellowship and scholarship programs, and other public service initiatives at the local, national, and international level. The Institute for Public Health is designed to develop innovative approaches to public health, working in partnership with the larger community. In addition to its degree programs, the Institute includes a number of university-wide centers dedicated to different aspects of public health. The Skandalakis Center for Entrepreneurial Studies is designed to ignite entrepreneurial interest and learning in all disciplines. The center funds and coordinates entrepreneurship courses and programs, ranging from internships and fellowships, multidisciplinary curriculum development, and inter-school collaborations to entrepreneurial research, seminars and events, and business plan competitions.
Working closely with neighborhood associations, community members, and appointed and elected officials, the staff of the Washington University Office of Government & Community Relations lead activities and initiatives designed to positively impact our closest neighbors as well as the wider St. Louis region. We also regularly update people who live close to the university about construction projects, large events such as Commencement, and other university developments that could impact their neighborhoods. We do this through our annual Chancellor’s Report to our Neighbors, the university’s Neighbors’ Council, and the Government & Community Relations website.

Our Office of Public Affairs keeps in touch with local, national, and global media contacts to tell them about great stories happening here and answer questions about our institution. And visitors to campus are able to enjoy our many resources, including performances at Edison Theatre and the 560 Music Center, art at the Mildred Lane Kemper Art Museum, and Assembly Series speakers at Graham Chapel or other campus venues. The University Libraries are also available to visitors.

Through the Institute for School Partnership, we supply science supplies to teachers, offer professional development opportunities to educators and administrators, and work closely with school districts to help boost performance. For the KIPP Inspire Academy, Washington University serves as the institutional sponsor. As a middle school, KIPP serves approximately 250 students, almost all from economically disadvantaged families. For the Brittany Woods Middle School in nearby University City, the institute provides curriculum, instruction, and assessment support; classroom coaching; teacher professional development; and after-school enrichment programs. And for the Hazelwood School District (20 elementary schools, six middle schools, and three high schools), the Institute is providing professional development opportunities that enhance classroom teaching and learning.

Washington University Physicians are members of the full-time faculty at Washington University School of Medicine. As one of the five largest academic clinical practices in the nation, this highly active clinical practice group of more than 1,200 university-employed physicians represents more than 70 specialties and subspecialties in medicine and surgery. Our physicians and allied health providers deliver comprehensive ambulatory (office) care to our patients at clinical sites throughout the greater St. Louis area and surrounding counties. Patients can access a broad array of health care services at Washington University Medical Center, where, in collaboration with our hospital partners Barnes-Jewish Hospital and St. Louis Children’s Hospital, our physicians provide comprehensive in- and outpatient care.

Area businesses and corporations regularly establish cooperative arrangements with Washington University, including a landmark research agreement with Monsanto and strong participation in St. Louis’s Center for Emerging Technologies. Also, the new Lofts of Washington University will provide additional off-campus student housing and retail space in the Delmar Loop, creating a positive economic impact on an area near to campus.
Washington University's Economic Impact on St. Louis

- Major St. Louis Employer: With more than 12,000 full-time employees, Washington University is one of the largest private employers in the St. Louis metropolitan area. We paid more than $865 million in wages to employees living in St. Louis City and County during fiscal year 2012. Those employees living or working in St. Louis City paid an estimated $7.1 million in city payroll taxes.

- Building for a Better St. Louis: Washington University spent $121 million in construction and capital outlays during fiscal year 2012.

- Research Funding Magnet: As a national research institution, Washington University brings significant new money into the St. Louis region. In fiscal year 2012, we received $620 million in research awards.

- Student Buying Power: The total economic impact of spending by Washington University students—the great majority of whom come from outside Missouri—is $139.3 million annually, according to the St. Louis Regional Chamber and Growth Association.
CRITERION TWO
CRITERION TWO: Integrity: Ethical and Responsible Conduct

THE INSTITUTION ACTS WITH INTEGRITY; ITS CONDUCT IS ETHICAL AND RESPONSIBLE

Washington University’s motto, Per Veritatem Vis (meaning “Strength Through Truth”), is a guiding principle for the university community. We are committed to the highest standards of integrity in all aspects of the university’s operations, and this section details ways in which we assure that our expectations of ethical and responsible conduct are met.

2.A. The institution operates with integrity in its financial, academic, personnel and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

As members of the university’s faculty, administration, and staff, we ensure that the university’s financial assets are managed and used appropriately for the benefit of the
institution, consistent with regulatory requirements and in accordance with university policies. This expectation quite naturally begins with the Board of Trustees. Several committees of the Board have responsibility for assuring integrity in financial and compliance activities. The Audit Committee is responsible for oversight of the quality and integrity of the university’s accounting, auditing, external financial reporting, and legal and regulatory compliance practices.

Two Board committees have responsibilities for financial oversight of the university’s schools and other units. The Medical Finance Committee is responsible for the review and approval of budget recommendations for the School of Medicine, evaluation of its financial performance, and review and approval of major capital projects at the Medical Campus. The University Finance Committee has similar responsibilities for the Danforth Campus Units: the six Danforth Campus schools, the Central Fiscal Unit, and Danforth Auxiliary Enterprises. This dual committee structure allows for tailored oversight of the research and clinical operations of the School of Medicine separate from the student-focused, tuition-driven operation of the Danforth Campus.

The University Finance Committee also has responsibility for university-wide financial oversight for external debt, insurance programs, and total university budgets/results. The University Finance and Medical Finance Committees do not have final approval of budgets. Rather, they recommend the budgets to the Board of Trustees for approval. They also recommend approval of annual tuition charges to the Board.

In 2006 the Trustees of the university dissolved the Investments Committee as a standing Committee of the Board of Trustees and established the Washington University Investment Management Company (WUIMC) within the legal framework of the university. WUIMC was established specifically for the management of the investment of the endowment, the university’s largest and most important financial asset. An experienced Chief Investment Officer (CIO) and professional investment staff were hired. The WUIMC Board of Directors is not a regular standing committee of the Board of Trustees of the university but functions and operates in conformity with university bylaw requirements applicable to formal committees of the Board of Trustees. The WUIMC Board of Directors has responsibility for oversight of investment policy and strategy while the CIO, assisted by the investment staff, is responsible for the implementation of the strategy, selection and termination of investment managers, and all other day-to-day investment responsibilities.

At the same time that the Investments Committee was dissolved and WUIMC was created, the Board of Trustees established a new standing committee of the Board, the Asset Management Committee, with responsibility for the endowment spending policy and the establishment of the annual spending rate. The Asset Management Committee also has responsibility for oversight of investment of the Treasurer’s Investment Pool which holds the university’s non-endowed reserves and operating cash.

Members of the university’s administration are also significantly involved in the management of the university’s financial resources. The provost, executive vice
chancellor for administration, vice chancellor for finance, and director of financial planning meet three times a year with each Danforth Campus school dean and business manager for financial review and budget planning. Early in the fall, the deans review the results of the prior fiscal year along with their estimate for the current year in relation to the budget. At meetings later in the fall they discuss their plans and goals for the next three years. At this time they focus on their priorities for programs, faculty, students, and facilities and their plans for maintaining financial health and flexibility while achieving their goals. Following the establishment of the tuition rates, enrollment targets, endowment payout, and salary guidelines for the next fiscal year, each school prepares its annual budget and forecasts for the two years beyond the budget being prepared. Each dean and business manager then meets again with the provost and other senior managers in late February or March to discuss the budget and forecasts as well as any updates to the plans discussed at the fall meetings.

As members of the university's faculty, staff, and administration, we are dedicated to modeling and instilling in our students the highest standards of ethical and responsible conduct which are at the core of Washington University's mission statement. Our commitment to embrace and uphold these values in practice as well as in principle is embodied in Washington University's Code of Conduct which reflects the careful balancing of the ideals of academic freedom and responsibility. The Code of Conduct incorporates key ethical and legal standards and provides a foundation for related policies, practices, and procedures. In the spirit of transparency and accountability, all members of our community are required to certify, on an annual basis, that they have read the Code of Conduct and agree to adhere to it.

A number of formal policies and procedures guide the implementation of these principles. In an effort to improve dissemination and navigation, the policies for all university constituencies have been consolidated as part of the highly visible “About WUSTL” webpage. Some of these policies cover matters directly pertaining to faculty, such as the Policy on Academic Freedom, Responsibility, and Tenure. In addition, the university-wide Faculty Information Handbook, readily available online, serves as a convenient and practical source encompassing a wide range of matters pertaining to faculty's shared governance, handling of complaints and appeals, research integrity, promotion, tenure, and termination, etc. Although the core values of ethical and responsible conduct remain unchanged, the Faculty Information Handbook undergoes periodic updates as policies are modified or developed.

In addition to keeping information current, we also strive to enhance existing practices in response to ongoing feedback and monitoring, as well as in light of global transformations. In recent years we have been particularly attuned to developments in digital technology which have had a strong impact on traditional conceptions of academic integrity and intellectual property. Mindful of these sweeping changes we have remained steadfast in promoting our core values while proactively fine-tuning existing policies and procedures. These efforts are clearly manifest in areas which bear directly on the professional activities of our faculty, such as the adoption in 2008 of the Intellectual Property Policy and the diligent revising of the Research Integrity Policy.
Another important example of reaffirming and enhancing our adherence to the principle of ethical and responsible conduct, specifically as it pertains to faculty, is the establishment of two ombuds’ offices, one to serve faculty on the Danforth Campus and one to serve faculty on the Medical Campus (Office of the Ombuds). Guided by the principles of confidentiality, independence, impartiality, and informality, both Offices of the Faculty Ombuds strive to provide a mechanism for faculty to voice concerns and seek third-party assistance in resolving work-related issues or conflicts through mediation and conciliation.

The underpinning of the university’s commitment to fair and equitable treatment of faculty and staff is communicated through our Nondiscrimination Policy Statement, annual written communication from the chancellor to faculty and staff and the Deans/Directors/Department Heads regarding the university’s commitment to equal employment opportunity and affirmative action, annual publication of key policies focused on sexual harassment and discriminatory harassment (Record–Daily Online Newspaper), among others, along with the previously mentioned Washington University Code of Conduct. Additionally, these and other important employment policies are included in the Staff Employee Handbook, Supervisor Policy and Procedure Manual, Faculty Information Handbook, and on the Office of Human Resources website. Policy overview, effective interviewing, and public and customized supervisory skills training programs, among other outreach efforts, are conducted to educate those with supervisory responsibilities. (Learning & Development)
Several years ago we established a University Compliance Office (UCO) led by an executive director of audit and compliance. Consistent with recommended best practice, the executive director reports to the chancellor and Audit Committee. The University Compliance Office conducts audits of departments and functions primarily related to research that are required to be in compliance with a variety of federal regulations. In addition, our University Compliance Office monitors and evaluates Area-Specific Compliance Offices (ASCO’s) which fulfill highly specialized functions and have some responsibility for oversight of federal compliance-related activities. Examples of ASCO’s include the HIPAA Privacy Office, Office of Physician Billing Compliance, and Student Financial Services. The UCO maintains a “hot line,” (314) 362-4998, by which employees and others can anonymously report possible compliance violations.

Of particular note is the vigilance with which our research activities are managed (research mission statement). University faculty, administrators, and staff have significant responsibilities to ensure that research is conducted with the highest ethical standards (roles and responsibilities), is objective, and is in compliance with federal, state, and local regulations, as well as in accord with university policies and procedures. Washington University also seeks to assure the integrity of research data. Therefore, any fabrication, falsification, or plagiarism of research data constitutes misconduct in research and is prohibited by university policy. In addition, the protection of human research participants, animal subjects, employee safety, and the environment are critical components of our oversight of research.

Integrity and ethical and responsible conduct in our financial, academic, and personnel functions extend into and encompass auxiliary functions. In 2004, the university established a set of principles and guidelines that outline behavioral expectations for the university and its basic services contractors. Basic services contractors are companies that provide on-site outsourced services via employees whose primary assigned workplace is on one of the university’s campuses. A periodic review of these vendors is conducted for the purpose of assuring that they continue to be in compliance with the stated expectations.

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

At Washington University in St. Louis, we strive to represent our programs and requirements to both our students and the public as clearly and completely as possible. Information can be obtained from multiple sources throughout the university, but many individuals first acquire information as prospective students through the various Offices of Admissions. Undergraduate admissions policies are clearly and consistently communicated to prospective students, their families, and the public via the university undergraduate admissions website. The site contains information about financial assistance, academic requirements, scholarships, and frequently asked questions. Transfer students, in particular, learn about policies on acceptance of transfer credits.
and how credit is applied to degree requirements. Admitted transfer students work closely with the academic officers of their respective programs to determine, prior to enrollment, what transfer credits will be awarded for work at other institutions, as well as how these credits will count for degree requirements. Each of the institution’s seven graduate and graduate professional schools has similar information disclosed via the respective admissions websites. University College, which is the continuing education and professional studies division of Arts & Sciences, communicates its admissions-related information for prospective undergraduate and graduate students in a similar fashion.

The process of clearly communicating information about programs and requirements to matriculating undergraduate students and their families begins with the formal orientation program, BearBeginnings, which is run by the First Year Center. Bear Beginnings takes place prior to the start of each academic year. Orientation programs are similarly held for transfer and visiting international students and are also managed by the First Year Center. Through orientation, students and their families receive important information about academic programs, requirements, and policies. They attend meetings with academic advisors, at which time this information is conveyed. Throughout a student’s first year at the university, the First Year Center serves as the campus unit that connects students and their families to the programs and resources of the institution, both academic and nonacademic.

Students and the public may learn the details about academic programs, policies, and requirements from the various bulletins. The Undergraduate Bulletin is Washington University’s catalog of undergraduate courses and degrees. The Bulletin is a comprehensive resource that includes the official university calendar, admissions information, institutional policies, tuition information, enrollment and class size data, and expectations of students, faculty, and administration. The Bulletin contains information about institutional control and accreditation relationships. Students and the public find detailed information about undergraduate programs, degree requirements, major and minor information, course descriptions, and university policies for students earning a degree through one of the four undergraduate schools: College of Arts & Sciences, Olin Business School, Sam Fox School of Design & Visual Arts (College of Architecture, College of Art), and School of Engineering & Applied Science. The catalog is revised as necessary, and previous versions are maintained online. Each of the graduate and professional schools has its own bulletin that conveys similar information. Each of the undergraduate schools also maintains information about their programs, policies, and requirements on their websites. More information about the four undergraduate schools may be found by visiting their websites: College of Arts & Sciences, Olin Business School, Sam Fox School of Design & Visual Arts (Colleges of Architecture and Art), and the School of Engineering & Applied Science.

The university presents itself clearly and completely to its students and to the public regarding costs to students. Undergraduate tuition and fees are set by the Board of Trustees, and a formal letter outlining all tuition, fees, housing costs, and meal plan costs is sent to current undergraduate students and their parents by the provost &
executive vice chancellor for academic affairs. The letter is sent early in the year for the upcoming academic year. In addition to outlining costs, the letter directs students and their families to Student Financial Services and includes a Frequently Asked Questions document about tuition. Prospective students and the public may also find detailed cost information on the Office of Undergraduate Admissions website and on the website for Student Financial Services. The university offers a range of housing options, and clear information about the various options and associated costs can be found on the Residential Life website. Similarly, students may choose from a variety of meal plans with different features and costs. Information about these options can be found on the Residential Life website or through the Dining Services website.

We at Washington University in St. Louis are deeply committed to ensuring that admitted undergraduate students have the financial support they need to complete their education. Information about financial aid is made available to all students as part of the recruitment and admissions process. Student Financial Services provides oversight and works closely with matriculating and enrolled undergraduate students and communicates with them through a detailed Financial Assistance Award package, which includes a financial aid award letter.

Student Financial Services administers all aspects of financial aid for undergraduate students, as well as federal compliance related activities for graduate and graduate professional programs. Other than federal compliance-related activities, each graduate and graduate professional program administers its own financial aid. Cost and financial aid information is available through each program’s website: Student Financial Services, Graduate Engineering, Social Work, Law, Graduate Arts & Sciences, Graduate Business, Medicine, Sam Fox, University College—Graduate and Undergraduate.

Recognizing the growing costs of higher education, we at Washington University believe that helping students graduate with manageable debt levels is our ethical responsibility. In 2008, Student Financial Services implemented a policy of not requiring families with incomes of less than $60,000 (currently revised to $75,000) to take student loans as part of their financial assistance awards. Since that time, both the percentage of undergraduate students graduating with debt and the average debt of the graduating undergraduate student has decreased. In addition, students are advised both before and after enrollment about the potential impacts of taking large student loans. In view of the particularly challenging job market for recent law school graduates, for example, we have taken a proactive stance in pre-professional advising. Our pre-law advisors speak with students both individually and at group information sessions about the deteriorating job prospects for lawyers and have done so since 2008. Prospective law students are encouraged to probe beyond posted numbers for percent placed and average starting salaries and to consider how class rank and law school status impact placement. The advisors also urge students to calculate the amount of debt they are likely to incur. We have a session during Junior Jumpstart where we go into some detail about the cost of law school, emphasizing that most law students finance law school by taking out loans.
Like most institutions with graduate and graduate professional programs, we are concerned about the rising costs of graduate education, and about the debt loads faced by our graduate and graduate professional students upon graduation. High debt influences students’ choices about jobs after graduation, sometimes limiting the types of public services positions some of our students can accept. While the university has made significant strides in recent years to make its programs affordable for undergraduates, and has pioneered full support for PhD students, there is more work to be done to increase financial support for graduate and graduate professional programs.

**2.C.** The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

**2.C.1.** The governing board’s deliberations reflect priorities to preserve and enhance the institution.

**2.C.2.** The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

**2.C.3.** The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

**2.C.4.** The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic affairs.

Oversight of Washington University is carried out by its **Board of Trustees**, consisting of 52 members plus four *ex officio* members, including the university chancellor, president and CEO of BJC Healthcare, and the chair and vice chair of the Alumni Board of Governors. Additionally, there are two faculty representatives to the Board—the chair of the Faculty Senate Council and the secretary of the Faculty Senate Council. There are also two undergraduate student representatives to the Board and two graduate/professional student representatives. The students apply through application processes administered, for undergraduates, by the office of the dean of students and, for graduate/professional students, by the office of the dean of the graduate school. Four undergraduate finalists and four graduate/professional finalists are identified. These students are then interviewed by an officer of the Board, and two students from each group are selected to be representatives. The new representatives are then oriented by Chancellor Wrighton and invited to attend the May Board meeting with their current counterparts. Their service begins with the first Board meeting of the following academic year, and they serve for one academic year. Faculty and student representatives are not trustees.

The Board, which selects its own members, appoints the chancellor who serves at the pleasure of the Board. Similarly, the chancellor appoints members of the *university's administration* who serve at the pleasure of the chancellor. The Board oversees the
finances and facilities of the university, and approves all awards of tenure to members of the faculty. The following list of the Board committees demonstrates the breadth of its oversight and authority and reflects its priorities to preserve and enhance the institution: Executive Committee, Asset Management Committee, Audit Committee, Buildings and Grounds Committee, Compensation Committee, Development Committee, Educational Policy Committee, Finance Committee (University Finance Committee and Medical School Finance Committee), Global Engagement Committee, Honorary Degree Committee, Nominating and Governance Committee, Research-Graduate Affairs Committee, and the Undergraduate Experience Committee.

Mindful of its ethical mandate to preserve its independence from the undue influence of external parties when such influence would not be in the best interest of the university, annually the members of the Board of Trustees complete a Conflict of Interest form. Similarly, the university officers and the deans annually complete an Outside Activities Disclosure form and certify that they have read and understand the university’s Code of Conduct.

The Board of Trustees delegates the operation of the university to the administrative and academic officers. In addition, faculty governance is very important in managing the affairs of the university, as evidenced in the scope of activities that fall under the purview of the Faculty Senate, the Faculty Senate Council, and various university committees.
The Faculty Senate consists of the voting members of the faculty of all of the constituent schools. Through the Senate, the faculty can express itself on matters of major university policy, such as the Policy on Academic Freedom, Responsibility, and Tenure, although the majority of academic business requiring the faculty’s attention (tenure and promotion, curriculum, etc.) tends to be conducted by the faculties of the seven schools. The members of the Senate elect a representative executive body, the Faculty Senate Council, which considers important issues that are common across the schools, such as gender pay equity. In fact, dedication to fair and ethical practices is clearly manifest in the sustained effort to address this issue, as evidenced by the comprehensive report of the Faculty Senate Council Gender Pay Equity Committee.

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

Washington University is deeply committed to freedom of expression and the pursuit of truth. This commitment is manifest in our written policy and in the structures we have put in place to ensure that this policy is carried out. Our written policy is spelled out in our Policy on Academic Freedom, Responsibility, and Tenure. This policy was developed over a period of six years and was approved by the Board of Trustees in October 1975. Since 1975, sections of it have been periodically amended and approved through 2014.

In regard to faculty, the university demonstrates its commitment to the pursuit of truth in teaching and learning in its claim that a faculty member’s primary responsibility is “to seek and to state the truth as he/she sees it,” “to practice academic honesty,” and to seek “above all to be an effective teacher and scholar.” Similarly, this policy document makes explicit our commitment to academic freedom: “The right of faculty members to academic freedom is of fundamental importance to an academic institution. That right shall be protected at Washington University.”

To guard against violations of academic freedom, we have put in place two committees to handle possible violations of these rights: The Advisory Committee on Tenure and Academic Freedom, and the Academic Freedom and Tenure Hearing Committee. The Advisory Committee on Tenure and Academic Freedom consists of the five members at large of the Faculty Senate Council who have been elected by the general faculty. The Academic Freedom and Tenure Hearing Committee consists of seven members and seven alternate members. These members are directly elected by the faculties of the different schools of the university in the following proportion: three from Arts & Sciences, two from the School of Medicine, and two from the other schools combined. Members of each committee serve a three-year term.

The Advisory Committee on Tenure and Academic Freedom investigates faculty allegations that considerations which violated academic freedom “significantly contributed to a decision not to reappoint him/her” or “significantly contributed to adverse decisions concerning such matters as salary, promotion, assignment of teaching duties, assignment of space or other facilities, termination of appointment,
or penalties brought to bear against him/her for claimed improper conduct.” The Advisory Committee decides whether the facts put forward merit more investigation and, if so, it attempts to resolve the matter by informal methods. If such methods fail, and if the Advisory Committee so recommends, the complaint can then proceed to the Academic Freedom and Tenure Hearing Committee. In the case of a faculty member on a probationary appointment who alleges that issues of academic freedom were involved in a decision not to reappoint him or her, the matter can move forward to the Hearing Committee whether or not the Advisory Committee makes such a recommendation. In the case of a faculty member with continuous tenure, with a special appointment, or during a probationary period before the end of the contract period, that faculty member also has the right to bring his or her case forward to the Academic Freedom and Tenure Hearing Committee before the termination can be effective.

Our commitment to the pursuit of truth in teaching and learning and to academic freedom is also demonstrated in our policies and procedures regarding students as stated in the university’s Policy on Academic Freedom, Responsibility, and Tenure: “Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher–student relationship.” If undergraduates have concerns that such an atmosphere is not present, they are advised to raise it first with the faculty member, then with their four-year advisor, and then with the department chair. See “Teaching and Learning at Washington University: A Statement of Best Practices and Expectations.”

Graduate and graduate professional students follow a similar chain of communicating grievances and can file a complaint according to procedures within their school or program. Each school manages student complaints reported at the school or departmental level. This information is provided in the Federal Compliance section of the Appendix. Both undergraduate and graduate students in Arts & Sciences also have access to a student ombuds office as a means to resolve such problems.

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

2.E.1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2.E.2. Students are offered guidance in the ethical use of information resources.

2.E.3. The institution has and enforces policies on academic honesty and integrity.

We at Washington University have developed and embrace a comprehensive set of policies pertaining to information technology and the ethical use of computers. Within this policy framework we forge a link between established codes of conduct and the use of technology and information resources. Specific guidelines call for respectful and
responsible use of the university’s computer networks to protect the rights of individuals, while others warn against actions that may violate the law. Students receive individual instruction and guidance on appropriate and ethical use of technological resources from computing centers located within each school, as well as from University Libraries and Student Technology Services.

The university has a vested interest in the academic and professional integrity of all students’ work. At its core the university must be and is committed to faculty, students, and staff teaching, learning, and conducting research in an environment that is professional and academically sound, and free of dishonesty. All matters involving student academic misconduct are governed by the University Student Judicial Code. The University Student Judicial Code applies to every program and all students: graduate, professional, and undergraduate, day and evening, full-time or part-time.

All undergraduate students are also governed by the Undergraduate Student Academic Integrity Policy adopted in April 2003 and revised most recently in May 2010. This policy creates a consistent definition of what constitutes academic misconduct for our undergraduate population across the different schools and colleges. The policy provides a common document through which students and faculty may be educated on what constitutes an offense and what the academic integrity expectations are for all undergraduate students.

Each of the four undergraduate schools (Art and Architecture, Arts & Sciences, Business, and Engineering) has readily accessible and clearly written policies and conducts in-person meetings with all incoming students regarding the procedures for addressing and formally adjudicating any and all allegations of academic misconduct. While the adjudication process may vary from school to school, the university works hard to ensure that the process is fair and impartial, affords due process, and generates consistent outcomes for similarly situated students and incidents across departments and divisions of the university.

From the time students arrive on campus, they are informed and educated about matters pertaining to scholarly work, academic integrity, and the consequences for failing to meet the university's expectations. Students can learn about expectations in multiple ways. These may include, but are not limited to, the following: presentations by the academic integrity officer for their school of enrollment; individual or small-group advising meetings with academic advisors; orientation programming concerning student “Choices”; peer mentoring in the residence hall community; “Don't Gamble with Your Future” Educational Outreach Campaign operated by Judicial Programs and highlighted in the student planners; floor meetings in the residence halls with faculty fellows and associates; and faculty explicitly stating their expectations in the classroom and on their course syllabi. Examples of our proactive educational outreach are included here.

Each undergraduate school has a designated academic integrity officer, ordinarily an associate dean, who has ultimate responsibility and oversight for the adjudication process of allegations of misconduct in courses offered in his/her individual school.
Every month the university judicial administrator hosts a meeting of the academic integrity officers. Others in attendance include the university registrar, the associate general counsel, and the vice chancellor for students. At these meetings, the members of the group discuss the adjudication of recent cases with an eye toward ensuring that sanctioning is handled in a fair and consistent manner across the different undergraduate schools. Difficult and/or unique situations are discussed openly to inform members of the group and to communicate about best practices. When appropriate, recommendations are made by the Academic Integrity Officers Group to senior administrators. These recommendations generally identify an area in need of review or change in regard to academic integrity policies, process, or appeals, as well as student disciplinary records notations (including transcripts).

For a summary of all academic misconduct cases adjudicated by the undergraduate programs from Spring 2004 until Spring 2012, see this Academic Integrity chart. The document demonstrates that each semester incidents are reported by the faculty and teaching assistants to the appropriate academic integrity officer, that they are adjudicated within their prescribed process, and that the outcomes and sanctioning are being applied consistently across the undergraduate schools.

Since our last reaccreditation review in 2004 we continue to strive to improve our written policies and procedures. There is better inter-school communication concerning types of incidents being referred for adjudication. We have adopted the Blackboard teaching platform through the Teaching Center on campus which features SafeAssign, a plagiarism-detection software program, available to all university faculty who wish to use it. The Teaching Center’s TA-Training Workshops include training for graduate-student teaching assistants on their roles in enforcing the university’s academic-integrity policies. The graduate and professional school deans have also begun meeting on a regular basis with the associate general counsel to discuss promising practices in the area. Finally, our staff and faculty remain committed to professional development by attending national conferences and keeping abreast of the literature in this area. Our university community continues to participate in Donald McCabe’s longitudinal studies which have benchmarked attitudes and compliance issues regarding academic integrity on approximately 30 college and university campuses over the past 25 to 30 years.

We have tried to do our part to help lead the cause of promoting academic integrity beyond our campus. In October 2009 Washington University hosted the International Center for Academic Integrity Conference. There were approximately 150 college administrators on our campus for the three-day conference; we also hosted a full-day pre-conference for approximately 85–90 high school students, teachers, and administrators. In June 2013 we launched an academic integrity video which is required viewing for all incoming students before their matriculation. It is our hope that by addressing the student body in multiple ways our message of the centrality of academic integrity to our mission of teaching, learning, and research will be announced and reinforced.
On the graduate level, the university is committed to ensuring excellence and the highest standards of ethical and responsible conduct in the education and professional training of graduate-professional students as future faculty, professionals, leaders, and providers of new knowledge. To that end, each of the university’s seven Graduate and Graduate Professional Schools, in accordance with the University Student Judicial Code, has substantial responsibility and autonomy to develop, administer, and enforce policies and procedures that promote academic research and professional integrity by students enrolled in its school. Policies also include codes of conduct consistent with ethical standards in the professions for which the student is being trained as specified by professional associations and accreditation bodies.

Each professional school has written policies and formal procedures to promote and enforce academic, research, and professional integrity by students enrolled in its school. All schools make policies readily available on school websites; a list of professional school policies can also be found here.

Graduate-professional students are expected to adhere to university policies, including the University Student Judicial Code and Research Integrity Policy, which are posted on the Compliance and Policies website.

Each school provides oversight, training, and support to ensure academic, research, and professional integrity. Graduate students are informed about policies through a combination of school-wide distribution of policies, such as school websites, student handbooks, New Student Orientation programs, and use of an Honor Code (MBA, Law); program/department-level instruction in ethical and responsible codes of conduct; and individual faculty guidance and mentoring. Graduate education is highly specialized; disciplines naturally require different academic areas of knowledge and various professional skills developed through discipline-specific training, faculty mentoring, and practices: e.g., through architectural and art studios; research codes of conduct, the Institutional Review Board, laboratory mentoring, and TA training (PhD students); and clinical practicum (Medicine, OT, PT, Audiology, Psychology).

Each school enforces its policy, which includes formal statements of review procedures and disciplinary actions for addressing student misconduct. (Note: The University Student Judicial Code is the default procedure for a graduate/professional school that does not have its own academic and professional integrity policy; currently only the Graduate School of Art follows this option for academic misconduct.) School procedures provide a transparent organizational structure for receiving and addressing complaints, informing students of the complaint and options for reply, ensuring a fair and consistent review process and disciplinary sanction, and opportunity for appeal. Schools are responsible for written record keeping, periodic reporting, and continual analysis to assess and improve processes for addressing misconduct and for promoting appropriate conduct.
We recognize that promoting and ensuring ethical and responsible academic, research, and professional practice is a continuous process. We strive to be alert to new and different challenges and best practices, and the need for continual improvement. Some of the challenges we face include communication of consistent information to students and faculty in a decentralized system; expansion of joint degree programs and interdisciplinary education; research use of new digital technologies; and increased enrollment of international graduate and professional students from different educational systems. Since 2005 some examples of areas of significant enhancement include:

- The university and schools have developed better organized websites to create easier access to Policies and Procedures for Graduate/Professional Students;
- Schools have completed intensive review and expansion of written policies and formal procedures (Graduate School of Arts & Sciences; Architecture; Business; Law; Social Work; CAPES in Medicine; and other related programs);
- Communication and coordination across the schools has been enhanced. School Academic Integrity Officers meet one to two times per year to discuss common issues, challenges, and best practices on the graduate level. The chancellor’s designee and university judicial administrator periodically provide updates on university and federal policies. This has led to clearer coordination of issues and procedures related to Joint Degree students and better understanding of best practices;
- The Office of International Students and Scholars (OISS) expanded the academic integrity component in its orientation program for new incoming international graduate-professional students. OISS also organizes meetings for academic integrity officers and school administrators who work with international students in their respective schools to discuss differences in educational systems and cultural attitudes toward academic, scholarly, and research conduct.
CRITERION THREE
CRITERION THREE: Teaching and Learning: Quality, Resources, and Support

THE INSTITUTION PROVIDES HIGH-QUALITY EDUCATION, WHEREVER AND HOWEVER ITS OFFERINGS ARE DELIVERED.

Washington University is dedicated to providing the best in education—one that measures up to the highest academic standards and also, after completion, offers exceptional agility in one’s chosen field. We realize, across all divisions, that this requires clearly defined expectations and structures; ample opportunities for research, service, and global engagement; a dedication to making available every resource needed in the delivery of such a high-quality education; and strong support in ensuring that a diverse, active, and welcoming community remains established, and that assistance is available wherever needed.
3.A. The institution’s degree programs are appropriate to higher education.

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Course and Program Evaluation Process

All schools have procedures by which new courses and programs are thoroughly reviewed and evaluated. For example, in the College of Arts & Sciences, after a preliminary screening by the department, new course proposals are reviewed by the department and then sent to the Arts & Sciences Curriculum Committee (ASCC) for review and approval. The ASCC reviews proposals for attribute designation, contact hours appropriate to the units of credit assigned to the course, and assignments and assessments appropriate to the level of the course. If there are questions about any of these points, the course proposal is returned to the department for revision and/or clarification and then resubmitted to the ASCC for a second review. Once approved by the ASCC, the courses are presented to the faculty for final approval. New majors and minors, as well as revisions to existing major and minors, are similarly submitted to the ASCC for review and approval.

The ASCC ensures that all new/revised programs meet the minimum standards voted by the faculty: a minimum of 18 advanced, graded units for majors; a minimum of 15 total graded units (9 advanced) for minors; and a minimum grade of C- in all courses counting toward the major/minor. Departments have the discretion to increase their requirements from these minimum standards.

In 2010, after surveying Arts & Sciences departments’ major requirements, the ASCC presented recommended guidelines for majors to the faculty in October. The ASCC recommended that departments increase their minimum advanced-unit (300-level courses and above) requirement from 18 to 24. This was an effort both to increase the depth of majors generally and to prepare students more effectively for graduate or professional study in their fields. Since the guidelines were presented to the faculty, five departments have revised their requirements upward. Of the remaining departments requiring 18 units, several (Biology, Chemistry, and Earth & Planetary Sciences) require substantial extra-departmental prerequisite work, and majors often pursue additional units of laboratory research as independent study, often for multiple semesters. Classics requires significant prerequisite work in Greek and Latin, as its majors must attain proficiency to complete the required advanced courses. Economics reviewed its requirements in light of the new guidelines. Among other changes, Economics increased 300- and 400-level course work to 21 units.

Oversight of Multiple Programs

The liberty to pursue multiple programs, both within and between undergraduate divisions, is a hallmark of undergraduate study at Washington University. It both acknowledges the intellectual ambitions of the student body and encourages the interdisciplinary interests of the faculty. The university recognizes, however, an
unintended consequence of this liberty: when pursuing major and minor programs like so many merit badges, students tend to sacrifice depth of study in their primary field to increase the number of programs they can complete. The university now promotes broad intellectual engagement, moving to reduce the number of programs a student can formally pursue. The four undergraduate schools limit students to three total programs, either two majors plus one minor, or one major plus two minors. Triple-majoring is no longer permitted.

Additionally, to preserve the integrity of each program, the College imposes standards about “double-counting” courses between programs: students pursuing two majors must have 18 independent advanced units in each major; students pursuing a major and a minor must similarly have 18 advanced units in the major independent of the minor while the minor must have 12 total units independent of the major; and students pursuing two minors must have 12 independent units in each program. The university is currently building an online degree audit system, which will allow for a more precise tracking of compliance with these policies.

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-bacc, post-grad, and certificate programs.

All schools, departments, and programs are required to articulate a mission statement or a statement of learning goals in their assessment reports. Such statements (Biology, for example) can also serve as an overview of the requirements and goals for the major.

Program requirements are structured to support program goals. For example, in Earth & Planetary Sciences, three core courses each give an overview of one of the major subfields in the Earth sciences, while also preparing students for more in-depth study in one of those subfields. Electives (at least five courses) expose students to advanced topics. At least one course among these must come from each of the three disciplines: Geology, Geochemistry, and Geophysics & Remote Sensing. A summer field camp that exposes students to research in their area of study is also required. This structure allows students to understand the broad field of geosciences and also immerse themselves deeply in one aspect of the field.

Current program requirements are found on the Academic Departments & Programs website. Each academic department and program also lays out the requirements for graduate admission/undergraduate entry into the major and expectations for successful completion in a relatively uniform format that is easy to navigate. Opportunities for scholarship and engagement in the intellectual life of the unit are clearly indicated and encouraged in most programs.

To ensure that new programs remain distinct from each other and do not overlap in their learning goals, all new degree and certificate program proposals are reviewed by the provost’s office. The procedure calls for articulation of program goals, target audience, relationship to existing programs, rationale for the new offering, program requirements, selection criteria, and strategy for assessment. (Policies, Reports, and Resources)
3.A.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).

Most of our courses are offered as fully in-classroom instruction. Others include a mix of in-classroom and online, fully online, or supervised independent studies and directed research. Credits earned in all Washington University courses approved for undergraduate programs count toward the total credits required for graduation at the university, regardless of the method of delivery.

**Online Initiatives**

An explicit goal of the university is to provide online tools to faculty who wish to explore innovations in teaching and learning. The [Center for Integrative Research on Cognition, Learning and Education](http://example.com) (CIRCLE), located in the Department of Psychology, will assist faculty in assessing new teaching initiatives.

**Overseas Programs**

For over a decade, it has been the policy of Washington University to encourage students to participate in study abroad programs related to a declared major or minor or other significant areas of study, such as foreign languages or pre-health studies. Each undergraduate school has developed protocols for developing, reviewing, and
CRITERION THREE

approving new study abroad programs. The Office of Overseas Programs administers the Arts & Sciences study abroad programs, while each academic department/program’s study abroad advisor reviews courses for academic quality and relevance. When students return from overseas, their work is reviewed by advisors and departmental faculty before being assigned a course equivalency. In 2011, the chancellor established an International Affairs Task Force and an administrative subcommittee with representatives from each school to facilitate collaboration and coordination of international activities. The chancellor also appointed a vice chancellor for international affairs.

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Although each undergraduate division has its own degree requirements, they share elements of breadth and core skills. In this way, while the College of Arts & Sciences is the university’s “liberal arts” undergraduate school, all undergraduates enroll in the College’s course work and all undergraduates therefore have a liberal arts experience to the extent their professional degree requirements allow. The overlap between the distribution requirements of the professional undergraduate schools and the College is detailed in a “map” of distributions required by each school.

In April 2009 the College of Arts & Sciences completed a review of its distribution requirements, and revised requirements for students matriculating in Fall 2012. The revision primarily focused on an overhaul of the College’s signature “integration” requirements, whereby students are asked to link their distribution area classes. The outcomes of this revision are a stronger emphasis on cultural diversity and more varied opportunities for freshman programs and seminars. Additionally, more user-friendly and dynamic web applications were developed to support the new curricular requirements. For details, see the "Arts & Sciences Distribution Requirements Revision: Review and Implementation Summary."

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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.

At Washington University, intellectual inquiry thrives in an interdisciplinary environment. Undergraduates are encouraged to enroll in individual classes and pursue second majors or minors outside of their home school. We also maintain that global engagement is a crucial element of a contemporary education. Both the College of Arts & Sciences and the School of Business require students to take a minimum number of
courses in international/global studies, and both the School of Art and the School of Architecture require students to have a grounding in the broad cultural development of art and history.

All schools also value a liberal arts experience for their undergraduates. In the College of Arts & Sciences itself, students develop coherence in their distribution course selections by linking topically related classes in pairs called “Integrations.” The College has long held that pairing courses in this way lends stability, intentionality, and depth to students’ distribution choices, thereby enhancing the overall liberal arts education. In its recent revision of its distribution requirements, the College has foregrounded interdisciplinarity, requiring that students pair courses from two different departments.

The revision of the Arts & Sciences curriculum has created an additional opportunity to model ideal intellectual discourses and debates for the overall undergraduate body. The “integration” element of the revised requirements posits 22 “Integrated Inquiries,” each of which explores “an enduring question that educated, engaged, curious people often ask.” Ranging from “Ethics & Morality” to “The Development of U.S. Democracy,” from “Science and Society” to “Creative Expression: Theory and Practice,” these Integrated Inquiries provide an ideal platform from which to stage a “Great Debates” series, involving faculty from different departments. By identifying conflicts and complicating easy answers, these debates encourage students to consider the intricacies of the issues, to see them from multiple perspectives, and to connect classroom learning to the world beyond. Importantly, the current plan is to hold the series in the university’s undergraduate residential area, integrating the spaces where students live and where they learn. Moreover, the “Great Debates” series fits with the themes that were identified in 2010, “What the University Should Do” and “What Washington University Undergraduates Should Know and Be Able to Do,” both issued by the Provost’s Task Force on Undergraduate Education. Addressing “Attitudes and Abilities,” the Task Force states that “[t]he University should provide more support for venues for public dialogue about citizenship, ethical issues, and the arts in society.”

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

As part of all major requirements, exposure to scholarship in the discipline is encouraged through multiple means. Key mechanisms are research opportunities and capstone seminars and projects. The capstone experiences and projects are based on scholarly inquiry, investigative research, and experiences in the professional fields to which most graduates are recruited. In many departments (for example, Psychology and History), research methods courses are required for all majors. Independent study opportunities abound and the Office of Undergraduate Research, formed in 2005 to encourage students to engage in scholarship and creative work in all areas of study, serves as a clearing house for opportunities and a source of advice for students on how to find such opportunities. This office funds for summer research in many areas (see section 3.B.5. for more detail).
Course work in many departments exposes students to scholarly inquiry through use of research and scholarly publications in teaching. Because faculty are active scholars, classroom practice often reflects their interest and passion for scholarship, bringing this scholarship to life for students in real and tangible ways. For example, upper-level laboratories in biology uniformly incorporate inquiry. In some classes, students help design and execute original research. Biology is currently instituting a new lab unit in which first-semester students of biology do original research in a structured manner: the students analyze original data from genomic studies.

Communication skills are developed in multiple ways. Students are required to take an upper-level writing intensive course that is often in their major area of study. In such courses, they practice and hone their skills in written communication—also engaging in scholarship. In the Schools of Art and Architecture, studio courses culminate in portfolio reviews, whereby individual students present their semester's work to their faculty members as part of the final grading process. Additionally, many undergraduate courses incorporate presentations. Students have many opportunities to present their research at symposia on and off campus. The Office of Undergraduate Research holds two symposia annually and approximately 200 students participate in each. The Humanities Digital Workshop offers undergraduate and graduate students fellowship opportunities in which they participate in faculty research projects where technology is applied to the humanities.

In addition to methods courses, labs, and independent studies, all departments host discussions and seminars/colloquia throughout the academic year, to which faculty, graduate, and undergraduate students are invited. Such presentations model for students intellectual dialogue and debate. Some departments have formalized these talks to create a tradition of intellectual exchange. For example, for more than 25 years, the Department of Anthropology has hosted weekly “Friday Archaeology” sessions, where undergraduates, graduate students, faculty, and, when possible, visiting scholars, give presentations. It is a place where students learn to ask archaeological questions, and Friday Archaeology is held in conjunction with all four departments (Anthropology, Art History, Classics, and Earth & Planetary Sciences) with faculty who teach in the archaeology program. As such, it has the added benefit of modeling interdisciplinary inquiry, a principal focus of the university as a whole.

Service learning opportunities and internships in professional settings are available in all areas. The Career Center and the Gephardt Institute for Public Service play active roles in helping students identify such opportunities and many departments have formal programs or credit mechanisms for such experiences. An innovative program has been developed by Women, Gender, and Sexuality Studies (WGSS). These are the WGSS Service Learning Courses. Building upon the success of its service learning course in domestic violence (first offered in Spring 2004) and with funding support from the university’s Gephardt Institute for Public Service, WGSS has developed several community-based teaching and learning courses. Supervised by the instructors, students enrolled in service learning courses develop individual projects with a service agency four to five hours per week. By the end of the semester, students write an essay integrating information and material from both classroom and community work. These
courses are recommended for students interested in pursuing careers in community organizations and governmental agencies. They are also considered an excellent preparation for those intending to pursue advanced degrees in social work and/or law.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which the students live and work.

Global Engagement

Global engagement is one of the university’s six Key Initiatives. We have demonstrated our commitment to global leadership through several innovative programs. International and Area Studies has more than 200 undergraduate majors engaged in international and area studies ranging from multicultural engagement to global political economy to development studies.

The McDonnell International Scholars Academy was established in 2007. In partnership with 27 international graduate and professional institutions, the Academy provides tuition, living, and travel stipends for its members, who pursue graduate or professional studies at Washington University and engage in sustained research, fieldwork, and/or advanced language training at one of the partner institutions. The Academy has established a Global Energy and Environment Partnership (MAGEEP), which, in conjunction with the partner institutions and corporate sponsors, develops energy, environmental, and sustainability research, education, and operations; funds research; and has hosted four international symposia on global energy issues.

In 2010 a university-wide committee of faculty established the Global Certificate (GC) Program. Complementing an undergraduate major in any school, the 18-unit certificate combines foundational and elective advanced course work with international experience (either internship or academic) culminating in a portfolio presentation in the senior year. GC students are encouraged to pursue one of six designated interest areas: Economy, Health, Conflict, Environmental Studies, the Arts, and Education & Community Development.

Additional global initiatives include the Washington University Programs in Washington, D.C., and in Shanghai, China. The D.C. program provides study-away opportunities for undergraduate and graduate students, as well as internship and research opportunities for students at all levels. The program in Shanghai, building on a long-standing relationship with Fudan University, opened in June 2001. A study center housing undergraduate study abroad opportunities, the program includes an intensive Chinese language summer institute and a fall semester study abroad program offering Chinese language, credit-bearing internships, and area studies courses taught in English. A Washington University faculty member is on site as resident director. All courses are taught and/or reviewed by our faculty and approved by our curriculum committee.

Recognizing that our faculty and staff play a vital role in the university’s global initiatives, the Global Diversity Overseas Seminar (GDOS) was established in conjunction with our Overseas Programs sites. The seminars consist of pre-visit
preparation; readings, discussions, and community engagement on site; and post-seminar outreach to the university community. Established in 2012, the GDOS has held seminars on religious and ethnic diversity in Paris, France, and on ethnic minorities, the migratory workforce, and urban change in Shanghai, China. In 2013, the seminar will focus on social justice and racial, ethnic, and economic disparities in Santiago, Chile.

Over the last 10 years, the percentage of students studying abroad has increased significantly from 38.4% in 2001–2002 to 49.8% in 2011–2012. At the same time, the number of countries in which students study has risen to over 50.

The College's increased emphasis on cultural diversity, as codified in its revised degree requirements, is detailed here.

Diversity

Diversity is one of our university's Key Initiatives. Core to our values is a firm commitment to creating a welcoming and inclusive environment that not only recognizes but also celebrates the diversity of our students, faculty, and staff. Diversity is essential for an excellent university. Competition with other top universities for the best faculty, staff, and students will only be successful with an unwavering commitment to it. Improving the environment for all members of the university community, with a special focus on the climate for women and members of underrepresented groups, is critically important. We welcome difference on this campus, in the form of gender, race, ethnicity, disability, geography, socioeconomic status, age, politics, religion, philosophy, sexual orientation, gender identity or expression, or genetic information.

To inform ourselves and increase awareness on diversity issues, we track student and faculty trends by ethnic and gender groups. For example, both the number and percentage of minority and international students in the freshman class continue to increase as Washington University becomes more diverse.
WU Freshman Class Diversity
Minority & International

WU Freshman Class Diversity
Percentages: Minority & International
Both ethnic and gender diversity trends are tracked for faculty. These tables show how Washington University faculty diversity has increased on both the Danforth and Medical Campuses.

Danforth Tenured and Tenure-Track Faculty

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<tbody>
<tr>
<td>Tenured Faculty</td>
<td>411</td>
<td>406</td>
<td>451</td>
<td>491</td>
</tr>
<tr>
<td>On Tenure Track</td>
<td>143</td>
<td>194</td>
<td>176</td>
<td>172</td>
</tr>
<tr>
<td>Total Tenured and Tenure Track</td>
<td>554</td>
<td>600</td>
<td>627</td>
<td>663</td>
</tr>
<tr>
<td>Women</td>
<td>118</td>
<td>151</td>
<td>164</td>
<td>204</td>
</tr>
<tr>
<td>Women as %</td>
<td>21%</td>
<td>25%</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td>Men</td>
<td>436</td>
<td>449</td>
<td>463</td>
<td>459</td>
</tr>
<tr>
<td>Men as %</td>
<td>79%</td>
<td>75%</td>
<td>74%</td>
<td>69%</td>
</tr>
<tr>
<td>Underrepresented Ethnic Minorities</td>
<td>26</td>
<td>31</td>
<td>37</td>
<td>45</td>
</tr>
<tr>
<td>URM as %</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Note: URM includes African-American, Hispanic, and Native American for this report.

There is evidence that our efforts to increase the diversity of our faculty are paying off. Among the tenured and tenure-track faculty, there were 204 women, and 45 were from underrepresented minorities. Over the last 15 years the number of women on the faculty, both tenured and tenure track, has grown by 73 percent and the number of underrepresented minorities has grown by 73 percent, while, overall, the faculty grew by just 20 percent.

Medical Campus Full-Time Faculty

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator Track</td>
<td>907</td>
<td>793</td>
<td>725</td>
<td>686</td>
</tr>
<tr>
<td>Clinician Track</td>
<td>207</td>
<td>385</td>
<td>616</td>
<td>836</td>
</tr>
<tr>
<td>Research Track</td>
<td>205</td>
<td>217</td>
<td>283</td>
<td>294</td>
</tr>
<tr>
<td>Total Full-Time Faculty</td>
<td>1,319</td>
<td>1,395</td>
<td>1,624</td>
<td>1,816</td>
</tr>
<tr>
<td>Women</td>
<td>328</td>
<td>355</td>
<td>486</td>
<td>589</td>
</tr>
<tr>
<td>Women as %</td>
<td>25%</td>
<td>25%</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>Men</td>
<td>991</td>
<td>1,040</td>
<td>1,138</td>
<td>1,227</td>
</tr>
<tr>
<td>Men as %</td>
<td>75%</td>
<td>75%</td>
<td>70%</td>
<td>68%</td>
</tr>
<tr>
<td>Underrepresented Ethnic Minorities</td>
<td>46</td>
<td>52</td>
<td>59</td>
<td>93</td>
</tr>
<tr>
<td>URM as %</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Note: URM includes African-American, Hispanic, and Native American for this report.
On the Medical Campus over the last 15 years, the number of women increased by 80% and the number of underrepresented minorities has more than doubled, while, overall, the faculty grew by just 38%.

**3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.**

We take pride in our efforts to involve undergraduates in innovative research. Such opportunities have existed for students in sciences and in the social sciences for a long time. For example, the Summer Undergraduate Research Fellowship program in Biology and Biomedicine supports 50–70 students in life sciences for 10-week summer research experiences with faculty in Arts & Sciences, Engineering, and Medicine. In 2005, the university formed the Office of Undergraduate Research (OUR), which serves as a resource for students in all schools to learn about participating in scholarship and find opportunities to do so.

Several initiatives are increasing research experience for students in the humanities. The Center for the Humanities, in conjunction with the College of Arts & Sciences, administers the Merle Kling Undergraduate Honors Fellowship Program. Launched in 2004, the program supports up to 14 undergraduates from various disciplines in the humanities and humanistic social sciences to perform independent research under the guidance of a faculty mentor. Kling Fellows attend a weekly seminar in which they discuss readings focusing on the role of the humanities in the university, practice presenting their research to other fellows, and critique drafts and excerpts from each other’s research projects. The goal is to give undergraduates the opportunity to do independent, humanities-based research that matches the opportunities in the physical and social sciences. Another example is the Humanities Digital Workshop, which provides opportunities for undergraduate and graduate students to participate in summer research projects led by faculty.

Opportunities for scholarship earn independent study course credit. They are at the heart of capstone seminars and senior and honors project programs. Such opportunities exist in all departments and programs. A detailed view of such courses and enrollments by department is provided [here](#).
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and nonclassroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Washington University has the faculty and staff required for the design and delivery of high-quality programs and services. In the academic year 2012–13, the Danforth Campus of the university, home to the Faculty of Arts & Sciences and all professional schools except Medicine, counted 491 faculty members with tenure and an additional 172 on the tenure track. In addition, on the Danforth Campus there were 432 full-time, nontenure-track faculty and 400 nontenure-track part-time faculty. The Danforth Campus Faculty trends can be found here.

Faculty on the Medical Campus are grouped by track—Investigator, Clinician, and Research. Over the last 15 years the full-time medical faculty has grown from 1,319 to its present 1,816, and during this period the Clinician track has grown the most, from 207 to 836. Click here or Medical Campus faculty trends details.

In addition to simply considering the number of faculty, its sufficient size can also be demonstrated by considering the enrollment and undergraduate class size. Total undergraduate enrollment is about 6,500 full time students; entering first-year classes are about 1,600. The overall faculty/student ratio is about 1 to 8. Average class size is 18. In 2012 71% had enrollments under 20, and just 3% of classes had enrollments over 100. From Fall 2002 to Fall 2012, undergraduate enrollment grew by 9% from 5,925 to 6,483. The number of undergraduate classes increased by 13% over the 10-year period and the distribution of class size has been maintained.

### 10-Year Growth in Undergraduate Classes Exceeded Growth in Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2002</th>
<th>Fall 2012</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate enrollment</td>
<td>5,925</td>
<td>6,483</td>
<td>9%</td>
</tr>
<tr>
<td>Undergraduate class sections</td>
<td>1,812</td>
<td>2,047</td>
<td>13%</td>
</tr>
</tbody>
</table>

The proportion of small classes has been maintained. In 2012 71% had enrollments under 20, and just 3% of classes had enrollments over 100.
Given the small size of many classes and the expectation that faculty members will hold publicly announced office hours, the accessibility of teaching faculty is a given. Teaching loads that commonly are two courses per semester encourage the accessibility of faculty and also suggest that overall faculty size is sufficient for Washington University’s teaching needs.

### Undergraduate Class Size Distribution
Comparing Fall 2002 to Fall 2012

Both faculty size and faculty interest allow an active faculty role in university, school, and department governance. Moreover, much important work is done by faculty committees. While faculty expectations for course-specific learning are a part of course syllabi, faculty members are also concerned with the curriculum more broadly. Overall degree requirements are set by the schools for their respective degrees. The Danforth Campus committee formed in 2010 called the Task Force on Undergraduate Education specified in some detail “What Washington University Students Should Know and Be Able To Do.” The same task force in a separate report suggested a number of actions to the university to further strengthen undergraduate education at Washington University. Curriculum Committees within individual schools oversee both the overall curriculum and proposals from faculty members for new courses. Faculty are members of the Washington University Assessment Committee, chaired by the vice provost. Individual departments and faculty committees oversee the hiring and regular reviews of faculty members. Faculty members are also included on search committees charged with finding senior academic administrators.
The Teaching Center, which reports to the Office of the Provost, offers a broad array of services to support teaching by faculty and graduate students. For example, The Teaching Center collaborates with faculty to design, implement, and evaluate evidence-based teaching approaches. By participating in Teaching Center workshops, symposia, programs, and scholarship on teaching and learning, faculty have the opportunity to develop new and innovative teaching methods, to learn how to incorporate active and collaborative learning into their courses, and to contribute to the scholarly teaching community at Washington University. The Teaching Center holds a variety of regularly scheduled faculty workshops, including a monthly brown-bag workshop series on effective teaching methods, a monthly series of workshops designed explicitly for new assistant professors, and annual workshops on The Grading Process and Teaching with Writing. The Teaching Center also provides formalized, multidisciplinary training in pedagogy for graduate students—in their current work as Teaching Assistants (TAs), and as they prepare for future academic positions through the annual, university-wide TA Orientation, as well as three monthly series of workshops: introductory level TA-Training Workshops and advanced-level workshops in Teaching and Professional-Development and STEM Pedagogies. (Teaching Center participation data can be found here.)

Teaching Center staff are available to visit classes, videotape classes on request, and offer suggestions for improvement. The formal study of pedagogy is also a part of the Center’s mission to foster excellence in teaching. The Teaching Center offers guidance on alternatives to the traditional classroom lecture and oversees the installation and use of classroom technology. The Teaching Center has recently initiated “Teaching Community” faculty discussion groups to stimulate discussion of teaching strategies. The Center also sponsors occasional “iteach” symposia, coordinated by the Washington University Teaching and Technology Partnership, and involving University Libraries as well. In addition, individual departments, German for example, also require extensive pedagogy training for their TAs.

Beyond teaching, many members of the faculty are involved in student advising, a service shared with many staff members. Every undergraduate at Washington University begins the first year with a four-year advisor, a role designed to maximize continuity in advising and encourage advisor–advisee communication that is at once thoughtful and helpful. Students are also assigned a faculty advisor when, as sophomores or juniors, they declare a major.

3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Virtually all faculty with teaching responsibilities at Washington University are appropriately credentialed with terminal degrees in their field. The credential varies with the school or department in question. In Arts & Sciences, the PhD is the usual degree, in Medicine the MD, in law the JD, and so on. In some professional fields, business, for example, or architecture, significant experience may be considered a teaching credential in addition to formal education and final degree attained. In 2012–13 3% (26 of 953) of full-time faculty did not have a terminal degree in their field. These included performing artists, creative writers, and language teaching specialists.
3.C.3. **Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Junior faculty, that is, untenured assistant professors and untenured associate professors, are assessed regularly in their departments and schools. After tenure is awarded review varies by school. Common practice is for each faculty member to submit to the appropriate department chair and to the dean an annual activities report. Please see school reports for information on faculty policies and procedures.

3.C.4. **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.**

A rigorous tenure review process in departments and schools monitors the teaching practices and the content/substance of what is being taught by the faculty member under review. Once tenure is awarded, the regular or periodic review of classroom teaching is accomplished by teaching evaluations, online as well as departmental, and annual activity reports to the dean. Since we are a research-focused institution it is a fair assumption that what is being taught is up to date. Teaching content depends on department/program/student needs as well as faculty specialties.

3.C.5. **Instructors are accessible for student inquiry.**

The university adopted a Policy on Faculty Residency in May 2012 (amended in February 2013). It states: “In order to encourage collaboration, interaction, building of intellectual community, and excellence in student instruction and mentoring, faculty members are expected to be physically present on campus and available to students and colleagues throughout the period of their appointment, except for short trips for professional or personal reasons, unless they have been formally granted leaves of absence, or special arrangements have been made in writing and approved with the school dean or person designated by the dean. In the case of faculty on nine-month appointments, this period is from the arrival of students in the fall through Commencement.”

The following lines, which pertain to instructors who serve as advisors, appear on page 1 of the Washington University Handbook for Undergraduate Advisors: “An advisor should be available for student contact. Regular office hours should be posted and additional time should be scheduled as needed during registration periods. Advisors should also make available office phone numbers and email addresses.” These practices are expected not only of formally designated advisors but more generally of all teaching faculty. Students may also use department web pages and the university’s online directory to either call or email instructors.

On Washington University Senior Surveys conducted every two years, the percentage of seniors generally or very satisfied with out-of-class availability of faculty is strong and has increased from 95% to 98% over the last 10 years.
3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development.

Entities and individuals within student services at Washington University fulfill a myriad of responsibilities and have a vast array of job tasks—from orientation into the institution to transition out of the university and so much in-between. In an attempt to build and sustain an undergraduate experience of exceptional quality, we are continually assessing and revising staffing models and position responsibilities as well as identifying and attending professional development opportunities to enhance individuals’ and departmental entities’ knowledge, expertise, and skill sets on a wide range of topics, issues, and trends. What follows is a relatively comprehensive, yet not exhaustive, list of professional development activities in which staff has participated in the recent past or is currently involved. It is also important to note that numerous staff has held leadership positions within their respective professional associations.

Most, if not all, student services professional staff members possess a master’s degree in a relevant field, if not advanced degrees including EDD, PhD, JD, PsyD, and MD.

**Professional Associations to which student services staff belong:**

- College Student Educators International (ACPA)
- Student Affairs Administrators in Higher Education (NASPA)
- Association for the Study of Higher Education (ASHE)
- Association of International Educators (NAFSA)
- National Academic Advising Association (NACADA)
- Association of College and University Housing Officers-International (ACUHO-I)
- International Leadership Association (ILA)
- Association of College Unions International (ACUI)
- National Association of Campus Activities (NACA)
- Association of Fraternity/Sorority Advisors (AFA)
- Association for Orientation, Transition and Retention in Higher Education (NODA)
- National Association of College and University Attorneys (NACUA)
- Association of Student Conduct Administrators (ASCA)
- National Association of Colleges and Employers (NACE)
- National Career Development Association (NCDA)
Association on Higher Education and Disability (AHEAD)
American College Health Association (ACHA)
American College Counseling Association (ACCA)
National Association of Student Financial Aid Administrators (NASFAA)
Missouri College Student Personnel Association (MOCPA)
NASPA IV-W (Region IV West of NASPA)
UMR-ACUHO (Upper Midwest Region of ACUHO-I)
National Association of Undergraduate Business Schools (NUBS)
Business International Programs (BisNet)
Society of Women Engineers (SWE)

**Associations in which Washington University staff has served as either a board member or president:**

ACHA, ACPA, AFA, ASCA, NACA, NODA, MOCPA

**Other**

Staff members across student services are trained both on and off campus on a myriad of topics and/or specialty areas. These include:

Assessment

Crisis Intervention

Human Resource offerings such as leadership development, professional writing, supervision, conflict resolution and many management related topics

Diversity and Inclusion topics such as microaggressions, identity development, intersectionality, LGBTQIA

Campus Violence

Bystander Behavior

StrengthsQuest

Men and Masculinities

Alcohol and Other Drugs

Eating Disorders
Rape Aggression Defense Training (RAD)

Sexual Assault and Violence, Title IX*

Council on Financing of Higher Education (COFHE) Meetings

Numerous Webinars (mental health, sexual orientation and gender identity, assessment, etc.)

New Staff Roundtables and Orientation Meetings

* The Title IX Taskforce, convened in 2012, was charged with reviewing the university’s policies, processes, and education related to sexual harassment and sexual violence in accordance with Title IX and making recommendations to the university that would further strengthen our existing practices. In February 2013, the Taskforce made its recommendations to the chancellor. One of those recommendations included hiring an additional resource to focus on regulatory and policy compliance, coordinate the execution of the University Sexual Assault Investigation Board (USAIB), and conduct outreach and education for faculty, staff, and students. The new Title IX coordinator was hired and began employment in March 2014.

3.D. The institution provides support for student learning and effective teaching.

3.D.1. The institution provides student support services suited to the needs of its student population.

We have strategically invested in an array of student support services, ranging from the academic to the cultural, whose mission is to facilitate student support from admission through graduation.

The First Year Center focuses on the unique needs of freshmen and transfer students, and its mission is to connect people, programs, and resources to ease student transitions. Students new to the university can find information on preparing for arrival on campus, the orientation schedule, targeted programs and events, and campus resources. For example, students exploring the Center’s website can learn about Home Plate, a program that helps students get out of the residence halls for a few hours and enjoy a home-cooked meal with a St. Louis host family. In addition, students and parents find the website useful as they explore schedules for Orientation and First Forty Days activities. The Office of Residential Life is a key partner of the First Year Center, providing broad-based programming to create a vibrant living and learning environment. The Faculty Fellows (faculty living in the dorms) and Faculty Associates (faculty with an ongoing relation to a residential unit) programs continue to grow, and the Residential Peer Mentors Program serves all residential colleges housing freshmen.

Located in a residential college, Cornerstone: The Center for Advanced Learning provides academic support for undergraduates. Cornerstone is itself an umbrella organization that brings together several key services and program areas, including Disability Resources, TRiO Student Support Services, and Academic Mentoring.
Disability Resources serves students with documented or suspected physical and learning disabilities, and works to ensure equal access by providing learning (e.g., note-taking, reduced course-loads), testing (e.g., extended time, use of a computer, reduced distraction environment), and access (e.g., physically accessible classroom, physically accessible residence hall room) accommodations. Disability Resources has expanded services significantly in recent years, moving beyond accommodations and exploring programs and classes that facilitate development of additional skills to promote student success.

TRiO is a federally funded program that helps students who are first in their family to attend college, are from low-income backgrounds, and may have disabilities. TRiO offers academic support, supplementary financial aid, assistance in preparing for graduate and professional school examinations, student leadership training programs, summer internship assistance, and access to cultural programs, among others.

Academic Programs works with schools and departments to supplement and complement other academic support services. Services include the expanded Peer-Led-Team-Learning (PLTL), the largest program, in Chemistry, Mathematics, and Physics; Residential Peer Mentors (RPMs), a partnership that also involves Residential Life; Writing Fellows, a partnership with the Writing Center and the Writing 1 Program; the Writing and Mathematics (calculus, statistics, and differential equations) Help Desks; and Appointment-Based Mentoring for students who desire an individual approach to academic support. Additionally, work with the School of Engineering & Applied Science resulted in the establishment of Problem-Solving Teams (PSTs), an adaptation of PLTL, that facilitates student success in the introductory biomedical and chemical engineering courses and in the introductory computer science course. Academic Programs has also worked with the pre-health and pre-law teams to design and provide personal statement workshops for those preparing for medical, law, or graduate school. Additionally, Academic Programs has expanded to offer several fee-based academic transition programs, including the Research and Medical Connections Pre-Orientation Program for incoming freshmen interested in medicine, the biomedical sciences, and research careers; the January Intensive Intersession Program, which facilitates student transition from the first to the second semester of a selected course; and the Summer Intensive Program, which facilitates the transition from general chemistry to organic chemistry; and in-house MCAT and LSAT prep courses.

The Writing Center, located in Olin Library, helps writers at all levels and phases of the writing process through the process of revision, whether undergraduate students working on a paper for the freshman Writing 1 course, graduate students working on their dissertation, or faculty members working on grant proposals or papers being prepared for submission to peer-reviewed journals.

The Office for International Students and Scholars provides support services for prospective and newly admitted international undergraduate and graduate students, and for visiting scholars, to help them become successful members of the university community. The Office provides assistance with such things as visas, applications for
driver's licenses, social security numbers, employment and training opportunities, filing
taxes, supplementary student advising—and in general helps connect students to other
campus and community resources. English Language Programs offers many courses for
those whose first language is not English.

The Career Center helps students connect their passion to their purpose from the
time they enter as freshmen and throughout their professional lives. From developing
that first résumé to networking with fellow alumni, the Career Center has developed
programs and tools, such as the CAREERLink, WebREC, and Career Development
modules, that help students navigate the process of locating, exploring, and securing
opportunities of interest to them.

The Community Service Office and the Gephardt Institute for Public Service provide
students with opportunities for civic engagement and community impact. The
university also promotes student involvement by hosting the Campus Y.

The Interfaith Campus Ministries Association provides support for students interested
in exploring the various religious and spiritual aspects of their well-being.

The Habif Health and Wellness Center brings together Student Health and Counseling
(SHS) and Health Promotion and Wellness (HPW) into a coordinated, comprehensive
health center.

The Office of Student Activities provides students the opportunity to explore their
interests through student groups and organizations. From the Greek Life Office and
LGBT Student Involvement and Leadership to Diversity and Inclusion and Student
Media, students have access to a wide range of options to find their passion.

**3.D.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.

Academic Advising is key to helping our students make informed decisions regarding
their course work and academic interests. The Arts & Sciences advising structure is the
baseline for academic advising. In Arts & Sciences, all students are assigned a four-year
advisor who meets with them each semester. Four-year advisors help with the broad
questions of each student's college career, as well as the semester-by-semester details
of course selection. In addition to four-year advisors, students are assigned a faculty
advisor in their major department upon declaring a major, usually in the sophomore
year. Entering students have access to online assessments of their preparation level for
calculus, general chemistry, writing, and many language courses. Through this process,
students can, in some cases, gain general academic credit for proficiency. Others gain
an indication of the course they should register for, in consultation with an advisor.
General chemistry has developed a diagnostic exam that helps a student identify areas
to focus on for success in the course. This information is used by the Department of
Chemistry, and by Cornerstone, to design support services for students.
Further, students may elect to meet with pre-professional advisors who guide their plans for entry into PhD programs, medical school, or law school. Though certain details are handled differently, each school has adapted this well-defined academic advising process to facilitate a good start for freshmen, provide ongoing, dedicated advising, and incorporate faculty advising later on.

The university’s summer academic programs provide early engagement opportunities for incoming students. The First Year Center coordinates SOAR: Summer Orientation Advising Registration, which offers summer programs for Arts & Sciences, Engineering, Olin, and Sam Fox that give participants the opportunity to meet with an academic advisor, learn more about the campus and their school, and register for classes. The Biology Summer Scholars Program, through the Institute for School Partnership, provides research- and class-based introductory experiences for talented students. The Freshman Summer Academic Program (FSAP), coordinated by the College of Arts & Sciences, gives admitted students an introduction to undergraduate academic and social life. The intensive five-week program allows students to take classes with other new students and earn six college credits, meet key faculty and staff, become familiar with the campus and surrounding neighborhoods, and register early for fall courses.

The Office of Admissions works closely with faculty and academic departments to identify students with exceptional promise to be considered for select research- and subject-based FOCUS programs. FOCUS Programs are designed to provide coherent, group-oriented learning experiences, often including extensive out-of-class activities. Each program is built around a topic that reflects the professor’s particular area of expertise, often cutting across a number of academic disciplines. Each program, limited to 14–16 students, runs through the fall and spring semesters and approaches the seminar topic from a variety of perspectives, engendering a dynamic exchange of ideas and lively debate. Two of the more prominent examples of research-based FOCUS programs are Pathfinder and Phage Hunters. The Pathfinder Program in Environmental Sustainability, led by Professor Ray Arvidson (Earth & Planetary Sciences), the James S. McDonnell Distinguished University Professor, attracts students who want to explore environmental sustainability. While doing so, students develop knowledge that has translated to careers in such areas as space exploration, medicine, law, and environmental science and policy. Phage Hunters, led by Sarah C.R. Elgin (Biology), the Viktor Hamburger Distinguished Professor in Arts & Sciences, provides promising freshmen early engagement in biological research. Other FOCUS programs include Text and Tradition (exploring foundational texts of American and European culture), Medicine and Society (a year-long freshman seminar and later courses culminating in a major or minor in anthropology), Mind, Brain, and Behavior (investigating the “cognitivist revolution”), and the International Leadership Program (developing the skills and attitudes needed to thrive across cultures).

3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

As described above, all students have a four-year advisor who meets with students each semester during their undergraduate career, and a faculty advisor in the department in
which they have declared a major, usually in the sophomore year. The faculty advisor meets with the student each semester to review progress and performance in the major; to advise regarding required, elective, and complementary courses; and to discuss relevant career, scholarship, and post-graduation plans and possibilities.

Arts & Sciences also employs a Dean of the Day system, enabling students to meet face to face with a dean when questions arise, a form needs to be signed, etc. This service is provided five days per week from 9:00 a.m. to 5:00 p.m. This model has been widely adopted, and many departments and other student service units have developed Advisor of the Day or Walk-in Hours.

Arts & Sciences has a well-defined system of Progress Counselors, selected faculty and staff willing to provide additional support to students struggling academically. (See Academic Probation and Suspension) In the event of an academic warning or probation, a student will be matched with a progress counselor for the following semester and must complete an agreement mapping out how improvement will be achieved.

There is also specialized advising of several kinds: The External Fellowship Advising Program, housed in Arts & Sciences, provides an academic dean as advisor for prestigious external fellowships—such as the Rhodes, Marshall, Churchill, and Truman—requiring Washington University nomination, and for others that do not. The fellowship advisor mentors students in deciding which opportunities to pursue, and provides advice and support for applications.

Specialized advising and support is given to students selected for honorary scholars programs upon their matriculation to the university. The Danforth Scholars Program, for example, honors students who embrace high ideals of personal integrity, selflessness, a commitment to community, and a dedication to leadership and academic excellence. The Ervin and Rodriguez Programs, open to all qualified applicants, regardless of race or ethnicity, foster a richly diverse educational atmosphere on campus.

The full listing of scholars programs can be found at Scholarship And Fellowship Programs. Each has a faculty sponsor and program director, a core curriculum or course taken in common, as well as cohort experiences in research or service projects.

3.D.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, museum collections, as appropriate to the institution’s offerings).

Crucial in this connection are several units already mentioned: The Teaching Center (plus iteach, CIRCLE, and the Education Research Group), The Writing Center, Cornerstone—as well as student support activities such as tutoring, PLTL, and other small group learning associated with larger classes. See sections 3.A.3., 3.C.1., and 3.D.1.
for more information. The Washington University Libraries system is also key here, and has recently made progress in two areas:

**Space Optimization:** The John M. Olin Library—the largest library in the system—was reopened after extensive renovation in 2004. Objectives of the project included bringing the most-used services (circulation, reference, reserves, interlibrary loan, and shelving) together in one central location—The Help Center. Special Collections were moved to the main level for greater visibility and access. A Technology Center was created, and computer ports were added at most seats and wireless access was installed throughout the library. The Writing Center has moved to Olin. A café was added and quickly became a 24-hour hub for students. Undergraduates increasingly value the physical space for study and collaboration.

**Expanded Access to Digital Collections:** The shift to digital access has been rapid and dramatic, fueled by both availability of digital resources and strong user demand. Today, over three quarters of the Libraries' collection budgets are devoted to digital resources. An increasingly digital collection is changing the way our users work. In some disciplines the need for printed books and journals remains, and the Libraries continue to strive to meet the university's needs for long-term access to them. To do so, the Libraries rely on consortial partners, such as MOBIUS (connecting academic libraries across Missouri) and the Greater Western Library Alliance (GWLA) providing access to the collections of 32 major university and research libraries in the central and western United States, as well as traditional Interlibrary Loan services.

**3.D.5. The institution provides to students guidance in the effective use of research and information resources.**

We have in many departments a robust research infrastructure that invites and encourages students to participate in research, and to gain access to and skills in discipline-related research methods and resources.

For most entering students there is a key course and a key unit. The key course is Writing 1, required of all students in their first year, and culminating in a research paper—and each writing section (12 students to a section) receives aid and advice from the key unit in the form of a designated librarian.

**Re-envisioning Library Services:** In 2008 the Libraries redesigned the traditional reference function to free up subject librarians for more innovative and productive outreach. That year, over 1,200 incoming students worked with librarians in Writing 1 courses. By 2011, librarians conducted over 400 instructional sessions, reaching 5,203 students. In 2012 a new Instructional Support Services unit was formed, with a goal of assisting faculty, students, and staff on the use and adoption of new technologies. Library staff numbers 139, down 16% from 2004. In order to enhance services, we have created new positions through reallocation. New roles include metadata librarians, data curator, an engineering librarian, a coordinator for subject librarians, and an assessment coordinator.
In spite of many improvements in the physical plant and services, the library budget is outpaced by faculty and student demands and, in fact the library maintains a list of approximately $6 million in unmet needs. However in the months leading up to the self-study, this amount has been reduced to $3 million due to the efforts of the university librarian and his team. The library has been able to add such a large number of new resources in such a short period of time for several reasons:

- Additional one-time funds provided to the libraries when the new university librarian was appointed. These funds have been expended and are not recurring.
- Salary savings from vacant positions during the year after the new university librarian was hired. After the first year of planning most positions were filled. The same level of salary savings will not be available in coming years.
- A base budget increase of $500,000 for FY14 that included $375,000 in new acquisition funds. These funds will be recurring.
- Undesignated gifts from donors.

The library still maintains a list of approximately $2.1 million in one-time acquisition requests and approximately $300,000 in ongoing requests. Gift funds will be used for one-time purchases but ongoing purchases will be delayed pending additional university allocations. Relative to our peers our library acquisition budget is quite modest, and faculty anecdotes suggest that inadequate funding for library acquisitions is having an impact on both teaching and research as well as recruitment and retention of faculty.

The Office of Undergraduate Research (OUR) facilitates undergraduate research in all disciplines by maintaining a knowledge base of available opportunities, uniting students with faculty mentors, and awarding competitive Summer Undergraduate Research Awards to support research projects on campus or elsewhere. Forums for presenting student research include the twice-yearly Undergraduate Research Symposium and publications like the Washington University Undergraduate Research Digest and Washington University Senior Honors Thesis Abstracts, both found on the office’s website.

In summer 2012, the OUR funded 52 faculty-mentored summer undergraduate research projects, a 40% increase over previous years. The OUR, although housed in and supported by the College of Arts & Sciences, serves and advises undergraduates in all schools.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

3.E.1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

In addition to the co-curricular programming summarized in earlier sections, the university provides students with a broad array of cultural programming and service
learning opportunities. Student Union, the undergraduate student government, has a three-fold mission to allocate, advocate, and program, and is provided with 1% of the Student Activity Fee for its operating budget. Over 300 registered student groups draw upon these resources. Several groups present annual cultural shows that are open to all in the Washington University community and beyond. These include: Diwali, sponsored by the South Asian Cultural Group; Lunar New Year, sponsored by the Chinese and Korean Cultural groups; Carnaval, sponsored by the Association of Latin American Students; and Black Anthology, sponsored by several groups, including the Association of Black Students, the African Students Association, and the Black Alumni Council. A significant campus-wide event each spring is the ThurtenE Carnival—dating back to 1907— which engages the energies of many students to build facades and “houses,” create shows, and provide food, games, and rides to the general (younger) public—with proceeds donated to a local charity.

The Assembly Series, now 60 years old, brings prominent speakers from all areas of human endeavor to campus weekly throughout the fall and spring semesters.

Service learning is emphasized, and we make a concerted, early effort to engage incoming students in community service. The Community Service Office, located in the Gephardt Institute for Public Service, facilitates Service First, a day-long community service event in the public schools, and Leadership Through Service, a Pre-Orienta-tion program for incoming students interested in community service in the St. Louis area. In addition, the Community Service Office facilitates the Each One Teach One (EOTO) tutoring initiative, University-wide blood drives, and Service Trips, works with faculty to develop service courses, and sponsors the Gerry and Bob Virgil Ethic of Service Award, an annual event recognizing Washington University community members, including undergraduates, for service to the St. Louis region. In addition, the Community Service Office provides mentoring to individuals and groups exploring other service opportunities.

Overseas Programs offers more than 100 programs in 50 countries during the academic terms and summer. Fifty percent of Arts & Sciences graduating seniors, and 42% university-wide, report having participated in a study abroad program. The office has established Study Abroad advisors in each department to ensure a high level of faculty involvement and oversight.

The McDonnell International Scholars Academy brings talented international students from partner universities to pursue graduate or professional degrees at Washington University.

The George Warren Brown School of Social Work, through its Office of Field Education and Community Partnerships, provides 180,000 hours of field education in the St. Louis community.
The **Skandalaris Center** for Entrepreneurial Studies is a cross-campus and community-wide initiative serving students in all seven schools of the university and the St. Louis region. The goal is to ignite entrepreneurial interest and foster a collaborative learning environment and open discussion of ideas, whether in business, science, law, art, architecture, engineering, medicine, or social work.

The **Clinton Global Initiative University** (CGIU) is an example of the intermittent co-curricular opportunities that come to our students. The selection of Washington University as the host for the 2013 CGIU was a recognition that public service and global leadership are at the heart of the university’s mission. It also reflected the fact that our students, faculty, and staff are addressing urgent challenges in the CGIU’s five focal areas: education; environment and climate change; peace and human rights; poverty alleviation; and public health.

### 3.E.2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The university has launched several initiatives to obtain data to assess effectiveness in achieving its mission. One example is the Institutional Analysis and Research effort to provide the provost with analysis of relevant internal and external data. The Washington University Assessment Committee, as part of the Office of Accreditation and Assessment, oversees all assessment activities, academic as well as those related to students’ experiences.

The Committee for the Assessment of the Undergraduate Experience (CAUSE) is another recent assessment initiative. As part of the Washington University Assessment Committee, CAUSE consists of 22 faculty and staff from departments across campus. CAUSE met biweekly throughout Fall 2012, functioning as an “assessment think tank.” Discussions centered on strengthening the assessments being developed and implemented by committee members, opportunities for making work more collaborative and efficient across campus, and tying the work into larger university priorities. Departments represented on the committee also take turns presenting and discussing their assessment work and getting feedback from others. To expand the reach of CAUSE, a website was launched in Fall 2012 to provide resources for anyone on campus interested in learning more about assessment, and a workshop series is offered each semester—open to all students, faculty, and staff—to introduce best practices in assessment.
CRITERION FOUR
CRITERION FOUR: 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.

At Washington University, teaching and learning are our highest priorities. We make every effort to ensure that our outstanding faculty and students have the best possible support in this regard, from ample resources and focused programs to thoughtful methods of evaluation and constant consideration of how we may improve. This section
details ways in which we continually assess the quality and effectiveness of a Washington University education.

4.A. The institution demonstrates responsibility for the quality of its educational programs.

4.A.1. The institution maintains a practice of regular program reviews.

We are constantly striving to improve teaching outcomes at the university, and close attention to our programs’ effectiveness is demonstrated across the university’s different divisions. Arts & Sciences conducts program review in multiple ways. This includes external and internal reviews of academic departments and programs, departmental/program assessment, and curriculum review. External review is conducted of academic departments approximately every 10 years (programs and centers less often). Assessment of student learning is conducted on an ongoing basis (with each department/program, and more recently, interdisciplinary centers, submitting assessment reports to the vice provost biennially). The general curriculum has undergone review approximately once a decade. All three are described more fully below.

Arts & Sciences has been conducting external reviews of academic departments on a regular basis since the late 1990s. These reviews are sponsored by the Academic Planning Committee of Arts & Sciences, a faculty committee appointed by the dean. This committee advises the dean on the academic priorities and planning of Arts & Sciences. External reviews serve as an occasion to assess departments’ strengths and weaknesses, and identify opportunities for excellence before the dean makes decisions about teaching priorities, faculty searches, and infrastructure investments.

The review process begins with a departmental self-study (c. 30 pages), which is submitted to the Academic Planning Committee and to the external review team. This self-study describes the department’s strategies, goals, and concerns during the last decade with respect to faculty development, teaching, scholarship, and recruitment, as well as the department’s role in Arts & Sciences and place in the discipline. It describes “what needs to be done over the next five to ten years” in these areas, includes relevant data about progress made, and describes benchmark programs against which it desires to be compared. The review process is sometimes informed by data provided by the Institutional Research and Analysis Group pertaining to a given department’s major (including PULSE survey data about student perceptions of the major, alumni survey results about what majors do after graduation, and so forth). For details, see the External Departmental Review Guidelines—A&S and External Review Sample. This self-study is shared with external reviewers who visit campus, conduct interviews, collect feedback and data about the department, review the self-study, and produce a report in which they provide their critical evaluation of the items presented in the self-study. These reviewers’ reports are provided to Arts & Sciences administration and to the department. A departmental response is generated and discussed in the School’s Academic Planning Committee. The self-study and the team report provide the bases for future strategic planning.
Department and program assessment of student learning in Arts & Sciences is ongoing, involving all academic departments, programs, and some centers. These academic units submit reports of their activities and findings biennially (annually during periods of more intensive focus on assessment) to the vice provost, who in turn provides feedback on the reports in the form of a detailed memo that attends to each of the assessment categories and offers suggestions for improvement. This response memo is sent to the department chair or program director. It is intended to guide the unit’s approach in subsequent reports. Copies are also sent to the dean of the College of Arts & Sciences and the dean of the Faculty of Arts & Sciences, who attend to the results in consultation with the vice provost.

All academic units in Arts & Sciences are asked to pursue assessment activities that are tailored to their specific undergraduate programs (majors, minors, certificates, etc.). They are also given a set of guidelines and best practices by the Washington University Office of Assessment. They are informed about the important relationship between assessment and other elements of the university’s activities, including strategic planning and accreditation. Regular reminders about procedures and time-tables are provided. For example, the vice provost issues an annual memo that characterizes the above as well as the basic expectations for their assessment reports. This past year’s memo stipulated that reports due in September 2013 should include:

- An articulation of the unit’s mission statement and learning goals.
- A substantive description of indirect and direct assessment measures used by the unit.
- A summary of the outcomes (activities and competencies to be assessed).
- A report of assessment results (findings) and planned actions (steps to be taken in response to the results).

In recent years this memo has been accompanied by a document that summarizes some of the challenges of devising effective assessment protocols and provides suggestions for this work. Click here to view “Suggestions for Assessment Reports 2013.” Beyond this type of communication, the Washington University Office of Assessment provides support and individual consultation to units who may require it. This effort to guide and support assessment has helped not only to positively reinforce continued improvements but to guide units who have struggled. The processes of department/program, nondepartmental (academic) programs, and general education assessment are more fully described below.

The general education curriculum in Arts & Sciences has undergone internal review by faculty committees approximately once a decade, at which point major revisions to general education and core Arts & Sciences requirements have been made. For an account of the review that led to the adoption of the new “Integrated Inquiry” or IQ curriculum and a summary of the changes, see the Curriculum Review Narrative and a Snapshot of Degree Requirement Changes. As of Summer 2013, the
Curriculum Committee (with the help of various subcommittees and input from the New Curriculum Implementation Committee) is in the process of designing an annual assessment for the IQ curriculum that focuses on the three broad areas of competency which are reflected in the curriculum's Humanities ("HUM"), Natural Sciences & Mathematics ("NSM"), and Social and Behavioral Sciences ("SSC") designations. They are defining learning outcomes for each of these areas which will inform questions that will be incorporated into the PULSE survey about students perceptions of their own development of competencies in these areas and that will inform other assessment methodologies to be determined in consultation with the university’s Assessment Committee and others. They also plan to develop informational guidelines about new curricular elements and designations which will help departments and programs as they develop new courses for review by the committee.

In the Olin Business School, program review happens in the context of AACSB Accreditation, which must be maintained on a five-year cycle. Olin submits a Maintenance Review Application providing details on the characteristics that determine institutional eligibility for accreditation and an update on issues identified at the last AACSB review. After the application is submitted, it goes through a peer review process, following which Olin submits a Fifth Year Maintenance Report to AACSB and the Peer Review Team no later than 60 days prior to the campus visit.

Likewise, in the School of Engineering & Applied Science, program review happens in the context of accreditation by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), www.abet.org, which accredits individual engineering programs housed within the School of Engineering & Applied Science separately from one another. Each program must satisfy ABET general criteria which apply to all engineering programs, and satisfy ABET program criteria which are unique to each engineering degree program.

The ABET Student Outcome requirement is a general criteria (i.e., General Criteria 3) which stipulates that each engineering program must have documented student outcomes that prepare graduates to attain program educational objectives. This includes the student outcomes identified as (a) through (k) listed below plus any additional outcomes that may be articulated by the program.

(a) an ability to apply knowledge of mathematics, science, and engineering
(b) an ability to design and conduct experiments, as well as to analyze and interpret data
(c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
(d) an ability to function on multidisciplinary teams
(e) an ability to identify, formulate, and solve engineering problems
(f) an understanding of professional and ethical responsibility
(g) an ability to communicate effectively
(h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
(i) a recognition of the need for, and an ability to engage in lifelong learning
(j) a knowledge of contemporary issues
(k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

ABET evaluates each program every six years. Prior to their on-campus visit, each program submits a comprehensive written self-study which provides evidence that it has achieved the student outcomes listed above. A program is not accredited by ABET if it cannot demonstrate that it has achieved these student outcomes.

Program review in the Sam Fox School of Design & Visual Arts happens in a variety of ways, including

- Area faculty assessment based on evaluation of student work.
- Visiting Critics, who evaluate the School’s success in meeting national expectations for the field and occasionally assess a particular program
- Post-graduation Outcomes Assessment conducted by deans in consultation with the Career Center.
- Evaluation of the Intern Development Program Evaluation, which focuses on placement rates and student proficiencies.
- Accreditation self-study, site visits, and interim reports, which are shared with all faculty and are critical for program planning.

All of these are described more fully in the Sam Fox School of Design & Visual Arts section of this study.

Program review in University College takes many forms. In preparing course schedules every semester and summer, course enrollments, student evaluations, program admissions, exit interviews with recent graduates, and audience needs are all assessed, and adjustments made as needed—in consultation with faculty coordinators (who recommend instructors and review syllabi) in each department and program.

Every three years each University College undergraduate and graduate program is reviewed more formally, with the faculty coordinator, and sometimes the department chair, to consider enrollment patterns, ensure continued quality of teaching, new course development, alignment with industry needs and opportunities, use of university resources, etc. We often survey past, current, and prospective students as well.

One good example would be University College’s recent examination and reformulation of what had been a joint degree in Communications & Journalism into separate, complementary degrees in either Communications or Journalism. The full review took about a year, organized with the help of the joint coordinators of the old program, and drawing in professionals from both fields, with both local and national expertise, in a series of lunchtime focus groups. Similar discussions were held with faculty and with
current and prospective students. Also helpful was consideration of the 2011 report of the "Carnegie-Knight Initiative on the Future of Journalism Education"—several recommendations of which are embodied in the re-focused journalism program.

Program review in University College may also solicit assistance from the University College Advisory Committee (composed of five tenured faculty), which reviews new courses semiannually, and the University College Coordinating Council (comprising faculty representatives from all academic departments that offer courses or programs in University College), which meets semiannually.

A comprehensive review of the whole of University College is planned for next year. This review will examine the role and importance of University College within Arts & Sciences and the university as a whole. The self-study preceding the review and the review itself will open the way for future planning and budgeting.

In co-curricular areas, academic program review happens in a variety of ways. The Office of Overseas Programs routinely reviews all overseas programs approved for Washington University credit. One to two program visits are planned each year by Washington University faculty and staff; these site visits result in written reports. Click here to view a site visit report. These forms of review allow for evaluation of programs in five key areas:

- Delivery of academically rigorous programs appropriate to a student's major/minor or other significant course of study (course work reviewed regularly by Washington University faculty).
- Increased Foreign Language Proficiency (measured by language departments).
- Development of Intercultural Competency in our student body (measured through the Global Perspectives Inventory test taken once prior and once after completing a program abroad).
- Student satisfaction (through program evaluations, focus groups, and individual meetings).
- Overall delivery of quality study abroad programs in accordance with the Forum's Standard of Good Practice (verified by routine site visits, meetings, and a review of the previous four areas).

To complement internal reviews, Overseas Programs also examines results of annual reviews conducted by our partners (other U.S. schools, 3rd-party organizations, etc.).

For information on assessment in the Brown School, School of Law, and School of Medicine, please see the individual school reports attached to this self-study.
CRITERION FOUR

4.A.2. The Institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

In Arts & Sciences, credit is evaluated at the department or program level and by the Curriculum Committee in processes which are intended to dovetail. Departments and programs are responsible for reviewing their own faculty’s undergraduate and graduate courses and other curricular elements (e.g., independent studies, internships, etc.) based on an agreed-upon set of standards provided by the College (and approved by faculty); they propose new courses with these things in mind, consulting with the College on specific policies and requirements as needed. The College evaluates general transfer credit, and individual departments in Arts & Sciences evaluate transfer credit that may be applied toward any major or minor program.

The Curriculum Committee (CC) endorses any changes to the curriculum, including new courses and programs of study—a role that is described in the Manual of Procedures of the Arts & Sciences Faculty (Section III.E.1.b), then recommends them to the Faculty of Arts & Sciences for final approval. It reviews each of these proposed changes/additions one by one; each proposal must receive a majority of votes from members of the CC in order to be endorsed and recommended to the Faculty for approval. The details of the routines of review and approval are fully detailed in the New Course Proposals and Curriculum Workflow documents. The CC evaluates new courses in terms of their suitability for the proposed course level, number of credits, and specific area designations they have been assigned, among other criteria. In making these decisions, it adheres closely to the Bulletin, various curriculum-related documents approved by the Faculty Senate (including the IQ Curriculum and before that, the Bowen Commission Report), and the Curriculum Committee Handbook. In reviewing changes proposed for Major and Minor programs, the CC also adheres to guidelines spelled out for departments and programs in such widely circulated documents as the Guidelines for Majors in the College of Arts & Sciences.

The transfer credit and curriculum review processes are described more fully below.

Students themselves are well-informed about the policies pertaining to pre-matriculation, transfer, and online credit, and given some of the responsibility of seeking advance approval of credit wherever possible. Transfer Students have designated advisors from the start and are provided with online information about transfer credit. New students can request credit (for AP, IB, A-Level, and Foreign Language Proficiency exams and other courses) by submitting a Prematriculation Credit form before they matriculate at Washington University, a process that is also described online at Placement & Credit.

The other schools all have internal curriculum committee review processes. In the School of Engineering & Applied Science, department curriculum committees are tied to ABET assessment preparation for their individual programs. Each department documents the assessment of their own courses and each department is accountable to their separate ABET program reviewers. The ABET program reviewers determine if the departments are doing an adequate job of assessing their courses. But there is also a
school-wide Engineering Curriculum Committee, which normally meets monthly and is composed of an engineering director of undergraduate studies, the associate chairs of each engineering department, and the associate dean for engineering students. This group looks at "big picture" coordination across departments and deals with issues pertinent to all engineering programs. Individual engineering course assessment is not generally done by this committee. Likewise in the Sam Fox School of Design & Visual Arts, an internal committee assesses specific courses for their suitability to core competencies and learning objectives in each of the degree programs (some of which are tied to academic and professional standards set by the accrediting agencies). In post-semester assessment sessions, area faculty also review student work to see if these competencies and objectives are being met, making adjustments in their area curricula as necessary.

When undergraduate students transfer between schools or "divisions" within the institution, all Washington University credit is retained, and a member of the dean's office in the school to which the student is transferring determines what curricular requirements are satisfied by the student's previous course work. Administrators (deans/associate deans) for all undergraduate divisions (Olin Business School, Engineering, Sam Fox School, and Arts & Sciences) meet weekly to discuss standardization of policies and procedures affecting undergraduate academics, interdivisional transfer, combined studies cases (where students complete degrees in more than one college or school), and other shared concerns.

Credits may also be earned in most schools for unpaid internship experiences, provided there is academic oversight. Policies can be found here. The College of Art follows the above policy. No credit is given for internships in the College of Architecture. In University College, academic credit and related oversight of internships is managed by University College advisors and academic deans in concert with faculty coordinators representing academic departments and programs. Information on Olin Business School policies can be found here.

Students may also receive credit for their course work completed while studying abroad. All academic matters related to Overseas Programs in Arts & Sciences and Engineering are overseen by the Study Abroad Advisory Board, which includes Arts & Sciences faculty and staff. Existing programs and requests for credit from new programs are reviewed by the Study Abroad Advisory Board, which meets two to three times each semester. All credit requests and new program proposals must include endorsement from the academic department or program that will award credit for course work completed, as well as an explanation of how the proposed program curriculum will fit into the existing Washington University major/minor curriculum. Each academic department and program assigns a faculty or staff member to serve as the departmental study abroad advisor, who reviews course work completed and assigns credits toward the major/minor. If a student seeks general credit (as opposed to credit towards a major or minor), general credit is awarded by the Overseas Programs advisor who is responsible for the program where the credit has been earned.
The Sam Fox School of Design & Visual Arts has its own study abroad credit policies, which can be found here. Olin Business School students may participate in International Internship Programs or traditional study abroad programs; additional information on their policies may be found here.

4.A.3. The institution has policies that assure the quality of credit it accepts in transfer.

Washington University awards academic credit for college-level courses completed outside the institution that resemble, by official description, a comparable offering from one of its five undergraduate schools. Students must submit an "Approval for Non-WU Course Credit" form, and submit for approval the form as well as a course description to the relevant academic department (if the course is to count for a major or minor) or to the dean's office in their school (if the course is to count for elective credit). Credit is not transferred unless the student earns a C or above. The number and nature of credits granted for performance on AP, IB, or A-level exams prior to a student's matriculation is determined by the academic department most closely related to the subject matter of the test (e.g., math for calculus exams). Departments are asked to review their AP/IP/A-Level Credit policies every two years. Arts & Sciences' policies regarding placement credit can be found here.

4.A.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 assures 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.

We oversee the rigor of our courses, necessity of prerequisites, etc., predominantly through curriculum committees. In Arts & Sciences, departmental committees review course proposals prior to the Arts & Sciences Curriculum Committee, which includes faculty from the Natural Sciences, Social Sciences, and Humanities as well as students and representatives of the College office. Courses approved by the Arts & Sciences Curriculum Committee are brought to the Arts & Sciences faculty body for consideration and vote. In Olin Business School, faculty approval is not granted until after a three-year experimental period, and in the School of Engineering & Applied Science, until after the course is taught twice. In University College, there is a two-step approval process for courses taught solely in the evening as “U” courses. First, all courses are reviewed and approved at the departmental level by the curriculum committee or other governance procedure established by that specific academic department or program. Second, all courses are reviewed and endorsed by the University College Advisory Committee, which is composed of five tenured faculty. Courses normally taught during the day in the summer—“L” courses—and administered through University College are subject to the same process as other day courses taught in Arts & Sciences—namely, review by the A&S Curriculum Committee. All courses are subject to online course evaluations, which are reviewed by University College and Summer School academic deans and departmental coordinators.
We support and maintain significant learning resources outside the classroom; these are, where possible and relevant, structured as collaborative efforts between the appropriate academic departments and the student services entity providing the support. These services include Cornerstone: The Center for Advanced Learning, the Writing Center, the Residential Peer Mentor System, the Management Communication Lab, the School of Engineering’s Technical Writing Center, and the University Libraries. Cornerstone and the Writing Center both keep logs of student usage of their available resources; further assessment of effectiveness and quality happens in the context of annual reports. The libraries are actively building a culture of assessment, where decisions are based on research and analysis; they use a variety of methods to engage and understand their users, including advisory groups, surveys, interviews, an information assessment webpage, and focus groups. They also keep records of usage and periodically engage in quality-related surveys.

Across the university, academic appointments are initiated by the person having immediate administrative responsibility (chair, director, dean) after appropriate consultations with the faculty. The department chair or administrator is charged with the responsibility of ascertaining the need for an appointment, conducting a search for the person best qualified for the position, and making recommendations to the faculty member’s school dean and the appropriate administrative officer of another school.
which may be concerned academically with the appointment. The chancellor (or the provost or other official, as designated by the chancellor) makes the appointment when the recommendations are approved. Washington University tenure policies are posted here.

In both Arts & Sciences and the Olin Business School, deans’ permission (in A&S, both dean of the Graduate School and dean of the College; in Olin, dean of the Olin School) is required for graduate students to teach lecture courses. In the School of Engineering & Applied Science, further checks on the quality of instruction are provided. Formal approval of a course, subsequent to its being taught twice, follows the evaluation by the engineering faculty who evaluate the suitability of the instructor to teach that course. Sam Fox policies on evaluation of instruction can be found in Section IIIA1 of their “Policy on Faculty Appointment, Retention, Tenure, and Promotion.”

In University College, oversight of teaching and curriculum is handled by academic departments and programs, and specifically by the departmentally appointed faculty coordinator for University College. The coordinator reviews current and prospective instructor CVs and makes appropriate course assignments, sometimes in consultation with department chairs. Additionally, the coordinator works with instructors on course development and enhancement, and is responsible for meeting with instructors to review course evaluations. University College instructors may use Teaching Center resources for professional development. University College sponsors workshops on pedagogy and classroom management for evening instructors.

Where students (graduate or undergraduate) perform instructional roles, training is available. The Teaching Center conducts a (required) orientation for all new graduate teaching assistants in the Graduate School of Arts & Sciences (GSAS). The Teaching Center and the academic departments provide additional required discipline-specific training in pedagogy and policy. GSAS also maintains a handbook for teaching assistants. By participating in Teaching Center workshops, symposia, consultations, and formal professional-development programs on teaching, graduate students can learn about effective pedagogy, reflect on and develop their own teaching approaches, and investigate scholarship on teaching and learning.

Undergraduate teaching assistants in Arts & Sciences are employed following certain guidelines. An online training program for undergraduate TAs from across the university is provided by the Office of the Vice Chancellor for Students, and departments provide additional training as needed.

Undergraduate student academic mentors have qualifications established jointly between academic departments and Cornerstone: The Center for Advanced Learning. They may be asked to attend training sessions to learn how to become an effective mentor and how to make use of the many resources offered by Cornerstone: The Center for Advanced Learning, and they must attend subject-matter updates and/or refresher training. Undergraduate student peer leaders of Peer Led Team Learning (PLTL) groups undergo two training courses administered by the Teaching Center and the appropriate academic department.
The five-week High School Summer Scholars Program allows students to take two summer courses for credit transferable to most accredited colleges and universities. The classes taken by these high school students are the same classes taken by our undergraduates, and they receive the same credit as our undergraduates.

**4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

Each of our professional schools pursues specialized accreditation. Following is a list of accreditors for the schools:

Olin Business School: Association for the Advancement of Collegiate Schools of Business

The George Warren Brown School of Social Work:
MSW Program: Council on Social Work Education;
Master of Public Health (MPH) Program: Council on Education for Public Health

Sam Fox School of Design & Visual Arts:
Architecture: National Architectural Accrediting Board
Art: National Association of Schools of Art and Design

School of Engineering & Applied Science: Accreditation Board for Engineering and Technology

School of Law: American Bar Association

School of Medicine: Liaison Committee on Medical Education

Further information is available in the Federal Compliance section (Appendix B).

**4.A.6. The institution evaluates the success of its graduates.** The institution assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

The Career Center collects data about internship, undergraduate research, full-time job, graduate school, professional school, and transitional program placements from undergraduate students using surveys, contests, database mining, and collaboration among faculty and staff, including four-year advisors. The Weston Career Center provides similar services for the Olin Business School.

The Career Center also monitors what degree programs students are pursuing (e.g., medicine, law), what industries are represented as employers of our graduates, and the identities of top employers, and summer work completed by students each year they are at Washington University. These data, including placement results for the Class of 2013, are made available to the community in an Annual Report.
For the last few years, the Career Center has collected placement data for about 90% of the graduating class. About six to nine months after graduation they publish a spreadsheet for all students with ultimate outcomes. This includes the post-graduation placement of students from the School of Engineering & Applied Science and from the Sam Fox School of Design & Visual Arts. Engineering also has its own separate department Advisory Group, which is composed of industry representatives and alumni associated with that department, and who give feedback on how well graduates are performing in the workplace. Career Center data about employment plans of graduating seniors is shared with departments, which in turn informs departmental advising and curriculum change. In addition, graduate student placement results are collected by the different career centers at Washington University and through academic departments, and used for formal and informal program review.

The university also tracks success rates in external fellowship applications (e.g., Truman, Marshall, Rhodes); these data are kept by the External Fellowship coordinator, housed in the College of Arts & Sciences, and provided upon request (see External Scholarship History). Medical school acceptance rates are monitored closely by our pre-health advising team, and provided in aggregate by GPA and MCAT score to the community in the pre-health handbook. These results are used to inform advising practices. The Olin Business School’s Weston Career Center also separately tracks and reports data on student employment outcomes.

The Office of the Provost also tracks alumni activity and success through Alumni Surveys administered by the Consortium on Financing Higher Education (COFHE), which allows for comparison among a select group of our peer institutions. These confidential surveys are designed for recent graduates, as well as for alumni five or ten years past graduation. They contribute to informed decision-making, planning, and policy for the university’s leadership.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Washington University shares its learning goals publicly through a variety of means. Our general mission statement can be found on the About WUSTL website and learning goals of individual schools appear on their respective home pages.

In compliance with the ABET standards, the School of Engineering & Applied Science publishes its general learning goals on each department’s website; each of its programs must satisfy ABET criteria (general learning goals) which apply to all engineering programs, and satisfy ABET program criteria which are unique to each engineering degree program (program-specific learning goals). The Brown School and Olin Business School also publish their mission statements and describe their vision online.
The College of Art subscribes to the standards for the Bachelor of Fine Arts (BFA) degree as set forth and accepted by the College Art Association of America (CAA) and the National Association of Schools of Art and Design (NASAD). The Sam Fox School also has established broad goals that apply to all their programs; they communicate these widely amongst their faculty, students, and accreditors, and use them to implement an innovative undergraduate curriculum; build graduate programs that promote interdisciplinary practice; develop a comprehensive agenda for supporting creative activity/research; initiate and sustain collaborative initiatives in art, architecture, and design; and prepare our students to be productive, competitive, and successful in a world of global activities. For more on the missions of the schools, see their segments of the self-study.

In the College of Arts & Sciences, learning goals are established for each major by the relevant department/program and reported in their biennial Assessment of Student Learning reports. Goals for the general education curriculum are posted online. The learning goals and objectives associated with the General Education program in the College of Arts & Sciences appear in the Curriculum Bulletin, which is updated annually and consulted widely by students from all the schools (both graduate and undergraduate). The Bulletin describes the broadest goals and objectives for the undergraduate General Education program in Arts & Sciences, and then gives more detailed expression to the core “Basic Skills” of undergraduate learning and associated requirements. Undergraduates are introduced to the Bulletin early in their freshman year, and a robust four-year advising program serves as a means of ongoing communication with students and faculty about the university’s expectations for their general education and its interpretation of specific requirements. Students in the other schools (including graduate students) likewise consult the Bulletin for information about the core requirements and learning goals, but they also receive guidance from their area advisors on the particulars of their school’s general education requirements.

A vital mechanism for ensuring that Arts & Sciences’ learning goals and basic skills and requirements are reflected in general education and departmental courses is the Arts & Sciences Curriculum Committee. This committee includes an undergraduate student; faculty members from the humanities, sciences, and social sciences; and a small number of deans and administrators (including the registrar, who participates ex officio). It is chaired by a faculty member and is responsible for approving all substantive curricular and policy changes in major and minor programs—not only large-scale restructurings but smaller-scale tweaks that involve significant rewording or reinterpretting of policies. It also approves syllabi for all new courses before they are listed, and evaluates closely the various petitions for course-specific designations (e.g., for “Writing Intensive” and “Social Differentiation” courses) and areas (HUM or Humanities, NSM or Natural Sciences and Mathematics, and LCD or Linguistic and Cultural Diversity) associated with the General Education core. For a list of Curriculum Proposal Forms relevant to the work of the Curriculum Committee, see here.
As noted above, faculty members and department curriculum committees in Arts & Sciences are expected to consider university-wide learning goals and basic skills as they develop courses and department-level academic programs; with new course proposals that are reviewed by the Curriculum Committee they are required to include the following: a syllabus that contains a substantive course description; a list of required course readings; a list of topics to be covered; a schedule of major assignments and exams; and criteria for evaluating student work. If they do not have clearly articulated learning goals and suitable means of evaluating students expressed in these materials, or if there is a question about the appropriateness of a course for a given area or level of study, the Curriculum Committee requests additional information or revision of the syllabus. No course will be listed until its author has satisfactorily addressed committee concerns. And, as mentioned above, the Committee also reviews these materials for suitable credit, course level, prerequisites, etc.

Arts & Sciences courses also receive review at the department/program level. Internal faculty committees evaluate new courses and curricular elements, reviewing them in relationship to department-level learning goals and skills as well as findings from departmental assessment. These priorities are often expressed in the Major/Minor sections of departmental websites, and more fully elaborated in biennial department/program assessment reports, which are described below.

The university also seeks to share best practices widely, e.g., through biennial assessment activities of the Undergraduate Council (see, e.g., Teaching and Learning at Washington University: A Statement of Best Practices and Expectations [2010]) as well as through CAUSE, which is described below, and the Teaching Center. It supports excellence in teaching by faculty through workshops, consultations, and Scholarship on Teaching and Learning (SoTL). Workshop opportunities for faculty include the biennial iteach Faculty Development Symposium; annual faculty workshops on “The Grading Process” and “Teaching with Writing”; a monthly brown-bag workshop series, open to all faculty, on effective teaching methods; a monthly Junior Faculty Workshop series for assistant professors; and a monthly brown-bag workshop series on teaching with Blackboard. The assistant director of teaching and technology at the Teaching Center offers Blackboard training sessions and consultations for faculty who wish to incorporate Blackboard technology into their classrooms.

In addition, the Teaching Center provides individual consultations, sometimes combined with observation or video-recording, to faculty who are interested in refining current teaching approaches, incorporating new strategies and methods, or developing evaluative studies to assess the effectiveness of specific methods. The formal study of pedagogy is an integral part of the Teaching Center’s mission to foster excellence in teaching and learning. Teaching Center staff develop scholarly projects, often in collaboration with faculty and other centers, designed to improve teaching and learning at Washington University. For example, The Teaching Center collaborates with faculty and with other centers to conduct evaluative research on evidence-based pedagogies and teaching approaches that are being implemented at Washington University. These projects include multi-strategy active learning in introductory STEM courses (in collaboration with Arts & Sciences, Engineering, University Libraries, and
the Center for Integrative Research on Cognition, Learning, and Education; supported by the Association of American Universities Initiative to Improve STEM Education); Peer-Led Team Learning (in collaboration with Chemistry, Mathematics, Physics, and Cornerstone); and a transition program for underprepared students in General Chemistry (in collaboration with Chemistry). More information and additional projects can be found here. In addition, Spring 2014 Washington University students participated for the fifth consecutive year in the Educause Center for Applied Research (ECAR) Study of Undergraduate Students and Information Technology, a national study conducted since 2004 via an annual, online survey about student ownership, use, and perceptions of technology. Staff at the Teaching Center analyze the Washington University results of the survey each year with an eye toward how this information might be useful for faculty. The findings are reported through articles in the online Teaching Center Journal, at the biennial iteach faculty symposium, and in faculty workshops on topics such as understanding students today.

The Teaching Center also supports teaching and learning through “Teaching Community” faculty discussion groups, such as the Science, Technology, Engineering, and Math (STEM) Education Research Group. Finally, the Teaching Center offers professional-development programs for graduate students that include a teaching citation program, workshops, teaching-philosophy summer course, and consultations, and a program for STEM graduate students and postdoctoral fellows (WU-CIRTL) which includes teaching-as-research internships and the Liberman Fellowship Program that teaches graduate students technology skills. All of these activities share the results of research and assessment on student learning with faculty, impacting their teaching directly through support of syllabus design, articulation and refinement of learning goals, and development of teaching strategies and materials.

4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Departments and programs regularly assess learning goals, which they are required to include with their findings in each assessment report. In the last several assessment cycles (2006, 2008, 2010, 2012, 2013), all departments (100%) have submitted the required reports, and programs have been nearly 100% compliant as well. Of these participants, there are at least nine departments and three programs whose assessment activities have been exemplary; six departments and two programs who previously struggled to produce appropriate reports and are now showing solid improvement, having developed meaningful/workable methods of assessment. Only a small handful of departments (four) and programs (two) need significant improvement in their assessment efforts. The vice provost has had conversations with the deans and provost about ways to address these cases, and feedback about expected changes has been issued. This represents notable progress toward consistent assessment of student learning across departments and programs since the last accreditation cycle.

In terms of quality of assessment activities, there have been marked improvements across the board in the last decade as all units have been guided toward the aforementioned best practices. All departments and programs provide a mission statement and/or
learning goals statements to which their assessment procedures refer. In addition, most practice suitable measures of assessment and have developed an appropriate feedback mechanism that allows for communication of results and implementation of necessary changes based on specific findings. Typically, the assessment reports triangulate multiple forms of data, drawing from such indirect measures as surveys, interviews, etc. and direct measures such as student essays, capstone projects, and oral exams. The feedback provided continues to urge units that do not have multiple forms of data, and do not use suitable direct measures, to adopt these practices in coming assessment cycles (for examples see the archive of Arts & Sciences Departmental Assessment Reports and Program Assessment Reports).

Departmental faculty are involved in some or all aspects of these reports, including design/implementation of the measures and collection and interpretation of the results. Departments and programs use the data collected to make decisions about such things as major/minor requirements, advising and support mechanisms, prerequisites and scaffolding of courses, and capstone activities. Departmental curriculum committees consider assessment findings when developing new courses or course sequences or refining existing ones. More fundamentally, the various academic units use assessment as an occasion to reflect on their mission, accomplishments, concerns, and evolving priorities. Departments and programs that have recently made significant changes to their majors, for example, find it helpful to develop assessment tools as they finalize these changes, and then to use assessment findings to systematically evaluate the changes. And some units that are working to overhaul programs use assessment as a starting point for that work. In general, then, assessment is used to pursue best practices.

Departmental assessment data are used beyond the academic unit as well. The vice provost shares general findings and insights gained from these reports in a variety of contexts, including in conversations with the deans of the schools, provost, and chancellor; in Assessment Committee meetings; in presentations before the Undergraduate Council and the Board of Trustees; etc. She also reports on each round of assessment to the dean of the College and the dean of the Faculty of Arts & Sciences, noting trends, identifying units whose reports are deficient or absent, and providing recommendations for specific future uses of assessment findings. Also, the Office of the Provost's Institutional Research and Analysis Group regularly conducts student, alumni, and parent surveys, reporting on trends over time and comparisons with peer groups.

There are also a number of nondepartmental (and/or interdepartmental) academic programs at Washington University that are sites of assessment of undergraduate learning. For example, since 1993, faculty in biology, chemistry, physics, and Science Outreach have been pursuing teaching innovations in various science courses and laboratories in the context of a Howard Hughes Medical Institute (HHMI) educational grant. In the early 2000’s, several of these faculty began to more systematically evaluate these programs and their effect on student learning, which has led to a more collaborative effort at evaluating student learning. The university has been developing a philosophy to move teaching from a solitary endeavor to a community effort. This is a broad approach to improving teaching and learning that involves the development of a teaching community which encourages frequent collaboration among groups.
In recent years, this unique collaboration has led to advances in our pedagogy and in research in cognition, learning sciences, and discipline education areas. Three visible signs of our developing teaching community are 1) the expansion of the Teaching Center into the field of the scholarship of teaching and learning (SoTL) through collaborations with faculty of all disciplines; 2) the Science, Technology, Engineering, and Math (STEM) Educational Research Group, which is a group of 20–30 STEM faculty and educational staff who since 2008 have been meeting weekly during the academic year to discuss their educational research projects using a laboratory-group model, where individual members present current or completed SoTL work; 3) the Center for Integrative Research on Cognition, Learning, and Education (CIRCLE), which was established in 2011 by the Office of the Provost, whose mission is to work with faculty from across the disciplines to implement and evaluate new pedagogical methods.

These three groups have allowed a greater number of faculty to not only implement new and innovative pedagogies, but evaluate their effectiveness through regular exchange, and use these evaluations to refine and improve their implementations of the pedagogy. Many education-research studies have been published in peer-reviewed journals, and presentations have been given at professional societies. For example, after peer-led team learning (PLTL) was implemented in the general-chemistry sequence,
the implementation was evaluated and refined. Two papers were published about this program and several presentations have been given at chemical professional meetings. Another example from the STEM Educational Research Group is the implementation and evaluation of active-learning and traditional general physics. Four years of student performance data and student attitudinal data have been collected from the two types of general physics approaches. For the past year, we have been analyzing these data and currently are writing two papers about our findings. One of the main goals of faculty in the STEM Educational Research Group community is to always include evaluation into any new implementation of a curriculum and then use that evaluation to refine our innovation, but also publish the findings to add to the knowledge of the broader STEM education community.

In addition, a number of ambitious co-curricular assessment activities are happening across campus in conjunction with (and with support by) the Committee for the Assessment of Undergraduate Student Experience (CAUSE), a 22-person faculty/staff committee established in Spring 2012 which is part of the Washington University Office of Assessment. It includes campus administrators from Campus Life, Cornerstone, the College of Arts & Sciences, Olin Business School, the Career Center, University Libraries, the Sam Fox School, Student Health and Counseling, the Office of Undergraduate Research, the Office of Residential Life, and others. CAUSE’s mission, conforming to Washington University’s assessment mission, is “to support the measurement of student growth, development, and learning both inside and outside the classroom at Washington University.” This committee meets biweekly and functions as an “assessment think tank,” working to strengthen assessment projects of its members, to provide opportunities for making assessment more collaborative and efficient across campus, and to map assessment projects onto larger university priorities. CAUSE also encourages quality improvement of assessment by doing such things as researching assessment best practices; mentoring program administrators on assessment projects; assisting programs that are developing or vetting specific assessment tools and measures; managing a resource-and-exchange website; publishing an annual Impact Report each spring; facilitating regular development programs, including a Workshop Series and a forum on assessment each May; and setting usages guidelines for the university’s online assessment tool, Campus Labs.

4.B.3. The institution uses the information gained from assessment to improve student learning.

Departmental and program assessment reports are reviewed by the vice provost and suggestions for improvement of student learning are included in the responses. The feedback loop assures that the responses are assessed in turn and evaluated for their effectiveness. Likewise, co-curricular assessment activities such as those described above inform long-range planning activities by deans and other administrators, including the vice chancellor for students and the vice provost.
**4.B.4.** The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

General education assessment at Washington University currently happens in a number of ways: through indirect measures of student learning (Perceptions of Undergraduate Life & Student Experience and COFHE Senior Surveys; through departmental assessment; through direct measures of learning in two broad areas of the Arts & Sciences curriculum (literacy and numeracy); through targeted skill and learning assessment in various co-curricular and student support programs; and through school-specific program assessment efforts. All of these are described below.

**Indirect Assessment Measures (Surveys)**

Assessment of the Arts & Sciences general education curriculum is based on self-reporting through two major surveys which are deployed in alternate years, the Perceptions of Undergraduate Life & Student Experience (PULSE) and the COFHE senior survey, which measure levels of student satisfaction with advising, their major program(s), and many other curricular, co-curricular, and experiential dimensions of their education at the university. The Office of Institutional Research and Analysis also administers doctoral exit surveys, and alumni and parent surveys. Results from and trends in answers to questions regarding topics that map to our curriculum objectives are used to identify areas where we may need improvement. Survey results are reported to the Arts & Sciences Curriculum Committee and to chairs and directors of departments and programs. In the future, we envision a more targeted system of general education assessment that will supplement these surveys; as noted above, faculty committees will be establishing specific desired learning outcomes for each curriculum area (e.g., Humanities, Natural Sciences, Mathematics, etc.). These outcomes will be evaluated directly through exit interviews on a subset of Arts & Sciences students every five years, and possibly other means. Results will be provided to the Arts & Sciences Curriculum Committee, and through them, to the faculty.

General education literacy and numeracy assessment are overseen by the Washington University Office of Accreditation Assessment, and designed and coordinated by the University Assessment Committee. The Assessment Committee is chaired by the vice provost, and includes faculty and staff from several relevant areas, including the assistant director of assessment, the executive director of the Teaching Center, and the director of Writing 1 (the English Composition course that is one of Washington University’s general education requirements—it is required of most freshmen across all five schools). The Assessment Committee’s primary mission is to define assessment priorities and processes in consultation with various campus partners, including deans, participating academic departments and programs, and (in the context of recent work with Blackboard Outcomes as an assessment management tool as described below) staff from IS&T.

Students’ literacy and numeracy skills are assessed annually, and reports accounting for assessment methods and results are generated by the coordinators of those assessments. Their reports are also submitted to the vice provost and the Assessment Committee.
for review, and refinements to a given assessment procedure (and in some cases to exam content) are made accordingly. Several years ago, there was an effort to bring literacy and numeracy together using a single instrument (more on this below), but after several rounds of experimentation the Committee found the combined approach to be seriously problematic, and since then literacy and numeracy have been assessed separately.

**Direct Measures (Literacy Assessment)**

Currently, general education literacy skills are assessed through a pre-/post-test-style direct measure that is administered in the first few weeks of the semester (to freshmen enrolled in Writing 1) and then again near the end of the semester of junior or senior year (to students enrolled in a number of upper-division writing intensive courses housed in the Department of English (EComp 309: Writing the Natural World; EComp 311: Exposition; EComp 312: Argumentation; and EComp 3112: Writing and Medicine). While these courses are housed in the English department, they are taken by students in a wide range of disciplines in Arts & Sciences, and they serve a core general education requirement. Although the assessment is an extra assignment that is not factored into their grade, students generally produce solid work. The instructors are key collaborators in the assessment effort, as they help to foster a sense of seriousness; many use the assessment essays collected as a diagnostic or as the basis for some other (required) classroom exercise.

Both groups of students are asked to respond to the same essay prompt, and to write for about 50 minutes. Their essays are collected in the context of these writing courses. In the past decade, these essays have been produced during class time (they take most of a class period), but in 2012–2013 we piloted delivery through Blackboard’s Outcomes system, and our successful trial suggests we will be able to administer assessment outside of class time going forward. The prompt asks students to respond to a short reading, and to “compose an essay that makes a claim,” drawing on the reading as evidence. A header note informs the students that their essays will be read anonymously and evaluated based on criteria related to argument, evidence, and style. Click here to see the Literacy Assessment Student Guide.

The essays are reviewed each summer by a committee of six to eight readers from the writing program—typically, advanced instructors of various writing courses. They review between 400 and 500 essays each year, rating them on a range of specific criteria and then assigning each one an overall score using a 1-to-5 scale (1 being the lowest score). Readers also write a short commentary about each essay to note key characteristics, strengths, and weaknesses as well as any serious mechanical problems. The committee of readers calibrates extensively beforehand, using the Literacy Assessment Scoring Guide that describes characteristics for each of the criteria on a standard Rubric to score several practice essays in common. They then divide up the essays so that each one receives at least two blind readings. In cases where the overall score differs by a margin of at least 2 points, a third reading is done. Click here to view the Literacy Assessment Evaluation Rubric.
The coordinator for the Literacy Assessment then compiles the statistical data and written comments, and produces a full summary of “Demonstrated Characteristics,” including a list of problems/challenges exhibited in the essay, as well as a set of formal recommendations for future assessment. Click here to view past years’ Writing Assessment Reports. This comprehensive report is, as stated above, shared with the vice provost and members of the Assessment Committee. In the past, the findings about student writing have also been shared with the Department of English and the director of Writing 1, whose curricular decisions and training materials might draw upon the data. More recently, the committee has begun to consider other means of sharing the data, including through the Teaching Center’s online journal and by way of instructors of writing-intensive courses housed in departments.

Typically, the differences in demonstrated characteristics have been more striking than the differences in overall score (click here for a summary of Literacy Assessment Scores from 2005 to 2012). Even in years when the prompt has changed significantly, making it hard to do reliable comparative analysis, some patterns in these characteristics have been noted, and the assessment committee has been able to consider the implications of these patterns. In recent years, Assessment Committee members have been focused not only on the overall skills of students, but on specific writing capacities that are being accounted for through literacy assessment. They have sought input from faculty who teach writing-intensive courses across the curriculum (a modest effort to supplement consultation with faculty who teach the Department of English writing-intensive courses in which literacy assessment is currently delivered), and will continue to refine the rubric and perhaps the process of evaluation accordingly.

In a related effort, the committee has worked to refine the literacy assessment prompt incrementally to solicit ever better and more representative writing samples. Since these adjustments have been made, the quality of the sample has improved markedly, but the Committee intends to continue its effort to ensure that students are producing work that reflects their true skills and capacities. And finally, the committee has begun work on a plan for a small pilot of course-based Literacy Assessment that would involve collection of senior essays in a wider range of writing-intensive courses. In Fall 2013, the Assessment Committee will review this plan alongside specific findings in the 2011–2012 Literacy Assessment Report and make its recommendations, at which point specific department chairs will likely be approached about participating in a 2014–2015 pilot.

To view the Collection of Evidence Plans and Execution for Freshmen click here; for seniors click here.

**Direct Measures (Numeracy Assessment)**

The assessment of numeracy skills has gone through a process of considerable review and refinement in recent years as well. Between 2000 and 2006, freshmen numeracy assessment consisted of a short exam that contained questions requiring a solution to a unit-conversion-type question and asked the students to show their work. This instrument remained essentially the same throughout the time period; in the six years...
it was administered, freshmen scores showed a small decline in scores. Juniors or seniors were not assessed until 2002, and a separate instrument was used to assess our seniors. Therefore, no direct comparison between freshmen and seniors could be made until 2006.

Between 2002–2010, the senior numeracy assessment instrument changed significantly. Most of these years, except 2003 and 2004, the instrument was a written essay in which students were to use some type of quantitative evidence. This represented the Assessment Committee’s effort to combine literacy and numeracy assessment in the form of a single multi-part prompt that asked students to read an article (usually, something from a mainstream publication such as the New York Times) containing numerical data; interpret the data and evaluate the article’s arguments accordingly; and then to produce an essay based upon their evaluations. The skills it sought to measure were the ability to: read figures (e.g., diagrams, graphs); to interpret the information such figures contained; to respond to the prompt based on that data; and to develop an argumentative essay based on their findings. The essays collected were separately scored for literacy and numeracy skills during the summer (the former by Department of English reviewers in a procedure described above, the latter by Department of Math reviewers), and the results were shared with the Assessment Committee the following fall.

Unfortunately, the essays produced during these experimental rounds were problematic for both sets of evaluators; students focused too intensely on the writing, and often failed to do any real quantitative work as prompted. Most did not produce arguments using the data given, and many were so resistant to the numerical work upon which their arguments were to be based that their writing was also fundamentally compromised or distorted (and in some cases, they protested by writing essays which argued against the task at hand). Simply put, we could not adequately evaluate their quantitative and writing performance with these samples. As a result, in 2010 the Washington University Assessment Committee determined to return to de-couple Literacy and Numeracy prompts, and a new numerical instrument was developed. This instrument consisted of six numerical questions. This instrument was used again in 2011. At the end of 2011, it was decided that the instrument was not well-developed and did not test the skills with which we want our students to graduate. The instrument will thus be phased out over the coming year. Click here to view the Numeracy Assessment Summary Report and appendices.

In 2012, the Assessment Committee worked to develop a new numeracy instrument. Starting with a subcommittee of seven faculty from the sciences and social sciences (chemistry, mathematics, biology, physics, psychology, and economics), the committee developed a set of skills that they believe are necessary for students to be good citizens (not necessarily scientists or mathematicians), including 1) the ability to interpret data tables and graphs; 2) the ability to interpret diagrams and figures; 3) the ability to interpret simple probability problems and statistical information. In Fall 2012 a set of multiple choice questions were drafted to test these skills; these were piloted in January 2013 with 52 students—sophomores through senior-level peer leaders in the Peer-Led
Team-Learning program—who took the test. These may not be science or math majors but they take two years of lower-level science and math courses. The students in the pilot did very well on the questions, so the next step will be to try it out on a group of non-PLTL students, to revise the questions based on the student feedback. Assuming the technical challenges can be worked out, the Committee intends to use Blackboard to deliver the numeracy assessment to a full sample of freshmen at the beginning of Spring 2014. Click here for more on the Implementing Blackboard Outcomes for General Education assessment.

Co-Curricular and Student Support Program Assessment

In addition to the above, various indirect and direct forms of assessment of student learning happen in co-curricular and student support services programs across campus. This assessment activity is being supported by the Committee for the Assessment of the Undergraduate Experience (CAUSE) (as described in 4.B.2.). Among co-curricular programs and centers, for example, the First Year Center has recently been attentive to the training of its peer mentors and has developed robust assessments that gauge the mentors’ ability to assist new students with their academic, social, cultural, and personal transitions to the university. The Gephardt Institute for Public Service measures the development of its Civic Scholars Program by assessing students before and after two years of intensive leadership training and mentorship, focusing on learning in the following domains: professional knowledge and skills to help address community issues; desire to be of service to others; and confidence in applying course work to solve real problems in society. The Office of Undergraduate Research (OUR) has assessed recipients of Summer Undergraduate Research Awards to understand the extent to which research experiences contributed to their academic and personal development, and to evaluate students’ perceptions of the OUR’s efforts to promote the Research Awards, inform students of OUR services and resources, and administer funds.

Assessment of student learning also happens in the context of student support services. The Career Center conducts focus groups and also administers surveys after initial workshops, guest speakers, and advising appointments in order to assess student satisfaction and specific learning outcomes. The Habif Health and Wellness Center administers a survey to a large random sample of students to obtain insight into our student’s current health habits in 10 different areas (sleep, exercise, alcohol and drug use, stress, mental health, eating, etc.), which provides information on how student health services can provide prevention and related services that focus on these behaviors. In addition, the Patient Satisfaction Survey is administered twice a year to all students seen by counseling or psychiatry, and the AlcoholWise survey is given to incoming freshmen each fall to measure their alcohol use and knowledge of facts about alcohol prior to coming to campus. The survey is then repeated six weeks into the semester to give us information on how our students’ alcohol use changes during the first six weeks of school.
Cornerstone: The Center for Advanced Learning collects data to understand whether the levels of student migration from Science, Technology, Engineering, and Math (STEM) fields was comparable to those at peer institutions. Cornerstone also has given attention to understanding whether first-generation students, low-income students, and students with disabilities are more likely to have negative academic outcomes such as academic probation or academic time off. These types of assessments directly inform the support programs Cornerstone offers, and specific adjustments made to program content once they have been established. University Libraries has developed a wide array of surveys, focus groups, and other informal indirect mechanisms (e.g., white boards available for anonymous feedback) to solicit student input on Wi-Fi coverage, spaces for collaboration, library hours, and furniture, and to ascertain the degree to which these support services contribute positively to student learning experiences. The Office of Residential Life assesses the impact of training programs for resident advisors; conducts resident focus groups to gauge development of interpersonal skills, self-awareness, diversity, personal wellness, and citizenship; and evaluates student satisfaction with facilities, housekeeping, and maintenance staff. And through a series of focus groups, Student Involvement and Leadership has developed a framework for encouraging student development through leadership, diversity and inclusion, involvement and engagement, and resources and infrastructure.

Some of these assessment findings are distilled in the 2012–2013 Cause and Effect Impact Report (from CAUSE), shared during workshops and other presentations hosted by CAUSE, and posted on various websites across the university (e.g., Cornerstone’s Research site, The Office of Residential Life’s Assessment page, and the Washington University Libraries’ assessment team’s homepage).

School specific assessment information can be found in the school reports.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Washington University tracks retention and completion rates for each entering freshman cohort and benchmarks 2nd-year retention and 6-year graduation rates against the top private research universities as ranked by U.S. News & World Report. Our goal is to rank among the top 10 private research universities on both of these metrics. Currently, 96% to 97% of each entering fall freshman cohort returns for the second year and 93% to 94% graduate within six years, which places us in the top 15 for graduation and second-year retention rates among private research universities.
Significantly, the university has seen steady gains in 4-, 5-, and 6-year graduation rates over the past 10 years as shown in the following table.

### Washington University in St. Louis

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<th>Year Class Entered</th>
<th>Number in Cohort</th>
<th>% Returned for (or graduated by)</th>
<th>% Graduated within</th>
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<td>Year 2</td>
<td>Year 3</td>
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</table>

4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The Institutional Research and Analysis Group (which reports to the provost) coordinates annual data collection for student retention, persistence, and completion, and updates a detailed tracking of each freshman cohort annually by year, noting trends in retention, internal migration, and graduation rates. This data (click [here](#) to view the report) is shared routinely with the deans of the schools and various undergraduate administrators and the vice chancellor for students, among others; it is used in a variety of ways, e.g., in conversation about how to address specific advising issues that have been identified. In addition, selected datasets are made available publicly by the Office of the University Registrar. Click [here](#) to view the current enrollment and graduation reports. In a similar way, results from the PULSE and COFHE surveys described above are communicated regularly to the dean of the College of Arts & Sciences and the director of four-year advising, who in turn share them with individual advisors and assistant deans in the context of program review.

University College keeps its own thorough records of application, admission, enrollment, retention, and completion for all undergraduate and graduate programs.

Enrollment history dating back to 1990 can be found [here](#).
4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. Individual schools use this data to make adjustments in programming and advising, particularly advising of students who are on academic probation and/or warning. Academic support structures such as Cornerstone and the Progress Counseling program in Arts & Sciences also make use of this data as they develop general goals and specific programs. Smaller datasets are also used to contextualize trends observed across schools or groups of students. For example, a Fall 2012 report on Non-Returning (and Non-Graduating) Students examined the retention patterns of the last eight freshman cohorts. The analysis revealed a significant increase in the number of students leaving the university for military service—a group that turned out to disproportionately represent Korean students—and a higher than usual number of judicial action suspensions impacting Fall 2012. These data inform ongoing discussion about, for example, possible adjustments in admissions, advising, and other policies pertaining to these students.

The College of Arts & Sciences also does its own tracking of student persistence as it relates to Progress Counseling, a program which began in Fall 2002. For the period prior to FL2002 (FL1991–SP2002), 559 students were notified of insufficient academic progress, and 59% graduated. For the period FL2002–SP2013, 1,216 students were notified of insufficient academic progress and assigned a progress counselor, and 80% of those students graduated or are still currently enrolled. These data—and the longer-term trends in retention described above—suggest that the College has significantly improved its methods of identifying students having academic difficulty as well as its support of these students through progress counseling.

4.C.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.)

The enrollment and retention report produced by the university’s Institutional Research and Analysis Group captures Fall 10th-week head counts meeting IPEDS Fall Enrollment definitions.
CRITERION FIVE: Resources, Planning, Institutional Effectiveness

In this section we have the opportunity to examine our resource base, our governance and administrative structures, the way we engage in systematic and integrated planning, and how we work to systematically improve as a major research university. We will demonstrate that Washington University benefits not only from its considerable resources but also its careful stewardship, especially during the challenging economic conditions impacting the U.S. economy in 2008–09. As we explore our governance and administrative structures we will provide evidence for the ways in which we promote effective leadership through collaboration, integration of our academic and administrative structures, and by tackling our challenges head-on. Systematic and integrated planning will be described in some detail as we align our mission with our priorities, as we plan across the university in interdisciplinary ways, and as we are both bold and realistic in our aspirations. Finally, we will discuss how we document and assess our efforts in order to continuously improve.
5.A. The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

5.A.2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

5.A.4. The institution’s staff in all areas are appropriately qualified and trained.

5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Finance

In the past 10 years, the university has steadily improved its resource base. For instance, the current year fiscal budget is $2.3 billion in total revenue compared to $1.3 billion 10 years ago; the number of faculty and staff has grown from 9,186 to 12,400; we now enroll 12,494 students, compared to 11,024 10 years ago.

The financial crisis which began in 2008 was a particularly challenging time for Washington University. University management addressed the crisis head-on and instituted measures to protect the university’s assets, while enabling essential priorities to continue. For example, we cut expenses two years in a row, including one year of no wage increases for those employees with wages over $60,000. Those employees with wages of $60,000 or less who were enrolled in one of the university’s health insurance plans were provided a small increase in wages to cover the increase in health insurance premiums. These cuts, though difficult, enabled us to avoid far more painful cuts. Unlike many other universities which instituted hiring freezes and cut back or closed academic programs, we continued faculty searches and were able to maintain academic priorities. We completed work on significant projects, such as the Danforth University Center, begun under rosier financial circumstances, because we had carefully planned. Revenue sources were also under pressure as student financial aid increased to meet additional student needs just as we faced two years of 4% decreases in the endowment payout. As we ended fiscal year 2008, the endowment was in decline, resulting in a -20.5% endowment return with a market value of $4.1 billion at end of fiscal year 2009. Due to strong management and leadership by the university’s Investment Office, consistent giving by our donors, and improving market conditions, the endowment now continues to grow with an end-of-year balance in fiscal year 2012 of $5.7 billion. The university’s endowment is managed to reduce the negative impact of market declines by
conservatively preserving resources in good years so that the effects of down years are minimized. Due to this philosophy and approach, Washington University was able to weather the economic crisis without having to take some of the harsher measures many other universities were forced to implement.

Cost saving efforts now continue as part of our resource management culture. During the period between 2005 and 2012, $56 million in cost savings were realized through initiatives such as the Preferred Supplier Contract Program. In 2013 the University Efficiency Study was launched to confront the current conditions of rising costs and limited opportunities to increase revenue. And we have embarked upon a new fundraising campaign (described in more detail below) to help ensure we have sufficient resources to achieve our priorities.

**Human Resources**

The university is committed to recruiting and retaining the best and most diverse talent in order to achieve its mission. Retaining faculty and staff includes providing competitive compensation and benefits, creating a supportive working environment, and providing development opportunities. Examples include the Back-Up Care Advantage program which provides emergency child and elder care benefits, the Washington University Nursery School, and the Washington University Family Learning Center. These benefits are available to eligible faculty, staff, and graduate/professional students.

The university has continued to provide career development opportunities through the Office of Human Resources Learning & Development Center. By offering training on policies, supervisory effectiveness, project management, and process improvement, we have helped staff understand how to improve efficiency in their departments. Other programs for supervisors allow them to develop coaching skills that will help their staff improve performance. In addition the Office of the Provost created the Professional Leadership and Academic Network (PLAN), which is a year-long program designed to develop future leaders.

We have successfully managed the workforce to ensure we have the correct mix of skills and talent to ensure a rich educational experience for our students. Our workforce has been stable, even with the economic downturn, and our turnover remains low compared to similar organizations.

Even though we have been successful at recruiting and retaining a talented and diverse faculty and staff, we recognize challenges ahead. The changing demography of the workforce, anticipated for many years, is becoming more evident. Our workforce will become more diverse and as our current staff age, a new generation of leaders must be developed. Some examples of our efforts in this regard: the provost's Diversity and Inclusion Grants program has funded approximately $600,000 for 29 projects, including a mentoring symposium, internship programs, and many other innovative initiatives; and a relatively new position, the vice provost for diversity, is leading efforts to hire
women and underrepresented minorities in faculty and leadership positions across the university. Click here for more details.

**Physical Resources**

The physical resources of Washington University are essential to achieving the university's mission. Since 2004, our focus has been continual and multivalenced—concentrating not only on meeting immediate demands in renovation and new construction, but in doing so in a responsible and sustainable way. Here is a review of Danforth Campus projects.

In order to support and manage both long-term campus planning and the many renovation and construction projects on campus, the position of assistant vice chancellor for campus planning and director of capital projects was created in 2010. Since then, additional resources have been added to the facilities department, including additional architects, engineers, construction managers, and a records manager. These efforts are designed to enhance the vision for long-term growth at Washington University, and, to provide an important example, are already guiding the planning for the area east of Brookings Hall on the Danforth Campus.

Our campuses pursue sustainability in all of their endeavors and operations. These efforts are outlined in the 2010 Strategic Plan for Environmentally Sustainable Operations.
Washington University’s role as an anchor institution in St. Louis has also come into focus. Community relationships are being nurtured, partnerships are becoming established, and development is encouraged and supported. Design and planning of off-campus projects have been done in concert with neighborhood planning processes external to the university, engaging both university and community groups. As we prudently develop the remaining building sites within our campuses, community engagement will become increasingly essential as our physical resources will continue to extend beyond our campus boundaries.

**Technological Infrastructure**

Technology services are delivered both at the enterprise and local levels to best meet teaching and learning objectives at Washington University. The primary role of central services is to provide stable, secure, and professionally managed application development and support for administrative functions, desktop support, voice and data networks, and collaboration with other technology units in schools and departments. These services are audited annually both by internal audit and PriceWaterhouseCoopers.

Technology at the school and department levels concentrates on specific needs of faculty, classrooms, and student services in each academic area. A strong partnership/alignment between academic and administrative business units is critical in understanding needs and delivering cost-effective, collaborative technology solutions. Key services adopted through this partnership to support teaching and learning include internally developed tools (Curriculum Planner, Degree Audit, Advising) and Blackboard Learn/Outcomes. Efforts to provide shared services have led to greater efficiency. Examples include combined management of telephone and data networks, a common (cloud-based) email system for students, simplified sign-on to systems, common print management services, electronic document management solutions, data center hosting and desktop support, the virtualization of servers in the West Campus data center (which has also reduced energy usage and better position us for business continuity). Investments in the university’s voice and data network provide reliable and robust high-speed internet bandwidth required for teaching and research.

Recently, Information Services & Technology (IS&T) Leadership met with leadership of major administrative units to understand priorities, objectives, and initiatives for the next three to five years. We identified opportunities to streamline processes and make better use of currently available technology and to replace technology reaching end-of-life. A plan for upgrading administrative technology systems and services in support of teaching and learning is being developed and has been recently presented to the university’s executive management. In August 2013, the university created the position of chief information officer, overseeing the university’s academic, research, and administrative computing services. The university’s CIO, reporting to the executive vice chancellor of administration and the provost, will determine what can be done centrally to improve Washington University’s overall technological infrastructure, while also supporting the many varied solutions required of individual labs or departments.
5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

5.B.1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

5.B.2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

5.B.3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Washington University is a complex, highly decentralized institution, composed of seven academic schools and a separate, distinct central administration. This structure requires strong coordinated leadership from the chancellor, provost, and executive vice chancellor for administration, and senior officers of the university, along with strong collaborative leadership from academic deans. The schools of the university—Medicine, Arts & Sciences (which includes the College, the Graduate School, and University College/Summer School), the School of Engineering & Applied Science, the Brown School (Social Work), School of Law, the Olin Business School, and the Sam Fox School of Design & Visual Arts (Art and Architecture)—are highly autonomous units, responsible for their own financial oversight and for setting academic priorities. Thus academic deans play important roles. Yet the schools depend on the central administration for university-wide services, support for achieving academic priorities, and for the broad context within which university priorities are articulated and realized. Thus much of the work of the chancellor, provost, and executive vice chancellor for administration involves coordination, collaboration, and shared vision for the direction of the university and its various parts. The result is a dynamic process built upon the best elements of both decentralized decision-making and centralized vision.

An active and engaged Board of Trustees provides further oversight and direction. The Board meets four times per year, and is joined by senior members of the administration as well as two appointed undergraduate students and two appointed graduate and professional school students. An executive committee of the Board meets more frequently as do other committees, such as the Building and Grounds committee. The Board’s primary point of contact is the chancellor, who regularly engages the Board in topics of key importance to the university and its future. Past topics developed by the chancellor and discussed in-depth with the Board include “Succeeding in a Constrained Financial Environment,” “Innovation and Entrepreneurship,” and “Global Leadership.”
Selected Board members and appropriate senior offices of the university chair and co-chair key committees focused on critical areas. For instance:

- The Asset Management Committee is responsible for the development and monitoring of investment policies, goals, and objectives for the university’s financial assets;
- The Audit Committee is responsible for oversight of the quality and integrity of accounting, auditing, external financial reporting, and legal/regulatory compliance;
- The Compensation Committee is responsible for reviewing and recommending compensation policies and practices for executive-level personnel and for reviewing the overall adequacy of faculty compensation;
- The Education Policy Committee is responsible for reviewing and recommending program and personnel policies (such as the appointment of faculty members and the granting of tenure) integral to fulfilling the academic mission of the university.

One unique aspect of Washington University’s organization is its National Councils. National Councils meet at least once per year and play a major role in planning and evaluation of the Schools and select units or programs. There are over 400 members of the National Councils and they include board members, alumni, parents, and friends of the university. Today there are 12 National Councils that assist each of our schools and major initiatives such as the Undergraduate Experience, the Libraries, the Institute for Public Health, the Entrepreneurship Council, and the Gephardt Institute for Public Service.

The university enables the involvement of the administration, faculty, staff, and students in setting academic requirements, policies, and procedures. This is done through a structure that promotes collaboration and the free exchange of information and ideas. The chancellor convenes a group called the University Council twice a month. The University Council consists of the 25 top academic and administrative leaders from across the university. Meetings cover a broad range of topics related to both the day-to-day functions of the university and to important plans for the future.

Faculty governance is achieved via the Faculty Senate and Faculty Senate Council. The chancellor and provost meet six times per year with the Faculty Senate Council and twice with the full Faculty Senate. The Faculty Senate consists of voting members of all the schools and the Faculty Senate Council is the elected governing body of the Faculty Senate. Meetings cover topics that are important to the teaching and research missions of the institution. In addition, a variety of faculty leadership groups exist at the individual school level. In Arts & Sciences, for instance, a number of faculty committees advise the dean on academic priorities, monitor affirmative action hiring practices, oversee the curriculum, review faculty promotion and tenure, and monitor academic integrity issues. Click here to view the Arts & Sciences Committees and Councils site.
Students are central to Washington University’s mission, and are engaged in several key ways. As previously mentioned, there are four students who participate in the full meetings of the board of trustees. At the undergraduate level, there is a long-standing elected student government called the Student Union. Leaders and members of the Student Union have access to the leadership of the institution and regularly interact around issues of importance to undergraduates. At the graduate level, the Graduate and Professional Student Council plays a similar role in maintaining close contact with the administration around topics that relate to the graduate and professional student experience.

An Undergraduate Council, appointed by the provost and associate vice chancellor for academic affairs routinely explores issues relevant to undergraduate campus life. Student representatives include all undergraduate colleges and Student Union (10–12 total). Faculty representatives (10) come from all parts of the university, as do 12 staff representatives.

As mentioned earlier, the Graduate Professional Council (GPC) is the university-wide graduate student organization that represents more than 6,000 graduate and professional students from all schools of the university. GPC offers programming to help graduate students meet other students across disciplines. These programs are designed to assist students with professional and personal development as well as bring students together at events throughout St. Louis. These events range from concerts to professional sporting events, and from academic panels to community service events.

5.C. The institution engages in systematic and integrated planning.

5.C.1. The institution allocates its resources in alignment with its mission and priorities.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

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

5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Planning is woven into the fabric of Washington University and is vital to the institution’s continued strength.

The Plan for Excellence, the university’s 10-year strategic plan that was approved by the Board of Trustees in 2008, forms the foundation for our future, outlining our
long-term vision, aspirations, and priorities. Long-range planning at the university is ongoing, inclusive, and flexible. This approach allows us to take advantage of emerging opportunities, respond to unanticipated environmental changes, and leverage our unique and complex decentralized organizational structure.

Each school and major university division has developed a planning process that meets its culture and needs. All of our planning efforts engage our various National Councils, the advisory bodies led by members of the Board of Trustees and comprised of key external stakeholders including industry experts and alumni. Faculty, staff, and students play key roles on committees and work groups, conducting analyses and providing insights and inputs to inform each strategic plan. Individual school plans are approved by the Board of Trustees and then integrated into the university-wide strategic plan, which is also approved by the Trustees.

The Office of the Provost currently serves as the key point for ensuring integration of academic planning across the university. The provost collaborates with deans and other faculty to understand trends and themes emerging from the strategic planning process.

For example, during our 2005–2008 planning process, a need for more support for incoming freshmen emerged. As a result, the university developed and launched its First Year Center. A hub for incoming students, the center’s programming and support networks are designed to ensure a smooth and successful transition to university life. The university also created two new positions—vice chancellor for students and executive director of campus life.

Public health also surfaced as a priority across several schools. Consequently the university increased investment in its public health faculty, curriculum, research, and service initiatives, all of which are now organized under the umbrella of a newly formed Institute for Public Health. An undergraduate minor in public health had been developed in Arts & Sciences and was flourishing with 201 student majors in Fall 2012. Now the minor is being upgraded to a new major in Global Health and the Environment. At the graduate level, the development of a Master of Public Health degree now offers an academic path for undergraduates seeking to continue their education in the field.

Entrepreneurship has emerged as a key theme as well. As a result, we have made investments to ensure greater opportunities for students to develop and incubate new ideas and ventures. In fact, all students may participate in entrepreneurial course work and co-curricular programs. Two examples include Olin Business School’s Hatchery program and the university’s Student Entrepreneurial Program (StEP) program, both of which provide opportunities (and funding) for students to launch new enterprises. Similar to the Institute for Public Health, entrepreneurial programs are incubated and organized through the new Skandalaris Center for Entrepreneurial Studies, a cross-campus and community-wide initiative serving students in the university’s seven schools as well as the St. Louis region. With few exceptions, Skandalaris Center programs are open to all and provide many free opportunities for student
and community members to connect with and learn from each other. As a result of these and other efforts, in 2013 Washington University was ranked number five in undergraduate entrepreneurship by Entrepreneur magazine’s annual Princeton Review report.

A new PhD program in Materials Science and Engineering offers another example of cross-disciplinary collaboration. This new degree, supported by faculty in Arts & Sciences and the School of Engineering & Applied Science, focuses on cutting-edge work examining the fundamental nature of things in the world. We recently recruited our first cohort of graduate students (Fall 2013) in a distinctive PhD program to study physics, chemistry, and materials science engineering in a highly interdisciplinary way.

The university’s Board of Trustee Committees, National Councils, and faculty committees routinely review plans, priorities, and progress. External visiting committees and professional accrediting requirements also encourage the schools to focus and re-evaluate their efforts. These plans not only provide us with a detailed vision for the university’s future, they also form the basis of the university’s fundraising priorities, which are outlined in Leading Together: The Campaign for Washington University. The campaign organizes our major funding priorities into four key areas: preparing the leaders of tomorrow, advancing human health, inspiring innovation and entrepreneurship, and enhancing the quality of life. We are well on our way to
succeeding the goal of $2.2 billion. In 2013 gifts and grants totaled $234.2 million, an 11.5% increase over the previous year; annual fund gifts totaled $26.4 million, a 24.6% increase; and total donors numbered 57,321, a 10% increase.

While our strategic plans serve as our blueprint for the future, they also provide a framework for year-to-year resource allocation and prioritization. We translate our long-term plans to annual plans and budgets. Each spring, the provost meets with each school dean to discuss that school’s budget for the coming fiscal year and how it ties to strategic priorities for the school and university. These plans then roll up to the annual operating budget for the university. Close management of budgets as well as external factors allows the university to be nimble in responding to unforeseen events. As pointed out earlier, the market changes in 2008 required the university to reprioritize and make operational changes (e.g., salary freezes) to ensure preservation of our high-quality faculty- and student-centered experience.

Danforth Campus and Medical Campus planning meetings occur each spring and fall. In the past five years, the university has implemented a university-wide budgeting system to not only address the unique and complex needs of each school, but also promoted efficiency by standardizing common functions and calculations of the budget. For example, university-wide guidelines, such as fringe rates, are preloaded before the budget opens and promote consistency and validation of the budget preparation across all Schools and the Central Fiscal Unit.

The Danforth Campus Schools have three planning meetings each year. In early fall, there is a meeting to review the financial results for the prior fiscal year and to discuss updates to the current budget since it was prepared. This meeting is with the provost, dean, executive vice chancellor for administration, the university’s chief financial officer, and the associate vice chancellor for finance. In the November/December timeframe, the provost, chief financial officer, and associate vice chancellor for finance meet with each school dean and business manager to focus on strategy and planning. Although circumstances for each school and each year differ, some subject areas that each school is asked to address include:

- Status of the initiatives outlined in the previous year’s Fall Planning meeting
- Faculty/staff issues (recruitment and retention)
- Enrollment issues
- Diversity
- Interdisciplinary collaborations
- Projections for the next three years
- Bridge analysis showing changes to the current financial projections
- Status of endowments and reserves
CRITERION FIVE

Each spring the chancellor meets with each school dean, the provost, executive vice chancellor for administration, chief financial officer, and associate vice chancellor for finance to discuss each school’s budget for the current year estimate, next year’s budget, and projections for the following two years. Updates are also presented on faculty hiring, estimated student enrollment, and initiatives.

5.D. The institution works systematically to improve its performance.


5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

At Washington University, we believe that one cannot manage that which one does not measure. Thus, we have developed a strong expertise for responding to a range of routine, episodic, and ad hoc queries to inform and support institutional decision-making. Moreover, our membership in COFHE (Consortium on Financing Higher Education) allows us to benchmark our operations against a group of our peers—other highly selective private institutions—in many academic, support, and quality-of-life aspects. We are able to do this using COFHE’s instruments (senior survey, PULSE survey, two alumni surveys—one year out survey and one, five and ten out classes survey, parent survey) that provide a systematic and robust examination of the undergraduate experience. The university uses the results of those analyses of its performance to improve, and then assesses the effectiveness of the changes in a cycle of continuous review–feedback–implementation–review.

As a recent example of one such analysis, in Spring 2012 Chancellor Mark S. Wrighton charged Richard Smith, dean of the Graduate School of Arts & Sciences, to work with all schools in the university to develop a standardized approach to benchmarking Washington University’s graduate and professional programs, which include more than 50 PhD programs and professional degrees in law, medicine, business, social work, public health, engineering, architecture, fine art, occupational therapy, and physical therapy, among others. This standardized approach, allowing for summary evaluations of all graduate and professional programs, would be supplemental to the detailed and specific evaluations undertaken by each school.

A first meeting was held with representatives from all schools in September 2012, and a plan for standardized admissions data was established. Since then, preliminary results have been presented twice to the Research-Graduate Affairs Committee of the Board of Trustees and to the University Council. The organization of admissions data continues to be refined and was presented again in Fall 2013 as work continues on this project.

Most of these ad hoc and regular assessment activities are coordinated through the Office of Institutional Research and Analysis, which is a key part of the Provost’s
Office. Recently, that office has performed analyses of gender-pay equity and diversity, the revived faculty work life survey, comparative faculty and staff diversity reports, comparative faculty salaries, and an analysis of the financial impacts of a Washington University education on the families of our undergraduate students.

The university solicits feedback from a variety of its constituents: graduate and undergraduate students; faculty; the families of our students and alumni; and members of the campus community who rely on services such as dining, health and safety, and environmental sustainability.

Examples of some major assessment mechanisms can be found in the Summary of Ongoing Surveys. As noted earlier, the university is fortunate to participate with a group of other highly selective private universities who have agreed to collect systematically and share performance data, generally focused on the experience of undergraduate students and their families and alumni. By benchmarking our performance against our peers, we are able to compare ourselves to other universities and learn from them to improve our own performance.

The university also learns from operational experience and applies that knowledge to improve institutional effectiveness, capabilities, and sustainability. Below are examples of specific findings of each assessment focus and, where applicable, how they were used to make improvements in the university's operations.

**Alumni Survey**  A recent survey of alumni indicated that about 95 percent of the 10-year and 5-year alumni from the last 10 years were very or generally satisfied with their undergraduate education. About 97 percent of these alumni indicated that their undergraduate education was at least adequate preparation for their current career. And approximately 90 percent of the alumni would recommend the university to another student.

**PULSE Survey (Enrolled Undergraduates)**  The most recent results of the PULSE (Perceptions of Undergraduate Life and Student Experiences) Survey, conducted in 2013, focused on need-based financial aid and its influence on the undergraduate student experience.

Some of the key findings were that need-based financial aid recipients at Washington University:

- generally reported more positive results in both overall satisfaction and participation indicators than Washington University nonrecipients, though most of the differences were not statistically significant. Aid recipients in our peer-comparison group reported more negative results in satisfaction and participation indicators than the nonrecipients; most of these differences were statistically significant.
• reported higher satisfaction with the entire educational experience and with academic advising than our peer-group aid recipients, but lower likelihood to recommend the institution to a friend.

• reported higher participation in activities such as “volunteer in the community” and “hold a leadership role” than our peer-group aid recipients.

As mentioned earlier, the university recently established a First Year Center to develop programs and events to highlight campus services and to assist all new students with their transition into the university community. This addresses prior assessments of the university’s effectiveness in integrating new students to the campus.

In the 2011 PULSE survey, freshmen rated the university ahead of our peers in areas such as social life on campus, sense of community where you live, sense of community on campus, the administration’s responsiveness to student concerns, and academic advising. In the same survey, freshmen rated us below our peers in writing clearly and effectively, and communicating well orally. This finding reflected a need our faculty had recognized: Writing 1, a course required of virtually all freshmen required a major overhaul. The revision included two principal changes: We have brought significant reading back to the center of the course and students now write primarily in response to what they are reading. Students are writing more frequently (a total of five essays and three revisions, versus three papers in the previous curriculum); and they are writing in a greater variety of genres (personal essay, visual and rhetorical analysis, argumentative essay, and research paper). The revised Writing 1 curriculum was first introduced in Fall 2012, and its effectiveness is being monitored.

Faculty Work Life Survey Faculty work life surveys, including both the Danforth Campus and the Medical Campus, were conducted in 2006 and in 2011, and allowed comparisons based on time (2006 and 2011), gender, and a peer group of other institutions. For overall satisfaction as a Washington University tenured or tenure-track faculty member (average score 4.21/5.0 in 2011), the results showed both an improvement over the already high rating in 2006 (average 3.98/5.0) and a higher level of satisfaction than the peer group (3.85/5.0 in 2011). There was no statistically significant difference between overall satisfaction ratings for university faculty members based on gender. Both male and female faculty members were about equally satisfied with how their role as faculty fits with life outside Washington University, and were equally willing to serve in leadership positions.

Graduate Teaching Assistant (TA) Surveys As a result of responses to TA surveys, the Teaching Center continues to evaluate ways to enhance coverage of academic integrity and discrimination topics via the yearly TA orientation and workshops. A select group of graduate students (the Liberman Fellows), under the guidance of the Teaching Center, is providing a number of educational technology (e.g., Blackboard) training opportunities specifically for graduate TAs this academic year. While the university is committed to offering classroom instruction by faculty members, in response to feedback collected in this survey, departments are evaluating the possibility of permitting graduate TAs to develop and teach their own courses on a limited basis.
Graduating Senior Survey  Based on past feedback from graduating seniors, the university has recently focused on expanding internship opportunities for our undergraduates and enhancing the opportunities for supporting their post-graduation plans. Expanded services include résumés and cover letters, job search strategies, interviewing skills, etiquette dinners, understanding job offers, mock interviews, networking and informational interviews, applying for graduate study and requesting letters of recommendation, applying to law school, applying to medical school, and post-graduate transitional programs. When asked about their job plans in 2010, about 42 percent of Washington University seniors reported “accepted a position” or “currently searching.” Both statistics are comparable to our peer institutions in 2010.

Parent Survey  In general, the Parents Survey confirmed the findings of the PULSE and Graduating Senior surveys regarding satisfaction with student financial services and aid at Washington University. While recognizing that the cost of college increases stress on many families, parents generally said “it’s worth it.” However, 47 percent of the families agreed—somewhat (32 percent) or strongly (15 percent)—that it has been very difficult to pay for a college education. At the same time, only 22 percent of the families agreed—somewhat (14 percent) or strongly (8 percent)—that they worry their child will graduate with too much debt.

University Libraries Service Quality Survey  The most recent University Libraries Service Quality Survey ran from October 7–19, 2013. Over 2,250 faculty, graduate students, and undergraduate students on the Danforth Campus completed the survey.
The number of graduate students who responded jumped 50% over the previous survey in 2010; undergraduate numbers were equally strong, showing a 30% increase over the previous survey. We attribute the excellent response in part to the use of an incentive—an iPad mini. Faculty response rates were also strong—over 30% of all faculty on the Danforth Campus responded to the survey.

While analysis has just begun, overall satisfaction ratings appear to echo the past survey, with undergraduates expressing the highest satisfaction (84%) followed closely by the graduate respondents (82%). Faculty satisfaction dropped 3 points from the previous survey; in 2013, 74% of faculty members answering the survey were satisfied or very satisfied with overall library services. While further analysis will be needed to confirm the reasons behind the faculty rating, comments suggest that the level of investment in collections is a continuing issue.

As in past surveys, it is expected that the data and over 3,000 comments will lead to improvement of library services as well as trigger additional assessment. For instance, in 2010, the survey resulted in extended hours in Olin Library (now 24/5, with 24/7 during exams); increased Wi-Fi across all libraries, and the reconfiguring of space in Olin to accommodate more collaboration. In 2013, the initial scan of responses suggests that more work needs to be done to fill gaps in the collections, increase seating in Olin, and provide easier access to digital resources.

**Danforth Campus Operations** Based on feedback from our constituents, many improvements have been undertaken, including adjusted hours of dining services, significantly increased variety of meal offerings (e.g., vegetarian, vegan, Kosher, and gluten-free), and strengthened sustainable practices in our dining services. Parking and transportation recently adopted a new mobile app (developed by students) to enable riders of the Campus Circulator to determine the location of the bus and minimize waiting times. We have also initiated a series of “conversations” with different international student groups to promote a greater understanding of different student cultures by members of our police department.

School reports will follow, providing more detailed overviews of each school’s initiatives and operations. The following topics will be addressed in the school reports:

1. Individual school mission statement
2. Executive summary of your school
3. Most recent accreditation outcomes
4. Policies: Human resources unique to your school (i.e., hiring, promotion, tenure)
5. Policies: Academic policies unique to your school (i.e., transfer, study abroad, service learning, special policies relevant to interschool exchange/transfer)
6. Governance and administrative organization of the School (i.e., governing boards—National Council, Faculty Council, etc.)

7. Standing in national rankings of School and any ranked individual programs

8. Recent significant programs, developments, accomplishments, events

9. Available data and procedures, both direct and indirect, on assessment of learning outcomes by program.

10. School-provided student services

11. Buildings, physical resources, computing

12. Diversity: faculty, staff, and students

13. Planning activities, next steps, and future trajectory (issues and challenges)

14. Descriptions of current degree programs

15. Distance education (online and correspondence): Include description of assessment processes.

16. Financial status unique to your school: value of endowment, total budget, and sources of revenue, expenditures
ARTS & SCIENCES

HIGHER LEARNING COMMISSION REPORT

Overview and Organization

Arts & Sciences comprises the core disciplines of the humanities, social sciences, and natural sciences and includes departments ranging from English and Mathematics to Political Science and Anthropology. In addition to departments of international renown, our programs and research centers create platforms for faculty and students to collaborate across the traditional academic subject areas, with productive interdisciplinary initiatives such as the Institute for Materials Science and Engineering and Philosophy-Neuroscience-Psychology.

The mission of Arts & Sciences is to be a leading center for teaching, learning, and research, extending the reach and effect of a liberal arts education while promoting excellence in scholarship and research.

Administratively, Arts & Sciences is composed of three areas overseen by the dean of the Faculty of Arts & Sciences. The College of Arts & Sciences offers 54 majors, 65 minors, and courses taken by all university undergraduates. Graduate study is overseen by the Graduate School of Arts & Sciences. The evening division and summer school of Arts & Sciences is University College. Each of these academic units is administered by a dean who reports to the dean of the Faculty of Arts & Sciences.

Arts & Sciences is the largest academic unit at Washington University in St. Louis in terms of student enrollment. Overall, approximately 4,000 undergraduates, 1,800 graduate students, and 1,200 evening students are enrolled in Arts & Sciences.

Arts & Sciences has over 40 academic departments and interdisciplinary programs. In fall 2013, Arts & Sciences had 594 full-time faculty members. An additional 110 individuals had part-time appointments. Of the full-time faculty, 309 (52 percent) had appointments with tenure; 86 had tenure-track appointments, and 199 had non-tenure-track appointments. Virtually all of the full-time faculty have a PhD, and 78 professors hold endowed chairs.

Arts & Sciences includes over 40 academic buildings on the Danforth Campus as well as other sites. These buildings range from high-end scientific laboratories, computing facilities, and performance spaces to departmental office suites and work spaces for individual faculty. Washington University in St. Louis’s central facilities department manages all of the necessary construction, renovation, and maintenance projects within these buildings to ensure a safe, clean, and productive environment. The core Arts & Sciences facilities can be referenced here.

Arts & Sciences provides robust technology solutions through the Arts & Sciences Computing Group, which strives to be a partner reaching across organizational
boundaries to ensure that the Arts & Sciences community always has the technology and capacity required for research, teaching, and learning success, regardless of location or device platform. Arts & Sciences Computing provides computer labs, computer classrooms, and an Active Learning Classroom.

**Faculty Governance**

Faculty governance is essential to managing the affairs of Arts & Sciences, and the faculty meets regularly to hear reports from deans and committee chairs and to consider the variety of matters requiring a faculty vote. Between faculty meetings, a number of standing committees exercise significant responsibilities and consult with the dean of the Faculty of Arts & Sciences on a variety of concerns.

An elected six-person Faculty Council meets monthly and serves as the executive and steering committee of the faculty and as a general advisory committee to the dean. An Advisory Committee on Tenure, Promotion and Personnel, also elected by the faculty, counsels the dean on matters of tenure and promotion. An elected Committee on Faculty Personnel Procedures serves as an appellate body available to candidates for tenure or promotion who have been turned down by either their department or the dean. Faculty policies for Arts & Sciences are available here and here.

An elected Curriculum Committee considers all proposals from departments and interdisciplinary programs for new undergraduate courses and programs and recommends appropriate action to the faculty. The Academic Planning Committee, appointed by the dean, advises the dean on academic goals and priorities and oversees external reviews of Arts & Sciences departments.

These committees and councils are augmented from time to time by ad hoc committees and task forces appointed for particular purposes by one or another of the deans, invariably in consultation with appropriate members of the faculty.
Faculty Diversity

Increasing diversity in our faculty and student body is a major university priority. For the Faculty of Arts & Sciences, this means an ongoing commitment to recruiting and retaining the best faculty and to reflecting the diverse character of our society. The following data suggest both progress and ongoing challenges.

<table>
<thead>
<tr>
<th>Trend over last 5 years</th>
<th>FY2007 FTE</th>
<th>FY2013 FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured and Tenure-Track Faculty</td>
<td>355.42</td>
<td>381.52</td>
</tr>
<tr>
<td>Other Instructional Faculty</td>
<td>157.18</td>
<td>168.22</td>
</tr>
<tr>
<td>Research Faculty, Postdocs</td>
<td>140.18</td>
<td>161.59</td>
</tr>
<tr>
<td>Total Faculty FTE</td>
<td>652.78</td>
<td>711.33</td>
</tr>
<tr>
<td>Black/African American T/TT Faculty</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic, Native American T/TT Faculty</td>
<td>10.5</td>
<td>11</td>
</tr>
<tr>
<td>Total Underrepresented T/TT Faculty</td>
<td>25.5</td>
<td>25</td>
</tr>
<tr>
<td>Total URM as % of Total T/TT Faculty</td>
<td>7.2%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Female T/TT Faculty</td>
<td>97.03</td>
<td>116.33</td>
</tr>
<tr>
<td>Female as % of Total T/TT Faculty</td>
<td>27.3%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Black/African American Research/Other</td>
<td>11.56</td>
<td>12.32</td>
</tr>
<tr>
<td>Hispanic/Native American Research/Other</td>
<td>7.03</td>
<td>11.8</td>
</tr>
<tr>
<td>Total URM* Research/Other</td>
<td>18.59</td>
<td>24.12</td>
</tr>
<tr>
<td>Total URM* as % of Total Other</td>
<td>6.3%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Female Research/Other</td>
<td>132.78</td>
<td>164.34</td>
</tr>
<tr>
<td>Female Research/Other as % of Total Other</td>
<td>44.7%</td>
<td>49.8%</td>
</tr>
<tr>
<td>Total Black/African American</td>
<td>26.56</td>
<td>26.32</td>
</tr>
<tr>
<td>Total Hispanic or Native American</td>
<td>17.53</td>
<td>22.8</td>
</tr>
<tr>
<td>Total URM*</td>
<td>44.09</td>
<td>49.12</td>
</tr>
<tr>
<td>Total URM* as % of Total Faculty</td>
<td>6.8%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Total Female</td>
<td>229.81</td>
<td>280.67</td>
</tr>
<tr>
<td>Total Female as % of Total Faculty</td>
<td>35.2%</td>
<td>39.5%</td>
</tr>
</tbody>
</table>

* Underrepresented Minorities

Arts & Sciences has long-standing, well-established policies by which it monitors diversity in faculty hiring procedures. Through the Affirmative Action Monitoring
Committee (AAMC), each division of Arts & Sciences monitors searches for diversity in the hiring process for each professor and reviews the data and final candidates before the dean makes a job offer. Moreover, the dean meets with AAMC members to review all search data, target-of-opportunity hiring data, and attrition/retention issues. The dean and the committee analyze and discuss these data carefully and frankly, and the dean ensures the committee has full access to all the relevant data. Target-of-opportunity appointments are used primarily to enhance faculty diversity.

Targeted support designed to stimulate a diverse academic climate is implemented through the dean’s discretionary funds. For example, the dean has created a $25,000 seed grant for further expansion of Women, Gender, and Sexuality Studies to engage faculty in various departments related to gender and health issues. Other recent diversity support includes funding and staff support for the African Film Festival and a contribution of funds to the Rodriguez Symposium on Latino Contribution.

Beginning in the 2009–2010 academic year, the dean, in consultation with chairs and directors, initiated a new salary policy to promote greater salary equity and to systematically address anomalies and inequities in the Arts & Sciences populations. This process continues annually to identify and rectify anomalies and inequities.

**Financial Management**

Following a period of unstable and difficult times in the mid 1990s, Arts & Sciences began a steady ascent in strong financial management and results. This period coincides with great strides made in undergraduate admissions, a rise in rankings such as those in *U.S. News & World Report*, and growth in the number of endowed chairs available to Arts & Sciences (see graph below).
With strong financial results over recent years, we not only increase annual revenue, we are also able to establish funds for specific priorities like undergraduate scholarship support and to set aside funds for major capital projects.

**Building for Excellence**

In the past five years, we have taken the initial steps toward an ambitious new plan to transform Arts & Sciences. This plan builds on successes in Arts & Sciences in an attempt to raise the stature of the school to compete with other top-tier universities. This centers on revitalizing our faculty, continuing to recruit the best and most diverse undergraduates, raising the caliber of graduate education, and making capital improvements. We have conducted a benchmarking study of interdisciplinary areas in the sciences to establish research priorities. We also completed work on a case statement as part of a major development effort. The full case statement is available in the online Reading Room.

*Building for Excellence*, an Arts & Sciences strategic planning process concluded in March 2008, outlined four major goals. The following is a brief report on our progress since 2008. The full strategic plan is available in the online Resource Room.

**Goal 1: Exemplary faculty dedicated to teaching, research, and scholarship**

- In the last five years, Arts & Sciences has increased the number of tenured and tenure-track faculty by 25, to 381.
- Arts & Sciences has added 13 endowed chairs since 2008, for a total of 78.
- Arts & Sciences has significantly reduced our gender equity differential by providing nearly 20% of female tenured and tenure-track faculty additional pay corrections. Arts & Sciences looks at the aggregate and individual salaries each year to further correct imbalances. We expect to reach a statistically insignificant gender equity imbalance possibility as soon as fiscal year 2015.
- Beginning spring 2010, a policy for Competitive Fellowship Leave (distinct from sabbatical leave) for faculty in the humanities and social sciences was instituted in Arts & Sciences in order to encourage faculty to seek and accept competitive fellowship awards to advance their research.

**Goal 2: Stronger graduate education**

- Applications to PhD programs in Arts & Sciences departments and in the Division of Biology and Biomedical Sciences have risen, and entering class size has remained relatively constant, so selectivity has increased.
- Arts & Sciences has invested heavily in increasing stipend support levels to allow PhD programs to remain nationally competitive for the most exceptional applicants.
The School of Engineering and Arts & Sciences joined together in 2012 to create a new PhD in Materials Science and Engineering. Students enter a common pathway for their first year of study and then continue in laboratories either in the School of Engineering or in Physics or Chemistry in Arts & Sciences.

The Graduate School is seeking out new undergraduate partner institutions and pipeline programs; excellence in the undergraduate population is not only found in prestigious private schools but also in state universities, regional colleges, and institutions serving specific underrepresented minorities.

The Graduate School has initiated several programs to encourage graduate students to gain teaching experience.

New strategies for recruitment and retention are being implemented by the Graduate School of Arts & Sciences’ associate dean and vice provost for diversity and inclusiveness, whose position is now dedicated to this sole purpose.

As of July 1, 2014 William F. Tate, the Edward Mallinckrodt Distinguished Professor in Arts & Sciences and chair of the Department of Education, became dean of the Graduate School of Arts & Sciences and vice provost of graduate education.

Goal 3: Expanded undergraduate opportunities

After significant planning, the Integrated Inquiry Curriculum was implemented. The curriculum has three main focuses:

- Provide an engaging classroom experience across size, discipline, and style of classes.
- Provide a strong first-year academic experience through FOCUS, a yearlong freshman seminar program, and 29 freshman seminars. There are ongoing discussions on ways to strengthen the first-year experience by extending the FOCUS program into the residential halls.
- Extend learning beyond the classroom through Study Abroad opportunities. About 43 percent of students participate in study abroad programs, which are available within every major and minor.

From 2003–2013, the Arts & Sciences undergraduate scholarship endowment has increased 104%—providing an additional $1.7 million of scholarship support annually.

From 2003–2013, annual gifts to Arts & Sciences scholarship programs have increased by 152%, to $1.8 million.
In 2011–12 the Office of Undergraduate Research provided almost $280,000 directly to fund research for more than 100 undergraduates. All students who receive funding present their research at an Undergraduate Research Symposium. Funding is available each year.

Arts & Sciences, in partnership with the Teaching Center, opened an Active Learning Classroom to explore pedagogical changes in how science courses are taught.

A pilot program is being planned for a new signature, interdisciplinary freshman course.

Arts & Sciences recently concluded an online learning pilot program. Semester Online offered select undergraduate courses online for academic credit through a consortium of top-tier colleges and universities. Washington University was one of the founding members of the consortium. The Semester Online course platform connected students and professors using both synchronous and asynchronous modes of online instruction through a virtual classroom environment and interactive platform. In a close vote, Arts & Sciences faculty elected not to continue with the Semester Online pilot. Shortly after the vote, the Semester Online consortium decided to cease operations by the Fall of 2014. We will continue to explore new methods for delivering online courses and assessing student outcomes in those courses.

Goal 4: Leadership and service within local and global communities

New graduate student groups have been formed, including one group specifically working with veterans and veterans’ groups.

The Volkswagen Foundation postdoctoral program for study in Germany was instituted in order to foster transatlantic academic relations between the United States and Germany.

Arts & Sciences faculty continue to be selected to help shape public policy.

- Kathryn Miller, professor and chair of Biology, was selected in September 2012 as one of 40 Vision and Change Leadership Fellows. Vision and Change Leadership Fellows consider and then recommend models for improving undergraduate life-sciences education.

- President Barack Obama appointed Dean Barbara Schaal to the President’s Council of Advisors on Science and Technology in April 2009. In addition, Dean Schaal is one of three appointed State Department Science Envoys.

- Gerald Early, professor of English and Merle Kling Professor of Modern Letters, serves on the President of the United States’ National Council on the Humanities.
• The Institute for School Partnership connects the resources of Washington University in St. Louis to K–12 teachers, students, and families with the mission to improve the learning in math and science through hands-on, investigative teaching methods.

The Future of Arts & Sciences

As the Arts & Sciences community seeks new ways to teach, to learn, and to advance knowledge, the complex national and global issues of today demand that we assemble all of our specific fields of knowledge and practice. The most profound production of knowledge is not created in isolation, but along a vibrant, interactive continuum of the natural sciences, social sciences, and humanities.

The real-world challenges of health, climate change, energy, economic growth, and international development cannot be effectively addressed within a single academic discipline. Rather, effective solutions need to incorporate knowledge from the natural sciences to the humanities, solutions that rely on the breadth and depth of Arts & Sciences. The strategic focus of Arts & Sciences builds on interdisciplinary approaches and thereby seeks to bring faculty closer, physically and intellectually, in an effort to solve the challenges society faces. Arts & Sciences evolving strategy centers on the following:

• Arts & Sciences must provide an outstanding education for undergraduates that develops leaders in all walks of life who are both broadly and deeply educated.

• Arts & Sciences must provide PhD programs of world-class caliber.

• Arts & Sciences must transform physical spaces to facilitate innovation and interdisciplinary science research and education, as outlined in the Integrated Science Initiative project.

• Arts & Sciences must provide support for talented students to attend Washington University regardless of financial circumstance.

• Arts & Sciences must strengthen and create interdisciplinary centers, focusing on the university-wide priorities of diversity, community and culture, and global health and the environment. A revitalized Center for the Humanities is a first step in this effort.

COLLEGE OF ARTS & SCIENCES

Degrees Offered

The College offers a broad array of courses in the liberal arts tradition that allow a student to choose from over 50 majors—some in familiar disciplines, others in interdisciplinary programs. Students may also propose special majors. In addition to selecting a major, students may also elect to have a second major or, with fewer courses, a minor. Students may elect a second major within Arts & Sciences, or may instead
choose a second major from one of the other undergraduate divisions. Second majors in Business are not uncommon. It is also possible for undergraduates to earn two undergraduate degrees, for example a Bachelor of Arts degree in Mathematics and a Bachelor of Science in Mechanical Engineering, though meeting the requirements for two degrees may take somewhat longer than simply having a major in a second school. For two degrees, the minimum course requirement is 150 credit units, of which at least 90 must be taken within Arts & Sciences. (To earn a Bachelor of Arts degree alone requires a minimum of 120 credit units.)

Approximately 32 percent of Arts & Sciences graduates complete multiple majors or degrees and another 50 percent complete a major and at least one minor. Trends have been toward fewer instances of double majoring and more frequent additions of a minor or minors (see figure above). To help students with decision-making, every year the College sponsors a Major/Minor Fair, an event that brings into one location representatives of various departments and programs who can answer questions and provide information about their department, ranging from specific course and major requirements to what can be done with a major in any given subject. The College also offers smaller-format “Major decision workshops” that allow students to engage more deeply in small groups in the decision-making process.

Currently, the major attracting the most students is Biology (398 in Fall ’12) followed by Psychology (354). The remaining eight of the top ten in descending order are: Anthropology (285), Economics (251), Political Science (227), Philosophy-Neuroscience-Psychology (201), International and Area Studies (184), Mathematics (173), English (158), and Romance Languages and Literatures (149).
When applying for admission to Washington University, some well-prepared and highly motivated students may also apply to the University Scholars Program in Medicine. Admission to this program gives the student admitted as a freshman simultaneous admission to the Washington University School of Medicine. Admission to this program does not prevent changes of mind, but it does ensure helpful pre-professional advising and provide the opportunity to be paired with an appropriate mentor and to take part in appropriate research projects, as well as shadow a medical student or physician at the School of Medicine.

The College of Arts & Sciences offers a number of combined degree options. Students may choose an accelerated AB/AM program and get a master's degree from Arts & Sciences in one year following the completion of their bachelor's degree. Undergraduates in the College of Arts & Sciences may also work simultaneously on both the AB degree and selected professional graduate degrees. At present these include the Master of Social Work, the Master of Occupational Therapy, or the Master of Accounting, Finance, or Supply Chain Management in the Olin Business School.

The Department of Anthropology’s Medicine and Society Program provides a unique and highly successful opportunity for students to take an alternative four-year path towards careers in medicine and public health. The Department of Anthropology’s Global Health and Environment track is also a novel curricular opportunity for students interested in careers in health and environmental fields.

Academic Advising

In the College of Arts & Sciences, every entering freshman is assigned a faculty or staff four-year advisor. Students are expected to meet with their four-year advisor before registering for classes each semester, and advisors must authorize a student’s registration. To encourage students to monitor their own progress and to plan ahead for meetings with their advisor, the College has developed and revised an online planner that allows both student and advisor to review longer-term goals and progress. Students are assigned a faculty advisor when they declare a major, second major, or minor. They are required to meet with their advisor in their primary major each semester, and may make use of their other faculty advisors as needed.

To supplement both the four-year and major advisors, the College Office staff includes assistant and associate deans whose responsibilities include pre-professional advising, particularly pre-law and pre-medicine. Students are also referred to the Career Center as a source of information and advice on internships, part-time and summer employment, and postgraduation goals and plans.

Four-year advising is currently assessed through satisfaction surveys deployed to freshmen and seniors approximately every year to every other year. Results are reviewed by the director of the advising program and the dean of the College, and are used to evaluate advisor assignments. Feedback is provided to individual advisors if this can be done without compromising student confidentiality. Response rates have traditionally been low, which lessens the utility of the surveys. The College has been collaborating
with CAUSE (Committee on the Assessment of the Undergraduate Student Experience) to alter the timing of the surveys in hopes of generating more responses. The College also uses selected data from more general student body surveys (the PULSE survey, administered to all students in odd years, and the COFHE senior survey, in even years) to identify broad trends in student satisfaction with advising. In the most recent (2013) PULSE survey, 80 percent of Arts & Sciences freshmen, 85 percent of sophomores, 76 percent of juniors, and 74 percent seniors reported they were generally or very satisfied with their academic advising.

These numbers, though they reflect a dominantly satisfied student population, are nonetheless lower than the high points reached four to six years ago. In order to address concerns about advising satisfaction, a committee within the College Office has been tasked with identifying ways to bolster advisor training. Another committee will develop a more robust advising assessment that can be used yearly to understand the causes of any changes in overall advising satisfaction.

In the case that a student is placed on academic probation or warning (see heading “Academic Probation and Suspension” for policies), that student is also assigned a Progress Counselor, who is usually a staff member and very frequently also a four-year advisor. The student is required to sign a contract agreeing to meet regularly with their Progress Counselor to address the academic and other challenges they are facing. The Progress Counselors meet with each other regularly to discuss best practices in student
advising. Student outcomes (coming off warning or probation, suspension, or leave of absence) are monitored by the director of the Progress Counseling program.

The College Curriculum

The curriculum of the College of Arts & Sciences has several significant components which, taken together, are designed to produce a broadly educated graduate prepared for a lifetime of continued learning.

Following a review in 2008–2009 of the Discovery Curriculum, which was first completed by the graduating class of 2005, a new set of general education requirements—the Integrated Inquiry (IQ) Curriculum—was defined and has gone into effect for the class of 2016 and beyond. These requirements are described in the document “Finding your Path,” and the process of curriculum review and revision is described in the document “Arts & Sciences Distribution Requirements Revision: Review and Implementation Summary.” The details of the new curriculum need not be repeated here, but some changes from past practice deserve emphasis. The distribution areas in the humanities, broadly, were rearranged from the prior “Textual and Historical Studies” and “Language and the Arts” to “Humanities” (including the performing arts, which were previously lumped with language courses) and “Language and Cultural Diversity,” which consists of all foreign language and literature courses taught in a foreign language, as well as any course which engages substantively with non-U.S., non-Anglo cultures. This was done in part to encourage the study of foreign language, as well as to enhance students’ cultural fluency.

Based largely on student and faculty feedback regarding the cluster system, the specific requirements surrounding the emphasis on integrating knowledge outside a student’s major field of study were revised. Rather than complete a specific “cluster” of courses in each of the four distribution areas, a student must now complete three “integrations” (total) in at least two of the four distribution areas. Students have more options as to the ways they can complete an integration (including through selected study abroad programs). Within the option that consists of taking related courses, those courses may now be chosen from extensive lists of courses offered every semester or every year, rather than the limited lists defined by the previous clusters.

An assessment mechanism is under development for the IQ curriculum; teams of faculty associated with each requirement area are determining learning outcomes. Initially, a survey will be deployed to the class of 2016, asking students to self-report on the extent to which their college studies helped them achieve the established learning outcomes. Every department or program assesses student learning relative to the outcomes they have established for their major or minor. They do this in a variety of ways based on what is most relevant for their discipline. Reports are submitted every other year and reviewed by the university’s assessment coordinator. Feedback is provided to departments as to how they can make their programmatic assessment more robust, with emphasis placed on establishing feedback loops whereby assessment-
derived information is used to modify academic programs toward improving student outcomes.

**Academic Opportunities**

Students may begin their studies in the summer preceding the fall semester of their freshman year. Some 95 students participate in the Freshman Summer Academic Program, which is designed to introduce students to university-level learning, to hone their learning skills, and to provide an opportunity to begin earning college-level credit. (This program is administered through the College Office and is distinct from the regular Washington University Summer School.) In addition, four weekends during the summer are designated "ArtSci Summer Weekends" and each attracts 100–120 students. On these weekends participating students are introduced to their advisors, to the Arts & Sciences curriculum, and, most generally, to the meaning and value of a liberal arts education. They also have an opportunity to take placement exams, register for fall semester courses, and begin to adapt to the pace and culture of Washington University. In the Summer Scholars in Biology and Biomedical Research (SSBBR) program, admitted pre-freshmen engage in lab-based scientific research before beginning school in the fall.

While all Arts & Sciences first-year students will take a freshman writing course (currently capped at 12 students per section), we encourage our students to take advantage of other specially designed, small-group classroom experiences. Students can choose from single-semester freshman seminars, yearlong FOCUS programs (which consist of a freshman seminar and sometimes additional co-requisites), and longer-term seminars, plus "guided curricula" (e.g., the Pathfinder Program, Text and Tradition, or Medicine and Society). In the fall 2013 semester, seven FOCUS programs and 29 freshman seminars were available.

Beyond the freshman year, there are a number of special programs and opportunities that students in the College may choose. For example, the PRAXIS Program is designed for Arts & Sciences students beginning their sophomore year. Neither major nor minor, PRAXIS is designed to sharpen the marketable workplace skills of an Arts & Sciences student with any major. Students with at least a 3.0 grade point average may apply in the second semester of their freshman year. Accepted students are expected to take 21 credit hours of course work and to complete an internship. Some of the courses required are specific to PRAXIS (Leaders in Context, Communication that Works) and others (Microeconomics, Statistics) are part of the regular curriculum.

Students may count unpaid internships for academic credit. The Career Center provides assistance for students seeking internships. Most departments also offer a variety of individual study opportunities—dependent reading or individual research under the guidance of a sponsoring faculty member. Undergraduate research is a particularly important part of the educational experience at Washington University. Opportunities to join research teams may be most obvious in the laboratory sciences, but there are also many opportunities to participate in research in the social sciences and humanities. Fellowships offered by the Humanities Digital Workshop pair students with humanities
faculty engaged in digital humanities projects for eight weeks, during which time students gain exposure to digital humanities work on campus and at large, work closely with faculty members and other students on an active project, and learn relevant digital humanities tools and standards. The Office of Undergraduate Research helps students make connections with research mentors, provides stipends to support students’ summer research, and hosts two research symposia annually where students present their work. Applications for research stipends and participation in the symposia have climbed consistently since the office’s founding.

Study abroad gives students an opportunity to experience another culture for a semester or the whole academic year. Forty-one percent of Arts & Sciences seniors reported in 2013 that they studied abroad during their time at Washington University. Washington University operates Arts & Sciences programs in Chile, China, Germany, and Spain, as well as summer programs in Argentina, England, France, Kazakhstan, and Senegal, and intensive summer language programs in Arabic, Chinese, French, German, Italian, and Spanish. Students can also choose from approved programs; the suite of options available to them includes over 100 programs in 50 countries. They may also petition for a program that has not already been approved.

Completion
In the senior year, students may participate in departmental honors programs and write honors theses in their major field or undertake other significant independent projects. Assuming satisfactory completion and a departmental recommendation, these students will graduate with varying levels of Latin Honors. Other students with a strong academic record—a cumulative grade point average of 3.65 over seven semesters—but not taking part in departmental honors programs will graduate with College Honors. In the graduating classes of 2009–2012, 23 percent of Arts & Sciences seniors earned Latin Honors and almost 39 percent received College Honors.

Senior year also brings increased consultation with the Career Center and with the pre-professional advisors in the College Office. Based on the Career Center’s compilation of data for the class of 2012, 58 percent of Arts & Sciences seniors reported having secured employment, 26 percent had been admitted and were attending graduate or professional school, three percent were planning to volunteer or travel, and 13 percent had not responded to the Career Center’s request for data.

The four-year graduation rates of students who enter as freshmen in the College has continued to improve over the last 10 years, rising to 90 percent from 83 percent, while the six-year graduation rate has stabilized at 93–94 percent.

Ongoing Plans
- Foster faculty innovation in the classroom and the enhanced use of high-impact practices.
• Build integrative experiences (in and out of the classroom) that help students leverage the breadth of their educational activities.

• Develop an engaging first-year academic experience for all Arts & Sciences undergraduates, regardless of area of interest.

• Continue to improve undergraduate student retention.

• Enhance undergraduate student academic advising.

GRADUATE SCHOOL OF ARTS & SCIENCES

Organization

The Graduate School of Arts & Sciences (GSAS) enrolls students in 67 degree programs. Of these, 54 lead to the PhD. The remaining 12 programs are either Master of Arts (AM) degrees in liberal arts disciplines, typically those that do not have a PhD program (such as Classics, Theater and Performance Studies, and East Asian Studies) or professional degrees, including the Master of Music (MM), Master of Fine Arts in Writing (MFA), Master of Arts in Education (MAEd), and Master of Arts in Teaching (MAT). The enrollment in GSAS has been constant in recent years, ranging from a high of 1,877 in fall 2008 to a low of 1,809 in fall 2010. Of the 1,867 students enrolled in fall 2012, 1,690 were in PhD programs (a complete list of PhD programs is available in the online Resource Room). This report will focus on PhD programs and the students in them.

All PhDs at Washington University are awarded by GSAS. The school in which the dissertation advisor is appointed affects the administrative relationship of the student and the PhD program to GSAS.

The 12 programs within the Division of Biology and Biomedical Sciences (DBBS) make up a semiautonomous consortium that includes faculty from the Schools of Medicine, Arts & Sciences, and Engineering. DBBS has an extensive self-governance apparatus and a large suite of offices at the School of Medicine. GSAS serves a similar role to DBBS students as it does to students enrolled in other schools, except for the fact that the dean of GSAS participates ex officio on the Executive Committee of DBBS.

The PhD programs most closely supervised by GSAS, and the only PhD programs for which GSAS closely supervises admissions and financial support to students, are those associated with faculty in the Arts & Sciences departments on the Danforth Campus (excluding the Department of Biology, which is part of the DBBS consortium).

The legislative body of GSAS is the Graduate Council. The Graduate Council has four regularly scheduled meetings each year, and it includes as voting members one faculty representative (usually the director of graduate studies) and one student representative from each degree-granting program. All new degree or certificate programs require the approval of a majority of the Graduate Council voting membership. The Council also approves graduation lists, new courses, and all university-wide policies affecting PhD programs.
Accreditation Outcomes

The following graduate programs within GSAS have their own accreditation cycles:

- **The Master of Arts in Teaching (MAT)**
- **The Master of Arts in Education (MAEd)** Also, see here.
- **The Clinical Psychology track** (Clinical Scientist Training Program) in the Psychology PhD program

The MAT and MAEd are both offered by the Department of Education in Arts & Sciences and are approved by the State of Missouri Department of Elementary and Secondary Education (DESE). The most recent approval was March 2013. These programs submit annual Title II reports to the State of Missouri in compliance with federal regulations.

The PhD program in Psychology that leads to eligibility for licensure as a clinical psychologist is accredited by both the American Psychological Association (APA) and by the Psychological Clinical Science Accreditation System (PCSAS). Washington University was among the first to be recognized by the APA when it began to accredit professional training programs in 1949–1950, and the program has had continuous accreditation since that time. APA accreditation was most recently renewed in 2012, following a site visit in December 2011.

Academic Policies

The academic policies and procedures that govern admission, retention, satisfactory progress, degree requirements, and graduation are detailed in the Graduate School Bulletin (available in print form and online). The following selected GSAS academic policies are unique to the PhD degree:

- **Academic and Professional Integrity Policy for Graduate Students in the Graduate School of Arts & Sciences**
  This policy promotes the centrality of academic, research, and professional integrity in the pursuit of the PhD.

- **PhD Teaching Requirement**
  This requirement for all PhD students recognizes teaching as an essential component of PhD training. The Graduate Council established the requirement in 2004.

- **Financial Support of Graduate Students**
  When the stipend is paid as a Teaching Assistantship or Research Assistantship (rather than as a Fellowship), the student takes on work-related responsibilities that are more typically characteristic of employees. GSAS has several policies to address the complications of this arrangement. These include the New Child Leave Policy, which provides students with 34 working days of paid leave and additional time off without pay for up to eight more weeks, and a Part-time Employment Policy which is necessary
to maintain the mutually exclusive distinction between student and employee status with regard to university benefits, visa regulations, and the Internal Revenue Service.

- **Minimal Requirements for the PhD Dissertation**
  The dissertation is the defining feature of the PhD degree. The number of hours of formal classroom course work included in the 72 credits required for the degree varies greatly between programs, but as a degree designed to train young scholars in the process of conducting independent original research, a dissertation exhibiting exceptional standards of scholarship is a constant across all programs. In recent years, the opportunity for digital content has increased the variety of materials that can be included in a dissertation. To address this and other issues, GSAS formed a university-wide committee of senior faculty to revise the 1989 statement of “Minimal Requirements for the PhD Dissertation.” This committee proposed guidelines (see page 5 of the [Doctoral Dissertation Guide](#)), which were approved by the Graduate Council in April 2012. GSAS modified the documentation used at the Dissertation Defense to require that when faculty sign their approval of a dissertation, they are certifying that it meets the new minimal requirements.

- **Control of Time to Degree**
  In addition to emphasizing the importance of an efficient program length in general discussions with departments and students, GSAS has instituted specific deadlines to work toward a reduction in excessively long PhD enrollments. Excessive time to degree associated with open-ended funding has mostly been a concern in the humanities and social sciences. Students working in laboratories supported by RA’s from faculty grants generally receive clear guidance from their supervising faculty regarding a limitation in years of support. Students in the humanities and social sciences receive this guidance from GSAS. Students who remain on track and in good standing expect six years of support in the form of Fellowships or TA’s from GSAS. A seventh year of support would only be available under exceptional circumstances.

**Recent Accomplishments**

- **Administrative Space**
  The administrative offices of GSAS have moved twice in the past six years: out of overcrowded space into temporary quarters in 2008 and then into permanent quarters on the second floor of Cupples II in 2011. At 4,675 net square feet, the new location more than doubles the pre-2008 space. The new offices are in a central and prominent location on the campus. The second floor was completely renovated for GSAS and the entire building is LEED-certified and ADA-compliant, unlike previous locations. In addition, with the 2008 opening of the Liberman Graduate Center in the Danforth University Center, two associate deans and two support staff moved to this second site in an additional 600 square feet of administrative space.
• **GSAS Staff**

In the past 10 years, the number of full-time staff in the Graduate School has increased from 10 to 18. Thirteen of the staff are located in Cupples II and five in the Liberman Center. The new staff include (1) a full-time position for an associate dean for diversity and inclusiveness, (2) a director of admissions, (3) a financial aid director, (4) a manager of the Liberman Graduate Center, (5) an assistant dean for university-wide graduate/professional groups, and (6) several positions for support staff.

In 2007, the School of Engineering & Applied Science (SEAS) moved from awarding the DSc to the PhD. GSAS is responsible for all academic record-keeping and university-wide PhD procedures, and the School of Engineering is responsible for all financial issues. A new position was created for an Engineering Student Coordinator, whose office is in GSAS and who serves as the primary liaison between GSAS and the administrative staff of SEAS.

• **Stipend Support**

Arts & Sciences has invested heavily in increasing stipend support levels to allow PhD programs to remain nationally competitive for the most exceptional applicants. PhD students who remain on track and in good standing receive full tuition remission and stipend support in the form of fellowships, teaching assistantships, or research assistantships for the duration of their program. Most programs indicate to applicants that this support can be expected for up to six years.

In order to allow students to work 12 months per year on their graduate studies, GSAS has also increased summer stipends for humanities and social science students (physical science students are supported by their laboratories). Since summer 2003, the funds available for summer support have increased from about $460,000 to over $800,000 in summer 2013. There are also a number of opportunities on campus for summer support for academic enrichment, such as a Humanities Digital Workshop and Mellon Seminars. Forty-three students were supported in these activities in summer 2013 (see the entire list in the online Resource Room’s “Summer Funding Opportunities”).

In order to encourage students to seek external awards funding, GSAS offers stipend bonuses to students who receive individual competitive financial support for their studies. Students who win small awards (under $8,000) keep the award in addition to receiving their full regular stipend. These are relatively uncommon. More often, students receive awards, such as an NSF Graduate Fellowship, that replace the graduate school stipend. In this case, GSAS gives students a bonus of 15 percent of the Washington University stipend as an addition to their external funding. Students who go off Washington University funding for research travel also receive 15 percent of the Washington University stipend during the semesters they decline university funding.

• **New Degrees and Certificates**

Several new degree and certificate programs have been approved by the Graduate Council since 2004 (see the entire list in the online Resource Room’s “New Degree Programs 2003–2013”).
Two trends in recent years have been growing interest in interdisciplinary areas and the use of certificate programs to credential PhD students, mostly in the humanities, in areas that supplement their core training and that increase their competitiveness on the job market. The School of Engineering and Arts & Sciences joined together in 2012 to create a new PhD in Materials Science and Engineering. Students enter a common pathway for their first year of study and then continue in laboratories either in the School of Engineering or in Physics or Chemistry in Arts & Sciences. The first class was admitted in fall 2013. Another new interdisciplinary venture is the joint PhD/Master of Science in Clinical Investigation (MSCI). This combined program, approved by the Graduate Council in April 2013, is a formal plan for combining two sequences of study, with the additional years supported by the Clinical Research Training Center (CRTC). This program is designed to allow students in a variety of engineering or science disciplines to receive advanced formal training in clinical research methods.

Since 2004, new certificate programs in Arts & Sciences have been approved in Learning Sciences, Translation Studies, Urban Studies, Film and Media Studies, and Latin American Studies. These five new programs increase the total number of certificates to eight. Certificates require a minimum of 15 credits and allow students to develop an area of certified specialization that seems to be of value on the job market. They also allow groups of faculty to organize in a way that sometimes is the first step in developing a full master's degree program. This occurred in Film and Media Studies, which developed a certificate program in 2009 and then built on that experience to develop a new AM in 2013.

- Diversity Initiatives
Increasing graduate enrollments of underrepresented groups—minorities, women, veterans, and first-generation college students—has long been a key institutional mission. GSAS has made positive strides in some areas, such as the number of African-American students in PhD programs, but the number of Native American students enrolled is unchanged from 10 years ago (Resource Room “2012 Diversity in PhD programs”).

New strategies for recruitment and retention are being implemented by the GSAS associate dean for diversity and inclusiveness, whose position is now dedicated to this sole purpose.

To expand its applicant pool, the Graduate School is seeking out new undergraduate partner institutions and pipeline programs; excellence in the undergraduate population is not only found in prestigious private schools, but also in state universities, regional colleges, and institutions serving specific underrepresented minorities. Outreach to well-known diversity programs such as McNair is being expanded and intensified; other graduate-readiness programs run at the individual school or regional level are being targeted as well.

The outreach efforts on the Danforth Campus are complemented by the work of DBBS, which inaugurated its Diversity Outreach Office in 2002. Led by a Director of
Diversity, Summer Programs & Community Outreach, DBBS has developed summer undergraduate research opportunities such as the Biomedical Apprenticeship Program (BioMedRap) and hosts a chapter of the Leadership Alliance, as well as a partnership with the Chancellor’s Graduate Fellowship Program (see below). This work has more than doubled the number of URM doctoral students in DBBS in the last decade (Resource Room “DBBS diversity 2003–2013”).

The Graduate School houses two fellowship programs with the mission of recruiting and retaining underserved groups. In 1991, the Chancellor’s Graduate Fellowship (CGF) Program was initiated to enhance the recruitment of African-American scholars. Since then, its mandate has broadened to one of increasing the number of graduate students underrepresented by socioeconomic status as well as by race and ethnicity. The first CGF cohort had three students; in 2013, the university will welcome 13 entering Chancellor's Graduate Fellows, its largest class ever.

The second signature program, the Mr. & Mrs. Spencer T. Olin Fellowship for Women began in 1974, when women were underrepresented in most academic and professional disciplines. In the past 10 years, as women have become prominent in a number of areas, the Olin Fellowship has begun to prioritize recruitment and retention of women in fields where they remain not as well represented: philosophy, economics, mathematics, the physical sciences, and engineering. The percentage of first-year Olin Fellows entering these fields has risen from 10 percent to 26 percent in the last 10 years.

Assessment and Outcomes

The PhD degree is an exercise in relentless individual assessment. The degree is not finished until students have demonstrated a mastery of their subject and a quality of dissertation that indicates that they are ready to pursue a career as an independent scholar. An exemplar of this commitment to individual evaluation and mentoring is the PhD dissertation defense. At the end of the PhD experience, the student sits alone with six faculty to examine and defend the quality of the dissertation.

The Graduate School of Arts & Sciences at Washington University was one of 29 graduate schools nation-wide to participate in the Council of Graduate Schools’ PhD Completion Project, "a seven-year, grant-funded project that addresses the issues surrounding PhD completion and attrition" (http://www.phdcompletion.org). We funded three programs and evaluated them both qualitatively and quantitatively: dissertation workshops, peer mentoring, and student involvement in recruiting. For the project, we founded a dissertation workshop in English, modeled on one in History. It was found so effective that many students in the humanities, social sciences, and Mathematics now participate in departmental or interdisciplinary dissertation workshops. We expanded peer mentoring to all departments granting PhDs and learned that it increases graduate students’ institutional knowledge and correlates with decreased late attrition and time to degree.

Objective measures of assessment that can be used across all programs include application numbers, selectivity, yield from the application pool, attrition, time to
degree, placement after graduation, and the frequency and quality of publications by students during their training, which the Dean of GSAS monitors by collecting a CV from every student at the time they complete their degree. See the online Resource Room for a full report on the objective measures of assessment:

- PhD Attrition Rates by Department 2003–2013
- PhD Time to Degree by Department 2003–2013
- DBBS PhD Outcomes 2004–2010
- PhD Job Placement Data 2003–2013

Ongoing Plans

The challenges facing our PhD programs are the challenges being faced by all of PhD education in the United States. The job market is a problem in different disciplines for different reasons—lack of hiring in the humanities, extended postdoctoral training and reduced federal funding in the sciences. Our efforts are focused on maintaining a superb educational experience, one that allows graduating students to be competitive for the type of job they hope to obtain, and on maintaining the highest possible quality student body by providing an environment that will attract the very best students. The quality of a PhD program is most directly associated with the scholarly distinction of the faculty, but the Graduate School does not hire faculty. GSAS is fundamentally an administrative unit for student services. However, all school deans at Washington University (who do hire the faculty), and all senior administrators, share the objective of increasing the scholarly distinction and research mission of Washington University. Nevertheless, it is unavoidable that elevating the comparative standing of graduate programs entails targeted investment in faculty strengths. Individual graduate programs go through inevitable cycles of greater or lesser faculty strength. There are times when the balance is not ideal between the presence of strong dissertation supervisory faculty, faculty who are not yet well-known enough to attract graduate students, and faculty with retirement plans that lead them to avoid the five-to-seven-year commitment of starting a new graduate student. Every one of these situations is different and must be managed individually, with great emphasis placed on maintaining quality for the currently enrolled students and on providing a constructive environment and opportunity for rebuilding.

There is broad concern nationally regarding the length of training for PhD students, and we are working on reducing time to degree without compromising quality of training. The attrition rate in PhD programs is higher than in any other degree in the university (a standard observation at research universities), and all efforts to create a supportive environment are part of the process of doing what we can to reduce inappropriate attrition.

After six years in the position, the dean of GSAS is stepping down at the end of the 2013–2014 academic year. In preparation for the search for a new dean of the Graduate
School, the provost and the dean of the Faculty of Arts & Sciences (to whom the dean of GSAS reports) held a series of “town hall” meetings where faculty discussed their thoughts about leadership and the direction of the graduate school. The meetings provided a major opportunity for reflection on the direction of GSAS. Effective July 1, 2014 William F. Tate, the Edward Mallinckrodt Distinguished University Professor in Arts & Sciences and chair of the Department of Education, became dean of the Graduate School of Arts & Sciences and vice provost of graduate education.

UNIVERSITY COLLEGE

University College is the evening and continuing education division of Arts & Sciences. The division also administers the Summer School. The primary mission of University College is to draw on the resources of Washington University to provide continuing adult education of the highest quality through programs in the liberal arts, professional development, and lifelong learning. The division offers a rich, diverse, and fluid range of choices and formats for continuing study, including courses for career development and personal growth, undergraduate and graduate degrees, industry-targeted certificate programs, online and accelerated courses, and noncredit study options. Full-time students in Arts & Sciences and other schools of the university may take University College courses with the approval of their home schools. High school students may take selected courses with the guidance and authorization from a University College advisor.

Administrative Structure

The dean of University College provides academic and administrative oversight. The dean of University College reports to the dean of the Faculty of Arts & Sciences on all academic and financial matters and serves with the deans of the College and the Graduate School of Arts & Sciences on other aspects of Arts & Sciences governance. The Arts & Sciences Summer School is administratively housed in University College, and its director is an associate dean of University College. The Lifelong Learning Institute (peer-led classes for older adults) is also housed within University College, and its director reports to the dean. The dean is also assisted by an associate dean of University College and a staff of 22 full-time employees and one part-time employee who provide support in academic and financial aid, advising, recruitment, programming, publication production, website maintenance, financial management, registration, and student services.

Degree Programs

University College confers the Associate in Arts degree, the Bachelor of Science degree with 17 major programs, graduate and undergraduate certificates in 20 areas, the Master of Science in Clinical Research Management, and the Doctor of Liberal Arts (DLA). Master's programs in 10 other areas are jointly administered by University College and the Graduate School of Arts & Sciences. More information about these programs can be found online. Over the past 10 years we have introduced new undergraduate majors in Clinical Research Management, Global Leadership and Management, Health Care, and Sustainability. Beginning in fall 2013 the Bachelor of
Science in Communications and Journalism became two independent undergraduate programs. Graduate programs introduced over the past 10 years include Clinical Research Management, Nonprofit Management, and Applied Health Behavior Research, the latter of which is now administered by the School of Medicine.

Two special programs were introduced: the Master of Science in Biology, a hybrid-online learning program for high school science teachers, which consists of two summer institutes in residence and the remaining course work during the academic year completed online, and the Post-Baccalaureate Pre-Medical Certificate (PBPM), which enables qualified college graduates to take core and elective science and math courses that satisfy medical school admission requirements. The PBPM certificate has placed students in nationally ranked medical schools, including Washington University School of Medicine.

Faculty
The faculty of University College comprises four groups: Arts & Sciences tenure-track faculty teaching evening courses on an overload basis; full- and part-time Arts & Sciences non-tenure-track faculty; full-time graduate students teaching in their respective disciplines; and adjunct faculty drawn from the ranks of teachers and other qualified professionals. A faculty coordinator in each academic department or program is responsible for planning curriculum, scheduling courses, and recruiting and supervising faculty. University College typically employs about 210 faculty in a given semester, approximately 40 percent of whom are Arts & Sciences faculty or graduate students. Practicing professionals in the local community account for the remaining 60 percent of the faculty.

Enrollment
University College enrolled 1,027 students in spring 2013. 711 were enrolled in undergraduate courses, 295 in undergraduate degree and certificate programs. 316 were enrolled in graduate courses, 258 in graduate degree and certificate programs. Additionally, 948 students were enrolled in the Lifelong Learning Institute. These numbers do not include enrollees in special noncredit activities such as short courses, Arts & Sciences Special Audit courses, or a variety of workshops and symposia, nor do they include full-time day students who take about 36 percent of the credit hours generated in University College.

Student Services
In addition to using academic and financial advising within University College, University College students are eligible to use the university’s Career Center, Writing Center, Cornerstone, and Computing Centers. All students receive email accounts and may use all other university resources, except Student Health Services. University College sponsors a chapter of the evening honorary society, Alpha Sigma Lambda, which meets regularly and sponsors academic and social events.
Alumni

Alumni gifts specifically to University College have averaged about $75,000 in recent years and come from several hundred donors; and University College alumni also donate to Arts & Sciences and to the larger university. University College nominates a distinguished alumnus for the Arts & Sciences Distinguished Alumni Award and continually seeks to foster stronger ties with alumni.

Events, Issues, and Plans

The major events of the past 10 years include:

- Introduction in 2012 of the Doctor of Liberal Arts (DLA), only the second of this type in the nation to offer the experienced adult learner the opportunity for intellectual enrichment while pursuing advanced graduate study on an evening, part-time basis.

- Establishment of an Undergraduate Latin Honors Program in the 2010–2011 academic year, the only continuing education program of this type in the nation, which includes academic and co-curricular activities that build on the experience of adult learners, foster intellectual curiosity, and strengthen skills in critical thinking, reading, writing, and research.

- Recruitment in 2012 of a full-time director of Summer School and associate dean of University College to expand Summer School programs, institutes, and international partnerships to increase summer enrollments and facility utilization.

- Addition of an online learning specialist in 2012 to provide training and support for University College instructors using Blackboard, and to assist with development of fully and blended online courses. Beginning in Fall 2013, University College offers the option of completing the 15-unit Certificate in International Affairs in a fully online format.

- Since fall 2010, University College’s participation in the Yellow Ribbon Program, a government financial aid matching program, allowing eligible U.S. veterans to attend with no out-of-pocket expenses for tuition or fees.

- Growth of the Lifelong Learning Institute from 500 participants to nearly 950 participants, and the replacement of the founding director with our current director in 2006, with a full-time support staff member added in 2011.

- Expansion of the Pre-College Program to include noncredit, residential institutes and the College Access program for local high school students. Noncredit institutes were developed in Global Leadership, Writing, Pre-Engineering, and Pre-Medicine, the latter in partnerships with the schools of Engineering and Medicine, respectively. Enrollment in high school programs has roughly doubled since 2003.
• Creation of the Fudan at Washington University Summer Program, which brings approximately 35 students from Fudan University to Washington University for five weeks in the summer, and the McDonnell Academy International Leadership Institute (MAILI), where, in partnership with the McDonnell Academy, undergraduate students from Washington University and McDonnell Academy partner institutions earn six units of credit and develop global leadership skills.

Ongoing plans include:

• Strategically expanding online options to include robust, high-quality, fully online programs.

• Increasing student retention through identification and outreach to students who fail to re-enroll, encouraging students in nondegree programs to declare a major, and increased focus on student services.

• Establishing strategic relationships within the university in support of interdisciplinary and cross-school initiatives, and creating partnerships within the St. Louis community to provide relevant and affordable programs.

• Developing a comprehensive marketing program, in collaboration with University Public Affairs, to enhance awareness of University College and increase enrollments.

• Further expansion of Summer School programming by creating a summer language institute in partnership with the ALLEX Foundation (Alliance for Language Learning and Educational Exchange), partnerships with other McDonnell Academy partner institutions for summer study, high school institutes having a focus on research and ancient discovery, and pre-college programs to include junior high programming.

• Developing external funding sources to support growth in the Lifelong Learning Institute.

University College has a strong tradition of excellence in adult, part-time education and of continuous innovation in quality programs. Enrollments remain steady, and the division is financially sound. While there are great challenges in building for the future, we are determined to meet them and to seize upon the opportunities that current economic and social conditions, and new technologies, present.
1. Mission Statement
The Brown School is dedicated to increasing economic opportunity, improving quality of services, and producing new knowledge for the advancement of health and human services. Our vision is to create positive social change through our path-breaking research and educational excellence. We achieve this vision by:

- Educating and preparing future social work and public health leaders in the areas of policy, practice, and research;
- Pioneering research and applying results to impact policy and practice locally, nationally, and internationally; and
- Collaborating with organizations to use evidence to improve access to and quality of service, address social and economic justice, and improve population health.

2. Executive Summary of the School
Finding innovative and effective ways to build successful lives and communities is at the heart of social work and public health. Graduates of the Brown School have taken on the challenges of their time and become leaders in research, practice, and policy. Our School provides these agents of change—our students, faculty, and graduates—with the tools, resources, and skills needed to generate social impact. We are a special place: a combination of great expertise, passion and commitment to social change, and a community of people who work together. Our vibrant, entrepreneurial culture cuts across diverse academic disciplines, backgrounds, and perspectives, and enriches the quality of life for our region and the world.

Our School is comprised of over 580 graduate and 50 doctoral students, 57 faculty who are leaders in social work, public health, and policy, and approximately 150 staff. Our 11 research centers are conducting path-breaking research in many areas, including mental health services, chronic disease prevention, economic development, health communication, and violence and injury prevention.

Our graduate students represent more than 30 countries and more than 120 different universities. Approximately one-fifth of our students have worked in the service corps (e.g., Teach for America, Peace Corps) before starting their graduate education which brings rich experience and perspective to the classroom.

Building on the strong foundation of our top social work program, we are creating innovative research, educational, and service programs in public health, international
development, and public policy. Our faculty, students, and alumni develop, implement, and evaluate programs and policies that:

- Address poverty and promote economic opportunity;
- Prevent chronic disease;
- Improve delivery of health and mental health services;
- Advance the well-being of children, families, older adults, the disabled, and many other important, vulnerable groups; and
- Strengthen communities ranging from St. Louis neighborhoods to American Indian reservations to developing economies around the globe.

All of these activities are rooted in a deep institutional commitment to create new knowledge to improve practice, management, and policy and implement the best available evidence. Today, over 7,500 Brown School social work, public health, and doctoral graduates are contributing to policy, organizational, and practice leadership around the globe. We are in a new era of innovation and growth focused on the unique blend of expertise and training in social work, public health, and public policy in graduate education and research. This distinctive combination of disciplines positions the Brown School to address society’s greatest challenges.

### 3. Recent Accreditation Outcomes

The Brown School provides excellence in education through its two accredited graduate degree programs. The Master of Social Work (MSW) degree was reaccredited for eight years in 2011 by the Commission of Accreditation at the Council on Social Work Education. The Master of Public Health (MPH) program received a five-year accreditation in 2012 from the Council on Education for Public Health.

### 4. Human Resources Policies Unique to School

The School has implemented the following faculty-related policies to complement the tenure-track appointment line. All of the following policies are consistent with Washington University’s Policy on Academic Freedom, Responsibility, and Tenure.

Faculty review, promotion, and the granting of tenure are (along with faculty recruitment) the most critical functions by which the School assures faculty excellence and academic success. The Brown School’s Faculty Promotion & Tenure (P&T) Committee provides our faculty with the mechanism to formally manage and oversee the promotion and tenure processes, and ensure that our processes and standards evolve to correspond with the changing and diverse nature and needs of the faculty, School, and university. The procedures guiding the tenure and promotion process at the School are based on principles of fairness, appreciation of diversity, incorporation of systematic procedures, opportunity for due process, and assurance of confidentiality for all participants.
The Professor of Practice appointment track provides the School with the means to recruit individuals who excel in one or more areas of public health or social work practice into the School’s community. It complements other appointment lines at the School (tenure-track, research-track, and lecturers) and allows the School to take advantage of the expertise of accomplished individuals in professional practice. The practice-track faculty are expected to 1) teach at least one master’s level course within their area of expertise; 2) conduct academic and practicum advertisement; and 3) fulfill administrative duties.

Faculty appointed to the research track are recruited solely to conduct funded research. Their responsibilities are substantially different from tenure-track faculty in that they do not teach courses and are not eligible for tenure.

5. Academic Policies Unique to the School

There are several School-specific academic policies that have been implemented to enhance and maximize students’ experiences during their time at the School. For example, incoming students may transfer credits from other programs. The MSW program accepts up to 12 credit hours of master’s level work from other disciplines or up to 30 credit hours from other graduate social work programs (with a grade of “B” or better). The MPH program accepts up to 15 credit hours of master’s level work completed within the last six years from other disciplines (with a grade of “B” or better). All students are encouraged to take advantage of elective courses offered through other schools at the university to broaden and support their transdisciplinary training.

Another unique feature of the School’s curriculum is that all graduate students are required to take part in practicum experiences. Designed to expand education beyond the classroom, practica provide students with opportunities to apply their knowledge in real world settings. Social work students are required to complete over 900 hours of practicum, and public health students are required to complete 360 hours. Practica can be completed in organizations at the local, state, national, or international levels. The School’s Office of Field Education & Community Partnerships has a network of over 400 sites to help students find organizations that match their interests. More information about the Office of Field Education is provided below in Section 10.

Recognizing the globalization of today’s workforce, we are committed to providing training and opportunities that ensure our graduates have a competitive advantage in their respective fields. Our MSW program features a curricular track in international social development and the MPH program offers a specialization in global health. In addition, the Brown School provides unique opportunities for students to integrate classroom theory with practice in different cultural contexts through international institutes in India and China. These institutes, developed in collaboration with partner organizations and universities, are academic programs that allow students to spend a concentrated period of time in other countries participating in community
participatory workshops and seminars. In addition, the MPH program has offered Transdisciplinary Problem Solving Courses in India, in which students work directly with communities to understand a local public health challenge and then help to identify and implement household- and community-level interventions to address that challenge.

6. Governance and Administrative Organization

Dean Edward F. Lawlor is the Brown School’s chief executive officer, reporting to the provost and chancellor. Dean Lawlor leads the faculty and professional staff in defining and achieving the mission of the School. He is responsible for the quality and caliber of the educational offerings and for fostering faculty research. In addition, the dean is responsible for generating and managing the resources necessary for the School’s operation and growth.

Dean Lawlor oversees a team of academic and administrative leaders of the School. The leadership team includes five associate deans (faculty; research; social work; public health; doctoral program) and nine assistant deans (budget and finance; administration; communications; research; planning and evaluation; public health; social work; strategic implementation; and field education) who are responsible for the academic and administrative activities of the School. The dean and all associate and assistant deans work collaboratively together to ensure effective and efficient oversight of the School.
The dean is also supported by the Brown School National Council and Brown School Professional Advisory Committee. The National Council comprises local and national individuals who advise, assist, and advocate on behalf of the School. The Brown School Professional Advisory Committee comprises local social work and public health leaders who provide guidance on professional education, engagement in the St. Louis region, and the development of new initiatives.

7. Standing in National Rankings
Since 2006, the Brown School is ranked the number one school of social work in the United States by U.S. News & World Report. (Note: U.S. News & World Report does not currently rank programs of public health.)

8. Recent Significant Programs, Developments, and Accomplishments
The School’s long-range strategic plan, Impact 2020: A Blueprint for Brown, charts an ambitious course for the future of our School. Three years into the plan’s implementation, the School has made significant progress on many of its key initiatives.

- Since 2007, the School has experienced unprecedented growth: student enrollment has increased by 39 percent; faculty and staff have grown by 84 percent and 140 percent, respectively; and research funding has increased by 137 percent. Our research centers have grown from five to 11 during the same time period. To house our growing portfolio of teaching, research, and community engagement programs, we recently broke ground on a new building which will double the Brown School footprint on the Danforth Campus when it opens in 2015.

- The MPH program was launched in 2009 and awarded accreditation in 2012 by the Council on Education for Public Health. Recently, the MPH program added two specializations in global health and biostatistics/epidemiology.

- The MSW curriculum and signature pedagogy, including active learning in the community through course projects and fieldwork, emphasizes management and policy leadership as well as our distinctive evidence-based approach. A new specialization in social policy has recently been added.

- In 2011, the Brown School launched its social entrepreneurship specialization, the first of its kind with a social work emphasis, to help students who want to create business ventures that add social value. This specialization was developed in partnership with the Olin Business School and the university’s Skandalaris Center for Entrepreneurial Studies.

- Our affordable housing and mixed-income community management training program addresses the unique social and economic dynamics of housing developments. Our students are trained in this key strategy in housing policy and practice that provides affordable and quality housing for low-income families.
The Policy Forum has been established to advance reasoned, evidence-based public policy through an active program of education, discourse, and research. The Forum provides a much-needed outlet for faculty, students, and the community at large to connect with local, national, and international policymakers. It engages these constituencies in policy analysis, discussion, and implementation of evidence-based approaches to address health and human services challenges around the globe.

The Brown School, in collaboration with the School of Medicine, led the development of the university’s Institute for Public Health. The Institute is a university-wide initiative that brings together public health scholars, programming, and research from across all seven schools to address the complex public health issues facing our region and the world. Dean Lawlor served as the Institute’s founding director.

9. Available Data and Procedures on Assessing Learning Outcomes

The Brown School is committed to graduating competent and experienced social work and public health professionals. The Career Services Office collects data on each graduating cohort (August, December, and May) over a seven-month period (starting one month before graduation) through an electronic survey. Student outcomes are evaluated in the areas of matriculation, postgraduate employment status, fields of practice, and starting salaries.

The Master of Social Work program annually assesses students’ mastery of the core competencies as directed by the Council on Social Work Education. These competencies are dimensions of social work practice that all social workers are expected to master during their professional training. In AY2011–2012, 90 percent or more of our students had achieved mastery of each of the competencies.

During their second year, MPH students complete a culminating experience and are assessed on a set of core competencies as defined by the MPH program. In AY2011–2012, the majority of students met each of the competency requirements for the culminating experience.

10. School-Provided Student Services

The School provides a complete set of wrap-around services for our students to assist in all aspects of their educational training as social workers and public health professionals.

The Office of Recruitment and Admissions markets our graduate degree programs to recruit the most talented students to our School. The office secures, supports, and processes applications and works closely with the Office of the Registrar and Financial Aid. The admissions team also coordinates student onboarding including the initial enrollment for fall semester and orientation.
The **Office of the Registrar and Financial Aid** assists incoming and current students with processing course enrollment and securing funding sources to help cover their tuition and expenses. Approximately, 96 percent of our graduate students receive some form of scholarship assistance; equating to nearly $4 million in scholarships awarded each year. Students are awarded federal aid (loans, work-study) after submission of their financial aid applications for the appropriate academic year. The awards are disbursed on a semester basis and students are able to complete the application for second-year scholarships in the spring of their first year. The financial aid office also helps students research and apply for external scholarship funds to minimize student loan debt.

The **Office of Student Services** provides students with academic, professional, and health and wellness support. The office oversees student advising, including the assignment and training of advisors, and monitoring the advising throughout the students’ time at the Brown School. Training workshops on professional communication and wellness are also offered by the office.

The **Office of Student Programming** focuses on student programming and leadership that contributes to the intellectual life of the School. The office supports the Student Coordinating Council and approximately 18 other student-led groups and organizes major student events.

The **Office of Field Education and Community Partnerships (OFE&CP)** ensures that the Brown School has an effective and sustained presence and impact in local, national, and international communities. Field education is the signature pedagogy of social work and public health programs. These learning opportunities allow students to integrate classroom and applied learning (practica) experiences. Our students contribute over 180,000 practica hours in the St. Louis metropolitan region every year. There are also many learning opportunities through national and international partnerships and collaborations.

The **Career Services Office** provides a wide array of services including individualized coaching on résumé development, interviewing, identifying career options, and conducting job searches. The career services team has an extensive employment network of local, state, national, and international organizations and agencies. Students are connected to potential employment opportunities through recruiting presentations, biannual job fairs, online posting of job and fellowship opportunities and other resources in Symplicity (an online information management system), and announcements in weekly e-newsletters. The office also provides funding to defray the cost of conference attendance, fellowship interviews, or participation in an international volunteer program. The office works collaboratively with the School’s field education, international program, and admissions offices; the Alliance for Building Capacity; Gephardt Institute for Public Service; and the university’s other career centers.

The **Communication Lab** supports our masters students by providing individual and group sessions, workshops, and course-specific in-class presentations and Lab workshops on academic skills, writing, and presentations. The Lab works with students
on their course papers and assignments and their professional documents (e.g., résumés, job letters) and their social media presence.

The Professional Development Program offers a wide range of half- and full-day professional development programs on topics spanning clinical social work, nonprofit management, and public health. The workshops offer students an opportunity to strengthen their expertise, learn new skills, and network with peers, faculty, staff, alumni, and community members.

The International Student Services Office offers intensive English as Second Language support in the form of weekly classes and is designed to complement the curricula. The office offers a series of seminars and workshops to support the international students focused on a variety of topics (e.g., classroom culture, academic integrity).

The Brown School Library provides scholarly resources for teaching and research for the graduate programs of social work and public health. The library serves not only the School’s faculty, researchers, students, and staff, but also alumni, visiting scholars, and the social work and public health communities in the metropolitan St. Louis area. The library is open 88.5 hours per week during the fall and spring semesters and 65.5 hours during the summer session. Approximately 14,889 people used the library’s reading room during FY2013.

Brown in Balance is the School’s wellness initiative and embodies the social work and public health values of having positive impact on physical, mental, and social health. The initiative focuses on physical activity, stress management, healthy eating, regular activity breaks, and ergonomics support. Students (along with faculty and staff) have access to free weekly exercise and stress reduction classes, healthy foods and cooking demonstrations, and special events and lectures.

11. Building, Physical Resources, and Computing

The Brown School’s primary location is in Brown and Goldfarb Halls on the Danforth Campus. Brown Hall was constructed in 1937 and renovated in 1999, and Goldfarb Hall was constructed in 1998. The combined square footage of the current Brown School space is 90,646 gross square feet (GSF), with approximately 7,479 assignable square feet (ASF) devoted to instruction; 9,502 ASF devoted to student resources; 2,480 ASF devoted to Academic Affairs departments; 7,850 ASF devoted to research; 10,424 ASF devoted to administration and administrative support; and 1,234 ASF devoted to common support functions. The Brown School also has 27,355 ASF at two north campus locations which houses seven of the School’s research centers.

The construction has begun on a third Brown School building which will open in the fall of 2015. This new building will nearly double the size of the teaching, research, and program space (an addition of approximately 105,000 GSF) and will house the entire Brown School community on the Danforth Campus. Together with Brown and Goldfarb Halls, the new building will provide more classrooms (increasing from 10 to 17 classrooms) and study spaces to support a school community that has grown
The Brown School’s Office of Information Technology provides a wide range of services and support, including application development, network administration, technical support, and audiovisual support. The School makes a significant effort to accommodate students, faculty, and staff with disabilities in all equipment and resource procurement decisions. Technological solutions and special accommodations are provided as needed to students with visual, physical, hearing, and cognitive disabilities.

In addition to the Office of Information Technology and the services described in Section 9, the Brown School has the following administrative supports that work collaboratively with each other and central university offices:

The **Office of Research Administration** provides quality research administration and service coordination to facilitate research and scholarly activities. Services include proposal development support, comprehensive pre- and post-award management, administrative and compliance oversight, and analysis to inform strategic planning for sponsored research activity.

The **Office of Business and Finance** provides accounting and bookkeeping for all externally funded research and manages processes for tracking and processing payroll, purchasing, and reimbursement activities and documentation.

The **Service Center** provides a variety of services tailored to support the educational, research, service, and outreach activities of the School. Services include assistance with reproduction and copying services, mail and shipping services, meeting and event coordination, operations, and facilities and maintenance expedition.

The **Office of Communications** advances the reputation and visibility of the School by directing internal and external communication efforts. Services include oversight of initiatives to promote academic and research activities through print, broadcast, online, and social media outlets; assistance in the execution of creative strategy; and production and copyediting support.

### 12. Faculty Diversity

The Brown School strives to create a community that seeks, welcomes, and defends diversity. In 2010, Dean Lawlor appointed the Brown School Task Force on Diversity to conduct a comprehensive review and identify recommendations for increasing the diversity and inclusiveness of the School. As a result of this work, a standing Diversity Committee was created in 2013 to implement the Task Force recommendations. This committee consists of 13 members: five faculty, five staff, and three students with three ex-officio members (dean, assistant dean for strategic implementation, human resources manager). The faculty and staff members were elected by their peers, the two masters students were appointed by the Student Coordinating Council, and the doctoral student
was appointed by the associate dean of the doctoral program. The Committee is charged with 1) improving the School's culture and climate for diversity; 2) promoting the recruitment and retention of diverse faculty, staff, and students; and 3) recommending programmatic innovations that will enhance our training, education, research impact, and community engagement.

Over the past 15 years, the Brown School has consistently been a leader in recruiting and retaining a diverse faculty across the university. In AY2012–2013, 59 percent of the Brown School tenured and tenure-track faculty were women and 20 percent were underrepresented minority groups as compared to 31 percent and 7 percent, respectively, for the entire Danforth Campus. Brown School faculty trends can be found here.

Efforts to recruit a diverse faculty are strategically embedded in the processes of the Personnel Advisory Committee which is responsible for annual faculty recruitment. One specific strategy, The Serenade Program: Making Opportunities Happen, implements an outreach strategy to identify high-quality women and minority scholars at all career stages. The program involves proactive outreach to underrepresented minority scholars. It yields innovative new approaches and initiatives that complement and leverage existing Brown School faculty recruitment processes, guidelines, tools, and resources to create a sustainable and comprehensive faculty recruitment and diversity program for the Brown School. The strategy is to proactively identify prospects and aggressively pursue connecting with them to develop a relationship by calling, writing,
visiting, meeting at conferences, and arranging trips to our campus. During visits, receptions are held at homes of Brown faculty, a successful approach used previously. In AY2010–11, the committee identified 92 underrepresented minorities (56 African Americans, 31 Latinos, three American Indians, and one Native Hawaiian). More than half of these prospects are women. After review, 16 were seen as promising, four candidates visited the School, one was hired, and one was referred to the law school.

13. Planning Activities, Next Steps, and Future Trajectory

As affirmed in Impact 2020, our goal is to be the leading and distinctive graduate school in social work, public health, and public policy by 2020. To reach our goal, we are developing and expanding a number of our key initiatives.

We will continue to build new career pathways in our current social work and public health programs. The MPH program, building on the MSW program's social entrepreneurship specialization, will begin training students to use innovative business practices to solve the most complex public health challenges of the 21st century. The School is exploring joint degrees with the Sam Fox School of Design & Visual Arts in urban design/public health and community arts/social work.

We are exploring the development of two masters programs in public policy and global social development and health. These programs build on the strengths and expertise of our international and public policy faculty and staff. The development of the master of public policy is a university-wide collaboration bringing together faculty in law, social work, public health, economics, medicine, and the McDonnell International Scholars Academy. Students in these new programs will benefit from the distinctive intersection of social work and public health that the Brown School can offer.

The next step for our public health education is to develop and launch a doctoral program in public health. Our social work doctoral program and MPH program provide a solid foundation to train the next generation of public health researchers and scholars.

Our commitment to the St. Louis region remains strong and will continue to grow as we expand our community engagement efforts. We are building meaningful student consulting projects for community organizations and developing purposeful community partnerships to establish a continuous pipeline of students into an organization that is sustained over time. The School also plans to launch an evaluation and technical assistance center to better meet the needs of organizations requesting help in evaluation and performance management design, implementation, and utilization.

There is an increasing market demand for highly trained human service leaders—both domestically and internationally. To meet with demand, the Brown School will further expand our professional development and executive education programs. We are uniquely positioned to train graduate students and practicing professionals to be the next generation of human services leadership with the knowledge and skills to lead complex social service and public health organizations. Specifically, we are developing a series
of management and leadership skills labs for our masters students and expanding the course offerings in our professional development program with a focus on executive education and certificate programs.

14. Descriptions of Current Degree Programs

The Master of Social Work (MSW) program provides students with a solid understanding of the fundamentals needed to make great change, and the freedom to design their own course of study. It emphasizes evidence-based practice, an approach that helps ensure that social work practice, including specific services, treatments, programs, and policies, are grounded in current research. The MSW program focuses on three crosscutting themes for social work education: 1) a capacity-building orientation to social work practice as applied to systems of all sizes; 2) an emphasis on evidence-based practice; and 3) an adult learner model of graduate education.

The MSW program is a two-year, 60-credit-hour program. The average MSW class size is about 225. There are approximately 30 faculty who are established leaders in social work education and research. There is a high representation of international students of approximately 22 percent and a strong faculty and institutional commitment to international engagement, including numerous international projects and partnerships. The program offers six concentrations (children, youth, and families; gerontology; health; mental health; social and economic development; individualized) and four specializations (management; research; social entrepreneurship; policy). Students can earn a dual degree in one of the following disciplines: public health; business; divinity; pastoral studies; Jewish studies; law; or architecture.

The Master of Public Health (MPH) degree gives students the fundamentals needed to make great impact on the field of public health, while providing opportunities for developing analytical, leadership, and team-building skills. The 45-credit curriculum centers around a series of intensive, team-based, problem-solving courses designed to expose students to a variety of viewpoints. The innovative curriculum complements the interests of the approximately 25 faculty, who prepare students for practice, policy, and research roles in public health settings. The program has grown significantly from its first inaugural class of 45 students in 2009 to 75 students entering the program in 2013. The total class size is now 150 students enrolled in the two-year program.

In addition to an MSW/MPH degree, an MBA/MPH is jointly offered with the Olin School of Business. Two additional joint programs are under development in medicine and occupational therapy. The program has two specializations (Epidemiology/Biostatistics, Global Health) and offers the Certificate in Violence and Injury Prevention.

The MPH program hosts a chapter of Delta Omega, the national public health honor society. The chapter and associated activities provide formal recognition of outstanding students, faculty, and alumni in public health. Our program is one of the inaugural public health programs to join the Association of Schools and Programs in Public
Health (ASPPH). ASPPH recently expanded its membership from only accredited schools of public health to include individual public health programs. This organization is the voice of the accredited, university educational programs in public health.

The Brown School’s Doctoral Program (which is conferred from the Graduate School of Arts & Sciences) provides the nation and world with some of the profession’s best scholars, teachers, and researchers. The program strictly follows the Guidelines for Quality PhD Programs in Social Work. These guidelines were updated in 2013 by the Group for the Advancement of Doctoral Education in Social Work. The curriculum is interdisciplinary; courses in our School and other departments at Washington University provide students with substantive and methodological knowledge.

The student body averages about 45–50 students who take approximately 4.5 years to earn their doctoral degree. The students come from a variety of disciplines, such as social work, public health, industrial and organizational psychology, social entrepreneurship, research methodology and statistics, engineering, and sustainable international development. These interests are carefully matched with those of faculty so that students receive personalized training in many areas, including grantsmanship, research implementation, scientific publication and presentation, and the responsible conduct of science.

Doctoral students also receive focused training in developing and strengthening their teaching skills. Three required teaching practica are part of the doctoral curriculum, and are reinforced with workshops presented by the Washington University Teaching Center. The Teaching Center offers students the opportunity to attend seminars, receive technological training, and have their presentations taped and critiqued by teaching experts. The students may also earn a teaching citation, serving as further evidence of their commitment to excellence in the classroom. Students who successfully complete their three required teaching practica may then apply to teach master’s level courses on their own. These Teaching Fellowships allow doctoral students to acquire independent teaching experience before graduation for pay.

15. Distance Education

The Brown School does not offer any online education at this time. However, a faculty committee is currently investigating and identifying the appropriate opportunities for online education. In addition, our professional development office is developing a business model for online certificates in evaluation, performance management, and executive education.

16. Financial Status

The Brown School has experienced consistent growth in the financial resources to support our teaching, research, and service mission since the university last received accreditation. Most recently, the total revenues have increased by 82 percent from FY 2007 to FY 2013. The most significant areas of growth have been grants and contracts revenue and associated indirect cost recoveries, followed by net tuition income. We
have seen a marked improvement in our endowment market value since the economic recession of 2008.

In FY 2012 and 2013, grants and contracts revenue and associated indirect cost recoveries accounted for 49 percent and 47 percent of total revenue respectively. Net tuition income accounted for 29 percent of total revenue in both years and the remainder of the School’s support came from endowment, fundraising, and other sources. In both fiscal years, compensation expenses (salaries, fringe benefits, and stipend payments) accounted for over 62 percent of the Brown School’s total expenditures. The Brown School Financial Report can be found here.
1. Individual School Mission Statement

The mission of the School of Engineering & Applied Science at Washington University is to serve society as a center for learning in engineering, science, and technology. It is our duty to disseminate and create knowledge through teaching, research, publications, and the transfer of important ideas and research into the development of new products and technologies. We strive to provide an environment that nurtures critical thinking and the education of innovators and leaders for the future.

As an engineering school, we aspire to discover the unknown, educate students, and serve society. Our strategy focuses intellectual efforts through a new convergence paradigm and builds on strengths, particularly as applied to medicine and health, energy and the environment, and security. Through innovative partnerships with academic and industry partners—across disciplines and across the world—we will contribute to solving the greatest global challenges of the 21st century.

2. Executive summary

The School of Engineering & Applied Science, in existence for more than 140 years, is currently led by Dean Ralph S. Quatrano. The School has five academic departments and several administrative units. It is composed of approximately 80 tenured and tenure-track faculty; 16 faculty members have earned NSF Career Awards since 2005. The School has more than 1,200 undergraduates, 350 doctoral students, and 400 students enrolled in full-time and part-time master's programs each year, and has more than 19,000 alumni. Typically, more than 5,000 students apply annually for approximately 280 freshmen engineering spots. The strength of students in the incoming class is demonstrated by their standardized test scores: an average SAT Math score of 760, average SAT Verbal score of 720, and average ACT Composite score of 33. In a normal year, 30 percent of incoming engineering freshmen are female and nearly 75 percent of all engineering freshmen will be retained by the School and will graduate with engineering degrees. Students graduating with bachelor's degrees in engineering are offered starting salaries between $60,000 and $70,000. In the past 10 years, more than $150 million has been invested in new and renovated engineering space, and during that time three new engineering buildings have opened. The total amount of engineering-related annual research expenditures is nearly $25,000,000.

3. Most recent accreditation outcomes

The School of Engineering & Applied Science (SEAS) offers programs leading to bachelor's degrees, master's degrees, and doctoral degrees in engineering and applied
science. Our professional bachelor’s degrees undergo general accreditation reviews every six years by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). ABET requires a very extensive self-study and report in preparation for the visit by their team. ABET requirements are very encompassing in terms of the topics and methods that must be covered before a student graduates. The visiting team presents a brief summary report just before it leaves campus, and a detailed report follows several months later. The standards set by ABET are by far the biggest influence on the professional degree curricula and standards.

Most recently, the ABET accreditation action team visited the Washington University campus on September 23–25, 2012. All SEAS undergraduate programs reviewed were successfully accredited.

The following engineering programs are accredited by the Engineering Accreditation Commission of ABET, www.abet.org:

- Bachelor of Science in Biomedical Engineering
- Bachelor of Science in Chemical Engineering
- Bachelor of Science in Electrical Engineering
- Bachelor of Science in Mechanical Engineering
- Bachelor of Science in Systems Science & Engineering

4. Policies: Human resources unique to the school (i.e., hiring, promotion, tenure)

The School of Engineering & Applied Science follows the governing university policies regarding human resources policies related to hiring, promotion, and tenure.

5. Policies: Academic policies unique to the school (i.e., transfer, study abroad, service learning, special policies relevant to interschool exchange/transfer)

Freshmen and transfer students are admitted directly to SEAS. The overall freshmen and regular transfer admission processes are handled primarily through Washington University’s Office of Undergraduate Admissions. Engineering admission policies and practices are consistent with the mission of the university as a whole.

Freshmen Students

Washington University carries out an extensive program to attract the attention of high school students. WUSTL admissions staff travels to high schools and college fairs. There is an interview program conducted both on and off campus; extensive use is made of direct mail; and the Admissions Office maintains a home page on the university website. Visits to campus by prospective students and their families are encouraged, and current
undergraduates are involved in the overnight hosting programs and the campus tour program. Unique to SEAS are information sessions and tours specific to the School, as well as publications focused on attracting engineering freshmen. Special engineering programming is also conducted during “Spring Preview,” where newly admitted freshmen are invited to campus in March and April in an effort to encourage them to select engineering at Washington University as their first-choice university. Engineering also has its own distinctive merit-based scholarship program, designed to attract and engage the best students in the country.

SEAS has been very successful in enrolling outstanding high school students. Fall 2013 engineering freshmen had an average SAT Math score of 761, an average SAT Verbal (Critical Reading) score of 721, and an average ACT Composite of 33.5. A total of 30 percent of the fall 2013 engineering freshmen students were female, eclipsing the national engineering average of 18 percent. Less than 10 percent of incoming freshmen are from within 25 miles of the St. Louis area.

Regular Transfer Students

Regular transfer applicants must have finished secondary school, have completed some college study, and be able to leave their current institutions in good academic standing. The strongest candidates for admission have at least a B+ average from a two-year college, and at least a B average from a four-year college. Transfer applicants should have completed sufficient calculus to be prepared to take differential equations and two semesters of calculus-based physics. Applicants interested in biomedical or chemical engineering should also have completed sufficient chemistry to be prepared to take organic chemistry.

Engineering Dual Degree Program

More than 40 years ago, SEAS established agreements with a select group of affiliated liberal arts colleges and universities to offer students the opportunity to earn an undergraduate liberal arts or science degree as well as an undergraduate engineering degree. Students typically follow a 3-2 or 4-2 schedule, entering Washington University in their junior or senior year for their engineering education. With more than 1,500 alumni, this special opportunity has prepared outstanding, diverse, and well-rounded engineers with strong communication and problem-solving skills, a broad background in the humanities and social sciences, and a high-quality technical education.

A dual degree liaison officer, who is a faculty member from the affiliated institution, must sign the student’s application form to certify his or her aptitude for engineering study, attesting that the student is expected to complete a bachelor’s-level, non-engineering degree no later than receipt of the engineering degree from Washington University. A GPA of (3.25/4.0) or better, both overall and in science and mathematics, is needed for admission.
Transfer Credit

The School accepts transfer credit from other institutions which are fully accredited by regional associations. All transfer credit must be for work equivalent to work accepted for graduation at Washington University. No transfer credit will be acknowledged until an official transcript has been received from the institution attended. To assure proper transfer credit, applicants must submit a copy of the catalog description, which is then reviewed by a faculty member associated with that subject area. Some faculty reviewers also require a copy of the syllabus that was used in the course. Credit can be awarded only if a grade of C or better appears on the official transcript. The Washington University transcript will only include grades earned at Washington University. Grades earned at other institutions are not included in Washington University grade point average calculations. Each transfer course reviewed has a five-year expiration date, so it must be reviewed again every five years.

Transfer students must satisfy all engineering degree requirements, including the School’s residency requirement, by completing a minimum of 30 units of 300-level or higher engineering courses from the School. Transfer students must also complete at least 60 units from Washington University.

Outside Credit

No credit is awarded for life experiences, military experience, or dual enrollment with high schools. However, credit can be awarded for pre-approved Advanced Placement (AP) scores. Determination of AP course credit is made by the faculty of each Washington University department for their own subject areas. Awarding AP credit implies that students have reached an acceptable proficiency in a subject area, and that they are ready to take the next higher-level course in that subject area. To ensure that students are proficient and ready to take the next higher level course, Washington University faculty have established high AP test score standards for credit to be awarded. As a rule, students must earn a score of 5 to receive any AP credit. Some departments will not award any AP credit, regardless of the AP score received.

UMSL/Washington University Joint Engineering Program

Twenty years ago, Washington University and the University of Missouri–St. Louis (UMSL) entered into a unique public–private partnership to create a joint undergraduate engineering program, which combines the strengths of both universities and provides a flexible engineering program for the St. Louis region. Students take pre-engineering core courses in mathematics, physics, chemistry, humanities, and social sciences at UMSL or a community college, and then take engineering courses at WUSTL. The program offers ABET-accredited Bachelor of Science degrees in civil, electrical, and mechanical engineering. Students pay UMSL tuition rates and receive a University of Missouri degree. The approximately 500 graduates of this joint program are primarily from St. Louis.
6. Governance and administrative organization of the School (i.e., governing boards—National Council, Faculty Council, etc.)

The dean leads the School and is supported by his/her direct reports, who include department chairs, associate deans, and office directors. Departments and administrative offices reporting to the dean include:

- Department of Biomedical Engineering
- Department of Computer Science & Engineering
- Department of Electrical & Systems Engineering
- Department of Energy, Environmental & Chemical Engineering
- Department of Mechanical Engineering & Materials Science
- Engineering Executive Committee
- Engineering Student Services
- Entrepreneurship and partnerships
- Facilities planning and management
- Finance, information technology, and human resources
- International research and education
- Marketing, communications, strategic planning, and strategic initiatives
- Professional education
- Research development and administration
- The University of Missouri-St. Louis and Washington University in St. Louis Joint Undergraduate Engineering Program
- Undergraduate Studies Committee

The Faculty Assembly of the School of Engineering & Applied Science consists of all its faculty who hold primary, tenured, or tenure-track probationary appointments that are at least 25 percent in the School of Engineering & Applied Science. Faculty Assembly members hold one of the following titles: professor, associate professor, or assistant professor. The governing body of the Assembly is a four-member Advisory Committee, the chair of which is the Speaker of the Faculty Assembly. All courses, degrees, and curricula, including changes thereof, offered by the School of Engineering & Applied Science, as well as other proposals related to major changes in academic policy, are approved by a majority vote of the Assembly.

The School’s Executive Committee includes the department chairs and major administrative officers of the School. The dean acts as the as chair of the committee, which meets several times each semester to discuss new programs and academic matters that affect the graduate and undergraduate engineering programs. New
programs and academic policies given initial approval from the Executive Committee are then sent to the Engineering Faculty Assembly for final approval.

The Engineering Undergraduate Studies Committee includes one representative from each department, typically the associate chair or a person with equivalent responsibilities for undergraduate programs. The committee oversees the SEAS degree programs (including second majors and minors), coordinates ABET-related issues, reviews cross-listed course issues, discusses curriculum issues in general, and coordinates the scheduling of key courses taught each semester to ensure they are not offered at conflicting times. New courses proposed by departments first go to the Undergraduate Studies Committee for initial approval and then to the Engineering Faculty Assembly for final approval.

The Engineering National Council is composed of approximately 30 volunteers appointed by the chancellor and dean. National Council members advise the dean on aspects of the School's operations, including the appropriateness of goals within the educational programs of each department. The members of this council include successful alumni and alumnae, local and national business leaders, faculty, and university and government researchers and administrators. The National Council has been in operation for more than 25 years. Each department also has an external advisory board, whose members are appointed by the department chair, and which functions like the National Council.

Graduate and undergraduate student groups are also extremely active in providing grassroots feedback to the School's leadership. Among the most notable are the Engineers’ Council (EnCouncil), the major undergraduate student governance group for engineering undergraduate students, and the Association of Graduate Engineering Students (AGES).

7. Standing in national rankings of School and any ranked individual programs

The National Research Council (NRC) periodically ranks American doctoral programs. The most recent NRC rankings for graduate programs ranked our Biomedical Engineering and Environmental Engineering Science programs in the top 10 percent and our Computer Science and Engineering in the top 20 percent of their respective areas.

U.S. News & World Report publishes two annual rankings of programs at colleges and universities in the United States. The first, known as “America’s Best Colleges,” includes rankings of undergraduate engineering programs, and is based exclusively on the peer judgments of deans and faculty, who rate each program on a scale from 1 (marginal) to 5 (distinguished). Separate rankings are done for undergraduate engineering programs at colleges that offer engineering doctoral degrees and for engineering programs at colleges whose terminal engineering degree is a bachelor’s or master’s. In the peer assessment survey conducted in Spring 2013, the School’s overall undergraduate engineering program ranking was 43rd among all engineering schools where the highest engineering degree is a doctorate.
The second *U.S. News & World Report* ranking is known as “America’s Best Graduate Schools.” It is published in early spring of the calendar year and meant to help college graduates and graduating seniors decide where to attend graduate school the following fall. The most recent ranking (March 2013) placed the School of Engineering & Applied Science 48th among all engineering schools where the highest engineering degree is a doctorate.

*U.S. News & World Report* also provides rankings of graduate engineering specialties. All rankings of graduate engineering specialties are based on reputation surveys only.


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<td>Aerospace Engineering</td>
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Among *U.S. News & World Report’s* top 30 Biomedical Engineering programs, we ranked #1 for per capita core faculty citations from 2001–2011, #2 for per capita core faculty publications from 2001–2011, and #1 for per capita core faculty NIH funding in FY10.

### 8. Recent significant programs, developments, accomplishments, events

**Faculty**

With an investment of more than $20 million in faculty startup packages, the school recruited 20 of the 80 tenured/tenure-track faculty members within the past four years. In the last academic year alone, nine of the 11 offers were accepted. The school’s programs, facilities, opportunities, partnerships, momentum, and resources all supported this unprecedented and remarkable yield.
Major faculty awards include:

- NIH Director’s Pioneer Award, one of only 10 awards in 2013
- Presidential Early Career Award for Scientists and Engineers
- NIH Transformative Research Award
- NSF CAREER awards—16 total SEAS faculty since 2005
- DARPA Young Faculty Award, the first at Washington University

**Selected New Research Centers**

- In 2012 SEAS established the Center for Biological Systems Engineering to bring together researchers from biomedical science and engineering, with the goal of using their collective expertise to better understand complex diseases as systems.

- In 2012 SEAS and Arts & Sciences jointly established the Institute for Materials Science and Engineering (IMSE) to integrate and leverage the full potential of interdisciplinary materials research by bringing together more than 30 researchers from engineering, physics, chemistry, and earth and planetary sciences. IMSE also educates the next generation of materials scientists and engineers through a novel interdisciplinary doctoral program.
• In 2012 SEAS was selected to be a Solar Energy Research Institute site, part of the $125-million U.S.–India Joint Clean Energy Research and Development Center.

• SEAS established the Consortium for Clean Coal Utilization, a $12-million partnership with Peabody Energy, Arch Coal, and Ameren.

• The U.S. Department of Energy awarded Washington University one of its Energy Frontier Research Center sites, funded at $20 million.

• The National Science Foundation awarded the School one of its National Nanotechnology Infrastructure Network (NNIN) sites, funded at $2.5 million.

• SEAS anchors the McDonnell Academy Global Energy & Environment Partnership (MAGEEP), a unique international network of the world’s leading research universities.

New Academic Programs (since 2000)

• Doctor of Philosophy in Materials Science and Engineering (joint degree program)

• Master of Cyber Security Management

• Master of Engineering in Mechanical Engineering

• Master of Engineering in Robotics

• Master of System Integration

• Bachelor of Science in Applied Science in Mechanical Engineering

• Bachelor of Science Individually Designed Major

• Second Major in Electrical Science

• Graduate Certificate in Construction Management

• Graduate Certificate in Information Management

• Minor in Energy Engineering

• Minor in Mechanical Engineering

• Minor in Nanoscale Science and Engineering

• Minor in Systems Science & Engineering

New and Renewed Facilities

• Uncas A. Whitaker Hall opened in December 2002, with approximately 110,000 square feet of space for the Department of Biomedical Engineering.
• Stephen F. & Camilla T. Brauer Hall opened in June 2010, with approximately 151,000 square feet of space for the Department of Energy, Environmental & Chemical Engineering and the Department of Biomedical Engineering

• Preston M. Green Hall opened in August 2011, with approximately 84,000 square feet of space for the Department of Electrical & Systems Engineering and the Department of Energy, Environmental & Chemical Engineering.

• Planning is underway for Henry A. & Elvira H. Jubel Hall, the future home for the Department of Mechanical Engineering & Materials Science. Construction on the 100,000-square-foot building is scheduled to begin within the next four years.

University of Missouri–St. Louis/Washington University Joint Engineering Program

Celebrating its 20th anniversary in 2013, the Washington University and the University of Missouri–St. Louis (UMSL) public–private partnership continues to sponsor a joint undergraduate engineering program that combines the strengths of the two universities to provide a flexible engineering program for the St. Louis region. Students take pre-engineering core courses in mathematics, physics, chemistry, humanities, and social sciences at UMSL or a community college, and then take engineering courses at Washington University. The program offers ABET-accredited Bachelor of Science degrees in civil, electrical, and mechanical engineering. Students pay UMSL tuition rates and receive a University of Missouri degree. The 500+ graduates of this joint program are primarily from St. Louis, and they typically stay in the region and in engineering careers.

Regional STEM Initiative

SEAS established a regional initiative to build a pipeline of Science, Technology, Engineering, and Mathematics (STEM) graduates, beginning with high school students participating in Missouri’s A+ Program, which provides public support for scholarship funds to eligible graduates of A+ designated high schools to attend public community colleges. After completing “pre-engineering” courses at community colleges, students receive private scholarship support to enroll in the UMSL/Washington University Joint Undergraduate Engineering Program or other partnering regional four-year colleges. If students continue to maintain academic excellence, they receive additional tuition assistance to attend Washington University for a master’s degree. This five-year plan will provide local high school students who may not necessarily have the financial resources or ability to attend Washington University as a traditional full-time undergraduate student with a path to receiving a master’s degree from Washington University.

Entrepreneurism

Throughout the rich history of the School of Engineering & Applied Science, our faculty, students, and alumni have developed and implemented new concepts. While
the School continues to emphasize advances in theoretical knowledge, we are more actively promoting the application of new discoveries by enhancing the climate for entrepreneurial development.

Ongoing initiatives and partnerships include the following:

- An annual undergraduate Discovery Competition is held for engineering undergraduate students who submit proposals for innovative ideas and inventions. Through generous alumni donations, at least $25,000 is awarded each year to a winning undergraduate team.
- Mentorships through Innovate St. Louis, a 501(c)3 organization that matches volunteer mentors with individuals starting and growing companies at no cost.
- Partnership with the Skandalaris Center for Entrepreneurial Studies, including the Olin Cup competition for all WUSTL alumni and students.
- An entrepreneurship minor for undergraduate students through the Olin Business School
- A Computer Science course on technology entrepreneurship.
- The Office of Technology Management’s “Bear Cub” faculty grants in support of innovative research that has shown commercial potential.

9. Available data and procedures, both direct and indirect, on assessment of learning outcomes by program.

Our assessment activities are directly connected to the Engineering Accreditation Commission (EAC) of ABET. The most recent ABET general review of our engineering programs at Washington University occurred in fall 2012. ABET accredits individual engineering programs. Each program must satisfy ABET general criteria which apply to all engineering programs, and also satisfy ABET program criteria which are unique to each engineering degree program.

The ABET assessment process requires each program to have:

- A **mission statement** consistent with the mission statement of the engineering school and the university.
- A set of **program educational objectives**, which are broad statements that describe what graduates are expected to attain within a few years of graduation; they are based on the needs of the program constituencies.
- A set of identified **constituencies**, whose needs determine, and who periodically evaluate, the program educational objectives.
- A set of **student outcomes**, describing what students are expected to know and are able to do by the time of graduation; these are skills, knowledge, and behaviors that students acquire as they progress through the program.
• A set of **assessment tools** to determine if student outcomes are being attained; these tools must include relevant direct, indirect, quantitative, and qualitative measures appropriate to the outcome being measured.

• An **evaluation and feedback process** to interpret the data and ensure that the results of the assessment are being used for the continuous improvement of the program.

The ABET Student Outcome requirement stipulates that each engineering program must include the student outcomes identified as (a) through (k) listed below:

a) an ability to apply knowledge of mathematics, science, and engineering

b) an ability to design and conduct experiments, as well as to analyze and interpret data

c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

d) an ability to function on multidisciplinary teams

e) an ability to identify, formulate, and solve engineering problems

f) an understanding of professional and ethical responsibility

g) an ability to communicate effectively

h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

i) a recognition of the need for, and an ability to engage in lifelong learning

j) a knowledge of contemporary issues

k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

ABET evaluates each program every six years. Prior to ABET visiting a program on its campus, each program must submit to ABET a comprehensive written self-study which provides evidence that it has achieved the student outcomes listed above. A program is not accredited by ABET if it cannot demonstrate that it has achieved these student learning outcomes.

Engineering departments have their own curriculum committees, and each committee is responsible for assessment of the courses taught in their own departments. Department curriculum committees are tied to ABET assessment preparation for their individual programs. Each department documents the assessment of their own courses, and each department is accountable to their separate ABET program evaluators. The
ABET program evaluations determine if the departments are doing an adequate job of assessing their courses and ultimately achieving their student learning outcomes.

Engineering departments have student advisory boards and external advisor boards—both are considered important program constituencies. The student advisory boards are student representatives who bring attention to perceived weaknesses of the program and identify areas that need improvement. External advisory boards are typically alumni of a program who work in industry and provide feedback concerning the desired program educational objectives that graduates of that program should achieve.

There is a School-wide Engineering Undergraduate Studies Committee, which normally meets monthly and is composed of an engineering director of undergraduate studies, the associate chairs of each engineering department, and the associate dean for engineering students. This group looks at “big picture” coordination across departments and deals with issues pertinent to all engineering programs. Individual engineering course assessment is not generally done by this committee.

Students are required to meet with faculty advisors at least once each semester. During these advising meetings, faculty review the academic progress made by each student. Faculty must electronically authorize each student before that student can register for courses. It is impossible for students to register for courses without first obtaining electronic registration authorization from an advisor.

The School utilizes a Degree Audit Reporting Software (DARS) program, which is an online web-based degree audit tool used by both advisors and students to help monitor degree completion progress. Each engineering degree is coded within DARS, along with the specific degree requirements for each entry year. When a student is selected for a degree audit, the software first determines which engineering degree the student is pursuing and also which year the student entered the university. Thus the reviewer knows the exact degree requirements that must be completed by that particular student. Each DARS audit includes a complete and comprehensive review of both School-wide degree requirements and major-specific degree requirements.

The DARS program is managed centrally by the School through Engineering Student Services. The requirements for each degree program are maintained in collaboration with a faculty representative from each academic program.

Students in all of our engineering courses complete course evaluations each semester. They evaluate every course with regard to the content, the manner of delivery of the content, help offered outside the classroom, and the motivation it generates for further learning. Students are encouraged to offer candid, but anonymous, open-ended commentary on their experiences in each course.
10. School provided student services

Students in SEAS benefit from a full complement of resources available to all students on campus, both inside and outside the classroom. These include being members of varsity athletic teams, engaging in research, participating in any of the university’s 300 student organizations, and taking advantage of living/learning options available in our residential colleges. Engineering education takes place within the context of an overall outstanding university. Our faculty, diverse student body, broad array of academic programs, and active campus life offer a rich environment for undergraduate and graduate studies.

Engineering Student Services

Engineering Student Services is an office within the SEAS focused specifically on serving engineering students and faculty. The services offered include those related to admissions, student advising, registrar-related activities and student record maintenance, student group support, School-related event planning such as Orientation and Commencement, data collection and reporting, nominating students for awards, School representation on campus-wide committees, and academic support such as tutoring.

In addition to having an academic faculty advisor, every engineering undergraduate student has a four-year advisor who is a staff member in Engineering Student Services. Four-year advisors assist entering students with first-semester course selection prior to arrival on campus. During their entire time on campus, four-year advisors provide students with a broad range of support concerning academic opportunities, interpretation of university rules and regulations, and access to other resources on campus. Retention is carefully tracked by an exit interview conducted with each student to better understand his/her reasons for leaving engineering, and this information is then used to improve services so as to improve future retention.

Offering academic support is crucial to student success. Engineering Student Services coordinates free tutoring for engineering, math, chemistry, and physics courses. Each semester, engineering undergraduate students may receive up to four hours per week of free one-on-one tutoring for each engineering course they are enrolled in. A Calculus Help Room, located next to the Engineering Student Services Office, is staffed by Mathematics graduate students who assist students enrolled in calculus courses and differential equations. Additionally, Problem-Solving Teams, which are small study groups, are coordinated for specific engineering classes. Each study group is facilitated by an upper-class engineering student who has been academically successful in the course. Study group information is made available during the first week of the semester in specific classes or though Engineering Student Services at any time. Engineering Student Services also works closely with Disability Resources to better assist students with specific service needs.
Engineering Communication Center

The School’s Engineering Communication Center is a professional resource that helps many students develop skills in writing and presentations, in small groups, and in large forums. Staffed by faculty who teach the undergraduate technical writing course required of all engineering students, the Center offers group workshops and appointments for one-on-one, personalized sessions.

Mentor Programs

The School works with industry partners to provide mentorship opportunities to interested students. Each program provides a valuable opportunity for an engineering student to develop a relationship with a mentor and gain insights into hiring prospects and work in a specific area. Current partners are the Boeing Company, Deloitte (technology specific consulting), and the Saint Louis Regional Business Council (RBC), where prominent St. Louis and national corporations contribute high-level personnel.

Study Abroad

Engineering students have the opportunity to study abroad through the College of Arts & Sciences Overseas Programs, but there are also opportunities available only to engineering students—including summer-, semester-, or year-long study programs. Students can travel to further study engineering or pursue other cultural experiences and enhance academics through a second major or a minor. For example, students have visited China to learn about biomedical engineering applications that have led to senior design projects. Some students have traveled throughout Asia to learn about nanotechnology, renewable energy, and environmental technologies. Others have learned about medical imaging methods in Germany or participated in engineering programs in Israel.

Freshman Engineering Courses

Students can take engineering courses during their first year. Our Freshman Engineering Seminar helps students find their niche in engineering. This weekly seminar, organized and run by upper-class students, introduces freshmen to the challenges of engineering design. In the process, it helps our engineering freshmen identify the specific area of engineering that will meet their long-term interests.

Engineering Student Groups

Each undergraduate major has its own student group, affiliated with the major professional society in the field. EnCouncil is the School’s umbrella undergraduate student governance group. The Society of Women Engineers (SWE) sponsors a very ambitious and successful “women in engineering” day to introduce young women in high school to the profession of engineering. The National Society of Black Engineers (NSBE) annually sponsors a university-wide career fair, and performs outreach to local secondary schools. Engineers Without Borders (EWB) partners with developing
communities abroad to improve their quality of life through the implementation of environmentally sustainable, equitable, and economical engineering projects, while developing internationally responsible engineers and engineering students.

Career Center

The university’s Career Center assists engineering students in finding co-op opportunities, summer internships, and full-time employment. The Career Center offers personalized career advising to individual students. Students are able to use CAREERlink, a career management system, to search and apply for jobs, internships, and co-ops; manage applications; and RSVP for programs, workshops, and services. The Career Center offers a wealth of resources and workshops to help students improve job search skills, as well as tips on résumé writing and impressing potential employers. WebREC is the Career Center’s online letter of recommendation tool, which allows students to manage their letters of recommendation, and professors can upload letters to this database. The Career Center’s Ambassadors Program is a way for Washington University students to connect with alumni, parents, and friends of the School in a specific geographic region to further the student’s career education and prospects. Job Fairs are offered on campus each semester, which allow students to meet numerous employers who gather on campus in one location. The Alumni Career Externship (ACE) Shadowing Program offers students the opportunity to shadow an alumni sponsor in his or her place of business for several days during Spring Break, affording them a valuable glimpse into the workplace.

11. Buildings, physical resources, computing

The School of Engineering & Applied Science operates in seven buildings on the Danforth Campus, which together contain more than 525,000 gross square feet of space. Housed within these buildings are teaching labs, computing labs, faculty research labs, classrooms, collaboration spaces, and office spaces.

Buildings within the School of Engineering & Applied Science

<table>
<thead>
<tr>
<th>Building</th>
<th>Urbauer</th>
<th>Bryan</th>
<th>Lopata</th>
<th>Jolley</th>
<th>Whitaker</th>
<th>Brauer</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Sq. Feet</td>
<td>65,000</td>
<td>49,000</td>
<td>46,000</td>
<td>54,000</td>
<td>105,000</td>
<td>135,113</td>
<td>73,124</td>
</tr>
<tr>
<td>Primary Usage</td>
<td>•MEMS •EECE •Computer Labs •Engineering Communication Center</td>
<td>•CSE •ESE</td>
<td>•Student Services •Professional Education •Engineering IT</td>
<td>•CSE •MEMS</td>
<td>•BME</td>
<td>•EECE •BME •Dean’s Office</td>
<td>•ESE</td>
</tr>
</tbody>
</table>
Computing

The Engineering Informational Technology (EIT) Center provides educational computer services to the School. EIT services are available to all engineering students, faculty, and staff as well as non-engineering students taking engineering courses.

The center maintains the network infrastructure, administers computer labs and servers, procures and configures engineering software, requests wireless access, and provides engineering computer services within SEAS buildings. In addition to the wired network, there is 802.11g and n wireless connectivity throughout the School. All the wireless access points are managed by wireless controllers, and each Service Set Identification (SSID) has a separate security policy.

SEAS has a purpose-built distance learning classroom as well as several video conferencing rooms. The distance learning classroom seats 90 people and enables instructors to conduct classes and lectures with interaction from other institutions around the world. The various video conferencing venues similarly allow the faculty to collaborate globally with researchers.

The School has eight general-purpose computer labs that are used both for individual study and as classrooms for teaching. In addition, there are approximately 10 specific-use computer labs. Maintained by the individual departments within the School, in these labs students can assemble and disassemble hardware, investigate 3D graphics, program dozens of machines to work in unison, or measure the results of physical experiments. The labs are connected to multiple high-speed black-and-white and color printers that are equipped with scanners and CD/DVD burners.

A specialized CAD lab of approximately 20 seats has computers linked together so that any computer can become a “master” and display its drawing on all the other computers. Each student has permanent storage assigned to his/her account, which resides on a NETAPP filer. This storage is available from both the windows environment and UNIX. It has a “snapshot” capability that allows a user to recover deleted files automatically. All School storage is backed-up on a daily basis to tape.

One of the greatest strengths of the computer facilities at SEAS is the extensive availability of industrial-class engineering software. The School has site licenses and multiple-copy licenses of over 200 engineering software applications. These are the same packages used by engineering firms to design and analyze structures, circuits, chemical processes, and materials. As an example, the School has licenses for four different major mathematical packages: MATLAB, Mathematica, Mathcad, and Maple 14.

The EIT labs are open 24 hours a day, seven days a week, throughout the year. An appropriately staffed help center is generally available from 8:00 a.m. to 11:00 p.m. daily. The EIT website maintains help information for applications and services, and the EIT help desk has a library of software manuals and general information texts.
12. Diversity: faculty, staff, and students

The School of Engineering & Applied Science is committed to an open, inclusive environment for all members of our community. The students, faculty, staff, and administration believe in creating and maintaining a culture that embraces and appreciates the strength and value of differences in gender, race, ethnicity, geography, socioeconomic status, age, politics, philosophy, disability, and sexual orientation. We seek to attract and invest in students, faculty, staff, and administrators who have the talent and desire to make a difference, with special attention given to advancing the representation of traditionally underrepresented groups.

Initiatives:

- Emphasize diversity when recruiting faculty, staff, and students
- Recruit underrepresented high school students to “Explore Engineering”—a summer program at Washington University designed to excite high school students about STEM fields through hands-on engineering design projects and interaction with engineering faculty, students, and alumni.
- Invite visiting scholars from underrepresented groups
- Support student organizations’ diversity initiatives

Student Organizations:

- National Society of Black Engineers (NSBE)
- National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE)
- Society of Hispanic Professional Engineers (SHPE)
- Society of Women Engineers (SWE)

Engineering Tenure/Tenure-Track (T/TT) Faculty (as of January 1, 2013)

<table>
<thead>
<tr>
<th>T/TT Ethnic Group</th>
<th>Count</th>
<th>% of Total</th>
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<td>30</td>
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### Engineering Staff
(as of January 1, 2013)

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<td>7</td>
<td>5.9%</td>
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<tr>
<td>Black or African American</td>
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### Engineering Undergraduates
(Fall 2013)

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<td>Hispanic/Latino</td>
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<tr>
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<tr>
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<td>369</td>
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## Engineering Master’s Students
(Fall 2013)

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<tr>
<td>International</td>
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<tbody>
<tr>
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## Engineering Doctoral Students
(Fall 2013)

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<tr>
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<td>279</td>
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<td>Female</td>
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<td><strong>376</strong></td>
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</table>
13. Planning activities, next steps, and future trajectory (issues and challenges)

Recent SEAS Strategic Planning Process Activities

- Held external review in fall 2010
- Conducted benchmarking and assessments in early 2011
- Met with all faculty during mid 2011
- Faculty submitted white papers in December 2011
- Previewed themes at faculty and student meetings, regional alumni events, alumni web chat, and multiple individual meetings in early 2012
- Drafted in early 2012
- Discussed with the National Council at each meeting during 2010, 2011, and 2012
- Final strategic plan released in 2012

Key Strategic Planning Questions

- What are the major national and global challenges?
- How can our school contribute toward developing the most effective and efficient solutions?
- How should we prepare the next generation of engineers and leaders?

Goals

In order to achieve our vision, we will work over the next decade

- To be recognized as a premier engineering school contributing world-class scholarship across disciplines
- To improve the global quality of life through innovative discoveries in the areas of medicine and health, energy and the environment, and security
- To prepare the leaders of tomorrow through relevant, creative, and exciting undergraduate, graduate, and nondegree programs
- To enhance the culture of entrepreneurship and innovation among our faculty and students, and throughout the region
- To recruit and retain a diverse community of the world’s leading engineering faculty, talented students, and dedicated staff
Action Items: What will the School need in order to achieve excellence by 2020?

1. Build on strengths in medicine and health, energy and environment, and security by focusing intellectual efforts in advanced materials and nanotechnology, medical and biological engineering, environmental engineering and sustainable technologies, imaging and signal processing, and networking and communications.

2. Expand the tenured/tenure-track faculty by 25 percent, to approximately 100.

3. Double research expenditures to approximately $50 million annually.

4. Increase the number of doctoral students by 50 percent, to approximately 500.

5. Increase the number of master’s students, especially professional students, by 45 percent, to approximately 500.

6. Increase the number of undergraduate students by approximately 20 percent, to 1,500.

7. Implement undergraduate and graduate curricular and programmatic initiatives.

8. Complete the engineering complex with an additional 350,000 square feet and improve supporting infrastructure, such as Information Technology.

9. Create innovative partnerships across disciplines at Washington University, with industry, and with other universities, both locally and internationally.

10. Enhance the School’s marketing and communication initiatives to continue raising visibility nationally and internationally.

11. Raise funds to implement the plan and create financial stability—planning to invest $300 million during eight years.

Issues and Challenges

- Continue identifying opportunities for new revenue sources to create long-term financial stability and to support the aggressive faculty and facility expansion, as well as additional financial support for additional students and programmatic initiatives.

- Continue to build the faculty in the Departments of Electrical and Systems Engineering and Mechanical Engineering and Materials Science to deliver stronger research programs and meet commitments for undergraduate and graduate education.

- Improve the quality of Professional Education programs.
14. Descriptions of current degree programs

The School of Engineering & Applied Science offers programs leading to bachelor’s degrees, master’s degrees, and doctoral degrees in engineering and applied science. The School has more than 1,200 full-time undergraduates, 350 full-time doctoral students, and 400 full-time and part-time master’s students enrolled each year. Undergraduate and graduate degrees are organized within five academic departments and an office of professional education named the Henry Edwin Sever Institute. The five core academic departments are

1) Biomedical Engineering
2) Computer Science and Engineering
3) Electrical and Systems Engineering
4) Energy, Environmental & Chemical Engineering
5) Mechanical Engineering & Materials Science

Biomedical Engineering

Founded in 1997, the Department of Biomedical Engineering today consists of approximately 20 tenured/tenure-track faculty, 120 doctoral students, and 380 undergraduate students. The department builds upon a tradition of excellence and cooperation across the university to bring an interdisciplinary approach to advancing basic science and enables us to better understand, diagnose, and treat diseases affecting humankind. The faculty’s research focuses on five cutting-edge areas of biomedical engineering:

- Biomaterials and tissue engineering, which seeks to develop materials and processes to promote healing and regeneration of functional tissues
- Cardiovascular engineering, which seeks better understanding as well as innovative ways to diagnose and treat diseases of the cardiovascular system
- Imaging, which seeks to develop new technologies to complement the already strong research and clinical imaging activities in our community
- Molecular, cell, and systems engineering, which seeks to develop innovative approaches for treating disease by manipulating molecules, cells, or systems.
- Neural engineering, which involves fundamental and applied studies related to neurons, neural systems, behavior, and neurological disease

Number of 2013 Graduates by Degree Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Biomedical Engineering</td>
<td>82</td>
</tr>
<tr>
<td>MS in Biomedical Engineering</td>
<td>14</td>
</tr>
<tr>
<td>PhD in Biomedical Engineering</td>
<td>9</td>
</tr>
</tbody>
</table>
Computer Science and Engineering

The Department of Computer Science & Engineering consists of approximately 20 tenured/tenure-track faculty, 80 doctoral students, 80 master’s students, and more than 200 undergraduate students. The department conducts high-impact research and trains future researchers, engineers, and educators in the fundamental properties of computing systems disciplines. Three broad areas of intellectual growth dominate the department’s research efforts:

- Fusing, computing, sensing, and interaction: cyber-physical systems, sensors, human–computer interaction, computer vision
- Large data sets in science and engineering: machine learning and AI, modeling and inference, image understanding, data handling architectures
- Safe, scalable platforms: networking, parallel computing, security, architecture

Number of 2013 Graduates by Degree Program

- BS in Computer Engineering: 10
- BS in Computer Science: 24
- BS Major in Applied Science (Computer Science): 27
- MS in Computer Engineering: 5
- MS in Computer Science: 47
- Master of Engineering in Computer Science and Engineering: 1
- PhD in Computer Engineering: 3
- PhD in Computer Science: 5

Electrical & Systems Engineering

The Department of Electrical & Systems Engineering consists of approximately 15 tenured/tenure-track faculty, 90 doctoral students, 100 master’s students, and more than 270 undergraduate students. The second oldest electrical engineering department in the country, it is dedicated to advancing the frontiers of sensing, imaging, telecommunications, control, security, and sustainable energy. The department is dedicated to providing high-quality education and research in a variety of topics with a focus on the following main areas:

- Applied physics and devices: photonics, electronics, nanofabrication, advanced materials
- Information processing: signal analysis, imaging, sensing, information theory, communications
- Systems science and applied mathematics: control, optimization, computational mathematics, robotics
Number of 2013 Graduates by Degree Program

- BS in Electrical Engineering: 24
- BS in Systems Science and Engineering: 15
- BS Major in Applied Science (Electrical Engineering): 4
- BS Major in Applied Science (Systems Science & Engineering): 12
- MS in Electrical Engineering: 14
- MS in Systems Science and Mathematics: 3
- Master of Engineering in Robotics: 2
- PhD in Electrical Engineering: 1

Energy, Environmental & Chemical Engineering

The Department of Energy, Environmental & Chemical Engineering consists of approximately 20 tenured/tenure-track faculty, 90 doctoral students, 30 master’s students, and 185 undergraduate students. In 2006, Washington University became the first university in the world to create a Department of Energy, Environmental & Chemical Engineering (EECE) by bringing together faculty involved in the interdisciplinary environment engineering science graduate program and the Department of Chemical Engineering. The department has a focus on research and education in environmental engineering science, energy systems, and chemical engineering. The department is organized in four cluster areas:

- Aerosols: combustion, nanoparticle technology, instrumentation, particle emission control, air quality and environmental informatics
- Engineered aquatic processes: aquatic chemistry, water treatment, quantum and molecular-level modeling of interfaces, environmental restoration
- Multiscale engineering: nanoscale and mesoscale phenomena, catalysis and reaction engineering, electrochemical engineering
- Metabolic engineering/systems biology: cellular pathways for chemical transformation, biological routes to chemical/energy production

Number of 2013 Graduates by Degree Program

- BS in Chemical Engineering: 29
- BS Major in Applied Science (Chemical Engineering): 5
- MS in Energy, Environmental and Chemical Engineering: 6
- Master of Engineering in Energy, Environmental, and Chemical Engineering: 8
- PhD in Energy, Environmental, and Chemical Engineering: 9
Mechanical Engineering & Materials Science

The Department of Mechanical Engineering & Materials Science consists of approximately 15 tenured/tenure-track faculty, 35 doctoral students, 120 master’s students, and 270 undergraduate students. The department exploits the interfaces between disciplines, where mechanics converges with biology, where materials science converges with nanotechnology, and where aerospace engineering converges with the science of energy—all leading to innovations in biotechnology, advanced materials, and energy conversion. Their collaborative research areas include:

- **Aerospace systems**: computational fluid dynamics, flow physics and flow control, rotocraft modeling and analysis, aero elasticity, design and optimization
- **Energy and sustainability**: renewable energy, efficient vehicles and buildings, sustainable materials and devices, energy harvesting, energy conversion and storage
- **Advanced materials**: nanostructured materials, metallic glasses, polymers and nanocomposites, biomaterials, adaptive multifunctional materials, organic/inorganic hybrid materials
- **Biomechanics and biotechnology**: subcellular and cellular mechanics, tissue biomechanics, biomaterials, medical devices

**Number of 2013 Graduates by Degree Program**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS in Mechanical Engineering</td>
<td>66</td>
</tr>
<tr>
<td>MS in Aerospace Engineering</td>
<td>4</td>
</tr>
<tr>
<td>MS in Mechanical Engineering</td>
<td>12</td>
</tr>
<tr>
<td>MS in Mechanical Engineering (Materials Science and Engineering)</td>
<td>4</td>
</tr>
<tr>
<td>Master of Engineering in Mechanical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>PhD in Aerospace Engineering</td>
<td>1</td>
</tr>
<tr>
<td>PhD in Mechanical Engineering</td>
<td>4</td>
</tr>
</tbody>
</table>

**Henry Edwin Sever Institute—Professional Education**

As technology alters the business landscape at an unprecedented rate, the School’s professional education programs meet the training and professional development needs of industries and individuals. More than 150 students are enrolled in professional part-time master’s degrees offered in:

- Construction Management
- Cyber Security Management (new program)
- Engineering Management
• Information Management
• Project Management
• System Integration (new program)

Number of 2013 Graduates by Degree Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Construction Management</td>
<td>12</td>
</tr>
<tr>
<td>Master of Engineering Management</td>
<td>3</td>
</tr>
<tr>
<td>Master of Information Management</td>
<td>13</td>
</tr>
<tr>
<td>Master of Project Management</td>
<td>11</td>
</tr>
</tbody>
</table>

15. Distance education (online and correspondence)

There are currently no distance education or online options available to engineering students.
16. Financial status unique to your school: value of endowment, total budget, and sources of revenue, expenditures

School of Engineering & Applied Science

Total Annual Budget for Fiscal Year 2013: Approximately $75,000,000

Endowment Market Value: Approximately $235,000,000

### Annual Operating Revenue Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees (net)</td>
<td>36%</td>
</tr>
<tr>
<td>Grants and contracts (including facilities and administration)</td>
<td>29%</td>
</tr>
<tr>
<td>Endowment Spending Distribution</td>
<td>12%</td>
</tr>
<tr>
<td>Central Fiscal Unit Endowment/Other Support</td>
<td>11%</td>
</tr>
<tr>
<td>Ed. Sales and Service &amp; other revenue</td>
<td>8%</td>
</tr>
<tr>
<td>Gifts</td>
<td>4%</td>
</tr>
</tbody>
</table>

### Annual Operating Expenses

<table>
<thead>
<tr>
<th>Expense</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>48%</td>
</tr>
<tr>
<td>Prorations</td>
<td>17%</td>
</tr>
<tr>
<td>Space Charges (debt; and rent, utilities, and insurance)</td>
<td>16%</td>
</tr>
<tr>
<td>General Operating Expense</td>
<td>16%</td>
</tr>
<tr>
<td>Net Operating Transfers</td>
<td>3%</td>
</tr>
</tbody>
</table>
Sam Fox School of Design & Visual Arts

HIGHER LEARNING COMMISSION REPORT

Sam Fox School of Design & Visual Arts Mission
The mission of the Sam Fox School of Design & Visual Arts is to be a unique collaboration in architecture, art, and design education, dedicated to excellence in learning, creative activity, research, and exhibition.

School Summary
The Sam Fox School of Design & Visual Arts builds on the rich histories of its three units:

- The School of Art was founded in 1879 as the first professional, university-affiliated art school in the United States. The School is now organized as an undergraduate College and a Graduate School of Art.

- The School of Architecture was established in 1910 as one of the eight founding members of the Association of Collegiate Schools of Architecture. The School is now organized as an undergraduate College and a Graduate School of Architecture & Urban Design.

- The Mildred Lane Kemper Art Museum (formerly the Washington University Gallery of Art) was founded in 1881 as the first art museum west of the Mississippi River.

The initial vision for the Sam Fox School took shape as the Visual Arts & Design Center (1997), subsequently named the Sam Fox Arts Center (2002), which was founded as a hub for interdisciplinary art and design programs. The Sam Fox Arts Center's goals were to provide enhanced opportunities for interdisciplinary study, to encourage the application of emerging information technologies to scholarly and creative work, and to foster the integration of visual literacy as a component in today's liberal arts education for all students.

The vision grew to encompass a more expansive collaborative academic endeavor in architecture, design, and art through the launch of a new school. In January 2005, Chancellor Mark Wrighton announced the creation of the Sam Fox School of Design & Visual Arts, uniting the academic units of Art and Architecture with the University Museum under the leadership of a new dean, Carmon Colangelo. The School was formally inaugurated in July 2006.
Currently, the Sam Fox School has 810 students, including 275 in undergraduate art, 189 in undergraduate architecture, 51 in graduate art, and 295 in graduate architecture. The School offers four undergraduate degrees, six graduate degrees, and multiple minors and dual degree options. There are 68 full-time faculty—47 tenured and tenure-track—and 52 staff. The Kemper Art Museum typically presents nine scholarly exhibitions annually representing a wide range of contemporary and historical art and design practices and maintains a permanent collection of more than 5,000 works. On average, the Museum welcomes more than 25,000 visitors each year for exhibitions and a full schedule of programs, lectures, tours, and community events.

**Accreditation Outcomes**

Units within the Sam Fox School hold accreditation with four national organizations:

- The Mildred Lane Kemper Art Museum is accredited by the American Alliance of Museums (AAM). The Museum was reaccredited in 2011, meeting the national standards and best practices for U.S. museums. The next accreditation process will begin in 2024.

- The Graduate School of Architecture & Urban Design holds accreditation for its Master of Architecture degree from the National Architecture Accrediting Board (NAAB). The last accreditation was granted in 2012 for a period of six years.
• The School’s Master of Landscape Architecture degree is accredited by the Landscape Architecture Accreditation Board (LAAB). The MLA program was founded in 2010 and accredited in 2013 for a six-year term.

• The College and Graduate School of Art is accredited for its Bachelor of Fine Arts and Master of Fine Arts degrees by the National Association of Schools of Art and Design (NASAD). The last accreditation was granted in 2009 indicating good standing, but with a requirement to address and report on ventilation issues in two program facilities. The School subsequently met this requirement. The School will seek reaccreditation again in 2018–2019.

Human Resources Policies

A significant achievement for the Sam Fox School in its first year was the creation and approval of a unified Policy on Faculty Appointment, Retention, Tenure, and Promotion that bridged policies from Art and Architecture. The policy was adopted in October 2007. Importantly, the policy addresses in detail the process for status review and evaluation and provides specific expectations in terms of teaching, research, creative activity, and service as they apply to promotion and the granting of tenure within both disciplines. The document also outlines the School’s commitment to academic freedom, the criteria and recommendations for appointments, the protocol for nonrenewal and termination of appointments, faculty governance rights and responsibilities, the School’s mentoring policy, and faculty titles. In 2010, a significant update to the policy established a new protocol for faculty searches that reflects a stronger commitment to incorporating women and underrepresented minority applicants in the recruitment process.

The Sam Fox School bestows faculty and staff awards each year through an open nomination process that recognizes significant achievements in teaching and service. Tenured and tenure-track faculty and senior lecturers are also eligible to apply for annual Creative Activity Research Grants—competitive grants ranging from $1,000 to $8,000 intended to encourage new work or innovative directions in creative activity and research. The School awards development funds to full-time faculty members, which allow for travel to professional conferences, research, and investment in classroom resources. The School is now in the process of developing a pool of professional development funds that will be available to staff for conferences and trainings.

In addition, the School maintains these School-specific human resource policies: Guidelines for Paid (Sabbatical) and Unpaid Academic Leaves of Absence for Faculty in the Sam Fox School; Faculty and Staff Guidelines for Travel Abroad; and Policy for Working with Minors.
Academic Policies

Academic Policies, including leave of absence, advising, minimum grade requirements, course withdrawals, graduation requirements, and independent study for both Art and Architecture are published and available online through WebSTAC and WebFAC. Each school's respective curriculum committee may develop and present curricular policy changes to the full faculty for a vote. Additional academic policies for the School include the following:

**Studio Culture Policy:** The Graduate School of Architecture's Studio Culture Policy addresses issues of health and wellness, time management, critical discourse and communication, integrity, diversity, leadership, and rights and responsibilities. This policy reflects the diversity of Architecture's degree programs, both undergraduate and graduate, and a shared commitment to a studio culture that is an enabling learning environment.

**Academic Integrity Policy:** All undergraduate students are governed by the same Washington University academic integrity policy and procedures. The Graduate School of Architecture & Urban Design maintains its own Academic Integrity Policy, developed by a committee of faculty and students. The policy outlines the School's expectations for academic integrity and conduct as well as the judicial procedure for violations. This policy is closely linked with the American Institute of Architects' Code of Ethics and Professional Conduct; all enrolling graduate students are provided with an orientation session on academic integrity and support resources. The Graduate School of Art currently follows the Graduate School of Arts and Sciences' Academic Integrity Policy, however a statement specific to the Graduate School of Art is in development.

**Sam Fox School Study Abroad Policy:** This document outlines the guidelines and policies for undergraduate students regarding the School's multiple study abroad opportunities.

Governance and Administrative Organization

The Sam Fox School was formed in 2006 as a new academic and fiscal unit within the university. The School includes the College of Architecture, the Graduate School of Architecture & Urban Design, the College of Art, the Graduate School of Art, and the Mildred Lane Kemper Art Museum. The School also includes an administrative structure that leverages shared staffing and resources across all units. The Sam Fox School Organization Chart can be found here.

The dean of the Sam Fox School serves as the School's chief academic and administrative officer. The dean oversees the School's four academic units and the Kemper Art Museum. The dean is responsible for all aspects of the School and Museum, including academic program planning and implementation; budget planning and fiscal management; fundraising and strategic planning; resource development and external relations; faculty appointments and promotions; staffing and physical plant oversight; and institutional policy. The dean manages the School in consultation with a senior leadership team including the deans of Art and Architecture, the director of the Museum, faculty chairs, and senior administrative staff.
The deans of Architecture and Art serve as the academic and administrative officers of their respective units. The deans provide academic leadership and work closely with the academic chairs and the faculty to develop and implement academic programs and promote a high level of creative activity, faculty research, and service. The deans oversee college-specific operational budgets and matters of faculty hiring, evaluation, accreditation, and development, as well as teaching assignments and adjunct faculty contracts.

The Sam Fox School has seven academic units: Undergraduate Art, Undergraduate Design, Graduate Art, Undergraduate Architecture, Graduate Architecture, Landscape Architecture, and Urban Design. Each department is headed by a faculty chair who is responsible for oversight of their discipline, collaboration with their fellow chairs, program assessment, and smooth operations in their programmatic areas, including planning, policies, budgeting, and staffing. Chairs work with staff and faculty colleagues to promote their programs in support of student needs, recruitment, and advising activities.

The tenured and tenure-track faculty are the primary voting body for the School in matters of academic policy, curriculum, and governance. In addition, numerous faculty committees provide leadership on matters of curriculum and policy, including the Sam Fox School Dean’s Advisory Committee on Tenure and Promotion, Sam Fox School Dean’s Advisory Committee, Sam Fox School Curriculum Committee, and Sam Fox School Committee for Fairness and Diversity.

An advisory board, the Sam Fox School National Council, was formed in 1986 with the primary mission of providing external review for the School’s programs and long-range plans. The Council represents alumni, parents, and community leaders with affiliations to Art, Architecture, and the Kemper Art Museum. This group of 65 members meets twice each year to review and advise on academic and strategic initiatives. A subgroup of the Council serves as the Art Collection Committee for the Kemper Art Museum.

**National Rankings**

Several programs in the Sam Fox School are nationally ranked:

- Graduate Architecture: ranked #9 in the United States by Design Intelligence (2013)
Recent Significant Programs and Accomplishments

Recent accomplishments and significant programs for the Sam Fox School include the following:

- In the last year, seven faculty received grants from sources outside the School totaling more than $143,000 and supporting a wide range of projects ranging from sustainable fashion design to the role of bike policies and greenways in sustainable communities.

- The Kemper Art Museum presented the major exhibition Georges Braque and the Cubist Still Life, 1928–1945 among a full roster of events and programs in 2013. This critically acclaimed exhibition was subsequently on view at the Phillips Collection in Washington, D.C. More than 11,600 visitors attended the exhibition in St. Louis, including 600 area school children. A fully illustrated, scholarly catalogue accompanied the exhibition.


- The Sam Fox School is spearheading a new Art on Campus public art initiative in tandem with major building and renovation projects on campus. The program is well underway with four major commissioned projects to be executed in the next two years by internationally distinguished artists Juame Plensa, Ayse Erkmen, Spencer Finch, and Pae White.

- The School’s Master of Landscape program, founded in 2010, attained full accreditation from the Landscape Architecture Accreditation Board in August 2013.

- The School launched a very successful Interaction Design Initiative in 2012 to prepare students for this rapidly growing field focused on users and digital technology.

- The School’s Public Lecture Series continues to welcome a distinguished roster of visiting architects, artists, and designers. Recent visitors have included Pritzker laureates Wang Shu and Thom Mayne, renowned artists Coco Fusco and Tomás Saraceno, and innovative design thinkers such as UNICEF’s Erica Kochi and sustainable fashion designer Kate Fletcher.

- The Sam Fox School’s collaborative workshop for contemporary editions and artist projects, Island Press, had a banner year with new editions by James Siena, Shaun O’Dell, Trenton Doyle Hancock, Nina Katchadourian, and Radcliffe Bailey.
Learning Outcomes

The Sam Fox School collects information about student outcomes achieved both during the period of enrollment (academic outcomes) and following graduation (professional outcomes).

Academic Outcomes: The School has a multifaceted process, including professional accreditation, for defining, assessing, and tracking student performance. The process ensures that each student is meeting expectations for his/her degree program and acquiring requisite skills. While each program executes the process as appropriate for the specific academic/practice area, common elements of the process across the School include the following:

- **Criteria Definition:** Faculty define criteria—competencies and learning objectives—for both courses and degree programs. A curriculum is developed around required criteria and provides opportunities to demonstrate proficiency through written and visual work. For professionally accredited programs (MArch, MLA, MFA, BFA), criteria are directly tied to academic and professional standards as determined by the accrediting agency.

- **Individual and Group Critique:** In studio and art making classes, students receive individual feedback on their work every class period, delivered orally and often confirmed and extended over email between faculty and student. Students generally receive group feedback at least every other week. Formal opportunities for presentation and evaluation of work occur on multiple occasions throughout the semester.

- **Written Evaluations:** In addition to a letter grade, students receive written evaluation for their studio course work, either at the midterm and/or the end of the semester. These forms give specific feedback on progress toward defined criteria and provide comments regarding a student’s overall performance. These forms are generally distributed to the student, the student’s advisor, and the School’s registrar.

- **Capstone Project/Final Critique:** A culminating capstone project for each program allows students to show mastery of required criteria. For some degree programs, this constitutes a review of all their studio work in the major. Capstone projects are generally critiqued by all the faculty in the program and often visiting critics. Success in the capstone project is required for graduation.

- **Performance Targets:** Students must achieve minimum grade levels throughout their course of study that correlate to successful progress toward mastery of criteria. A series of performance targets is in place to ensure that students cannot progress toward the next level of classes without meeting required progress toward program criteria.
Professional Outcomes: The Sam Fox School works closely with Career Services to track professional outcomes for undergraduate and graduate alumni. Each graduating student is asked to report their plans/status and is subsequently tracked on average for three to five years following Commencement to determine information about job/internship placement and attainment of additional education. In addition, the School has committed to participating in the 2013 Strategic National Arts Alumni Project (SNAAP), organized by the Indiana University Center for Postsecondary Research, to survey all of the School’s living graduates about their educational satisfaction and career outcomes. This study will give the School a new opportunity to assess student outcomes across multiple decades and to benchmark the School with national peers.

School-Provided Student Services
In addition to university-wide services, the Sam Fox School provides these student resources:

- **Student Advising:** All undergraduates receive first-year advising through the School’s Office of the Associate Dean of Students. Upperclassmen and graduate students receive faculty advisors specific to their area of study; to the extent possible, students are assigned the same faculty advisor for the duration of their enrollment. Undergraduate students are advised for Sam Fox School curriculum and university-wide academic requirements.

- **Career Services:** Career advisors specific to art and architecture are housed in the Sam Fox School. They offer a broad range of counseling and professional development programming from one-on-one résumé reviews to professional practices course work to “road shows”—short School-sponsored trips to urban centers to visit with practicing architects and designers.

- **Study Abroad:** The School administers a program for underclassmen in Florence, Italy, and facilitates student study at an external program in Copenhagen, Denmark. Graduate programs are administered in Barcelona, Berlin, Buenos Aires, Helsinki, and Shanghai. Study abroad advising is available through dedicated staff for undergraduate and graduate students.

- **Financial Services:** While undergraduates are served by the university’s Student Financial Services Office, the School has a staff member dedicated to graduate financial services, including scholarships, teaching assistantships, federal work study, and tuition remission.

- **Orientation:** A wide range of orientation events acclimates both graduate and undergraduate students to the School and its resources, such as fabrication shops, the Art & Architecture Library, and computing facilities. Graduate Architecture students are engaged in a multi-week orientation that lays a foundation for their early studio course work and also includes English as a Second Language course work for international students.
Buildings, Physical Resources, and Computing

The Sam Fox School campus consists of five buildings composed around a series of public courtyards, foyers, galleries, and lecture halls. The School is further centered around shared facilities for information resources; digital technologies and machine fabrication workshops; and the exhibition of art, architecture, and design. The Sam Fox School campus buildings are linked both above ground and underground through connecting porticos, walkways, glassed stair-towers, and corridors. Between 2001 and 2007, $60 million was committed to the renovation of the School’s three existing buildings and to the construction of two new buildings. Two annex buildings—Forsyth House and the Lewis Center MFA Studios—further expand the territory and facilities of the School.

Joseph B. Givens Hall (1932) features a variety of Architecture studio spaces, including large drafting rooms with 15-foot ceilings and skylit ateliers. Givens Hall also houses a digital lecture hall (90 seats), review spaces, classrooms, and digital fabrication labs. It is the administrative heart of the School and houses the deans’ offices.

William K. Bixby Hall (1926) houses teaching and studio spaces for Core Art students, undergraduate Fashion and Printmaking majors, and some Architecture undergraduate students and faculty. The Dubinsky Printmaking Studio, a state-of-the-art facility, is located on the first floor. A ground-floor administrative suite houses student and financial services.

Mark C. Steinberg Hall (1960) houses Career Services, Communication Design, and Photography on its lower level. The main level houses review spaces for Architecture, as well as Etta’s Café, Steinberg Hall Gallery, and Etta Eiseman Steinberg Auditorium (300 seats). Architecture and Communication Design studios occupy the upper level.


The Lewis Center (1909), located off campus in University City, is home to the Graduate Art program. The 36,000-square-foot facility supports work across media—including sculpture, painting, printmaking, photography, digital imaging, and time-based media—and offers individual and shared studio spaces, classrooms, and wood and metal shops.

The Mildred Lane Kemper Art Museum (2006) is an elegant, 65,000-square-foot limestone-clad structure. The Museum is a gathering point for scholars and the general public and includes more than 10,000 square feet of exhibition space, storage facilities, and the Florence Steinberg Weil Sculpture Garden. In addition, the Museum houses the Kenneth and Nancy Kranzberg Art & Architecture Library; the Department of Art History & Archaeology; and the Newman Money Museum.

The Kranzberg Art & Architecture Library has a collection of more than 114,351 volumes in all formats. Its value, depth, and electronic access make it a leading library...
of its kind in the Midwest. The Library has an impressive set of first editions and rare material, including the David Bryce collection of rare architectural books and the Russell Sturgis collection of 15,000 19th-century architectural photographs. The collection continues to grow with the annual acquisition of approximately 2,000 new books, periodicals, videotapes, DVDs, and CD-ROMs in architecture, urban design, and the visual arts.

Computing and Shop Resources

The Sam Fox School of Design & Visual Arts is a wireless communication community that encourages the flexible use of laptops to facilitate digital media-based education. The Whitaker Learning Lab, located in the Kemper Art Museum, provides scanning, printing, and plotting equipment available to all students in Architecture and Art as well as a digitally enhanced classroom for high-end representational teaching needs. The School has 11 additional digital laboratory and teaching spaces that offer students the opportunity to learn and use the most up-to-date digital tools in their fields. At the heart of the Sam Fox School curriculum is the process of making. The School maintains a wide range of shop facilities to safely serve the needs of students.

Diversity

The Sam Fox School has identified diversity as an area of focus and an area for continued progress. The School has done very well recruiting women faculty: 32 percent of tenured faculty are women and 45 percent of tenure-track faculty are women. The School has women leaders across Art and Architecture, including director of the Graduate School of Art, chair of Graduate Architecture, and chair of Undergraduate Design. Women also hold numerous leadership positions within the School’s senior staff, including director of the Mildred Lane Kemper Art Museum and associate dean of students.

The School continues to work toward stronger representation on both its tenured and tenure-track faculty and staff of underrepresented minorities. A specific faculty committee has been formed to address areas of fairness and diversity, and as outlined earlier in this report, a significant effort was put forth in 2010 to strengthen the School’s faculty search protocols in terms of generating a more diverse applicant pool. As we work toward this goal, the School engages in a wide variety of activities that reflect and encourage a welcoming and inclusive environment:

- The School hosts a wide range of visiting artists and scholars each year that represent vastly different nationalities, ethnicities, and perspectives.
- The School has made it a core value to involve students, both through course work and enrichment activities, in the diverse neighborhoods of St. Louis.
• The Sam Fox School encourages and facilitates international study for a large percentage of its student body. Last year, approximately 15 percent of Sam Fox School students completed a summer- or semester-long experience in South America, Europe, or Asia, leading to expanded academic horizons, an understanding of different cultures and people, and a tolerance for diversity. A large international student population at the School encourages similar values.

• The Sam Fox School works to create a welcoming environment for diverse individuals by hiring diverse individuals. Faculty and staff members represent numerous ethnic, cultural, and geographic populations, including African-American, Latino/South American, Eastern and Western European, and Asian.

• The Sam Fox School supports two student groups that encourage diversity and inclusion: the National Organization of Minority Architecture Students and Women in Architecture.
Planning Activities

The Sam Fox School engaged in a comprehensive strategic planning process from 2006 to 2008, including faculty, administrators, and volunteer leaders, that resulted in the 10-year Design for Excellence plan. The plan outlines five key priorities for the School:

• Distinguish the Sam Fox School by developing an innovative undergraduate curriculum
• Build top-tier graduate programs that promote interdisciplinary practices
• Develop a comprehensive agenda for supporting creative research and activity
• Develop and steward the art holdings of the Museum and the university
• Prepare our students to be productive, competitive, and successful in a world of global opportunities.

Subsequently, the School identified a sixth primary initiative, to “Provide students with the services, skills, opportunities, and networks to succeed in the professional realm.” An update to the strategic plan is produced by the Office of the Dean annually to gauge progress and document new opportunities that have emerged within the School.

Significant progress toward the School’s strategic goals has been achieved over the last eight years, including new curricular structures and a unified core for all undergraduate degrees; 80 percent growth in graduate enrollment; the launch of the new Master of Landscape Architecture program as well as the MS in Architectural Studies and the MS in Advanced Architectural Design; strategic hires across all departments; the establishment of a Sam Fox School Research Office; the approval of an Art on Campus major public art initiative; the introduction of new study abroad opportunities in Asia, South America, and Europe; and the commitment to permanent, on-site career advisors for Art and Architecture. Looking ahead, top priorities for the School are to strengthen undergraduate enrollment for both majors and nonmajors; grow collaborative graduate degree programs with Social Work, Business, and Engineering; launch a Doctor of Sustainable Urbanism degree; launch a Center for Health Research & Design; invest in a professional conservation staff and facility for the Museum’s collection; grow professional development and career opportunities for students; and build a new facility for graduate and interdisciplinary studies.

As the School continues to work toward these goals, we anticipate resource requirements of approximately $75 million by 2020. Investment will be required for scholarships ($20 million), facilities ($30 million), faculty ($10 million), and academic programs ($15 million). The School is actively engaged in this fundraising as a part of the larger initiative, Leading Together: The Campaign for Washington University. Student support is a major focus of our effort and a top priority for the Sam Fox School.
Approximately half of our undergraduates and nearly all of our graduate students receive need-based scholarship support, and student need continues to grow. To date, the School has raised $10.9 million for scholarships—more than 50 percent of our goal.

A second major focus in our fundraising is facilities support. $30 million will be raised toward the cost of a new graduate and interdisciplinary studies building that will unite our graduate art and architecture students on the Danforth Campus. Need for a new building stems out of the School's significant growth in graduate enrollment and the demands of our fields to innovate in more collaborative directions. Preliminary plans for the 110,000-square-foot building include flexible studio and teaching spaces, cutting-edge fabrication and making shops, seminar and meeting rooms, critique and exhibition spaces, faculty offices, social spaces, and shared university resources such as a large-format lecture hall and public dining. To date, the School has raised $15.9 million toward facilities support.

As the School pursues its ambitious goals we are also mindful of challenges, particularly significant changes in undergraduate enrollment. Undergraduate admissions have been slowly decreasing at the School for the last five years, reflecting both changes in attitudes toward majoring in art and architecture and ever more rigorous academic standards for admission to the university. The School will address this challenge by responding to the most current practices in art and architecture education, strengthening our collaborative and interdisciplinary options, expanding our focus on recruitment, and growing enrollment among nonmajors.

**Sam Fox School Degree Programs**

**Degree Programs:**

The College of Architecture currently offers the following three undergraduate degrees:

- Bachelor of Arts (students graduating before 2015), 120 credits
- Bachelor of Science in Architecture, 122 credits
- Bachelor of Design in Architecture, 122 credits

The Graduate School of Architecture & Urban Design offers the following graduate degrees:

- Master of Architecture, NAAB Accredited
  - MArch 3, seven-semester program, 105 credits
  - MArch 2+, five-semester program, 75 credits
  - MArch 2, four-semester program, 60 credits

- Master of Landscape Architecture, LAAB Accredited
  - MLA Three-Year, six-semester program, 90 credits
  - MLA AP, four-semester program, 60 credits
• Post-professional Degrees
  ◦ Master of Urban Design, two-semester program, 36 credits
  ◦ Master of Science in Architectural Studies, two-semester program, with concentrations in Architectural Pedagogy and Architectural History
  ◦ Master of Science in Advanced Architectural Design, two-semester program

The Graduate School of Architecture & Urban Design offers several dual degree programs.

  • Master of Architecture/Master of Urban Design
  • Master of Architecture/Master of Landscape Architecture
  • Master of Urban Design/Master of Landscape Architecture

Additionally, the Graduate School of Architecture offers dual degree programs in conjunction with other Washington University departments including Master of Architecture/Master of Social Work; Master of Urban Design/Master of Social Work; Master of Architecture/Master of Business Administration; Master of Urban Design/Master of Business Administration; and Master of Architecture/Master of Construction Management.

The College and Graduate School of Art offers the following undergraduate and graduate degrees:

  • Bachelor of Fine Arts: four-year NASAD-accredited degree with six areas of concentration in painting, sculpture, fashion design, communication design, printmaking, and digital imaging and photography, 128 credits
  • Master of Fine Arts: two-year, NASAD-accredited degree in Visual Arts, 60 credits

**Distance Education**

The Sam Fox School does not currently offer online or distance education programs.

**Sam Fox School Financial Status**

**Sam Fox School Financial Status:** Revenues for the Sam Fox School in FY13 were $36.136 million, representing primarily tuition, gifts, and investment income. Expenses including university transfers were $36.495 million. Currently, the School has general operating reserves of $5.436 million. Reserve funds nearly doubled since FY07 as graduate enrollment increased by 80 percent, reflecting the growing prominence of our programs, strong international demand, and, to some extent, a softer U.S. job market. These reserves have allowed the School to make major investments in strategic faculty hires, facilities upgrades, distinguished visiting scholars and practitioners, and student financial support. Minor operating deficits in FY12 and FY13 reflect a decline in
undergraduate enrollment among art and architecture majors and stabilizing graduate enrollment. The decrease in undergraduate major enrollment is the direct result of higher academic admissions standards for the university and some attrition among students who begin in the Sam Fox School seeking dual degrees and ultimately transfer to Arts & Sciences. In response, and to ensure a strong financial position in the future, the School has started a sharper focus on our undergraduate recruitment strategies to attract highly qualified art and architecture majors with exceptional academic standing. We are also refining our graduate recruitment to strategically grow programs with capacity, such as the new Master of Landscape Architecture program. In light of these efforts, the School anticipates break-even operations in FY14. In addition, the School has put greater emphasis on raising endowment funds for scholarships, programs, and faculty support. The value of the endowment as of June 30, 2013 was $71,404,618. This number represents an eight percent increase in just the last two years, reflecting both an improvement in the financial markets and strengthened fundraising.
SCHOOL OF LAW

HIGHER LEARNING COMMISSION REPORT

1. Mission Statement

Washington University School of Law's mission is to equip students with knowledge and skills to ethically and effectively practice law and pursue justice in a dynamic and globally interconnected legal environment; to foster a vibrant intellectual culture, characterized by the rigorous exchange of views and the production and dissemination of influential research; and to cultivate a collaborative and supportive community of students, faculty, staff, and alumni that prizes diversity and values connection to and service in broader civic and professional communities.

2. Executive Summary

Washington University School of Law is the oldest private law school in continuous operation west of the Mississippi. In 1869, the law school admitted who are believed to be the nation’s first women law students—Lemma Barkeloo and Phoebe Wilson Couzins. The school has had a long-standing commitment to diversity with its first black graduate, Walter Moran Farmer, receiving his law degree in 1889. The American Bar Association (ABA) approved the School in 1923 and the School is a charter member of the Association of American Law Schools (AALS). The national stature and prestige of the School grew rapidly under the stewardship of such leaders as Dean Henry Hitchcock, who later became president of the American Bar Association; Dean William Gardner Hammond, who was instrumental in the creation of the Committee (now Section) on Legal Education and Admission to the Bar; and Dean Wiley Rutledge, subsequently appointed to the United States Supreme Court. Dean Dorsey D. Ellis, Jr. led the faculty through years of growth in the size of the faculty, financing and construction of Anheuser-Busch Hall, and significant improvement in both the entering credentials and diversity of the student body.

In January 2006, Kent Syverud began his tenure as dean. Dean Syverud continued the expansion of the faculty, growing the faculty by seven new tenured or tenure-track faculty and installing nine new chaired professors. During his tenure, the School has also built new classrooms, offices, and program space in Seigle Hall and undertook major renovations of Anheuser-Busch Hall, including most notably the construction of a glass canopy over the courtyard and extensive renovations and expansion of the clinical program’s facilities.

The profile of entering students has also transformed since the last HLC visit. Over the past five years, the median LSAT has continued its upward trend and is now in the 96th percentile, and the median GPA has grown from 3.55 to 3.69. Although most law schools experienced a sharp drop in applications, applications to Washington University School of Law increased 7 percent in 2012–13. The entering credentials remained stable from last year with a slight increase in GPA.
Dean Syverud led an aggressive transformation of the School’s Career Services Office (CSO). The goal is to provide students with a robust resource, especially during the current economic situation when finding a job is an even greater challenge. To that end, more CSO personnel have been hired, and faculty and staff devote extensive time advising students on careers and helping them make professional connections. The goal is to connect individual students with employers who have appropriate job openings, rather than just emphasizing traditional career counseling.

As of November 24, 2013 Dean Syverud stepped down as dean of the law school, and Professor Daniel Keating began his third interim tenure as dean—having served before each of the previous two deans. A search committee selected Nancy Staudt, vice dean for faculty and academic affairs at the University of Southern California Gould School of Law, as dean of the School of Law, effective May 15, 2014.

3. Most Recent Accreditation Outcomes

The accreditation process for law schools is through the American Bar Association (ABA). Pursuant to the U.S. Department of Education regulations, the Council of the Section of Legal Education and Admissions to the Bar is required to conduct interim monitoring of each ABA-approved law school to determine whether each school remains in compliance with standards. Washington University School of Law went through the reaccreditation process in 2012–2013. The law school hosted an extensive site visit in fall of 2012 and the feedback from the site visit team was very favorable. The report from the Accreditation Committee did not identify any areas of noncompliance and the law school received reaccreditation in April 2013.


The law school is consistent with the rest of the university in terms of human resources policies and procedures. The hiring and terms of service for tenure and tenure-track faculty is consistent with the norm in legal academics and is compliant with the university hiring procedures.

5. Academic Policies

The law school has a number of academic policies that are specific to the law school particularly in the areas of experiential learning. Over 80 percent of law school graduates participate in a clinical program during their law school education and the clinical program is made up of both school-operated direct client service opportunities (law clinics) and off-site externship programs with significant faculty interaction (externships). In addition, the law school offers over 25 additional skills courses including courses that provide substantial instruction in pretrial, trial and appellate advocacy, alternative dispute resolution, negotiation, advanced legal writing and research, legal planning, and drafting. All of these programs comply with extensive ABA requirements and are highly regarded and ranked in the legal academy.
Another area somewhat specific to law schools is in the area of transfer students and study abroad programs. The law school accepts applications for admission from students who have completed their first year of law school at another institution. This process also complies with the requirements of the ABA. The law school also has a number of study abroad opportunities and exchange programs with foreign law programs. The programs add greatly to the diversity of the law school experience and the richness of the experience of the Washington University law students. All of these programs comply with ABA standards and were reviewed by the ABA Accreditation Committee in 2013.

6. Law School Governance

The dean of the law school is the administrative leader of the law school, working closely with vice deans, senior administrators, and faculty committees. As stated previously, Kent Syverud stepped down as dean effective November 24, 2013 and Dan Keating served as the dean of the law school until Nancy Staudt assumed the office on May 15, 2014. School governance is also a part of every faculty member’s responsibilities. Under the current structure, governance occurs through five standing committees—Admissions, Curriculum, Faculty Appointments, Promotions, and Student Life. These standing committees bring significant matters to the faculty as a whole for consideration, such that the faculty maintains a significant role in determining the educational policies of the School. In addition to the five standing committees, the dean typically appoints ad hoc committees each year to address currently pressing issues. Except when on leave, faculty members are expected to participate on at least one law school committee.

The dean also works very closely with the School’s own National Council, a 60-member advisory group established to provide advice and counsel to the dean on matters of strategic importance. Council members include judges from the U.S. Court of Appeals for the Eighth Circuit, the U.S. District Court for the Eastern District of Missouri, and the Missouri Supreme Court; faculty from peer institutions; practicing lawyers; and business leaders representing a variety of different economic sectors. The National Council reflects geographic diversity and includes people of diverse age, and a substantial number of women and people of color.

The Council supports the School’s long- and short-term planning efforts by 1) representing the needs and interests of diverse areas of contemporary law practice; 2) supporting the School through private gifts and securing financial commitments from others; and 3) advancing the School’s reputation by fostering relationships with individuals and organizations that help to promote its mission and values. The National Council played a significant role in the development of the School’s current Strategic Plan.

7. Standing in National Rankings

The only law school ranking with widespread reach is the U.S. News & World Report annual ranking of law schools. Washington University School of Law ranks 18th in
the most current list out of approximately 200 law schools. The clinical education program is ranked #6.

8. Recent Accomplishments

The law school has endeavored to focus on key aspects of the School’s mission while providing new and varied opportunities for our students. The School has significantly expanded clinical facilities and opportunities for law students to participate in externship programs outside of St. Louis; international opportunities; and clinical and professional skills training. The Clinical Education Program has expanded its scope and now offers 18 distinct clinical opportunities for students, including a number of programs operating outside the St. Louis area and new opportunities in patent law, business regulation, and international conflict resolution. This fall the School’s Semester in Practice began, allowing students to extern full time all over the country.

Among the new international programs, the Transnational Law Program (TLP) was launched in 2008. Through TLP, students split their education between Washington University and one of four partner schools in Europe, earning both a domestic law degree and an LLM. The School also has deepened ties with Asian institutions, such as Shanghai’s Fudan University, and developed partnerships with IDC-Herzliya in Israel and the University of Queensland’s TC Beirne School of Law.

Since 2006, the School has expanded empirical research, notably through the founding of the Center for Empirical Research in the Law. The center is a joint venture with the Department of Political Science in Arts & Sciences. Additionally, the School’s other centers have grown in stature. The Center for the Interdisciplinary Study of Work & Social Capital changed its name to reflect its focus and scholarly projects in that area. The Whitney R. Harris World Law Institute is engaging in an ambitious and groundbreaking effort to formulate a treaty on the prevention of Crimes Against Humanity, among a full array of conferences, roundtables, and lectures. The new Center on Law Innovation & Economic Growth is a faculty-based research program, located in the School but serving as an interdisciplinary center for the university, whose mission is to generate and support quality research in the area of law and economics, innovation, and entrepreneurship.

The School has also been developing new teaching methods and programs. In January 2013 the School launched its first fully online degree program—an LLM in U.S. Law for Foreign Lawyers. This program has provided an opportunity for the School, and a significant number of individual faculty members, to quickly develop an expertise in online education curriculum development and teaching. This academic year is also the first foray into executive education with an extensive series of workshops developed for a large national law firm. The first workshop took place in October 2013.
9. Learning Outcomes

The law school continues to explore new ways to evaluate learning outcomes. The traditional outcome measurements are the success of graduates on the bar exam and employment placement. Graduates of the School take the bar exam in over 20 states each year and consistently perform very well. The most recent data compiled is for the calendar year 2012, where graduates from Washington University School of Law had a combined weighted pass rate of 84.79 percent with a 94.2 percent pass rate in the state of Missouri.

Data acquisition, management, and maintenance and close relationships with alumni and friends of the School are the most important components in positive results with the other four goals. In addition, in light of recent efforts to require more detailed reporting of employment statistics, accurate and comprehensive data is necessary. Therefore, the School has devoted significant resources, in terms of time and personnel, to developing comprehensive data on students and alumni and deepening the alumni network.

In Fall 2011, the ABA revised the definitions used to report placement information. In the spirit of transparency and openness, the School took a rigorous and careful approach to reporting placement data under the ABA’s revised placement definitions, which focus on student-by-student placement. To meet the new placement data requirements, the School has:

- Dedicated additional resources toward tracking and verifying placement information;
- Re-contacted members of the Class of 2010 to verify employment status and worked closely with members of the Class of 2011 throughout the fall and early spring after their graduation;
- Verified placement information with the graduate himself/herself;
- Updated data with any status changes (if a graduate had a job but then lost it by the February 15 deadline, the record was updated); and
- Actively pursued graduates with unknown status.

Using the new placement definitions, the School reported that 87.4 percent of the 2010 graduates were employed or enrolled in full-time graduate programs as of February 15, 2011, the deadline for ABA reporting. For the class of 2011, job placement and graduate school enrollment figures rose to a total of nearly 92 percent by February 15, 2012. Although these results do not reach the School’s goals for graduate employment, the efforts of the School, working in partnership with students and graduates, are proving to be successful.

A challenge in the Career Services Office (CSO) is to provide enough immediate impact to assist current students while implementing initiatives that will result
in long-term and permanent improvements in career placements. The CSO must develop resources that will serve students and alumni in all types of economic environments. The future of legal hiring is unpredictable and a strong foundation in the CSO will allow students to be successful in any market. The CSO has seen immediate, positive impacts from many of its initiatives. However, efforts to develop CSO relationships and brand the School with employers, current students (who will become alumni), and alumni is likely to be most evident in five to 10 years. As with all law schools, the School continues to struggle with placement issues in the current employment market yet strives to be creative, innovative, and unflagging in support of current students as well as graduates.

10. Student Services

Student services are provided by a number of personnel in the Student Services, Registrar, and Career Services Offices and supplemented by Legal Practice faculty, other faculty, and alumni. The assistant dean for student services supervises these services and coordinates programs with the assistance of upper-level student advising assistants. The student advising assistants also meet individually with students who have questions about law school academic skills, and one is trained to assist with writing skills.
Student Services also provides a variety of enrichment opportunities to current students. These include professional skills programs, panels and workshops, and opportunities to participate in community service and pro bono legal activities.

**First Year Students**

The School has an extensive orientation program for entering first-year students designed to serve as an introduction to law school academics, professional skills, and ethics. During the fall semester, the Student Services Office meets with each first-year section separately and offers academic panels and workshops to the entire student body on topics such as time management, study skills, and exam preparation. During the spring semester, staff and student advising assistants in the Student Services Office run a 10-week academic skills program (ASP). This is a voluntary program, offered for no credit, and the entire first-year class is invited. The format of the workshop is a progressive one, focusing on briefing and note-taking early on, proceeding to outlining and exam-taking skills at the end.

**Upper-Class Students**

Throughout the academic year, the Student Services Office is available for individual student counseling. During the spring semester, the Office is a conduit for registration information. An Academic Planning Guide is prepared and distributed, a faculty panel consisting of a cross-section of upper-level faculty members is organized, and the assistant dean and others in the Office are available, by appointment, to discuss the students’ registration options. The assistant dean pays special attention to the different bar exam needs of the individual students and recommends “core” classes that are tested on most state bar exams.

To assist students with graduation requirements, at the beginning of each academic year the Office of the Registrar provides each returning student with an Evaluation of Graduation Requirements form indicating the degree requirements the student has completed and those that are still needed. Students are responsible for seeing to it that they meet their degree requirements (such as certain number of units, certain courses, GPA, and residency). Every summer the Student Services Office runs a supplemental bar program aimed at helping first-time bar takers. This consists of a panel discussion with recent bar takers and essay writing workshops in which bar applicants practice and refine their essay writing techniques.

**Career Services**

The Career Services Office (CSO) is addressing changes in the legal, business, and government services employment markets by innovating to maximize opportunities in the new legal environment. The CSO partners with students and alumni to place them in positions where they will succeed. The five primary goals identified to meet the mission of the CSO are 1) Student Job Placement (Summer and Permanent); 2) Employer Outreach and Branding of Washington University School of Law; 3) Student Satisfaction and Engagement; 4) Student Education and Professionalism; and 5) Data Acquisition and Management, and Maintenance.
Over 15 career services initiatives are either completely new or have been substantially changed since Spring 2011. These initiatives include methods of developing a large network of practicing attorneys as resources to students; identifying more job opportunities; providing students with the necessary networking skills to be successful in the job search and their career; acquiring information to help students identify the opportunities where they will be most successful; utilizing the faculty as a resource for students; and communicating effectively with students, employers, and alumni. For instance, each member of the class of 2011 still seeking employment after taking the bar was assigned a team of advisors including a faculty member and an alumnus to aid them in their career placement.

11. Facilities and Computing

Since 1997, the School's home has been Anheuser-Busch Hall on the northwest corner of the Danforth Campus's recently completed and landscaped Centennial Greenway, which runs from Seigle Hall to Graham Chapel and Olin Library. Constructed of Missouri red granite and Indiana limestone, the building's architecture is consistent with the traditional collegiate-Gothic style of the university's Danforth Campus. A sense of spaciousness and access to natural light pervade the building. The third-floor entrance to the building opens onto the campus's Centennial Greenway, while a first-floor entrance opens onto Snow Way and nearby parking garages. Anheuser-Busch Hall is a 175,000-square-foot building, containing 115,200 net assignable square feet, over which the School has exclusive use and control.

Although several changes were made to Anheuser-Busch Hall between its construction in 1997 and the last Self-Study in 2004, it became necessary again to examine the facilities and plan for further expansion. Accordingly, in 2008 a new building was constructed (Seigle Hall) and Anheuser-Busch Hall was significantly renovated. Seigle Hall, located perpendicular to Anheuser-Busch Hall, is a 79,370-net-square-foot building over which the School has exclusive use and control of approximately 18,145 sq. ft. (about 22 percent). The completion of Seigle Hall has not only provided more space for classes and organization offices, it has also allowed the School to make space available in Anheuser-Busch Hall for event use by other entities, resulting in some additional income for the School.

The 2008 improvements to Anheuser-Busch Hall included 1) a renovated space on the second floor so that computer, multimedia, and web services can be housed in one location; 2) a reception desk near the first-floor entrance; and 3) space on the first floor for the newly established Facility and Events Management Offices. In addition, kiosks were added near the entrances on the first and third floors to provide substantive schedule and location information about upcoming events. During the 2008 campus construction, the quadrangle area in front of Anheuser-Busch and Seigle Halls also was re-landscaped and now includes benches and outdoor tables.

In addition to classrooms, courtrooms, and student services offices, the main floor of Anheuser-Busch Hall (the third floor) provides a number of areas for students to relax
and study. The W.L. Hadley Griffin Student Commons area contains comfortable chairs, tables, televisions, and six study rooms, as well as vending machines and a small kitchen area. Crowder Courtyard is a large, inviting space for relaxation, conversation, and study. Though lovely with its open roof, the original outdoor Crowder Courtyard provided limited functionality because its use was weather-dependent. As part of the construction in 2008, the School installed a glass dome covering the courtyard, thus creating a larger student commons for year-round use. At the same time, the School’s Café in the commons area was relocated, renovated, and expanded. Given this expansion and enhanced menu choices, the Café has become popular not only with law students and faculty, but others on campus as well.

The Computing Services Division of the Information Resources Department provides the technical infrastructure and expertise to assist faculty in incorporating new technologies and information sources into the classroom and into the curriculum. Students, introduced to these technologies as part of their law school experience, receive a better grounding in what it takes to be a successful advocate in the information age than those who are not familiar with law-related hardware, software, and databases. The department also plays an important role in using computing technologies to support many of the School administrative functions.

The Computing Services Division provides technological support to the School community. While the Systems and Network Services Unit of the division develops and supports most of the computing infrastructure of the School, some infrastructure activities and services are provided by the university’s Information and Technology Services Department, including connecting to the university’s core network and fiber backbone; administering the law school’s wireless network; administering the accounting component of the School module of the university’s student print tracking system, PaperCut; and allowing the School access to the university’s Student Reporting database system.

The Computer Support Unit provides direct desktop and laptop hardware and software support to faculty, staff, and students. The Multimedia Services Unit provides sophisticated production assistance for faculty and staff. In addition to routine audiovisual set ups, this unit is responsible for producing video streaming of conferences, recording classes and conferences, and compiling and publishing videos on a variety of subjects at the request of the dean. Finally, the Web Services Unit is responsible for the design and maintenance of the School’s website. It also provides support for the School’s Intranet, MyLaw, and is responsible for designing the electronic signage found throughout the School.

12. Diversity

As the faculty has expanded, the School has continued to focus attention and to take concrete actions to ensure diversity among its members. Today, 22 of 46 tenured and tenure-track faculty, or nearly half of the faculty, are women. Among tenured faculty, half (20 out of 41) are women, and half of the School’s chaired professorships are
held by women. The School has increased its racial diversity in recent years as well. Currently seven tenured or tenure-track faculty are members of minority groups. While the number of Asian-American faculty has grown dramatically since 2004, increasing from one to four, recruiting and retaining African-American and other underrepresented minority groups to the faculty has proven more challenging. Currently there are three African-American faculty, all of whom are tenured.

The School has long aspired to have a diverse population that is inclusive of students from a variety of backgrounds. A diversity of backgrounds, experiences, and views adds to the educational experience of all students and enriches the School’s programs and activities. Creating and supporting a diverse student demographic is a continuing goal and challenge for the School.

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13. Future Planning

This Self-Study comes at a time of significant challenges to all law schools. Changes in law firm hiring and the demand for legal services, combined with high student debt loads, have created uncertainties for students and for schools. As a result of these issues and general economic conditions, the size of the pool of prospective law students has contracted sharply over the last several years. The entering classes at most schools have become smaller and the cost in terms
of financial aid awards has increased dramatically. These changes impact the budget of the School and decisions about admissions, curriculum, staffing, and programs. As legal education adjusts to face these new realities, Washington University School of Law is striving to adapt thoughtfully and in a way that continues its successful mission to be the best place in the country to learn to be a lawyer and a community of outstanding research and service to the world.

Much has happened at our School since the last self-study in 2004. We have a larger and, by many measures, an even more talented student body. Our faculty has also grown, and we have built a second building and substantially renovated our first home in Anheuser-Busch Hall. We have an array of new programs in many areas, including our Transnational Law Program, our Center for Empirical Research in the Law, and our partnerships in Washington, D.C. and in New York City, and with foreign universities. However, for our School to successfully navigate the changing legal environment, we will need to respond proactively. Our greatest challenges in the face of change include curriculum, job placement, community, and finance (including our own budget and our students’ debt).

14. Current Degree Programs

The law school offers the following degree programs:

- Juris Doctor (JD)
- LLM in Intellectual Property and Technology Law
- LLM in Taxation
- Joint JD/LLM in Taxation
- LLM with a Concentration in Negotiation and Dispute Resolution
- LLM in U.S. Law for Foreign Lawyers (On Campus)
- LLM in U.S. Law for Foreign Lawyers (Online)—@WashULaw
- Master of Juridical Studies (MJS)
- Juris Scientiae Doctoris (JSD)

15. Distance Education

Program Background

Washington University submitted a Substantive Change Application to the Higher Learning Commission (HLC) on March 2, 2012 regarding a distance learning track for the existing LLM in U.S. Law for Foreign Lawyers. The Substantive Change Application was approved by the Institutional Actions Council (IAC) on May 24, 2012 with no additional action required. @WashULaw, the online track of the LLM in U.S. Law for Foreign Lawyers launched in January 2013. As part of ongoing monitoring of institutional expectations, this update has been prepared for the central administration...
on the organizational structure of the program, internal monitoring of educational quality and consistency with residential offerings, and any student services specifically related to this program.

Organizational Structure of Distance Learning Program

The distance learning track of the LLM in U.S. Law for Foreign Lawyers (@WashULaw) launched in January 2013 with a first cohort of 10 students. Additional students started in the program in April 2013 and July 2013, with the next group scheduled to begin in October 2013. To date we have 30 students enrolled in @WashULaw with 70 students anticipated by the beginning of 2014. All of the students are enrolled in the program part-time and all are pursuing an LLM in U.S. Laws.

In July 2013 the law school incorporated administration of the distance learning track, @WashULaw, into our existing graduate law programs. As such, the program is under the supervision of the associate dean for graduate and international programs, a full-time professor of practice and experienced administrator at the law school. In addition, the dean appointed an Ad Hoc Online Education Oversight Committee for this academic year to monitor the quality and implementation of the program. The committee consists of faculty members extremely familiar with the program and the unique issues presented by online education. Several of the members of the committee are also teaching in the @WashULaw program. The committee is working closely with the program administrators, the admissions committee, and the dean.

Educational Quality and Consistency with Residential Offerings

All courses in the @WashULaw program were designed by, and are being taught by, Washington University School of Law faculty and are required to meet the School's high standards for academic rigor and quality of teaching. As of the October 2013 cohort, the program will have five courses fully completed and offered online. The law school is assessing, reviewing, and evaluating quality in the same methods as all other courses offered by the School. The distance learning students complete student evaluations using the same internet-based method as the residential students. In addition, the distance learning platform provides the opportunity for program administrators to review any asynchronous course content or synchronous class session at any time. Finally, the Ad Hoc Online Education Oversight Committee of the faculty has been charged specifically to review the School's progress in implementing this program and the overall quality.

For each new course, the faculty member who designs the course has agreed to teach the course twice in the first year it is offered. As with any new course offering, a great deal is learned through the process of teaching it the first term. In the @WashULaw program, each faculty member is reviewing the course materials, delivery, and student experience after the first term the course is offered. The student experience includes the ease with which the students engaged with the material in terms of the learning platform, the content and amount of material covered, and the effectiveness of both the asynchronous and synchronous classes. The class size for every class in this program
will be 15 students or less. Therefore, the course instructor is acutely aware of the level of preparation and participation at the individual student level. As with most law school courses, the “learning outcomes” for the courses offered in the @WashULaw program are measured by classroom participation and one written examination. As part of the review of the course, each faculty member is reviewing the written examinations of the distance learning students to ensure that the educational goals of the course are being met.

The School is extremely pleased with the quality of the course offerings and the level of student engagement in the @WashULaw program. The student quality and level of participation is as strong, or stronger, than in the residential LLM in U.S. Law program. The associate dean for graduate and international programs serves as the program director and has extensive experience teaching international graduate students. He is in constant communication with the faculty teaching the courses and participates in the faculty committee. With the incorporation of the distance learning track into the organizational structure of the other graduate law programs, the associate dean is able to both monitor this program closely and to ensure consistency with our other offerings.

**Student Services and Verification of Identity**

The @WashULaw program is administered through the Office of Graduate and Professional Programs at the law school. Distance learning students have access to student services through the law school as well as a dedicated student services person who works with the distance learning team. This dedicated student services team member is able to provide in-depth assistance on the technology used in the distance learning platform as well troubleshoot problems students may have with their own hardware and internet access. In addition, the learning-platform provider has 24-hour technical assistance available to students. Entering students have one-on-one technology training and complete an online orientation course to prepare them for classes and to introduce them to the common law system.

The @WashULaw distance learning track of the LLM in U.S. Law program uses technology to verify the identity of the students. First, each student provides a copy of his or her passport or other form of official photo identification. Each student is interviewed via the learning platform and the interview is recorded. During that live meeting, the interviewer asks questions intended to verify both the information provided in the application and to confirm that the applicants’ English skills and substantive legal knowledge are consistent with the written essays and recommendations.

Synchronous classroom interaction will occur in small groups where all participants and the instructor are visible to each other and access to the website requires secure logins and passcodes. In addition, the law school is able to monitor access to material and screen time for each student.
16. Financial Status Unique to School

Washington University School of Law, in consultation with the central administration, pursued a strategy for the current first-year JD class that yielded outstanding LSAT and GPA medians but created significant short-term budget deficits because of the high rate of tuition remission for that class. The School’s leadership team is currently working closely with the provost on a plan that will both cut expenses and increase revenues for the upcoming fiscal years so that the law school can achieve a completely balanced budget again by FY17.
# SCHOOL OF MEDICINE

## HIGHER LEARNING COMMISSION REPORT

### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION AND VISION</td>
<td>252</td>
</tr>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td>252</td>
</tr>
<tr>
<td>RESULTS OF MOST RECENT ACCREDITATIONS</td>
<td>254</td>
</tr>
<tr>
<td>SCHOOL OF MEDICINE HUMAN RESOURCES POLICIES</td>
<td>256</td>
</tr>
<tr>
<td>SCHOOL OF MEDICINE ACADEMIC POLICIES</td>
<td>257</td>
</tr>
<tr>
<td>GOVERNANCE AND ADMINISTRATIVE ORGANIZATION</td>
<td>258</td>
</tr>
<tr>
<td>NATIONAL RANKINGS</td>
<td>262</td>
</tr>
<tr>
<td>CURRENT DEGREE PROGRAMS</td>
<td>262</td>
</tr>
<tr>
<td>ASSESSMENT OF LEARNING OUTCOMES</td>
<td>268</td>
</tr>
<tr>
<td>GRADUATION RATES AND PLACEMENT INFORMATION</td>
<td>274</td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
<td>276</td>
</tr>
<tr>
<td>BUILDINGS, PHYSICAL RESOURCES, AND COMPUTING</td>
<td>279</td>
</tr>
<tr>
<td>DIVERSITY: FACULTY, STAFF, AND STUDENTS</td>
<td>282</td>
</tr>
<tr>
<td>RECENT SIGNIFICANT DEVELOPMENTS, ACCOMPLISHMENTS, AND EVENTS</td>
<td>286</td>
</tr>
<tr>
<td>PLANNING ACTIVITY, NEXT STEPS, AND FUTURE TRAJECTORY</td>
<td>288</td>
</tr>
<tr>
<td>DISTANCE EDUCATION</td>
<td>291</td>
</tr>
<tr>
<td>FINANCIAL STATUS</td>
<td>291</td>
</tr>
</tbody>
</table>
Our Mission
Washington University School of Medicine will lead in advancing human health through the best clinical care, innovative research, and the education of tomorrow’s leaders in biomedicine in a culture that supports diversity, inclusion, critical thinking, and creativity.

Our Vision
In leading the advancement of human health, Washington University School of Medicine will:

- Cultivate excellence and collegiality within an inclusive community
- Attract and develop a diverse, talented, academic workforce
- Lead the revolution in biomedicine
- Enhance our intellectual and technological environment to foster exceptionally creative research and education
- Develop and maintain excellent clinical programs to provide outstanding care
- Observe the highest standards of ethics, integrity, and compassionate care
- Apply advances in research and medicine to the betterment of the human condition locally and globally

Executive Summary
The origins of Washington University School of Medicine (WUSM) can be traced as far back as 1842, when St. Louis Medical College began operations. In 1891, St. Louis Medical College was incorporated into Washington University as the Medical Department. The Medical Department was joined in 1899 by Missouri Medical College, fusing the two oldest medical schools west of the Mississippi River.

Spurred by Abraham Flexner’s criticisms of the Medical Department’s educational program, Robert Brookings (president of the university’s Board of Directors) initiated a total reorganization of the school and the establishment of the medical center. Affiliations were established in 1910 with the fledgling Barnes Hospital and the established St. Louis Children’s Hospital. With the support of local civic leaders, a new campus was built and a nucleus of renowned medical scientists was assembled. Novel characteristics of the new medical school included full-time faculty appointments, enlarged patient-care facilities, lab space for both preclinical and clinical departments, research time for faculty, and small-group learning with close contact between students and professors.

Since that time, the School has flourished. It has been at the forefront of biomedical research, presently holding more than $545 million in research grants and contracts.
from government agencies and private sources. As part of the university’s initiative to translate basic science discoveries into solutions for the world’s biggest health problems, the School of Medicine has partnered with other schools such as Arts & Sciences and Engineering to develop Interdisciplinary Research Centers (IRCs), which conduct disease-focused basic science in large, multidisciplinary teams. Due to the university’s tradition of collaborative, pioneering science initiatives, 17 Nobel laureates have been associated with the School of Medicine. Thirteen of its present faculty members have been elected to the National Academy of Sciences, and 20 faculty members belong to its Institute of Medicine.

Our faculty members are actively engaged in the local, regional, and global community. The school employs approximately 2,000 faculty members and 7,000 staff who support 1,364 students on our campus. More than 1,242 full-time, university-employed faculty physicians make up Washington University Physicians, the School of Medicine’s clinical practice group. As one of the five largest academic clinical practices in the nation, this highly active group represents more than 76 specialties and subspecialties in medicine and surgery.

Our students have the opportunity to learn from master clinicians and researchers while pursuing their studies in a wide array of academic departments and programs. Our MD program, as well as our programs in occupational therapy, audiology and communication sciences, and physical therapy, are among the highest ranked in the country by U.S. News & World Report.

WUSM is located on the 164-acre Medical Campus in the Metro Central region of the city. Forest Park separates it from the Danforth Campus of the university. Barnes-Jewish Hospital and St. Louis Children’s Hospital, the School’s affiliated teaching hospitals, are physically linked to the School by an enclosed pedestrian bridge system. Most other clinical affiliates where students see patients are located no more than 30 minutes from the WUSM campus.

The Plan for Excellence

As part of a university-wide effort, the School of Medicine developed a 10-year strategic plan called the Plan for Excellence and presented it to the Board of Trustees in 2008. The Plan lays out major priorities and goals in the School’s four mission areas: education, research, clinical care, and community engagement. Diversity is included as a thread throughout all four mission areas. When the Plan for Excellence was revisited and updated, the School’s emphasis on diversity was reinforced.

Education Goals and Strategies:

- Enhance student and trainee support, the curricula, and the learning environment
- Cultivate teaching excellence
• Modernize educational content delivery through technology
• Create an educational structure and governance model that supports collaboration and drives change

Research Goals and Strategies:
• Focus our research in areas that provide optimum chances for direct translation of fundamental science to patient care and to populations and that provide the best opportunities for fundamental research progress
• Provide the necessary infrastructure to support research
• Prepare future scientists by nurturing the development of creative intellect
• Enhance bioethical knowledge to ensure the ethical and responsible conduct of research

Clinical Goals and Strategies:
• Ensure growth of the clinical practice
• Address future primary care needs
• Enhance the School’s ability to provide the most advanced medical care with a special focus on clinical quality, patient safety, and wellness

Community and Population Health Goals and Strategies:
• Develop a major academic unit for Community Health and Population Science in the School of Medicine
• Train experts and academic leaders in Community Health and Population Science and provide broad exposure to these disciplines for students, trainees, and faculty
• Improve health outcomes of the city, state, and region through community partnership, and advocacy
• Enhance our impact on global health

Because of the interrelated nature of these four missions, the Plan has broad implications for graduate education. Education-related Plan for Excellence achievements to date will be discussed throughout this report.

Results of Most Recent Accreditations
The Doctor of Medicine (MD) program is accredited by the Liaison Committee of Medical Education (LCME). The School of Medicine was last site visited in March 2007. Full accreditation status was granted, with progress reports submitted in 2008 and 2010. The next full survey is scheduled for the 2014–15 academic year.

The Doctor of Audiology (AuD) program is accredited by the Accreditation Commission for Audiology Education (ACAE), April 2008–April 2015, and the

The Master of Science in Deaf Education (MSDE) program is accredited by the Council on Education of the Deaf (CED) through July 2015 (last review 2010) and the Missouri Department of Elementary and Secondary Education (last review in 2004 and next review anticipated in 2014).

The Program in Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA.) The Program was last site visited in October 2004. Full accreditation status was granted with progress reports annually. The next full survey is scheduled for the 2014–15 academic year. The degree program has been accredited since 1935.

The Doctor of Physical Therapy (DPT) program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) every 10 years. The most recent site visit was March 10–12, 2008. The degree program has been accredited since 1942.
School of Medicine Human Resources Policies

The medical school environment is complex, which requires policies to support its unique clinical, research, and educational missions. Often it is necessary or desirable to have policies that integrate or support those found in our affiliated teaching hospitals due to state law or Joint Commission requirements. As a result, policies that focus on hiring, credentialing, and readiness for duty, as well as regulating time off, are different than in other schools of the university. These include:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Staff</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Screening of clinical hires and transfers (background checks, drug screens, and licensure verification)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>For cause testing for alcohol/drug use</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Fitness for duty pre-screening and for cause testing</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TB testing requirement</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ongoing licensure/registration/certification checks</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Abusive conduct policy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Non-appointee policy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Disruptive behavior policy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Communicable illness policy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Nepotism policy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mandatory flu shot policy</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Leave of absence policies (university LOA, departmental LOA)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Time off (vacation/salary continuation/parental leave)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Incentive-based compensation plans</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12-month appointments</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Background checks and drug screens for clinical new hires</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Work load relief</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tenure clock stoppage</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Non-compete agreements</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ongoing licensure/credentialing checks</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Appointments and Promotions Guidelines</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Three tracks</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• 10-year probationary period</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Carve out for instructors</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>• Research appointment notice periods</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Voluntary faculty policies</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>NRC and DEA background checks</td>
<td>X</td>
<td></td>
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School of Medicine Academic Policies

The goal of Washington University Medical Center is to provide patient care, medical education, and biomedical research of the highest quality. Accomplishing this goal depends in part on an atmosphere of mutual respect and collegiality among all those who work here. Disrespectful or abusive conduct of any kind at the Medical Center will not be tolerated. To this end, the School’s Policy on the Professional Treatment of Medical Students endorses the Professional Service Commitments outlined by Washington University School of Medicine, as well as the standards put forth by the Barnes-Jewish Hospital BJH CARES campaign. These documents address the broad issues of respectful behavior among all members of our Medical Center community.

More specific School of Medicine policies pertain to the pharmaceutical and medical device industry, exposures to human blood and body fluids, and duty hours. Although interactions with sales representatives from pharmaceutical and medical device manufacturers have a legitimate purpose, it is essential that information provided by these individuals is free of bias and financial inducements that might unduly influence medical decision making. The purpose of this policy is to define ethical standards for interacting with pharmaceutical and medical device manufacturers.

Regarding exposure to human blood and body fluids, all exposures should be reported immediately to the Health Service, which maintains a 24-hour reporting system.

Last, clerkship directors are responsible for monitoring and ensuring that duty hours are adjusted as necessary. In general, medical students should not be required to work longer hours than residents.

- Students must not be scheduled for more than 80 clinical duty hours during a seven-day week, averaged over a four-week period.
- Students must have a minimum average of four 24-hour periods off over four weeks.
- Students must not be on overnight call more frequently than every third night.
- Students cannot be on call for more than 24 successive hours, with an added period of up to six hours for continuity, educational debriefing, and didactic activities. No new patients should be assigned to students after the 24-hour call limit.

Furthermore, the primary purpose for the maintenance of discipline in the university setting is the protection of the campus community and the maintenance of an environment conducive to learning and inquiry. Freedom of thought and expression is essential to the university’s academic mission.
Governance and Administrative Organization

The Washington University Board of Trustees has oversight responsibility for all of the university’s activities, including activities at WUSM.

The University Board of Trustees reviews various performance aspects of WUSM at both its quarterly meetings and through its Executive Committee, which meets monthly. Because of the importance of WUSM’s finances to the entire university, the board has appointed a separate Medical School Finance Committee, chaired by a trustee with several other trustees as members. This committee reviews capital and strategic plans, annual budgets, and the financial performance of WUSM. The board also has named a National Council for the School. This is a group of approximately 25 national leaders (physicians, scientists, and others) who meet regularly with the administration and faculty to review programs and recommend future strategic directions.

Despite being physically separated by a large, municipal park, the administrations of the university and School of Medicine have substantial regular interactions. Larry J. Shapiro, MD is Washington University’s executive vice chancellor for medical affairs and dean (EVC/dean). He was appointed to this position on July 1, 2003. Dr. Shapiro meets frequently with the chancellor, including regular private meetings twice per month. The EVC/dean also is a member of the University Council, the senior advisory council to the chancellor. The chancellor addresses and participates in WUSM Executive Faculty meetings. The EVC/dean attends all regular meetings of the Washington University Board of Trustees and is a frequent presenter.

A distinguishing characteristic of the governance and administration of the School is the authority of the Executive Faculty. As dean, Dr. Shapiro undergoes a review every five years and a vote for reappointment is taken. As executive vice chancellor, Dr. Shapiro serves at the pleasure of the chancellor and his reappointment requires an annual vote of the University Board of Trustees. The Executive Faculty, which meets monthly from September through June, oversees School administration, acting as a board of directors whose purview encompasses all major strategic and policy decisions. It appoints (subject to review by the chancellor and University Board of Trustees) the dean, the department heads, and the WUSM faculty. The EVC/dean chairs the Executive Faculty and sets the agenda for its meetings. The Executive Faculty is made up of 23 voting members and several nonvoting members. Voting members include the 20 department heads plus three elected faculty members (two from the Faculty Council and one from the voluntary clinical faculty). Nonvoting members include the chancellor; one or more WUSM associate deans including the deans for medical student education, student affairs, and admissions; and the presidents of Barnes-Jewish Hospital and St. Louis Children’s Hospital. This body is an important source of strength for the School and has helped attract and retain outstanding department heads who are invested with considerable authority. The substantial role of the department heads as the Executive Faculty promotes consensus and broadens their sense of responsibility for the School as a whole. This structure also
facilitates interdepartmental collaborations by offering the department heads a chance to interact routinely and collegially and provides them a forum for consideration of many matters other than administrative.

The EVC/dean meets regularly with his administrative staff. Each member provides an update on recent and upcoming events in his/her area of control. At these meetings, the EVC/dean provides an update on activities of the Executive Faculty, in the St. Louis community or nationally, that are relevant to the educational programs. Each assistant and associate dean also provides an update on activities in his/her area and raises questions or concerns.

The EVC/dean also meets monthly with the senior associate dean for education, a position created in 2009 as part of the School’s Plan for Excellence. The senior associate dean for education organizes teams and working groups to better use core resources, develops collaboration across educational programs, explores opportunities for cross-disciplinary curricula and programs, identifies and promulgates best practices, and assesses the prospects for and necessary characteristics of new degree programs.

The EVC/dean is approachable and accessible. He meets regularly with faculty, students, and staff to keep apprised of issues of concern within the School, and to increase general awareness of administrative actions. Each year the EVC/dean gives separate, open “state of the medical school” addresses to the students and to the faculty. He attends a departmental meeting in most departments at least once a year.

Five standing committees of the Executive Faculty have been convened: (1) Academic Affairs, (2) Administration and Finance, (3) Faculty Practice Plan, (4) Governance and Strategic Planning, and (5) Research Affairs. The chairs of these committees make up the Executive Committee of the Executive Faculty, which is chaired by the EVC/dean, staffed by representatives from the administration, and in some cases includes members of the senior faculty at large. Committee chairs report on committee activities at each regular meeting of the Executive Faculty. The Academic Affairs Committee has the most involvement with curriculum and teaching issues and is staffed by the senior associate dean for education. Its members work with the EVC/dean and his staff in planning, reviewing, and approving major changes in the curriculum and School policies such as student evaluations and new degree-granting programs. The committee also has oversight of curriculum design and content.

Department heads are nominated by the EVC/dean, and the Executive Faculty must approve the selection of each new department head before the appointment is effective. When a department head position becomes vacant, a search committee headed by the EVC/dean and consisting of members of the Executive Faculty and/or the faculty at large is formed. Searches are national and international in scope. After appointment, each department head and department is subject to continuing reevaluation and systematic appraisal by the EVC/dean.
Faculty members at WUSM have many opportunities to participate in governance activities. WUSM faculty members at the level of assistant professor and above, plus those individuals who have held the rank of instructor for at least three years, are members of the Faculty Council. The Faculty Council is headed by an elected Executive Committee (ECFC). The ECFC is composed of a chair, a vice-chair, a secretary, four representatives from clinical departments, two representatives from basic science departments, one member from the research track, two representatives of the ECFC (one basic science member and one clinical member) to the Executive Faculty, two elected members of the Washington University Practice Plan Board of Directors, the WUSM representative to the university Faculty Senate Council, and the EVC/dean (ex officio).

The ECFC holds monthly meetings from September to May. The two representatives of the ECFC attend Executive Faculty meetings and report to the ECFC on relevant administrative decisions made at the meetings. The ECFC also calls two meetings of the Faculty Council each year to discuss issues of importance to the School and to the university. At one of these meetings, the EVC/dean usually is invited to speak and answer questions on the “state of the medical school.” In this way, the ECFC serves to promote communication between the faculty and the administration.

The chair of the ECFC also serves as an advocate for faculty members in resolving conflicts with the administration. Two additional committees, the Faculty Rights Committee and the Academic Freedom and Tenure Hearing Committee are composed of elected faculty representatives and also are involved in resolving disputes related to faculty rights and tenure.

Other forums that allow faculty members significant input into the governance of the school include participation on department head search committees, on ad hoc committees to consider all faculty appointments and promotions, and on the Faculty Practice Plan Board (six members plus additional subcommittee representation). In addition, faculty members contribute extensively to dozens of medical school committees with various interdisciplinary functions.

WUSM has strong affiliations with its hospital partners. In 1993, Barnes Hospital and Jewish Hospital joined with Christian Health Services to form the BJC Health System, (now BJC HealthCare, Inc.), the first health care system in the nation to integrate academically based hospitals and community hospitals serving a broad urban, suburban, and rural area. BJC has 13 hospitals with more than 3,400 staffed beds and six nursing/extended care centers. There are approximately 4,200 physicians and more than 27,000 employees. St. Louis Children’s Hospital and Missouri Baptist Medical Center joined the system in 1994. In January 1996, Barnes and Jewish hospitals merged to create an integrated medical staff, streamlined operations, and a single board and management team. WUSM, Barnes-Jewish Hospital (WUSM’s primary site for adult clinical teaching), and St. Louis Children’s Hospital (WUSM’s primary site for pediatric clinical teaching) make up the premier academic medical center in the region. In addition, WUSM/BJH medical residents are involved in inpatient care for
services at Barnes-Jewish West County Hospital (part of the BJC Healthcare System), which has 113 beds and over 350 medical staff members. Washington University faculty physicians also offer care at the St. Louis Veteran’s Affairs Medical Center, Shriner’s Hospital for Children—St. Louis, Missouri Baptist Medical Center (select physician services), and Christian Hospital (select physician services), and provide medical directorship at the Rehabilitation Institute of St. Louis. Teaching occurs at all of these institutions.

These School/hospital affiliations capitalize on the desire to maintain and accommodate mutually beneficial ties, which are formalized by mutual participation in governing bodies. For example, the chancellor and the EVC/dean serve on the BJC board of directors. The CEOs of BJC, Barnes-Jewish Hospital, and St. Louis Children’s Hospital serve on the Executive Faculty ex officio (without a vote), Faculty Practice Plan board ex officio, and National Council.

Another important mechanism that aligns the interests of the School and the Medical Center hospitals is the hospital payments to WUSM for teaching. This comes in two forms. First, the hospitals provide annual payments to the School each year in recognition of the time WUSM faculty members spend doing graduate medical education activities. Second, the hospitals provide a share of their “bottom line” surpluses as an additional payment for graduate education and medical direction. It is important to note that the School does not share in “bottom line” deficits.
WUSM also has a commitment to its neighborhood. Washington University Medical Center institutions (WUSM, Barnes-Jewish Hospital, St. Louis Children’s Hospital, the Alvin J. Siteman Cancer Center, and the Rehabilitation Institute of St. Louis) have effected many positive changes in the contiguous neighborhoods, as well as offer employment opportunities for a large number of area residents. For more than 35 years, the area just north of the Medical Center, which is known as the Central West End, has benefited not only from proximity to the Medical Center employees who stroll through the neighborhood, eat lunch, and shop there, but also from private funds the Medical Center institutions were able to leverage for improvements. For the past 15 years the Medical Center institutions have focused on the neighborhood immediately south of the Medical Center, known as Forest Park Southeast. During this period, the Medical Center has invested over $40 million in affordable rental/for-sale housing, improving human service coordination, increasing public safety, expanding economic development opportunities for businesses and residents, and updating the public infrastructure.

**National Rankings**

WUSM currently ranks sixth in the country for best research medical schools and number one in student selectivity according to *U.S. News & World Report*. In the same report, WUSM’s departments of biological sciences collectively rank number 11 nationally, and its programs in audiology, occupational therapy, and physical therapy rank 3 or higher. Washington University also operates the nation’s largest medical scientist training program, a combined MD/PhD program dedicated to educating physician-scientists. WUSM has ranked in the top 10 since the magazine began publishing graduate school rankings in 1987. The School ranks 4th in National Institutes of Health (NIH) support in fiscal year 2012, receiving $375.8 million. Since 1991, the medical school has ranked 5th or higher in NIH funding compared to the other 125 U.S. medical schools.

**Current Degree Programs**

**Doctor of Medicine**

By conferring the MD degree, the university certifies that the student is competent to undertake a career as a doctor of medicine. It certifies further that, in addition to medical knowledge and skills, the graduate possesses qualities of personality—compassion, emotional stability, and a responsible attitude—that are qualities essential to an effective professional life.

WUSM offers four programs leading to the MD degree: a regular four-year program, a five-year program, the MA/MD program, and a combined MD/PhD program. Students wishing to pursue joint or dual degrees other than these may be permitted to do so, but such requests are considered on a case-by-case basis.

A course of medical education for the MD degree ordinarily consists of a minimum of four years of study. Students recommended for the Doctor of Medicine degree
must be of good moral character, they must have completed an entire academic course of instruction as matriculated medical students, they must have passed all required subjects or the equivalent and have received satisfactory grades in the work of the full academic course, and they must have discharged all current indebtedness to the university. Individuals applying for licensure must be at least 21 years of age. At the end of the final academic year, students who have fulfilled these requirements will be eligible for the MD degree.

Below are the number of weeks and hours per year during of the MD program:

<table>
<thead>
<tr>
<th>Year</th>
<th>Weeks</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>38</td>
<td>719</td>
</tr>
<tr>
<td>Second</td>
<td>36</td>
<td>618</td>
</tr>
<tr>
<td>Third</td>
<td>48</td>
<td>NA</td>
</tr>
<tr>
<td>Fourth</td>
<td>44</td>
<td>NA</td>
</tr>
</tbody>
</table>

In addition to the regular four-year program leading to the MD degree and the MA/MD degree program, students are permitted to spend one additional year in an academic program in a medical or medically related field. In exceptional circumstances, an additional year may be permitted. The student does not pay extra tuition and may receive a stipend but may not be considered an employee of the university. The program must be arranged with an academic advisor and is subject to the approval of the associate dean for student affairs.

**Master of Arts and Doctor of Medicine**

The Master of Arts and Doctor of Medicine is a joint degree with the Graduate School of Arts & Sciences. The objective of the MA/MD program is to provide one full year of individual, full-time, in-depth research experience for medical students in preparation for a career in academic medicine. Students receive a base stipend of $22,000, health coverage, disability and life insurance, and full tuition remission. Program participants absent themselves from medical school and spend 12 months working on basic biomedical research or hypothesis-driven clinical research in the lab of a faculty member. Degree requirements include a presentation before a research advisory committee, submission of a publication-quality manuscript, and participation in a research ethics seminar.

**Doctor of Philosophy**

The Division of Biology and Biomedical Sciences offers predoctoral programs in Biochemistry; Computational and Molecular Biophysics; Computational and Systems Biology; Developmental, Regenerative and Stem Cell Biology; Evolution, Ecology and Population Biology; Human and Statistical Genetics; Immunology; Molecular Cell Biology; Molecular Genetics and Genomics; Molecular Microbiology and Microbial
Pathogenesis; Neurosciences and Plant and Microbial Biosciences. These educational activities are organized on an interdepartmental basis by the faculty of all clinical and preclinical departments of the School of Medicine, as well as the School of Engineering & Applied Science; the Graduate School of Arts & Sciences departments of anthropology, biology, chemistry, physics, and psychology; the Donald Danforth Plant Sciences Center; and the Missouri Botanical Garden. All degrees are awarded through the Washington University Graduate School of Arts & Sciences.

**Doctor of Medicine and Doctor of Philosophy**

The Doctor of Medicine and Doctor of Philosophy is a joint degree with the Graduate School of Arts & Sciences. Washington University offers a combined MD/PhD degree under the auspices of the Medical Scientist Training Program (MSTP). The purpose of the program is to train individuals in medicine and biomedical research to prepare them for careers as physician scientists. Participating graduate departments include the Division of Biology and Biomedical Sciences, anthropology, biomedical engineering, chemistry, and physics. The program was inaugurated in 1969 and is one of the oldest and largest in the country. The program, normally completed in seven years, has been highly successful; more than 80 percent of those who have completed postgraduate training are actively involved in research programs at leading institutions.

All students in the PhD and MD/PhD programs receive financial support in the form of stipends (currently $28,500 per year), health coverage, disability and life insurance, and full tuition remission for both the MD and PhD phases of training.

The program consists of three parts: 1) two years of an enhanced medical curriculum, 2) at least three years of original research toward a thesis to satisfy the requirements for the PhD degree, and 3) at least 15 months of clinical training based on a student's career goals. Both degrees are awarded at the completion of the program.

**Master of Population Health Sciences**

As part of the Plan for Excellence focus on Community and Population Health Science, the Master of Population Health Sciences (MPHS), was established by the School of Medicine in 2010, and is designed as a 10-month, full-time degree program for clinicians, clinical doctorates, and medical students seeking training in clinical research methods. Part-time study is also available. Its quantitative curriculum emphasizes the role of epidemiology and biostatistics in approaching clinical effectiveness and outcomes research. The MPHS does not require a research thesis/capstone. Instead, the program uses applied course work to focus on the long-term application of skills. Using topics relevant to their careers and interests, the applied course work allows MPHS students to practice the art of developing research study protocols, performing systematic reviews, designing epidemiologic studies, and much more. MPHS students deepen their learning by choosing one of four concentrations: clinical epidemiology, health services, quantitative methods, or psychiatric and behavioral health sciences.
Master of Science in Clinical Investigation

Since 2006, the School of Medicine has offered a Master of Science in Clinical Investigation (MSCI) to young investigators committed to pursuing academic careers in clinical research. The MSCI program provides high-quality, multidisciplinary courses, mentorship, and research training. The MSCI is available to postdoctoral scholars, junior faculty, and predoctoral students. Postdoctoral scholars and junior faculty must be within the medicine and allied health professions, conducting clinical research at Washington University or with an affiliated program. Predoctoral students in medicine, psychology, biology and biomedical sciences, social work, audiology, physical therapy, occupational therapy, and related disciplines in the Graduate School of Arts & Sciences who have completed or are enrolled in the intensive predoctoral interdisciplinary clinical research training program are also eligible.

Master of Science in Biostatistics

The Master of Science in Biostatistics is an 18-month program that offers excellent training in biostatistics and statistical genetics for students who earned undergraduate or higher degrees with majors in mathematics, statistics, computer science, biomedical engineering, or other related major. It prepares graduates for rewarding employment in academia and industry and for further graduate studies.

Master of Science in Genetic Epidemiology (GEMS)—Post Docs Only

The Division of Biostatistics offers a Master of Science in Genetic Epidemiology (GEMS) option for those who have completed a doctoral degree (PhD, MD, or equivalent) to pursue a postdoctoral master’s degree in genetic epidemiology. The GEMS degree consists of a total of 31 credits and can be pursued either full time or part time but must be completed within three years.

Doctor of Audiology

The Doctor of Audiology (AuD) program is a four-year, full-time professional degree program that trains students as independent clinical audiologists. Established in 1947, the program was among the first training programs in the field and continues to serve as a model, immersing students in academic course work, clinical practicum, and research experiences throughout the curriculum. Students begin in August of the first year and graduate in May of the fourth year. During the first three years, the curriculum integrates course work, clinical practicum, and research experiences. The curriculum is offered on a semester basis and covers the scope of practice. Clinical practicum rotations are completed on a semester basis during the first three years, with students completing a minimum of seven rotations; the fourth year is dedicated to a full-time clinical externship (minimum nine months, full time). Research experiences culminate in the development of an independent research project, the capstone project, by the end of the third year.
Master of Science in Deaf Education

The Master of Science in Deaf Education (MSDE) program is a two-year, full-time professional degree program that trains students as teachers of the deaf/hard of hearing (ages birth through grade 12). Established in 1914 and affiliating with Washington University in 1936, the program was the first deaf education program in the country to be affiliated with a university. The program combines academic course work, practice teaching, and independent research experience. Students begin in August of the first year and graduate in May of the second year. During the first year, students complete academic course work and classroom observation experiences. Course work continues in the second year and practicum teaching rotations begin; students complete a minimum of four rotations. All students complete an independent research project, the Independent Study, during the second year.

PhD in Speech and Hearing Sciences

The PhD in Speech and Hearing Sciences program prepares students for academic and research careers in speech and hearing sciences. Established in 1947, the program is dedicated to fostering scientific inquiry in the related fields. The curriculum combines interdisciplinary academic course work, teaching experiences, and research training, which culminates in a dissertation. Areas of emphasis are available and generally fall into one of four categories: audiology, deaf education, sensory neuroscience, or speech and language.
Doctor of Occupational Therapy

The Doctor of Occupational Therapy (OTD) is a degree providing students the opportunity to focus their occupational therapy studies in one of five areas of concentration: productive aging, social participation and the environment, rehabilitation, work and industry, and pediatrics. The OTD curriculum bridges biomedical science and sociocultural perspectives through semesters that are fully integrated across individual classes to enhance the clinical applications for individual, community, and population health. The OTD requires seven semesters of study and three clinical placements for students entering professional practice. Post-professional students enrolled in the OTD have varying program lengths based on prior degree and experience.

Master of Science in Occupational Therapy

The Professional Master of Science in Occupational Therapy (MSOT) degree requires courses that develop the knowledge and skills necessary to practice occupational therapy. The MSOT curriculum bridges biomedical science and sociocultural perspectives through semesters that are fully integrated across individual classes to enhance the clinical applications for individual, community, and population health. Each candidate for a Master of Science in Occupational Therapy degree must complete a minimum of 70 hours of course work, usually accomplished in five semesters of study (two academic years and the intervening summer). Six months of supervised clinical fieldwork (12 credits) is required to be completed within 12 months of completion of course work.

PhD in Rehabilitation and Participation Science

Offered jointly by the Program in Occupational Therapy and the Graduate School of Arts & Sciences, the PhD in Rehabilitation and Participation Science is an interdisciplinary program to develop scientists to improve the human condition. Science is translated from the fields of neuroscience, engineering, occupational science, psychology, and environmental science to generate knowledge to minimize limitations of persons with disabilities and chronic health conditions and increase their ability to participate in family, work, and community life. The program is organized around neurorehabilitation, community participation, and use of assistive technology.

Doctor of Physical Therapy

The Doctor of Physical Therapy (DPT) Program is a professional, full-time clinical doctorate course of study that prepares students for the practice of physical therapy. The three-year program combines clinical and classroom learning. In the classroom, faculty present material as it relates to clinical application. Students develop hands-on clinical skills working with each other and with clinical subjects. Classes also feature case studies and training at off-site clinical locations. Students encounter increasingly
difficult cases as they move through the curriculum. Part-time clinical experiences are distributed throughout the curriculum; four blocks of full-time clinical training (38 weeks in total) provide real-world experience.

Post-Professional DPT

The Post-Professional DPT program is designed for physical therapists with a master’s degree who wish to earn a DPT degree. Students take courses in the evening and on weekends, completing a core of required courses, a limited number of electives, and a capstone project. Students may attend class locally, though most take the courses by distance via synchronous or asynchronous online viewing. For clinically based courses, students come to campus for periodic weekend courses. This program is being discontinued as of May 2014.

PhD in Movement Science

Offered jointly by the Program in Physical Therapy and the Graduate School of Arts & Sciences, the PhD in Movement Science is an interdisciplinary program designed to prepare students to be productive in research and to pursue a career in academia. The program offers training to investigators who seek to answer questions about human movement, its functions, and dysfunctions. The program is organized around three core content areas: biocontrol, bioenergetics, and biomechanics.

Assessment of Learning Outcomes

Doctor of Medicine

Pre-clinical

- The Doctor of Medicine mid-course feedback or ongoing formative assessment is provided in all first-year courses. For laboratory-based courses such as Human Anatomy and Development, where there is regular interaction between faculty and students in small-group and practical/laboratory settings, feedback is formative and frequent. Other courses, such as Medical Genetics, rely on small-group discussions for formative feedback. Courses such as Molecular Foundations of Medicine and Immunology use a nongraded, self-assessment format early in the course to assess internal progress in mastery of course materials. These vehicles are used as a means for identifying students who require additional tutorial assistance or other intervention by the course master. The brevity of the second-year courses generally precludes mid-course feedback. However, small-group discussions and sample exam questions allow students to assess progress in mastery of course materials.

- MD student performance in all courses in the required pre-clinical curriculum is assessed through a written examination. Examinations are conducted at the end of each course. A variety of formats are used, including multiple choice questions, short answer questions, as well as essay papers. For courses in which small-group sessions are integral to the course, student attendance and participation is also assessed.
The Practice of Medicine

- MD formative assessment is provided to students by the preceptors who teach communication, medical history taking, and physical examination skills in small group settings and with hospitalized patients.

- The MD student mastery of core knowledge is assessed through a written examination. Student mastery of core clinical skills is assessed in several ways. Preceptors provide both formative and summative feedback during observation of history taking and physical examination. An end-of-year Objective Structured Clinical Examination (OSCE) using actors trained as patients is utilized to assess mastery of core skills at the end of both the first and second years.

Clinical

- All core MD clinical clerkships at WUSM operate under detailed specific learning objectives. Evaluation of student performance is conducted using several formats. At the end of the majority of clerkships, a nationally standardized multiple-choice examination is administered. These are acquired through a contractual relationship with the National Board of Medical Examiners (NBME) and are administered under NBME supervision. These examinations contribute 20 percent of the final grade for each clerkship. The remainder of the final grade is determined from evaluations performed by attending physicians and senior residents on the floors of the teaching hospitals and in the clinic and practice environment. A standardized instrument is used in all required clinical evaluations, which combine numerical and textual scores in nine key areas of clinical medicine. The evaluation instrument has been in place for several years and was designed by a committee of faculty after careful review of benchmarked information from a number of peer institutions throughout the United States. The instrument is currently under review by the Third-Year Curriculum Evaluation Committee composed of clerkship directors and students to better align it with the School’s new competency-based learning objectives.

- Objective Structured Clinical Examinations (OSCEs) are employed in all core clerkships (i.e., internal medicine, surgery, psychiatry, obstetrics/gynecology, pediatrics, and neurology). OSCEs assess development of clinical skills, including history taking, physical examination, clinical decision-making, test interpretation, and communication. All students complete these evaluations which include both formative and summative components.

External Assessment

- WUSM students are required to take the United States Medical Licensing Examinations (USMLE): Step 1, Step 2CK, and Step 2CS. Step 1 of the USMLE is offered after completion of the second-year curriculum and covers basic science and preparation for clinical study materials. Step 2 is generally completed in the fourth year of the curriculum and includes material of a more clinical nature, especially patient case scenarios. These examinations are administered under the scrutiny of the NBME. The school receives the grades from the NBME when the examinations have been scored.
Over the past 10 years, pass rates for Step 1 and 2 have been above 96 and 98 percent, respectively, with WUSM mean scores significantly above the national mean. These data provide clerkship directors and course masters the opportunity to review the performance of the students on the multiple-choice examinations in the various areas of biomedical and clinical sciences. Through this post-test evaluation, course masters are able to gain insights into specific areas of the examination in which WUSM students fared poorly. Course masters regularly engage in review of these data, and adjustments to the curriculum have been made accordingly.

- The Office of Medical Student Education (OMSE) also surveys our graduates’ performance in residency one year after graduation. For more than 20 years, a 20-question survey has been sent to all program directors that queries our students’ performance in the first year of residency. Since 2001, OMSE graduates are also surveyed one year post-graduation. These data are reviewed by the associate dean for medical student education and the curriculum committees, and while they direct improvements in specific areas, the overall feedback from both our graduates and program directors is that WUSM students are well-prepared for the practice of medicine. Match rates in residency programs and graduation rates are both high and are tracked on a regular basis as an additional marker of external assessment of our students’ performance.

Division of Biology and Biomedical Sciences

- The Division of Biology and Biomedical Sciences (DBBS) at Washington University in St. Louis offers exceptional doctoral training at one of the nation’s preeminent biomedical research centers. The DBBS is organized into 12 academic programs, each representing a different scientific area.

Prospective students apply to the division rather than to an individual program. Students are admitted into a specific program but may change their program affiliation as their interests develop. Faculty members from 30 plus departments across the university contribute to the admission, teaching, and research training of the division’s students. Each program has its own steering committee to provide students with personal attention, guiding them and addressing their needs during the first years of training. Steering committee members are conversant with the broad range of opportunities available to the student pursuing a graduate degree at Washington University, and they work for a precise match of interest, aptitude, program, and course of study.

Each of the 12 programs establishes its own requirements for earning the PhD degree, and progress toward the degree is monitored by the program steering committee. The PhD degree is granted by Washington University’s Graduate School of Arts & Sciences.
Doctor of Audiology

Pre-clinical

- The Doctor of Audiology (AuD) curriculum follows the guidelines of the Accreditation Commission for Audiology Education (ACAE) and the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). The curriculum covers the scope of practice and includes course work in the basic and applied sciences, as well as prevention, identification, evaluation, and treatment of auditory and vestibular disorders.

The Practice of Audiology

- During the first three years of the AuD program, course work is integrated with clinical and research training. Students must complete a comprehensive examination in the third year of study. The fourth year is fully dedicated to clinical training.

Clinical

- For the AuD program, clinical rotations and the externship are coordinated through PACS in accordance with accreditation standards of the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) and the Accreditation Commission on Audiology Education (ACAE). For the MSDE program, student teaching rotations are coordinated through PACS in accordance with accreditation standards of the Missouri Department of Elementary and Secondary Education (DESE) and the Council on Education of the Deaf (CED).

External Assessment

- Upon completion of the AuD program, graduates will have met the academic, clinical, and research requirements for the Certificate of Clinical Competence (CCC) of ASHA. Licensure examinations for audiologists and teachers of the deaf are administered by the Educational Testing Service (ETS) via the Praxis Examination.

Master of Science in Deaf Education

Pre-clinical

- The Master of Science in Deaf Education (MSDE) curriculum follows the guidelines of the Missouri Department of Elementary and Secondary Education (DESE) and the Council on Education of the Deaf (CED). The curriculum covers the scope of practice for teaching children who are deaf or hard of hearing, ages birth to grade 12, with an emphasis on listening and spoken language.

The Practice of Audiology

- During the two-year MSDE program, course work is integrated with student teaching and research experiences. Students must complete a comprehensive examination at the end of the second year of study.
Clinical

• For the MSDE program, student teaching rotations are coordinated through the Program in Audiology and Communication Sciences (PACS) in accordance with accreditation standards of the Missouri Department of Elementary and Secondary Education (DESE) and the Council on Education of the Deaf (CED).

Master of Science and Doctorate in Occupational Therapy

Pre-clinical

• The Master of Science and Doctorate in Occupational Therapy (MSOT and OTD) bridge biomedical science and sociocultural perspectives to address the recovery and adaptation of daily life activities of people with chronic health conditions and disabilities through semesters that are fully integrated across individual classes to enhance the clinical applications for individual, community, and population health.

• Curricular elements common to both the MSOT and OTD include fundamentals of OT practice, scientific foundations, research and evidence-based practice, health promotion and prevention, assessment, and intervention. Students are expected to learn and apply occupational therapy skills required in client-centered care, including activity analysis, clinical reasoning, evaluation, treatment planning, and documentation. These skills are evaluated with both formative and summative assessment methods including examinations, skills check-outs, small-group projects, standardized patient encounters, modified essay questions (MEQ), and an integrated curriculum event (ICE) at the end of each semester. The ICE requires students to integrate the knowledge and skills learned in each of the courses within a group case analysis; each succeeding ICE includes integration and assessment of content from each of the previous semesters.

• The OTD requires two additional semesters of course work which include a seminar in grant proposal development, a doctoral seminar in education, a two-course practice model sequence, and three elective courses supplementing the chosen area of concentration.

• The Program in Occupational Therapy meets or exceeds the MSOT and OTD accreditation criteria as regulated by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

Clinical

The fieldwork experience is an important component of occupational therapy education. Fieldwork enables students to practice what they have learned in actual settings with real clients. At Washington University, students prepare for fieldwork in their Professional Competence courses and complete two Level I fieldwork experiences and 60 hours of self-directed experiences during their studies. After fulfillment of their academic program, students complete two, 12-week Level II fieldwork experiences. Students pursuing a doctoral degree (OTD) are required to complete one additional 16-week doctoral apprenticeship experience following the fieldwork experiences.
External Assessment

Both the MSOT and OTD prepare students to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination to become practicing occupational therapists.

Doctor of Physical Therapy

Pre-clinical

- The primary goal of the professional Doctor of Physical Therapy (DPT) curriculum is to prepare physical therapists that are committed to providing skillful, evidence-based practice, and continuing growth and development of themselves and the profession. Graduates will possess the essential knowledge that contributes to sound clinical decision-making, specifically: a solid foundation in the physical, biological, biomedical, behavioral, and social sciences; and knowledge of the impact that structure, function, disease, and growth and development have on the ability of the human body to move, function, and respond to treatment. The achievement of those objectives in the areas of knowledge, clinical skills, and responsibility shall meet or exceed the Commission on Accreditation in Physical Therapy Education criteria.

The Practice of Physical Therapy

Each physical therapy student is expected to actively participate in the clinical education process and to share in the planning and evaluation of learning experiences. In accordance with the commitment of the Program in Physical Therapy to assessing the quality of all activities through internal and external evaluation, the clinical education program incorporates a system of evaluation designed to assess the quality of student performance, clinical faculty performance, and activities of the associate director for clinical education/clinical education team.

Clinical

Patient contact in the Program in Physical Therapy is integrated throughout the curriculum with students participating in patient care from the first to the last semester of their studies for a total of 38 weeks of full-time clinical education. The early clinical experiences (ECE) and four full-time clinical experiences are distributed over three years to allow students to take their education and enhance it within the clinic environment. Students learn and apply key concepts, techniques, and critical thinking skills during their clinical training. Throughout the clinical experiences, students' performances are assessed utilizing the Physical Therapist Clinical Performance Instrument.

External Assessment

The governing body for the Program in Physical Therapy is the Federal State Boards of Physical Therapy (FSBPT). State licensing boards and their FSBPT serve the function
of protecting the public through a strong foundation of laws and regulatory standards in physical therapy, effective tools and systems to assess entry-level and continuing competence, and public and professional awareness of resources for public protection.

Graduation Rates and Placement Information

Following is placement information for WUSM graduates for 2013, which is representative of placement data for the recent past. WUSM routinely obtains a higher graduation and match rate than the national average.

Doctor of Medicine: Class of 2013

The Match is a two-step process. All but eight of the 121 students who applied through the National Residency Matching Program (NRMP) matched initially, resulting in a 93 percent match rate. The national average for U.S. seniors was 93 percent. Although the School’s match rate is similar to the national average, approximately a third of our students apply to the most competitive residencies. Five of the eight matched in the second step, resulting in a final match rate of 97.5 percent. The other three students have decided to delay graduation and reapply next year.
Medical Scientist Training Program (MD/PhD): Class of 2012

The most recent MSTP cohort consisted of 32 enrollees, of which 27 graduated with an MD and PhD, three with an MD and MA, and two with an MD only. Twenty students completed their degree(s) in 2012.

Master of Arts and Doctor of Medicine (MD/MA): Class of 2012

The most recent MD/MA cohort consisted of seven enrollees, of which five graduated with an MD and MA and one with an MD and PhD. One student withdrew from the program. Four students completed their degree(s) in 2012.

Doctor of Philosophy: Class of 2012

The most recent PhD cohort consisted of 69 enrollees, of which 58 completed the program. Five students withdrew from the program completely, and six elected to graduate with their MA. Sixty-seven students completed the PhD program in 2012.

Doctor of Audiology: Class of 2012

The class of 2012 graduation and licensure-passing rate was 100 percent. Licensure/certification examinations for audiologists are administered by the Educational Testing Service (ETS) via the Praxis Examination.

Master of Science in Deaf Education: Class of 2012

The class of 2012 graduation and licensure passing rate was 100 percent. Licensure/certification examinations for teachers of the deaf in Missouri are administered by the Educational Testing Service (ETS) via the Praxis Examination.

Doctor of Occupational Therapy: Class of 2012

The class of 2012 licensure passing rate was 100 percent. Licensure examinations for occupational therapists are administered by The National Board for Occupational Therapy, Inc. (NBCOT). All of the 20 entering students of the class of 2012 graduated.

Master of Science in Occupational Therapy: Class of 2012

The class of 2012 licensure passing rate was 100 percent. Licensure examinations for occupational therapists are administered by The National Board for Occupational Therapy, Inc. (NBCOT). Of the 67 entering students of the class of 2012, 64 graduated, and three students withdrew before the end of the program.

Doctor of Physical Therapy: Class of 2013

The class of 2012 licensure passing rate was 100% (90% passed on first try, all passed by the second try). Licensure examinations for physical therapists are administered by the Federal State Board of Physical Therapy (FSBPT). For the 2013 class, of the 81 enrollees, 77 graduated. Two students left to pursue other careers, one moved to the Class of 2014, and one is retaking a clinical rotation.
**Student Services**

**Financial Aid**

**Doctor of Medicine**

A total of nearly $13.7 million of scholarship were provided to WUSM students during the 2012 academic year. Forty-six percent of all WUSM medical students are fully funded with scholarship monies. This includes students with Armed Forces and National Health Services Corps scholarships, students in the MSTP, students in the research year of the MA program, and students receiving merit scholarships from the School (70 total for all four classes, 29 of which are Distinguished Faculty Scholarships).

The mean debt load for indebted WUSM students is below the national averages for both private and public schools, and aggressive strategies are in place to secure scholarship and other funds at the lowest possible cost to the student. Despite the fact that WUSM debt load is more favorable than other private medical schools, student debt loads are a concern. Financial aid counseling is provided to students and includes entrance interviews, exit interviews, one-on-one counseling, online budgeting tools, which are provided to students at no charge, and annual reports on cumulative debt.

**Division of Biology and Biomedical Sciences**

The division ensures full funding, including a generous stipend, for all students making satisfactory progress towards a PhD degree. The graduate student stipend for 2013–2014 is $28,500.

**Program in Audiology and Communication Sciences (PACS)**

During the 2012–13 academic year, the Program in Audiology and Communication Sciences (PACS) awarded over $1.13 million in scholarship monies to students enrolled in their AuD, MSDE, and PhD programs. One hundred percent of students enrolled received some level of scholarship support, ranging from 25–100 percent of annual tuition. Sources of scholarship funding were departmental sources, private foundation support, and federal grants. The mean debt load for 2012 was $95,750 for AuD graduates and $24,255 for MSDE graduates.

**Program in Occupational Therapy**

In total, nearly $1.5 million in scholarship monies were provided to 91 percent of occupational therapy (OT) students during the 2012 academic year. Scholarship funding comes from department sources, eight endowed funds, and the annual fund. The mean debt loads for the MSOT and OTD classes of 2012 were $82,726 and $97,451 respectively.

**Program in Physical Therapy**

Total scholarship funding for physical therapy students in academic year (AY) 2012 was $433,860, with projections for AY 2013 at $487,996. In 2012, 64 out of 75 students
graduated with debt. The average debt of those 64 was $94,520, a 2.4 percent increase from the previous year. The same percentage of graduating 2012 students required some level of assistance. Institutional funds (PT Loan, PT assistantships, and PT scholarships/grants) made up about 4.9 percent of the students’ loan dollars. The national student debt mean for private programs is $90,142.

Student Health

The WUSM Student Health Service provides preventative and therapeutic health benefits through a mandatory self-arts funded program of services available to all full-time students and their eligible dependents. The goal of the Student Health Service is to deliver efficient, accessible, high-quality essential medical care in order to prevent and treat health problems that may interfere with a student’s education and professional goals while attending WUSM.

The Student Health Service is under the direction of Dr. Karen S. Winters. Benefits provided through this service include ambulatory patient services, emergency services, ambulance services, hospitalization, maternity and newborn care, on- and off-campus mental health care, including behavioral health treatment, prescription drugs, allergy services, physical therapy services, dermatology services, rehabilitative and habilitative services and devices, laboratory service, X-rays, preventive and wellness services, chronic disease management, vision and dental care, and pediatric services. Students also receive disability and life insurance. Most medical care is provided at no cost, except for applicable deductibles or co-pays. Instruction regarding precautions for blood and body fluid exposure is provided by an infectious diseases division faculty member and the student health director. In addition, students are instructed and practice universal precaution skills for routine clinical procedures. Fit test screening is required for the use of N95 respirators.

In addition, as a result of the focus on wellness in our Plan for Excellence, a Wellness Council has been established, made up of employees and students. Some of the initiatives this group has implemented include a weekly farmers’ market; “Tread the Med,” where participants log walking miles for prizes; and other activities to encourage a healthy lifestyle.

Counseling

Entering students are assigned faculty advisors who provide general guidance and support informally. Run in parallel with the faculty advisors are the Academic Societies (Cori, Erlanger-Graham, and Lowry-Moore), which provide all students a more structured way of interacting with faculty members in a nonmedical setting. Events are well-attended and have included lunches, visits to museums, theater excursions, and dinner parties at professors’ homes. The school generously funds these activities from the departmental budget allocation, which is approved by the Executive Faculty. School support is augmented by peer support from fellow students. For example, upperclass students meet regularly with and advise first- and second-year students. In addition, Student Support Services provides peer counseling and a seminar series including
information about substance abuse management and relaxation techniques to students of all four classes.

In addition, Student Health Services provides a Student Assistance Program (SAP) for all enrolled students and their immediate family members. This prepaid benefit is offered as a way to help our students resolve issues that may have an impact upon their personal lives and their school performance. Student Health Services also offers psychotherapy services. Last, as a peer-to-peer option, the Big-Little Sib Program matches first-year students with second-year mentors.

**Student Life**

Student life in St. Louis is collegial and affordable. The campus dormitory, Olin Residence Hall, is a valuable asset, particularly to first-year students, despite the lack of individual bathrooms and kitchens in this older structure. Though the rental rates in Olin are competitive, the availability of ample low-cost housing in the community reduces utilization of the dormitory. The university also has approximately 590 apartments designated for graduate student housing in which ethernet and wireless connections for computers and mobile devices are installed. A student center connects Olin Residence Hall and the school cafeteria.

Beginning in August 2005, the school enhanced the learning atmosphere with the addition of a new centralized, dedicated teaching facility called the Farrell Learning and Teaching Center. This building, for the first time, creates a “hearth” for learning that both students and teachers can call home. Located at the heart of the medical center, the striking six-story structure serves as the main venue for teaching and events at the school.

Students also gather to socialize in the courtyard of WUSM, the hospital cafeterias and the library, and they utilize the facilities of Forest Park, one of the largest municipal parks in the nation. A shuttle service and metro light-rail provide transportation between the School of Medicine and main university campus, where students can take advantage of the amenities of that campus, including free access to athletic facilities. Students have full parking privileges on lots owned and operated by the school, and parking is in ample supply.

Campus security for students, faculty, and staff is managed by the department of protective services and has been enhanced in recent years. Bicycle patrols have been added, and the number of protective service agents has been increased. The associate dean for student affairs receives notice of each incident reported to security so that appropriate information can be forwarded to students in a timely manner. Students have access to security escorts for travel between Olin; private apartments and residences located nearby; and the school, hospitals, and parking areas after hours.

Our students are active, engaged members of our community. They participate in a variety of extracurricular activities during their tenure and exhibit leadership qualities that exemplify the community spirit that the faculty model through their collaborative work. Student-run community outreach programs include the Students Teaching AIDS to Students Program, the Young Scientists Program, and the Saturday Neighborhood
Health Clinic, all of which receive funds from the office of Student Affairs and the alumni. During 2004–2012, 90 percent of all WUSM medical students (exclusive of MSTPs) participated in research activities during their medical school career. Fifty percent of these students were authors on manuscripts published in peer-reviewed journals or abstracts presented at national meetings.

Of our DPT students, approximately eight percent serve as authors on peer-reviewed manuscripts or present at national meetings. There are also plans to involve the DPT students in the Saturday neighborhood program. In the PACS, over the past three years, an average of 36 percent of our students authored on manuscripts in peer-reviewed journals and/or presented at national meetings.

Occupational therapy students are very active in community service, presentations at national meetings, and authorship in peer-reviewed journals. They are also very engaged in the interprofessional activities of the Health Professions Student Leadership Council (HPSLC). The Washington University Student Occupational Therapy Association (WUSOTA) is one of the largest and most active student branches of the national OT association. WUSOTA hosts professional development, community service, cultural awareness, and social events throughout the academic year. Participation in WUSOTA prepares students for lifelong roles in a professional organization.

The student government structure promotes communication and coordination among the classes and with faculty and administration. It provides a template for diverse student organizations that represent specific groups within the medical student body. As well, students are represented on many of WUSM’s key committees such as the Committee on Medical Education, the curriculum evaluation committees, and the Liaison Committee on Medical Education (LCME) self-study committees. They also have been members of search committees for relevant administrators, such as the EVC/dean search committee, the associate dean for medical student education, and the associate dean for diversity. In addition, two seats on the Board of Trustees of the university have been opened to graduate and professional students, and a graduate and professional student council has been formed to provide enhanced representation of graduate student needs to the faculty and administration of the university.

Buildings, Physical Resources, and Computing

The WUSM campus consists of more than five million square feet of total research, clinical, teaching, and support space contained in 48 School-owned buildings on a 230-acre Medical Center campus comprising 12 square city blocks. Annual capital expenditures for new buildings, renovations, and infrastructure growth and renewal in recent years have averaged around $60 million per year. Since 2007, almost $300 million has been expended on renovation, infrastructure, and new construction at WUSM. Capital improvements have added 609,000 square feet of new space to the School during the same period. In the most recent fiscal year, more than $70 million of capitalized improvements were made at the School. Our investments have been closely aligned with the clinical, research, and education goals outlined in the Plan for Excellence.
Facilities that have opened recently include:

- Farrell Learning and Teaching Center (2005)
- Northwest Tower (2006)
- Washington University and Barnes-Jewish Orthopedic Center in Chesterfield (2007)
- Siteman Cancer Center at Barnes-Jewish West County Hospital (2008)
- Howard and Joyce Wood Simulation Center (2008)
- Developmental Biology fish facility (2010)
- The BJC Institute of Health at Washington University School of Medicine (2010)
- The Genome Institute Data Center (2012)
- BJC Center for Outpatient Health (2012)
- South County Siteman Cancer Center (2013)

In the future, the School is planning:

- Radiology vault for new cyclotron (2013)
- Scott McKinley Research Building (2015)
- Outpatient Pediatric Ambulatory Center (2015)
- Phase II South County Ambulatory Facility (2015)

The BJC Institute of Health (IOH) at Washington University School of Medicine added approximately 245,000 square feet of lab, vivarium and support space, and building improvements to the Washington University BioMed 21 initiative, a bold initiative dedicated to translating basic science discoveries into real-world clinical solutions.

Furthermore, the School of Medicine works closely with its affiliate, Barnes-Jewish Hospital, a 1,288-bed patient-care, teaching, and research facility. Barnes-Jewish Hospital is the largest hospital in Missouri and the clinical care anchor of the Medical Center. The hospital has been ranked among an elite group of the nation’s best academic hospitals on the U.S. News & World Report Honor Roll since 1993. In 2003, it was the first adult hospital in Missouri to be awarded Magnet status, nursing’s highest honor for clinical excellence, and was awarded Magnet recognition again in 2008. Barnes-Jewish Hospital provides clinical experience for medical students in all clinical departments except pediatrics. The medical staff is composed exclusively of Washington University full-time or voluntary School of Medicine faculty physicians.

The Medical Center is also affiliated with St. Louis Children’s Hospital, which is ranked on the U.S. News & World Report Honor Roll of America’s Best Children’s Hospitals. The school’s broad spectrum of pediatric specialty services at Children’s Hospital includes newborn medicine and the world’s largest pediatric lung transplant program.
The Alvin J. Siteman Cancer Center at Barnes-Jewish Hospital and Washington University School of Medicine is composed of the combined cancer-related programs of the School of Medicine and Barnes-Jewish. Siteman is an international leader in cancer treatment, research, prevention, education, and community outreach. It is the only cancer center in Missouri and within a 240-mile radius of St. Louis to hold the prestigious Comprehensive Cancer Center designation from the National Cancer Institute and membership in the National Comprehensive Cancer Network. Siteman offers the expertise of more than 350 Washington University research scientists and physicians who provide care for about 8,000 newly diagnosed cancer patients each year. These scientists and physicians currently hold more than $156 million in cancer research and related training grants.

Created in 2001 through a partnership between BJC HealthCare and HealthSouth and a relationship with Washington University School of Medicine, The Rehabilitation Institute of St. Louis is a state-of-the-art, 96-bed rehabilitation hospital. As the first freestanding acute rehabilitation hospital in the St. Louis area, it is a leader in rehabilitative care, research, education, and community service.

Currently, Washington University Medical Center (WUMC) is embarking on a long-term project to transform the campus through new construction and renovations, referred to as the Campus Renewal Project. Campus Renewal encompasses the three institutions (Barnes-Jewish Hospital, St. Louis Children’s Hospital, and Washington University School of Medicine) with an overall focus on improving the patient and family experience from both a clinical and campus perspective.

During the first phase of the project, a partnership among Barnes-Jewish Hospital, St. Louis Children’s Hospital, and Washington University School of Medicine will consolidate obstetrics and gynecological services and move these services to the north end of the campus, including an expansion of St. Louis Children’s Hospital. Additional revitalization will consolidate and expand clinical care at Siteman Cancer Center and other surgical programs and include space for faculty practice clinics and diagnostics.

Phase two of the project calls for renovation and construction on the south end of the campus that will focus on Barnes-Jewish Hospital’s expanding programs in heart and vascular care, neurology and neurosurgery, transplant, trauma and critical care, and general medicine. Additional private inpatient rooms are a key component of the overall project.

Computing Information

Students in School of Medicine programs are provided services by WUSM Central Information Technology (CIT) for a broad range of technology needs. CIT provides support for and access to computing resources, email, web services, network and wifi, security services, applications, printing, and databases. CIT assists students with managing their personal computing devices.
Lotus Notes is the primary software platform for curriculum material for medical students. Additional curriculum materials are stored in Microsoft SharePoint. Software development is supported by CIT. The databases may include slides, video clips, lecture recordings, PowerPoint presentations, class handouts, course objectives and competencies, reference materials, and self-assessment modules. Materials are added to course databases before or shortly after a lecture or group session is held. A web portal is provided for student access to course materials and a personalized student schedule. All databases are accessible via the web and are secure, requiring authentication for access. The Program in Occupational Therapy uses Blackboard as its online learning management system to offer supplemental learning activities and house readings and resources.

**Diversity: Faculty, Staff, and Students**

The School of Medicine supports a number of programs and events intended to attract and sustain a diverse faculty, staff, and student population in the belief that this strengthens all of us at the university. The School is a strong participant in the university’s recent Diversity Grant program. Since 2009, more than 29 percent of the $700,000 awarded each year to support diversity initiatives has come to the medical school. These dollars support such programs as career development workshops for minority faculty, faculty outreach series to attract underrepresented minorities, mentoring programs for women and diversity, and inclusion training for student leaders and managers.

For medical students, the Office of Diversity Programs works to enhance the educational environment through recruitment of a culturally diverse academic workforce while preparing a diverse student body to become leaders in a vibrant, global society. The office supports educational and practical experiences for students in the areas of community engagement, creating cultural competence, and building appreciation of differences. Each year, recruitment efforts include reaching out to national universities, minority associations, and historically black colleges.

Similarly, the Office of Diversity within the Division of Biology and Biological Sciences sponsors cultural and education programs intended to deepen understanding of difference across groups. This includes sponsoring its annual Diversity Lecture Series and Minority Research Scholars Symposium as well as supporting student groups such as the Association of Black Biomedical Graduate Students and the Graduate Association of Latin American Students. The work of this office supports the School’s students and postdoctoral associates training to become principal investigators. This office engages in a number of substantive efforts to expand the pipeline of diverse students, including the student-run Young Scientist Program, which partners with St. Louis Public Schools to augment science education for the predominantly minority student body and provides paid summer research opportunities in Washington University labs for 10 high school students.
At the undergraduate level, the diversity office hosts 40 to 45 students, many of whom are from underrepresented minority groups, for a 10-week research and professional development experience (including MCAT and GRE test preparation). In addition to substantial institutional support, this initiative has received grants from the National Science Foundation and the AMGEN Foundation. Finally, DBBS faculty and staff give 15 to 20 professional development presentations to students at minority-serving institutions across the country every year.

The Office of Faculty Affairs, together with the Office of Diversity, has worked over time to build a more diverse faculty and leadership. A key area of concern is accelerating the presence of underrepresented minorities (URM) from its current level of five percent. To that end, the Faculty Diversity Committee has been created to develop strategies for attracting and retaining women and URM faculty. The committee oversees the Faculty
Diversity Scholars program which awards annually $500,000 in recruitment incentives covering salaries and startup funds for new women and minority faculty. The Office of Faculty Affairs also works to develop “family friendly” policies and practices to support women faculty in balancing work and family life, and tracks their professional growth into higher academic rank and tenure. The School now has women in 18 percent of its professor rank and 15 percent in tenured positions, compared to 14 percent and 14 percent, respectively, five years ago in 2008. In the last three years, three women have been selected for department chair leadership positions.

Medical Campus Trends
Women as % of Full Professors

Medical Campus Trends
Women as % of Associate Professors
The Office of Human Resources holds a series of diversity discussion topics in various forums throughout the year for new and current managers at various levels of the organization in an effort to build awareness of organizational goals, address options for recruitment and selection of minorities, and develop managerial success in managing a diverse workforce. Recruitment efforts focused on women, minorities, and veterans include participation in community-based groups and recruitment events. These include recruitment through a variety of professional organizations, state employment offices, and city community-based job fairs focused on veterans, women, and minorities.
Recent Significant Developments, Accomplishments, Events


BioMed 21 creates a multidisciplinary and translational research imperative for basic scientists and clinician-researchers from many different medical disciplines. One of BioMed 21’s recent strategic initiatives, announced in 2010 and in alignment with the disease-focused research outlined in the Plan for Excellence, is to rapidly bring new knowledge of the human genetic blueprint to the patient’s bedside and to change how illnesses ranging from diabetes to Alzheimer’s disease to various cancers are understood, diagnosed, and successfully treated. BioMed 21 provides new spaces to
house promising research and educational programs, including the Farrell Learning and Teaching Center, a facility designed to spur development of mouse models for human diseases, a data center to meet the massive computing needs of The Genome Institute, and additional space for the Center for Genome Sciences & Systems Biology to support new investigators.

A major aim of BioMed 21 is to gather resources, including NIH support and gifts from friends and supporters. Recent grants include:

- A $65-million agreement with St. Jude Children's Research Hospital to understand the genomic basis of childhood cancers
- $8.3 million from the Bill and Melinda Gates Foundation to delineate the link between childhood malnutrition and the microbial community of the intestine
- A renewed commitment from the NIH in the form of a $53-million grant to support the Institute of Clinical and Translational Sciences for “Accelerating Discoveries Toward Better Health”
- $2.4 million from the NIH in two grants to support faculty recruitment in cardiovascular disease and neurodegeneration in two of the BioMed 21 IRCs
- A $30-million NIH grant to image and map the neural connections in the human brain
- A $16-million grant from the NIH to decode the genomes of the human microbiome
- An $8-million grant from the NIH to understand the contribution of the gut microbiome to obesity
- A $114-million grant from the NIH to The Genome Institute to continue its groundbreaking genomic research
- A $2.8-million grant to The Genome Institute to advance technologies for DNA sequencing and mutation detection
- A $1-million grant from the Keck Foundation to systematically record gene activation during development
- A $10-million challenge grant from the Danforth Foundation to advance research to address neurodegenerative diseases

The Institute of Clinical and Translational Sciences (ICTS) was established in 2007 through major funding from the NIH’s Clinical and Translational Science Award (CTSA) program, as well as institutional support from Washington University and BJC HealthCare. The programs and services of the ICTS are designed to facilitate discoveries...
in clinical research and to speed the translation of research findings into improved prevention, diagnosis, and therapy in clinical practice. The ICTS brings together researchers representing a wide array of disciplines from several regional universities, in partnership with health care providers and industry.

As noted previously, in 2008 the Plan for Excellence set forth specific goals and areas of focus for the next 10 years. Progress in our education initiatives includes the establishment of distinguished faculty awards to recognize excellence in teaching, as well as in clinical care, research, and community service. Planning is also underway for a new curriculum management system, and pilots of new teaching methods such as flipped classrooms and other innovations are underway.

In the clinical mission, we have expanded faculty in primary care and offer new training opportunities for residents and students interested in primary care careers. Our clinical practice growth has continued, with geographic expansion into new markets (South County) and planning underway for further satellite locations.

Major progress toward research goals outlined in the plan will be realized with the construction of the Scott McDonnell Research Building, which will provide space dedicated to interdisciplinary laboratory research and improve training opportunities for students.

In alignment with our Plan for Excellence goals in community health and population science, Washington University launched the Institute for Public Health in 2008 to complement the efforts of other public health innovators and bring the full resources of the university together to help generate meaningful change. The Institute is a cross-campus endeavor sponsored by the schools of medicine and social work. It is focused on translating research into policy and practice, closing the gap between when solutions are developed and when they generate measurable impact, and on increasing our contributions both locally and globally. It also offers multidisciplinary training and educational opportunities, bringing together such diverse disciplines as medicine, social work, art and architecture, engineering, business, law, and more.

Planning Activity, Next Steps, and Future Trajectory

WUSM leadership recently completed a reassessment of the Plan for Excellence and identified several new challenges and opportunities, and revised strategies accordingly.

Challenges

As previously stated, a growing area of concern for the School of Medicine is its ability to recruit and retain talented underrepresented minority students, faculty, and staff. Over the years, the School has supported initiatives of the Office of Faculty Affairs, Office of Diversity Programs, Faculty Diversity Committee, and the Office of Human Resources to engage these populations. Further measures are under consideration to develop a pipeline of candidates through recruitment and outreach, curriculum, leadership development, and succession planning programs.
Another pressing concern for the School is the automatic, across-the-board spending cuts of approximately five percent for most federal research accounts, also known as sequestration, and the broader pressures on federal spending. WUSM is one of the largest recipients of funding for NIH research and training, with $375.8 million in grants from the NIH alone in 2012. Undoubtedly the sequestration will impact the School’s financial bottom line in the near term; however, the School is accelerating steps to consolidate space, share resources, and increase collaboration, which will ensure long-term sustainability and sound research.

WUSM is also placing increased focus on the clinical margin of our faculty practice. Washington University School of Medicine uses the clinical margin to subsidize medical student and resident teaching as well as unfunded research. In most recent years, WUSM’s clinical margin has been growing at a moderate pace, but sustaining this requires successful implementation of planned strategies and alignments as well as geographic expansion. With the full implementation of the Affordable Care Act on the horizon, there is growing concern about the predictability of the clinical margin. While this has not hurt our ability to train students, it is a concern the School is watching closely.

Opportunities

Several recommendations were made to refine the Plan for Excellence in response to the changing external environment. Among these is the need to further develop data management and analysis capabilities to seize the incredible discovery opportunities in fundamental life processes and personalized medicine. Other refinements arose from a growing awareness of the important role of prevention and population-level health interventions. Health care reform is increasing the focus on quality, effectiveness, safety, and value in health care. Federal research budget constraints that will limit NIH grant awards necessitate a closer look at our financial model.

Current Efforts and Future Plans

Education

Within the education mission, there is a recognition that patient demographics are changing. The aging population suffers from more complex and chronic diseases. Patients are more culturally diverse with varying degrees of health literacy. Models for clinical care delivery are changing. There is an increased emphasis on health promotion and disease prevention. The impact of health care reform, which includes quality and patient-safety initiatives, is also changing our education.

In the past, single practitioners working alone applied book knowledge and dominated the health care team. Now doctors work in systems and teams. Some physicians are leaders, while others are team members. The team members work together effectively within a system to deliver high-quality, safe, and effective care. Researchers have also moved toward working in collaborative teams. Investigators of the future are collaborative, interdependent investigators who secure team funding with program and center grants.
All of these transformative ways of being a physician in the future impact how we teach students today. This also applies to physical therapists, occupational therapists, and audiologists.

- The School of Medicine plans to develop transformative teaching methods and lead the change in medical education.

- As part of our transformation, we also intend to train our physicians how to use translational genomics and applied genetics as part of the practice of medicine, which were not part of the curriculum 10 years ago.

Research

Refinements to the direction of our research strategies recognize that, although the disease-based and multidisciplinary initiatives are important, large-scale transformational research initiatives are equally important to discovery in the disease areas and are critical to moving discovery forward across many diseases.

Transforming research via “Big Data” is the future of how perplexing scientific questions will be answered. There are opportunities to transform the way researchers collect, store, manipulate, and disseminate large and complex data sets to drive discovery. We plan to recruit faculty to build capacity in both discovery to lead research in their areas of expertise and cores to effectively manage “Big Data” so that it is available across the School of Medicine and university, positively impacting basic science, clinical practice, and population health.

Clinical Care

The clinical mission is largely self-supporting. Declining reimbursement and health care reform will affect the School of Medicine's bottom line. With this in mind, the School will need to focus on cost-control strategies to mitigate the environmental pressures.

- It is our mission to be leaders, offering high-quality, safe, and effective patient care. In order to build our capacity to lead in these areas, we have included a request in the capital campaign to create an Institute for Clinical Quality and Patient Safety.

- To accomplish this we will need to work in conjunction with BJC’s Center for Clinical Excellence so we are not duplicating efforts and can offer something unique to the community.

- We will also need to improve the accessibility and integration of our clinical and research data, including genetic data. We are one of a handful of institutions that can offer this. However, the school’s clinical and research databases are currently not integrated. The BJC hospitals and medical group are currently using three different electronic medical record (EMR) systems. The School of Medicine currently uses Allscripts EMR. We intend to invest in system integration and database development.
Community and Population Health

As a major medical center, Washington University has the ability to translate laboratory discoveries to clinical care and to extend this care to the broader population to improve overall human health. The way medicine is practiced in the future will be different from current practices: Physicians now treat patients on an individual basis, but they will be held increasingly responsible for the health of a population and will require the tools for population health management.

Although there are global health initiatives across the university, opportunities exist to coordinate research, education, and clinical initiatives. In order to enhance our impact on global health, we need to:

- Develop an office that will assist with the coordination of research, education, and training opportunities.
- Expand, improve, and coordinate St. Louis-based elective course work in global health.
- Create more structured educational experiences for students participating in global research programs.

Distance Education

Due to the nature of most of the degree programs, the School of Medicine is not currently pursuing a large-scale online distance-learning program. The practicum nature of medicine and some of our other degree programs are supported by on-campus investments such as the new Farrell Learning and Teaching Center. However, the School supports localized investments in distance learning for programs and courses where there are educational opportunities for students already in the workforce, in locations that do not have access to appropriate education, and for those who need to maintain a flexible learning schedule. These features typically include access to organized course materials, networking with classmates via social media, face-to-face study groups, and more.

The Program in Physical Therapy’s post-professional DPT degree program, which was discontinued as of May 2014, made great strides in distance learning. Post-professional DPT students were able to attend class locally, though most took the courses by distance via synchronous or asynchronous online viewing.

Financial Status

In academic year 2013, WUSM had an annual operating surplus of $61 million—a margin of 3.6 percent on revenues of $1.7 billion. The primary sources of revenue were $807 million from patient services and $435 million from grants and contracts. The market value of WUSM’s endowment on June 30, 2013, was $2.203 billion.
MISSION STATEMENT

Olin Business School’s mission is to create knowledge, inspire individuals, and transform business. With world-class research, our faculty address global and societal issues that affect businesses and individuals worldwide and then bring that new knowledge to the classroom with teaching that educates and inspires. Olin’s mission is built on a strategic intent of expanding the three-way intersection of faculty, students, and business. We are working to make collaboration between these three stakeholders so much a part of our culture that it transforms our perspectives and sets us apart from other business schools. Olin offers a full range of degrees that address all career stages, from undergraduates needing to build their business knowledge to high-level executives looking to refine their management skills.

EXECUTIVE SUMMARY

Olin Business School was founded in 1917 and began offering only undergraduate business classes. Since then, the School has experienced great growth and now offers undergraduate, graduate, and executive education courses. With approximately 1,800 students in 12 degree programs, class size is perfect for interactive learning, team-focused work, and first-name-basis relationships with professors. A flexible curriculum allows for career-oriented experiences every semester such as consulting projects in the United States or abroad, internships and board fellowships, plus study options on six continents. Entrepreneurship courses and competitions foster a thriving startup environment. Collegial and collaborative describe the Olin Business School community. Olin alumni lead with purpose, integrity, and critical thinking skills required to succeed in the global economy.

ACCREDITATION OUTCOMES

The Association to Advance College Schools of Business (AACSB)—a global, nonprofit membership organization of educational institutions, businesses, and other entities devoted to the advancement of management education—accredits Olin. AACSB was established in 1916, and Olin has held continuous accreditation through them since 1921. Olin was reaccredited in 2010 and will be going through reaccreditation again in February 2015.

HUMAN RESOURCE POLICIES

Olin doesn’t have any unique human resource policies that deal with hiring, promotion, or tenure; all university policies are followed at Olin.
Academic Policies

Academic Review Committee

The Academic Review Committee consists of faculty and staff members that focus on students in academic trouble. They review performance of students who aren't meeting academic expectations, providing support and resources to students and reviewing grade appeals.

Code of Professional Conduct

Olin focuses on maintaining a high level of conduct. Every student is required to conduct themselves within the guidelines of the Olin Code of Professional Conduct and their individual program Honor Code. Students are asked to read these documents before entering the School and conduct themselves according to the policies during their entire period of study. Ignorance of the contents of these codes is not an acceptable excuse for a breach of conduct. Copies of these documents are included in orientation materials upon arrival on campus.

Enrollment

The BSBA Program abides by all university-wide policies in regards to admission into the BSBA Program. Students may enter the program through one of three different ways:

- **Direct enrollment:** students apply for admission to the BSBA Program and Washington University simultaneously as an entering freshman
- **Internal transfer:** students may apply to transfer into Olin from another university division at the end of each semester up until their junior fall semester. The BSBA program makes admissions decisions based on the students' past academic performance, with particular emphasis being given to performance in Olin courses
- **External transfer:** non-Washington University students may apply to transfer into Washington University and Olin until the end of their second academic year. Olin reviews and makes admissions decisions on the applicants. Admitted external transfer students must complete 60 credit hours of work at Washington University.
- **Graduate enrollment** is handled through each program office.

Grading

Olin's Graduate Programs follow a different grading model, awarding High Pass, Pass, Low Pass, and No Pass to students in all courses. High Pass is awarded at the professor's discretion for exceptional-quality work. The distinction is generally limited to fewer than 20 percent of the class. Pass indicates a course has been satisfactorily completed.
Low Pass indicates the minimally acceptable level of performance. Students cannot graduate with more than six credits of Low Pass grades. No Pass is awarded for performances below passing quality. Students will be placed on academic probation if they receive one No Pass grade or more than six credits of Low Pass. Students on academic probation are not eligible to graduate.

Study Abroad

Olin students may apply and participate in study abroad programs sponsored by Olin and by the Arts & Sciences study abroad office. The Office of International Studies conducts the review of and approval of non-Olin programs. All Olin programs are approved by the BSBA Curriculum Committee prior to their offering. Olin has four types of programs:

- **Study abroad/exchange**: a student enrolls full time at a partner university
- **International internship**: a student takes limited course work through an approved partner or contracted faculty, interns full time for 10 weeks, and completes a significant applied research project.
- **Summer programs**: a student may enroll in an Olin-approved or Olin-sponsored study abroad program of a duration between two to six weeks depending on the program and credit awarded.
- **Immersions within a course**: Olin offers several courses on specific subjects with an international component embedded in the course of a seven- to 12-day length

Transfer Course Work

BSBA students may petition to take summer course work at a different institution, usually within close proximity of their permanent home. Students must submit a detailed syllabus and petition to their academic advisor. Advisors coordinate with Olin faculty to determine if the proposed course is indeed an equivalent course. If approved, the course will satisfy an Olin degree requirement.

Transfers

Requests to transfer from the full-time MBA program to the professional program (PMBA) cannot be considered prior to the completion of the first semester of the full-time program, or after the start of the second year of the full-time program. Such requests are considered on a case-by-case basis. Students must be fully employed prior to transferring from full-time to part-time status.

Governance and Administrative Organization

The Olin School, like all schools at Washington University, is headed by a dean. The dean of the School is supported by senior associate deans for programs and faculty, and
by senior administrative officers in several other administrative functions. Details are available in the School’s organizational chart, which can be found here.

In addition to the formal administrative organization of the School as reflected in the organizational chart, there also are a number of standing committees that deal with issues bearing on the governance of the School. These committees generally consist of faculty, ex-officio members who represent programs, and advisory members who support the programs. The current list of standing committees is as follows:

- Academic Review
- Accreditation
- Area chairs
- Brookings Executive Education
- BSBA
- Disciplinary
- Diversity and Affirmative Action
- EMBA and Executive Education Programs
- Internal Review Officer
• MBA
• Omnibus
• PhD
• Specialized Masters
• Representatives to University Councils

**Rankings**

Olin has experienced upward movement in nearly all national and international rankings over the last few years. This momentum is attributed to continued dedication to improving the quality of student services and academic experiences. The most notable recent rankings include:

**BSBA:**

- #4 in *BusinessWeek*
- #13 in *U.S. News & World Report*

**EMBA:**

- #16 in the United States and #31 worldwide in *The Economist*
- #2 in Mainland China and #6 worldwide in the *Financial Times*
- #14 in *U.S. News & World Report*
- #2 in *Wall Street Journal*

**MBA:**

- #31 in *BusinessWeek*
- #29 in the United States and #48 worldwide in *The Economist*
- #12 in Entrepreneurship in the *Princeton Review*
- #54 in the *Financial Times*
- #34 in *Forbes*
- #21 in *U.S. News & World Report*

**PMBA:**

- #27 in *BusinessWeek*
- #16 in *U.S. News & World Report*

**MSF:**

- #1 in the United States and #23 in the *Financial Times: Pre-Experience*
Recent Developments

In 2007 Olin developed a *Plan for Excellence* to guide and drive strategies going forward. The progress made over the last five years towards the vision to be recognized as one of the world’s best business schools is quite remarkable. Expanding the intersections between faculty, students, and business has invigorated the teaching staff and research, created stimulating applied-learning experiences for students, improved career placement, and better-positioned Olin to serve business. Since development of this plan, there are five main areas where significant progress has been made:

- Faculty
- Programs
- Scholarships
- Facilities
- Collaboration

Olin’s faculty is now known for their research capabilities and reputation. It is a top priority to continue building a larger, more diverse faculty. Since 2007, there has been a 23 percent increase in tenured and tenure-track faculty members, a 100 percent increase in underrepresented minorities, and a 128 percent increase in female faculty members. Research is flourishing and the number of research centers has doubled from two to four. In addition, research is making a great impact on the business community. The Olin Award, which recognizes faculty research that has the greatest potential to advance business, just celebrated its five-year anniversary.

Overall, Olin’s programs continue to increase in quality, stature, size, and selectivity. BSBA has experienced a 43 percent increase in student applications. Selectivity has increased while enrollment has remained consistent, with SAT scores at unprecedented levels. In 2001, employment 90 days after graduation stood at 98 percent.

The BSBA program is currently implementing a new, comprehensive experience that focuses on providing a liberal arts base, specialization in a business discipline, experiential learning, and mentorship. This faculty-led effort is a collaboration with current students, alumni, and employers to ensure Olin curriculum is accomplishing its learning objectives and meeting the needs of the workforce. A number of programs have been created to further enhance the BSBA students’ experience at Olin and better prepare them for the workforce:

- The Olin Experience was introduced to provide freshmen students with a semester-long introduction to business, an understanding of how business disciplines intersect, and of how to apply knowledge learned to the lens of entrepreneurship. Olin’s senior faculty, in collaboration with the Undergraduate Program advisors, leads this course.
• A Women’s Mentor Program was created six years ago to pair sophomore women with senior women executives in the St. Louis area for a year’s worth of professional development programs.

• A BSBA/Alumni mentorship program pairs Olin sophomores with Olin alumni throughout the world for a series of virtual professional development activities.

• First-year students now have multiple opportunities to apply their knowledge through a class-based case competition, a class-based entrepreneurial venture, and through a case constructed and judged by one of Olin’s corporate partners.

Graduate programs have grown over 40 percent, with a significant increase in applications and historically high GMAT scores. MBA employment 90 days after graduation held steady at 95 percent. The largest growth in this program has been the formation and expansion of the Specialized Master programs. There are now four programs that are at enrollment capacity:

• Master of Accounting
• MS in Leadership
• MS in Supply Chain Management
• MS in Finance

The Specialized Master programs (SMP) have also made great strides at fully integrating at Olin. SMP students are filling more leadership roles in graduate student clubs, launching their own extracurricular activities, combining events with full-time MBA students, and achieving greater success in case competitions. The Master of Accounting students are distinguishing themselves as top talent by having the 10th-highest passing rate of the CPA examination, according to the National Association of State Boards of Accountancy; in Olin’s category (21–60 first-time candidates), Olin placed second.

The Critical Thinking@Olin initiative was developed to address the need for more advanced critical thinking skills among MBA graduates. Few business schools teach critical thinking, and those that do focus on argumentation, logic, and logical fallacies. Olin has developed an educational approach focusing on the ability to comprehensively formulate or diagnose problems. Through Critical Thinking@Olin students develop the ability to formulate and ultimately solve the right strategic problems the first time. Critical Thinking@Olin has had a direct and positive impact on student success in the job market. The rate at which summer interns receive full-time job offers doubled after the initiative’s launch and employment rates for Olin MBA students, 90 days postgraduation, have been among the top schools for the past three years. Recruiter feedback offers many testimonials about Olin students’ improved ability to face today’s business challenges.
Olin has developed five comprehensive Career Platforms to help maximize full-time MBA students’ experiences in the program by aligning their course work, professional development, networking opportunities, and extracurricular activities. Core classes and an industry seminar course that puts you face to face with seasoned professionals in the selected platform are presented in the first semester. The course is designed to introduce you to the industry, explain who the players are, find out what skills and attributes are most valued, and to get the student up to speed on the latest issues and developments in that industry. The seminars allow students to test and confirm their area of interest—or to explore new fields that might fit their ambitions. Second-semester students can choose from career-focused concentration classes that allow students to laser focus on a career path. A full-time faculty member who serves as the Platform Director manages each platform. The Platform Management team also includes representatives from the Weston Career Center, the MBA Programs Office, and the Center for Experiential Learning; Alumni and Development; and relevant student clubs.

The Executive MBA program recently celebrated its 30th anniversary. The program has expanded to now offer the EMBA program and Thought Leadership seminars in Kansas City and Denver. In addition, the Leadership Series in St. Louis continues to engage alumni, current students, and prospective students. The Executive Student Entrepreneurship Organization (EMBASE) was launched to help connect and enrich the EMBA student experience.

A new scholarship campaign, Opening Doors to the Future, was established to ensure Olin continues to attract the top students. To-date, Opening Doors to the Future has secured over $20 million in additional scholarship support.

2013 marks a momentous event as Olin celebrates the groundbreaking of two new buildings: Knight Hall and Bauer Hall. This expansion, which doubles the size of Olin’s facilities and provides an important investment for our second century will include:

- a three-story atrium that will connect the ensemble of buildings, expand the scope of indoor spaces, provide natural light, and host a 120-person café.
- 2,800 square feet of active learning labs, a 300-seat auditorium, 75 faculty offices, and 18 group study rooms
- a planned Simon Hall renovation that is scheduled to begin in summer 2014

As a driving component of Olin’s Plan for Excellence, it isn’t surprising that one of the significant developments at Olin has been collaboration. Cross-disciplinary opportunities have created joint degree programs with other Washington University schools, including Law, Arts & Sciences, Engineering, and the Brown School. Business engagement at Olin—with both profit and nonprofit organizations—for this academic year includes more than 250 corporate speakers, 127 student–mentor relationships, 54 classroom projects, and 35 United Way Board Fellows.
Assessment of Learning

In 2011, Olin completely overhauled the Assurance of Learning program to improve the quality and quantity of data provided to the curriculum committees. All programs set five to six new learning goals to focus on assessing. For each goal, three to four courses were selected, across the span of students’ time at Olin, to measure each specific learning goal. All in all, a total of 30+ courses are now being evaluated under the Assurance of Learning Program. Each course will be measured twice every five years to assess whether students are exceeding expectations, meeting expectations, or in need of improvement for the specific learning goal. After a course is measured twice, the results are presented to the appropriate curriculum committee to evaluate if changes or improvements are needed at the course or program level. The new Assurance of Learning program ensures that Olin students are making appropriate improvements towards the expectations for each of the program goals.

Currently, all of Olin’s Assurance of Learning measurements are direct, involving evaluation of assignments, exams, or presentations in each of the selected courses. As a result of the new AACSB Assurance of Learning standards, established in July 2013, Olin will begin to reincorporate indirect measurements into the overall Assurance of Learning program and assessment calendar. Prior to the latest standards, indirect measurements were discouraged by the AACSB and a greater emphasis was placed on getting direct measurements of the program goals.

The Executive MBA degree incorporates a great deal of self-assessment throughout the program. Just after admission, Executive MBAs undergo a series of self-assessments to determine their strengths and define their leadership styles. Executive MBAs create personal development plans that shape their career strategies and identify areas for growth. In addition to assessment, Olin’s personal development process includes:

- coaching for professional and leadership development
- peer assessment and feedback on team and leadership skills
- optional skill-building workshops
- course material on leadership, influence, negotiation, cross-cultural management, and team development

In addition to the Assurance of Learning program, Olin employs a variety of other measures to assess the effectiveness of its programs. Each semester, the Academic Review Committee reviews the progress of individual students and the Dean’s Office conducts course evaluations completed by students. Annually, students’ success in the employment market is reviewed as an indirect measure of each program’s effectiveness to produce top business school students.
Student Services Provided

Olin provides a number of student services that align into the main areas of:

- Academic Advising
- Career Planning
- Co-Curricular Activities

Program office staffs are devoted to providing superior student service. They aim to help students achieve their educational and career goals. A few services that are offered to students through the programs are:

- Program planning
- Academic progress assessment
- Concentrations and elective course selection
- General counsel

Olin's undergraduate programs team has increased the number of staff members to lower the advising caseload per advisor and to increase the interaction with advisees. Olin also has dedicated one-and-a-half FTEs towards the maintenance and development of study abroad experiences across the globe. The BSBA Program also has staff members who are focusing on the area of student development, student leadership, and student organization advising.

Career services and professional development activities for Olin BSBA, Specialized Masters (SMP), and MBA candidates are programmed and managed by the Olin Business School’s Weston Career Center (WCC). Led by an associate dean, the WCC is a comprehensive one-stop center for career advising, industry coaching, career education, mentoring, and employer relations. It is one of three career centers at Washington University. The others are the university-wide Career Center and the law school Career Services Office. In addition, the EMBA program office employs a career counselor for the Executive MBA students.

Organizations and firms seeking to recruit Olin students do so through the WCC and are assigned a dedicated account manager within the WCC Employer Relations team. Whether these firms are conducting on-campus interviews within the WCC Interview Suite, scheduling an information session, club presentation, or planning a virtual recruiting event (i.e., Skype or distance video conferencing), the WCC is the point of contact for coordinating promotion, logistics, advertisement, and schedules for recruiting events.

Even in a highly competitive employment market, Olin has seen an increase in companies recruiting students both on campus (through innovative events such as industry Meet-the-Firms) and off campus (at road shows in New York, Minneapolis, Bay Area, and Hong Kong). Adapting to the changing employment landscape post-2009, the WCC reorganized from a traditional model of career advising (i.e., tactical
advice for résumés and interviews) to an industry career focus, hiring more experienced “industry career specialists” in business disciplines aligned with the Olin curriculum (i.e., asset management, investment banking, CPG, entrepreneurship, accounting, supply chain, health care, and life sciences, etc.). This new model has provided a “deeper-dive” into functional area career preparedness to help students effectively manage a career action plan and “go-to-market” skill sets.

Olin BSBA, SMP, and MBA students are the primary “clients” of the WCC, but the center also provides services to PMBAs, EMBAs, and alumni with dedicated career-coach resources. In addition, a growing number of non-Olin students (i.e., engineering and law) have engaged with the WCC for programs and services. For these latter groups, there are eligibility requirements to be met before using WCC resources, such as a minor or second major in business or a referral from one of the other two campus career centers.

Olin students enjoy very good success in the job market, even in difficult economic times. For example, the BSBA and MBA classes that graduated in May 2012 had employment rates 90-days post-graduation of 98 percent and 96 percent respectively. More information about recent employment results is found here.

The Executive MBA student services are provided through the EMBA program office to ensure they are tailored for the executive students. A few of the services provided to them are electronic course packets, personal iPads, and 24 months of complimentary MBA electives following graduation.

**Buildings, Resources, and Computing**

Olin recently added two new business education buildings to the campus. Knight Hall and Bauer Hall opened in March 2014 and were crucial to catch up with past growth in the business degree programs, while allowing for future growth too. They have been designed to advance students’ learning and better serve their needs and kept Olin’s mission at the core, focusing on increasing the intersection of students with faculty, alumni, and businesses. An open layout was used throughout the buildings to allow for more interaction with the Olin community. In addition, the new buildings offer cutting-edge ways for students to learn in nontraditional and more collaborative environments, such as the active learning lab. The buildings are fitted with the latest technology and allow for future technology updates. Some of the key features of the new buildings are:

- The Forum (120 seats) on the first level of the building allows students to experience a formal or informal presentation. Glass walls into the auditorium will also allow students to follow along live in the forum if the event is beyond the capacity of the auditorium (300 seats).

- The Atrium on the third level enables a visible environment so that it is easy for the students, faculty, staff, and others to visit with each other. Its open floor plan (allowing views from the first to the fifth levels) will allow the students to see others and be seen by others, enhancing their daily interactions. The space also will be used for events (alumni gatherings,
corporate events, celebrations of the School's successes, graduations, university events, etc.) that provide a nice area to socialize and feel part of the Olin community. Soft seating in the area provides a way to meet with friends and peers and socialize on a more personal level.

- Reservable Group Study Rooms allows students to meet in a group and work on their assignments.

- The PhD students have their offices on the same floor as their professors so they can be in close contact with them to promote communication.

- A new Weston Career Center Suite for advising and interviewing students was constructed as well as a Recruiter Suite to enhance the student experience. The interview suites are supplemented with a comfortable waiting area to optimize the recruiter–student interaction.

- A Dining Area on the third floor incorporates comfortable soft seating for individuals or groups. Food selections will allow the students, faculty, staff, and visitors to eat breakfast, lunch, or dinner in the building creating a greater sense of Olin's community.

- A Graduate Student Lounge is positioned at the entrance to Bauer Hall and the Atrium.

- Faculty Offices and Seminar/Meeting Rooms are conveniently located on the fourth and fifth floors.

- Classrooms are designed to maximize learning and interaction (shape of the seating arrangement, use of technology at the desk area, digital format for audiovisual, etc.). The use of technology in the classrooms will also enable students to view the teaching session from a remote location. The classrooms range from larger (>70) to smaller sizes (<40) and from tiered to flat floor.

- An Active Learning Lab at the entry to Bauer Hall will allow students to learn and interact in a different way with their professors and peers. Moveable tables and chairs with monitors to project their assignments either as a small group or to the entire class will be installed. The custom software and technology-enabled environments will be complemented with whiteboards or easels for students to participate in a variety of visual mediums.
The Simon Hall renovation is scheduled for Summer 2014 and meant to provide similar amenities to enhance student learning and provide a productive environment. The project scope includes:

- Existing flat-floor and tiered classrooms will be upgraded with technology similar to Knight Hall and Bauer Hall.
- Reservable and more group study rooms will be placed throughout the building.
- Providing additional soft-seating areas within the building to promote a sense of community.
- Similar amenities in the faculty floors, seminar rooms, and offices as in the new buildings.

Physical Technology

Simon Hall contains the McWilliams computer lab, with 45 networked PCs, black and white printers, color printers, and document scanners. The Taylor Lab is used for research studies for marketing, organizational behavior, strategy, and other Olin departments and contains 15 PCs and a control room. A development expert is on staff part time to assist faculty with experiments and research in the Taylor Lab. The Kopolow Business Library operates 12 Bloomberg terminals and 12 additional PCs for research and database needs.
The building is part of the university-operated wireless network, with both an open Guest network and a secured Washington University network. All classrooms and other building spaces have wireless coverage, and almost all classrooms have network and power connectivity at each seat. There are three Express Labs for walk-up computing, with PC’s and printers.

Simon Hall has digital signage displays for way-finding, course schedules, and informational messaging. There are 26 group study rooms, which have either 42” flat panel displays or mini-projectors, to share student computer information.

The Knight Center contains 16 group rooms with mini-projectors for student computer display. There are two networked printer/copiers for students and corporate partners to use. The building has full wireless coverage and each of the tiered classrooms have power and data connectivity at each seat. Digital signage behind the front desk of the lobby directs guests to events and activities in the building. The building also contains an audiovisual control room, which provides support for the Executive Education classrooms and centralized services, such as video recording and video conferencing.

Bauer and Knight Halls will be technology rich, to support faculty offices and student activities. The buildings will have complete wireless coverage, while some classrooms will have networked connections to the desk. Digital signage in the buildings will provide way-finding, directory, and other informational services. Breakout rooms for student use will have capabilities for video conference calls or for students to record their activities.

All classrooms will be outfitted with cameras for lecture capture or distance learning, and will be able to support class-to-class simulcast and video conferencing. A large video wall will be used to highlight activities at Olin, the research of our faculty, and the successes of our students and alumni. Knight and Bauer Halls will also have new digital data networks, delivering extremely high-speed connectivity for data and voice.

Virtual Technology

Olin has a main, public-facing website, along with several specific sub-sites focused on careers and Executive Education. Student groups use a hosted product, CampusGroups, for site management, communications, newsletters, and student profiles. Faculty biographical and publications data are kept in Digital Measures, another online tool. All faculty are provided with networked storage and with space for their own websites.

Student email has been outsourced by the university to Microsoft and all students have access to Office365 in the cloud. MS Office software and common mathematics and statistics packages are provided to the students as well. MS Lync has been deployed for unified communications, both within the university and with outside partners.

Faculty have the ability to place equipment in a cooled server room for local access. They also have access to a high performance computing center housed at the Medical Campus. Other software, including polling software, room-monitoring software, and team-collaboration software, are available if the faculty wish to use them.
Diversity

Looking forward, it is clear that having a diverse faculty is going to be vital to having a successful business program. Increasing the diversity of the faculty body has been a priority of Olin over the last few years and will continue to be a strategic imperative going forward. Since 2007, we have had a 23 percent increase in tenured and tenure-track faculty members. More notable though, is the 100 percent increase in underrepresented minorities and the 128 percent increase in female faculty members. An investment in a larger, diverse faculty is key to enhancing Olin's research and teaching.

Planning Activities and Future Trajectory

As described in this report, the Olin Business School continues to increase the strength and reputation of its programs. In addition, the graduate (masters) programs continue to grow in size and reach. These constitute the trajectory of the School into the foreseeable future. To achieve these goals, the School recognizes the challenges to be overcome. First it faces increasingly strong competition from other business schools to recruit top students. Second, it will need to ensure that it can recruit and retain high-quality faculty who can conduct premier research and can teach at the highest level. Finally, it will need to ensure it has facilities to allow growth of the programs, to deliver programs at a high level, and to attract top students. The latter will be addressed with the opening of new buildings in Spring 2014. The former represent ongoing issues.

Degree Programs

Olin Business School currently has 11 main degree programs. Over the last five years, the area that has grown the most is within the Specialized Masters programs, with four new programs being added: Master of Accounting, Global Master of Finance Dual Degree, Master of Science in Finance, and Master of Science in Supply Chain Management. In addition, in 2009 the Olin Business School assumed management of the Brookings Institution's executive education; this added a fifth specialized master program in Leadership.

BS in Business Administration (BSBA)—a four-year undergraduate business program gives students the option to pursue second majors or degrees in programs ranging from engineering to fine arts.

Full-Time Master of Business Administration (MBA)—a two-year program in which an intensely personalized curriculum allows students to target areas of interest, develop career-specific skills, and capitalize on hands-on learning opportunities.

Professional MBA (PMBA)—an evening program designed for working professionals that features a class cohort system in which students attend classes with the same individuals for their first four semesters.

Executive MBA (EMBA)—offered in St. Louis, Kansas City, Denver, and Shanghai, these 18- or 20-month weekend programs emphasize strategy, leadership, the design of effective organizations, and global competitive markets.
Master of Accounting (MACC)—the option of a 10- to 17-month graduate program prepares students for careers that require extensive accounting knowledge in both public and corporate settings.

Global Master of Finance Dual Degree (GMFDD)—a 14-month, graduate-level dual degree program, with courses completed at Singapore Management University and Washington University.

Master of Science in Finance (MS/Finance)—the option of a 10- or 17-month graduate program that prepares students for advanced entry-level career opportunities in financial services and corporate financial management.

Master of Science in Leadership—a series of courses designed to develop leaders for service as senior federal executives that combines the business acumen and knowledge of Olin Business School faculty with the Brookings Institution’s research and policy expertise.

Master of Science in Supply Chain Management (MS/SCM)—the option of a 10- or 17-month graduate program equips students for challenging careers in logistics and global supply chain management.

PhD in Business—a doctoral program emphasizing economics, quantitative methodology, and mentoring by faculty that prepares students for careers in scholarship and teaching.

Doctor of Business Administration—a doctoral degree designed for individuals with an interest in research who wish to pursue advanced careers in corporations, banks, government agencies, and research-oriented consulting positions.

**Distance Education**

Olin Business School does not currently offer online or correspondence courses but does recognize the many innovations in teaching and methods of learning using online tools. In 2013 a School-wide committee was established to explore future options to compete in the online market for the different degree programs.

**Financial Status**

Revenue rose steadily over the period, although FY07 and FY09 revenues were unusually high due to large, one-time gifts. Revenue grew in undergraduate programs, graduate programs, and noncredit executive education programs. Undergraduate tuition increases were due to tuition and enrollment growth. Graduate tuition increases were due to tuition and enrollment growth, along with the addition of new programs (expansion of Executive MBA to Kansas City and Denver; new Specialized Master’s programs in Accounting, Finance, and Supply Chain Management; new Dual Degree Global Master of Finance Program with Singapore Management University). Non-degree revenue increases were attributable mainly to the acquisition of Brookings Executive Education in Washington, D.C.
Expenses during this time grew due to growth in faculty, new programs, and increases in university overhead expenses. The FY14 expense increase is also due to the opening of two new buildings, Knight and Bauer Halls.

Endowment market value was significantly impacted by turmoil in the financial markets in FY09 and has been rebounding since.

### Annual Financial Results

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<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
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<th>FY13 Projected</th>
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(Deficit)

### Endowment

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