

**WESTER UNIVERSITY**

**STRATEGIC PLAN**

**2003-2008**

December 5, 2002

## TABLE OF CONTENTS

Mission and Scope .....	3
Core Capabilities .....	4
The <b>1995 Strategic Plan</b> .....	4
Existing and New Markets .....	4
Technology .....	5
<b>Home</b> Campus Development .....	5
University Advancement and Financial Strength .....	6
Underlying Assumptions .....	6
Competitive Analysis .....	7
Environmental Scan-Domestic .....	8
Environmental Scan-International .....	10
Major Needs .....	10
Additional Academic Space .....	10
Additional Residential Beds .....	11
Larger Endowment .....	12
2003-2008 Strategic Plan	
Vision .....	13
Enhance Institutional Quality .....	13
Promoting Greater Integration .....	13
Building a Global Citizenry .....	13
Seeking New Opportunities .....	14
Strengthen Operational Excellence .....	14
Leveraging Emerging Technology .....	14
Facilitating Fiscal Health .....	14
Streamlining Core Processes .....	15
Cultivating Corporate and Community Partnerships .....	15
Allocating Necessary Resources .....	15

# WESTER UNIVERSITY

*"It is a safe prediction that in the next 50 years, schools and universities will change more and more drastically than they have since they assumed their present form more than 300 years ago when they reorganized themselves around the printed book. What will force these changes is, in part, new technology... in part the demands of a knowledge-based society in which organized learning must become a lifelong process for knowledge workers, and in part new theory about how human beings learn": Peter Drucker. "The New Society of Organizations." Harvard Business Review, Sept. Oct. 1992, p. 97.*

## Mission and Scope

The mission and scope of Webster University remain appropriate for its operations through the foreseeable future:

*Webster University is an independent, comprehensive, non-denominational, multi-campus, international university with undergraduate and graduate programs in various disciplines including the liberal arts, the fine and performing arts, teacher education and business and technology. Webster University combines the cultural and intellectual legacies of the past with a pragmatic concern for meeting the challenges of the present and the future. In doing so, Webster University:*

- creates a student-centered environment accessible to individuals of diverse ages, cultures and socioeconomic backgrounds;
- sustains a personalized approach to education through small classes and close relationships among faculty and students;
- develops educational programs that join theory and practice, and instills in students the spirit of systemic inquiry;
- encourages in its students a critical perspective, a respect for diversity, and an understanding of their own and others' values;
- fosters in its students a lifelong desire to learn and a commitment to contribute actively to their communities and the world;
- educates diverse populations locally, regionally, nationally and internationally;
- strengthens the communities it serves through support of civic, cultural, corporate and educational organizations.

## **CORE CAPABILITIES**

The assets accorded Webster University through our unique network of national and international campuses enable us to offer educational opportunities and benefits to students and faculty distinctive to academic institutions.

Based on an internal assessment, Webster has superior capabilities in four broad areas: 1) retaining superior full-time and adjunct faculty capable of providing quality education supportive of the University's mission; 2) offering student-centered, reality-based education in a small class environment under flexible arrangements to meet student needs; 3) identifying opportunities and launching innovative programs to deliver education effectively to underserved markets; and 4) deftly managing multiple and diverse sites, including military and corporate, across the U.S. and overseas at an operating surplus.

In addition, Webster also possesses these specific strengths: 1) an attractive and safe main campus; 2) a nationally-recognized arts program; 3) national leadership in granting African-American degrees; 4) recognition as a model educator of the working professional worldwide; 5) area leadership in teacher education; and 6) a talented, committed and supportive Board of Trustees.

## **THE 1995 STRATEGIC PLAN**

The Board of Trustees approved the University's previous Strategic Plan in December 1995 and implementation began immediately. The University accomplished a tremendous amount under the auspices of the Plan, which contained four strategic imperatives:

- Existing and New Markets
- Technology
- Home Campus Development
- University Advancement and Financial Strength

### **Existing and New Markets**

Since the start of the last campaign in 1995, the University has made great strides in expanding its reach in both existing and new markets. Overall, the University added 39 new campuses, bringing the total number of campuses worldwide to 100. Three of these new campuses are international (Shanghai, Shen Zhen and Thailand); two in the St. Louis area (South County and WingHaven); 21 on military bases; 13 in metropolitan areas and eight at corporate/on-site locations. The University also created the Evening Student Admissions Department to better focus on the needs of the St. Louis area adult student—a key population for Webster.

To further broaden its reach, the University also forged partnerships with the following institutions:

- Marymount College in Palos Verdes, Calif.

- Columbia College
- Asahikawa University in Japan
- Kansai University in Japan
- Universidad Autonoma de Guadalajara, which begins in 2003
- Eduprise, which enables the University to provide a wide array of electronic course support for online programs.
- St. Louis Symphony Orchestra. In 1999, the University began discussions with the St. Louis Symphony to develop a partnership with the Symphony's Community Music School. The discussions resulted in the University's acquiring the Community Music School from the Symphony in 2001.

The 1995 plan also called for the University to expand and improve our curricular offerings in the area of Multicultural Studies—a goal the University achieved—and to increase the representation of people of color on the faculty. While recruiting African-American faculty remains a challenge for all institutions of higher education, since 1995 Webster has doubled our number of African-American faculty members and increased our number of African-American professional staff members by 50%. The recently concluded New Tradition Campaign provided for endowed scholarships to support returning African-American students, with support coming in part from the University's newly created African-American Alumni Chapter.

## **Technology**

Since 1995, Webster has made significant gains in the area of technology. Specifically, the University has:

- added online courses;
- developed its first Web site;
- provided all full-time faculty and staff with computers and instituted a replacement cycle to ensure that faculty and staff have current equipment;
- developed a virtual library database system (Passports) to provide access to the library's resources to all Webster University faculty, staff and students; built a Wide Area Network;
- provided full Internet access from on or off campus;
- incorporated computer training into the regular professional development programs for faculty and staff;
- enhanced a number of administrative systems, such as Energy Management, and facilitated electronic access to high-security areas, such as the Media Center.

In 2002, the University created a new senior position in the administration, Vice President for Information Technology to increase efficiencies and capabilities among the University's technology providers, both internal and external. The new Vice President joined the University administration in July.

## **Home Campus Development**

The University experienced extraordinary development on the home campus as a result of the last strategic plan. In 1998, the University opened its new 280-bed student apartment complex, Webster Village Apartments. The University's Board of Trustees approved the 25-year campus master plan in 1999 and, by the end of 2003, the University will complete the first phase of construction, which includes: the 700-car parking garage, new space for the University Bookstore and adult student services, the expansion of the Loretto-Hilton Center and the 71,500 square foot Emerson Library.

### **University Advancement and Financial Strength**

The University did much to fortify its financial position under the last Strategic Plan. In 1996, the University launched The New Tradition Campaign, a \$30 million comprehensive campaign that enabled us to fulfill the strategic goals and objectives approved by the Board of Trustees in 1995. The campaign closed in December 2002 with \$43 million raised. As a result of the funds raised, the University's endowment increased from \$21 million to \$34 million. In 1996, the University established its first Planned Giving Office, which has resulted in over \$7.5 million in matured bequests and irrevocable deferred gifts. Annual giving increased from \$3 million to nearly \$10 million, and the number of annual donors increased from 950 to over 1,400, with Daniel Webster Society members growing from 119 in 1995 to 237 in 2001-02.

The overall financial health of the institution has also improved since 1995, thanks to new campus locations and expanded worldwide enrollments, which increased from 11,000 in 1995-96 to 20,000 in the Fall 2002. Revenue grew from \$74 million in 1995 to \$119 million in 2001-02, while net assets grew from \$36.5 million to over \$80 million during the same time period. Tuition dependency meanwhile dropped from 91% to 88%, while debt service dropped from 4.88% to 2.8%. The University achieved its first bond rating (Moody's Baa2) and obtained AAA credit enhancement from MBIA. Webster also developed an institution-wide planning model for multi-year fiscal planning, as well as a model for the development of new sites.

## **UNDERLYING ASSUMPTIONS**

As the University goes forward with its new Strategic Plan, the following assumptions will be maintained:

- Webster University will remain a comprehensive university with its five colleges and schools offering multiple degree programs built on a solid liberal arts foundation.
- The University will remain a teaching institution with a strong commitment to quality teaching throughout its network while valuing and encouraging faculty research. The University will continue to operate three intensely interrelated venues: Webster Groves, which serves as the world headquarters campus for the University's network; domestic extended centers in U.S. cities and on military bases; and international campuses and centers.
- The symbiotic relationship that exists between the main campus and the extended campuses strengthens the entire University. The core must remain strong and continue to

build to enable the extended campuses to thrive; likewise, the vitality of the extended campuses results in a robust core.

- The University will continue to respond to the need for quality education throughout the world, capitalizing on targets of opportunity for expansion both nationally and internationally.
- The University will remain student-centered and student-sensitive, strengthening its commitment to our students and viewing each as a first-class citizen in education.
- Webster University will remain tuition-driven, although revenue will increasingly be augmented by external sources, including fundraising and partnerships.
- Tuition rates will remain competitively affordable to provide quality, private education to large and diverse numbers of students.
- Webster University will continue its tradition of entrepreneurship, while minimizing institutional risk to provide quality education that is globally relevant to its clients.
- Webster University will continue to seek a diverse undergraduate and graduate student markets: traditional age, full-time working professional, including the military, and international. The University will continue to target these markets and seek to increase the number of residential students on the Webster Groves campus.

## **COMPETITIVE ANALYSIS**

Given the diversity and range of Webster's comprehensive undergraduate, graduate, working professional, military and international programs, Webster University has an equally large and diverse group of competitors. Major competitor categories for each of our significant markets are identified below:

<u>Market</u>	<u>Major Competitor Categories</u>
Traditional Age St. Louis Residential Freshman and Transfer	Selected St. Louis area, regional and national higher education institutions
Traditional Age St. Louis Commuter Freshman and Transfer	Selected St. Louis area higher education institutions; St. Louis area corporations
Full- Time Working Professional St. Louis Undergraduate and Graduate	National outreach multiple-site institutions; St. Louis area and metropolitan site area higher education institutions, corporations and for-profit institutions;
Military Graduate	Higher education institutions located near military bases; other multi-site institutions that contract with the military to provide educational services to military sites
Metropolitan Undergraduate	Local higher education institutions;

and Graduate	national outreach multiple-site institutions, corporations and for-profit institutions
International	Government-funded and private local higher education institutions, U.S. institutions, foreign institutions, corporations or for-profit institutions operating in, or nearby, cities where Webster has campuses
On-line	For profit and traditional institutions offering Web-based courses and programs, especially MBA and other business programs

As the nature and mix of competitors evolves, Webster must continue surveying its students and corporate clientele, stepping up its ability to:

- better identify the changing roster of competitors;
- assess relative competitive strengths locally, regionally, nationally and globally;
- identify ways to develop, articulate and deliver competitive advantages; and
- monitor student and corporate needs and continuously adapt as they change.

#### ENVIRONMENTAL SCAN-DOMESTIC

The operating environment for higher education institutions in the new millennium is shaping up very differently from that of the preceding decades. While higher education is now a \$200 billion enterprise, stock market troubles, accounting scandals and widespread downsizing have all heightened sensitivity about education costs, which have increased at roughly twice the rate of inflation. As in previous periods of economic decline, the downturn will continue to feed students into higher education as they seek to secure new positions or maintain existing ones in an increasingly competitive marketplace. Prospective students will have far more options than in years past, however, making them more demanding consumers of education which will in turn put greater pressure on traditional providers of higher education.

The market for traditional-aged students continues to grow. The National Center for Education Statistics (NCES) reports that the number of students in the U.S. who are poised to begin undergraduate studies will increase by 17% through 2011. The growth will take place unevenly across the U.S. with most growth projected to occur in the far Western states, Texas and Florida. The academic areas of interest for this emerging undergraduate student population include health and biological sciences, business, education and social sciences.

The emergence of the for-profit higher education institutions in the last five years poses a real threat to the nonprofit institution. Between 2000 and 2001 alone, the number of for-profit, four-year institutions increased from 192 to 277 (a 44% increase), while the number of private four-year institutions increased just 1.3%, from 1,531 to 1,551. These for-profit universities, which use a multi-site approach and sophisticated information systems to manage their education

delivery, have large fiscal resources fueling their aggressive marketing efforts and physical enhancements. Such fiscal resources also enable them to price their product lower than traditional nonprofit institutions of higher education.

Competition is also increasingly coming from corporations, which spend an estimated \$34 billion annually on employee training. Corporations will continue to seek development of "customized" degrees built on knowledge and challenges related to specific industries. Because these customized degrees are not available through traditional institutions of higher education, many corporations have established their own "corporate universities" to provide the necessary training to their employees. The emergence of such "corporate universities" may threaten Webster's share of the working professional market, which is a significant market for the University and one that has historically produced operating surpluses that have helped sustain our traditional age student programs.

Companies that do continue to fund outside employee education through tuition reimbursement may become more selective in their education investments in the future, funding only instruction that directly supports the company's strategic endeavors. As a result, individual employees have to bear a larger share of the cost for continuing or professional education. This additional burden coupled with an uncertain economy could have a negative impact on the willingness of students to either commence or continue their education, particularly at private institutions, which have higher tuition rates.

The 1.5 million military personnel market is far more promising, with all branches of the military projected to experience expanded job opportunities through 2008. Educational requirements will also rise as military jobs become more technical and complex. High school graduates will fill the ranks of enlisted personnel, while nearly all officers will need at least a bachelor's degree and, in many cases, an advanced degree. Webster has increasingly become the school-of-choice for many military personnel because of the quality programs offered and the accessibility of these programs on military bases around the country. In 2002, the University received the "Institution of the Year Award" from the Council of Colleges and Military Educators, confirming our leadership role in military education.

Electronic instruction will increase across all student pools, as academic institutions continue to expand and strengthen their online offerings to meet growing demand. By 2003, the e-learning industry will grow to \$23 billion, from \$6.3 billion in 2001.

**Implication for Webster University:** In order to fulfill its mission, the University must continue to meet unmet needs by offering an accessible, affordable and high-quality education to underserved student populations. The University must make certain that our educational offerings are rigorous, relevant, rewarding and a sound and essential investment during uncertain times and an increasingly competitive marketplace. The University must ensure that it has enough resources, both capital and human, available to accommodate the growing demand for undergraduate and graduate degrees. Finally, the University must continue to build the endowment through more extensive and intensive solicitations. The growth of the undergraduate population affords the University the opportunity to increase its diversity since many of the

students in this growth segment come from areas that have a large number of Hispanics and other students of color.

## ENVIRONMENTAL SCAN-INTERNATIONAL

World population figures are projected to reach 8 billion in 2020-a 31% increase since 1995-with 90% of the growth occurring in Asia, Latin America and Africa. A recent study by Merrill Lynch found that the higher education market outside the United States is worth \$111 billion a year and has as many as 32 million potential students, with more than half the market in terms of both students and money-in China.

The number of institutions attempting to offer "American-style" English language education with a global perspective overseas has been growing steadily, as has the number of American colleges and universities (now, 1,200+) with sponsored study-abroad programs. Nevertheless, the growing demand for American-style education in the industrializing countries in Asia, Latin America and Africa, where competitors are not yet well-established, presents some attractive opportunities, especially for institutions skilled at international site start-ups and multi-site management.

Looking toward Europe, ongoing internationalization of higher education, new models of educational delivery and an increased emphasis on English language instruction will all impact the country's learning environment. While English will continue to grow as the world's dominant language, some regions will want courses taught in their native language, and American institutions must have the flexibility to accommodate these needs.

**Implication for Webster University:** In the face of increased competition among U.S. higher education providers in non-U.S. settings, the University must engineer distinctive programs, price them competitively and scrutinize future international sites carefully before entering the market. The University also must demonstrate great sensitivity and flexibility in shaping our educational offerings to suit various cultures around the world.

## MAJOR NEEDS

Based on changing environmental factors and emerging societal trends, the University has identified three major needs that must be addressed during the next five years so that Webster can continue to fulfill its mission throughout the country and the world:

### **Additional Classrooms**

The growth of the Webster University's St. Louis student population continues apace. Between 1995 and 2001, the overall student body grew 19%, with the undergraduate population increasing 15% and the graduate population expanding by 25%.

To accommodate such growth, the University is currently renting 19 classrooms from Webster Groves High School for evening classes. Even with this leasing arrangement, however, the University still experienced a shortfall of available classrooms for the Fall 2002 semester. Moreover, Fall 2002 marked the first time the University experienced a shortage of classrooms for daytime classes, as well.

Many students who participate in classes held at the high school express great dissatisfaction with the setting, reporting it to be inappropriate for their level of scholarly pursuits. These shortages have also forced the University to hold classes in other inappropriate locations, such as scheduling computer and management classes in the Loretto-Hilton Center for the Performing Arts, and other classes in the Winifred Moore Auditorium, which lacks adequate lighting, temperature control and desk space.

This shortage of classrooms has existed for several years. The University programmed a new academic building for the just-completed *New Tradition Campaign*, but the need to build the new library by 2003 caused us to delay the classroom building. We can no longer delay the construction of quality classrooms on the campus.

### **Additional Residential Beds**

The number of international students in St. Louis is growing exponentially. Between 1995 and 2001, the number of undergraduate and graduate students combined increased by 228%, with growth at the undergraduate level outpacing that at the graduate level.

The University is currently hamstrung in its efforts to recruit additional international students to support our mission because we cannot guarantee on-campus housing at the world headquarters campus in St. Louis. Demand for on-campus housing currently exceeds capacity at all three on-campus sites—the residence halls, the Webster Village Apartments and the four student houses. Applications for the Webster Village Apartments alone have doubled in the past year. In 2002, the University could not provide on-campus housing for 60% of last year's freshmen who wanted to live on campus in their sophomore year. The University has no space for new transfer students, or for those transferring from other Webster University campuses and very limited space at the apartments for new international students. All of these space issues have a severe negative impact on recruitment and retention of these student populations.

In Fall 2001, 22 students were wait-listed for campus housing. In Fall 2002, 17 students had been placed on a waiting list. Our inability to house these 17 students resulted in a loss of \$350,000 in annual tuition/room/board revenue for the University.

The demand for new campus housing is expected to continue to increase over the next five years, growing to 840 spaces by 2008 from the 480 spaces that currently exist. Thirty-five of these spaces will be needed for new international graduate students, based on a 5% annual growth rate. Many international graduate and undergraduate students have been temporarily placed in off-campus apartment housing or host homes in the area until an on-campus space opens up. Such

arrangements have resulted in great inefficiencies and inconvenience for these students and have interfered with their ability to experience a genuine American education.

The shortage of on-campus housing has also had a negative impact on freshman-sophomore retention levels. Statistics show that students who move off-campus their sophomore year are far less likely to continue their education than those who maintain campus housing.

Any addition to the number of residential beds on campus should be accompanied by an effort to address new services to students.

### **Larger Endowment**

The downturn in the stock market over the past several months has caused decreases both in the endowments and the returns on the endowments of all higher education institutions. Webster University is no exception. From a high of \$36 million in May 2000, the University's endowment now stands at \$34 million. Stock market fluctuations aside, the University has an ongoing and pressing need to substantially augment our endowment so that we can decrease our dependency on tuition and improve our bond rating.

While we have made great progress in the area of tuition-dependency, the University's tuition-dependency rate remains far above the norm for private institutions of higher education. According to Moody's, the median reliance on net tuition and fees for all private institutions in the Baa bond category averages 70%. By contrast, Webster's reliance on net tuition and fees for the same period stood at 88.9%. This excessive dependency on tuition revenues is deemed as a clear balance sheet weakness to rating agencies, who perceive the University as having no safety net to fall back on should a significant portion of our tuition revenues dry up.

By building our endowment, the University will in turn increase our debt capacity, which will enable us to fund those projects that will result in the completion of our master plan in a timely manner. An enlarged endowment would also provide the University greater flexibility in capitalizing on opportunities for enhancement and expansion as they arise, without threatening our operating budget.

## 2003-2008 STRATEGIC PLAN

### VISION

**In 2008, Webster University will provide distinctive quality learning experiences to students around the world, empowering them to reach their full potential as productive citizens in the global community. Through its far-reaching network of campuses, Webster University will be recognized as a premier international university.**

To achieve this vision, the University will embark on a five-year plan to enhance institutional quality and strengthen operational excellence throughout the University's worldwide network. These efforts will help to secure Webster University's reputation as a prototype of a truly global multiversity committed to the highest standards of performance at all levels of the institution.

#### **I. ENHANCE INSTITUTIONAL QUALITY**

To enhance institutional quality throughout Webster University's worldwide network, the University will focus on the following key areas during the next five years:

##### **A. Promoting Greater Integration**

The University must endeavor over the next five years to promote increased consistency across our growing worldwide network in the form of defined learning objectives, student outcomes, curricular content and quality of academic degrees. Such integration will ensure a relevant education for our students and help to solidify the University's reputation as an established and reliable provider of high-quality higher education throughout the world.

Toward this end, the University will: introduce greater integration within curriculum offerings across the worldwide network; enhance academic coordination of the home campus and extended campus locations; increase communication and collaboration among all parts of the University to ensure continuity of the product; pay heed to the teaching skills of the world wide faculty and, finally, place greater emphasis on the brand that is Webster University through fully integrated, comprehensive marketing efforts.

##### **B. Building a Global Citizenry**

In the next five years, we will heighten our efforts to develop enlightened and engaged global citizens at all levels and at all locations in Webster's worldwide network. The University's commitment to international education is a distinct competitive advantage in the world of higher education and a hallmark of the institution's quality.

To further this goal, the University will: expand the curriculum to promote the values of global citizenship; facilitate movement of students and faculty throughout the global network;

implement co-curricular programs that emphasize cross-cultural learning experiences; use technology to link students and faculty, and, lastly, strengthen the University's commitment to diversity and inclusion among faculty, staff and students.

### **C. Seeking New Opportunities**

Over the next five years, the University will look for avenues to broaden our reach in areas that further the University's mission of meeting unmet needs. By responding to such needs, the University will strengthen the symbiotic relationship that exists between the world headquarters campus and satellite campuses.

To achieve this goal, the University will: develop instructional programs that expand the University's centers of educational excellence; provide facilities to increase the residential student population to 1,000 to improve the quality of student life at the Webster Groves campus, increase the diversity of the student population and ensure a strong and vibrant core for our worldwide network; expand the domestic U.S. network, particularly in the area of new military programs, to broaden our faculty expertise, provide valuable input into curriculum design and support the continued viability of Webster University as a global entity; and, finally, expand the international network in areas that further the University's mission to provide faculty and students broader opportunities for global enrichment.

## **H. STRENGTHENING OPERATIONAL EXCELLENCE**

In order to strengthen its operational excellence to support the vision of excellence, the University will focus on the following key areas during the 2003-08 time frame:

### **A. Leveraging Emerging Technologies**

To foster a more dynamic and efficient delivery of our instructional services, the University will seek out opportunities to leverage developing technologies to our institution's advantage. Such technologies will further enable us to share the vast expertise that exists across the worldwide Webster network through greater connectivity.

To this end, the University will: improve the technological infrastructure to support academic programs and administrative goals and enhance student services; and use technology to streamline operations to improve the quality of our educational offerings.

### **B. Facilitating Fiscal Health**

The University will continue over the next five years to facilitate the sound fiscal health of the University to support the vision. As we go forward, we will continue to ensure that managed growth includes sufficient financing, revenue and fundraising components.

With this in mind, the University will: build a stronger endowment, while continuing to maintain healthy operating measures and cash flows; continue to reduce fiscal dependence on tuition; pursue revenue growth through expanded programs and increased productivity; and secure fiscal resources to provide adequate financial aid to ensure accessibility to a diverse student population.

### **C. Streamlining Core Processes**

As the worldwide Webster network continues to grow, the University must continually look for opportunities to streamline our operations to promote greater efficiencies and reduce redundancies. By honing our operations, we will ensure that we are making the best use of our institution's assets and that ample resources are available to fulfill the University's mission.

To achieve this goal, the University will: implement a mechanism for strategic research, planning and evaluation within our tradition of collaborative governance; update the strategic plan annually; and improve the University's work processes, flows and systems by implementing enhancements that will result in cost savings and/or better student services.

### **D. Cultivating Corporate and Community Partnerships**

Whenever possible, the University will seek opportunities to partner with corporations, community organizations, the military, and other institutions (i.e., academic, cultural, non-governmental, etc.) to improve our contributions to the communities we serve. Such partnerships will additionally enable the University to make use of existing corporate and community resources, thereby freeing up our own resources for other strategic endeavors.

To this end, the University will: forge partnerships that improve the University's ability to provide quality learning experiences to students, faculty, staff and alumni; and develop academic programs that enhance Webster's relationships with the communities in which we operate and serve.

### **E. Allocating Necessary Resources**

To ensure a campus culture of continuous improvement and achievement, the University must put in place the necessary and appropriate resources. The allocation of these resources will be determined through the University's outcome assessments program and its ongoing review of the curriculum in each academic unit.

With this in mind, the University will provide resources to: ensure that there are an appropriate number of full-time faculty to meet student and curricular needs; attract and retain diverse and outstanding faculty and staff; construct on the Webster Groves campus essential academic facilities and improve the quality of existing instructional space in support of excellence; and, lastly, develop new curricula designed for relevancy in contemporary work and social environments.