NOTES

In Attendance: Yvette Anguiano, Georgia Binnington, Bill Bottom, Patrick Burke, Alicia Chatten, Karen Coburn, Heather Corcoran, Adrienne Davis, Jan Duchek, Reana Elder, Bob Hansman, Kyle Jeter, Chris Kroeger, Richard Loomis, Sydney Robinson, Jessica Rosenfeld, Jennifer Smith, Kathy Steiner-Lang, Holden Thorp, Tony Tillman, Lori White, Rob Wild, Tristram Wilson, Gerhild Williams

Guests:
Dedric Carter, Vice Chancellor for Operations & Technology Transfer
Ronné Turner, Vice Provost of Admissions & Financial Aid

Days of Discovery  
Lori White

On February 22 & 23, 2017 the university came together for the third consecutive year to further the university community’s conversation about diversity and inclusion.

Purpose: Gather together to “learn from one another and gain deeper understanding through each other’s experiences.”

Objective: “To further open hearts and minds through conversation and to discover what makes each of us unique and what binds us so strongly as a community. This is an important part of our overall efforts to become a stronger, more inclusive and welcoming university community.”

History:
The first Day of Discovery occurred three years ago in 2015 and emerged from events in Ferguson. The campus thought it was very important to bring the campus community together to talk about the issues that emerged as a result of Ferguson.

The first year was so successful and important that it was decided to bring the campus together again. The second year focused on inclusion and what it means for WashU to be a campus of inclusion.

The first and second years were chaired by Dean Nancy Staudt.

This year was the third “Day of Discovery and Dialogue”. The theme was finding common grounds.

The total registrants for this year were 668:
- Faculty – 77
- Staff – 377
- Undergraduate students – 36
- Graduate students – 95
- Invited guests – 30
The majority of the attendees were staff which makes sense because there is more staff than any other WashU population.

It would be great to have more faculty, undergraduate students and graduate students participate. However, while there are programs for our faculty and students to discuss diversity, there are no formal programs for our staff to listen and discuss these issues.

Traditionally, the Day of Discovery begins with a keynote speaker on the Med School campus. This year Janice Mirikitani spoke about giving voices to those who have been silenced.

The sessions, which are held on the second day, are designed so that people can attend one or all of the sessions.
- Session one: A panel discussion featuring regional college and university leaders.
- Session two: The impact of Class: A discussion based on film excerpts from People Like Us: Social Class in America.
- Session three a: A Mosaic of True Stories
- Session three b: Mapping Our Narratives: Visions of Identity

DISCUSSION

Publicizing the Day of Discovery to students is a challenge. What can we do to reinvent the program to make it more attractive to students?
- Some students didn’t understand that the sessions were designed in a way that they could attend only one session or all sessions.
- Consider marketing as independent events that can be attended separately.
- Advertise the event to students via fliers or signs in common areas and on social media.

How was the event marketed to students?
- It was marketed to the entire campus via several emails and articles in the Record.

How can we attract more students?
- The days of the week may be a problem for students. Wednesdays are tough for students. Holding the event on Thursday and Friday may result in a larger turn-out.
- Some students felt the event was too formal and were intimidated.
- Consider a month of dialogue. Possibly once a week at 4:30 PM.

Please send any suggestions to lswhite@wustl.edu.

Parking

Dedric Carter

Background
- St. Louis continues to grow in reputation as a destination for many activities including education, research, and entrepreneurship.
- Growth is characteristic of the urbanization of the region, reestablishing the need to review strategies in mobility, parking, and transportation.
- Recent campus strategy has centered on reducing the individual reliance on the automobiles and increasing opportunities for low-footprint alternatives and more efficient operations.
- Upcoming east end construction provides an opportunity to review existing policies and programs to further the strategy and increase operational efficiencies.
Construction period provides an opportunity to accelerate existing plans for a long-term change in the way we operate, manage, and provide parking services.

Strategy Development Principles
- **Prioritize parking resource availability**
- **Reduce time spent “hunting”** for a space
- **Meet 90% of visitor parking demand per year**
- **Capitalize on construction to accelerate strategy**
- **Increase utilization** of existing parking resources (& **Align** capacity and demand)
- **Enforce** operating policies during peak business hours **7AM to 5PM weekdays. Red enforced 24/7.**
- **Build an infrastructure** for **data driven** demand management and **decision-making**.

Best Practices: Peer Engagement
- Completed interviews with 8 peer institutions
- What we learned:
  - During disruptions, peers try to limit impact to faculty/staff and reprioritize student access to resources
  - Challenges with alternative locations for displaced parking: lack of proximity, cost, safety
  - No free parking – parking must be considered an asset for which we recognize and acknowledge the associated expense

Policy Parameters: Current vs. Future

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<thead>
<tr>
<th>Parameter</th>
<th>Current (Spring 2017)</th>
<th>Future</th>
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<tbody>
<tr>
<td>Permit choice</td>
<td>No restrictions – “hunting license”</td>
<td>Zone Parking</td>
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<tr>
<td>Visitor Parking</td>
<td>No restrictions – “hunting license”</td>
<td>Consolidate to 4 garages:</td>
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<tr>
<td>New East End garage</td>
<td>------</td>
<td>(1) DUC (3) Snow Way</td>
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<tr>
<td>Facilities related project construction workers</td>
<td>Large projects – North Campus</td>
<td>(2) Millbrook (4) New East End</td>
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<td></td>
<td>Small projects – no restrictions</td>
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<td>North Campus</td>
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Next Steps
- Creating detailed communication strategy to implement beginning Fall 2016
- Gathering additional visitor and event information
- Engaging with faculty, staff and students – Identifying the best forum. Refining list of key stakeholders.
- Defining implementation sequences for construction phase
- Developing strategies to address potential challenges
- Investigating additional tools for parking patrons

DISCUSSION
Will there be enough parking spaces during the time that Zone One is closed?
- Yes. There will be enough by removing sophomore parking.

Will there be a fence that goes around part of East campus denying access to doors?
- The fencing will change over time which means accessibility will also change.

Planning events will be a challenge. The effected schools and departments will need to inform visitors on how to access the buildings whether it is driving, walking, biking or MetroLink.
- We will have to think differently – possibly altering times of events.
- The Parking and Transportation website will have an interactive map showing current construction.
- A pilot application is being considered which would assist users in developing mobility plans.

Will upperclassmen living off campus only have access to West Campus parking? Yes

Has safety been addressed?
- Yes. The University has partnered with SafeTrek to provide peace of mind for students and employees.
- The SafeTrek app serves as a “mobile blue light,” alerting law enforcement in emergencies.
- SafeTrek subscriptions are available to all WashU students, faculty and staff. The app will provide protection anywhere in the continental U.S. Details on how the app works can be found at [https://www.safetrekapp.com/](https://www.safetrekapp.com/).

Parking passes are not required after 5:00 PM at night so students can park in any of the zones.

**Admissions and Student Aid**

### Admitted students by the numbers
- 93% of admitted students rank in the top 10% of their class.
- 1521 average SAT
- 33.5 average ACT
- Fall 16 saw 231 enrolling Pell-eligible students. Fall 17 is still to be determined.

### Financial Aid
- Continuing current aid policies
  - Meet 100% Demonstrated need
  - No loans <75K
- Decisions released simultaneously online
- Differences in average need
  - Fall 16: $39,908 (final numbers)
  - Fall 17: $44,893 (to date)
- Merit awards still in play
  - 230 at Scholarship Weekend

### Admits by the numbers
- Decisions were posted on Wednesday, March 15 at 4:11 p.m.
- By 4:12 p.m. the first posting was on social media and hundreds of students had already checked decisions on the WashU Pathway.
- The new first-year class profile can be found at [https://admissions.wustl.edu/apply_site/Pages/Profile.aspx](https://admissions.wustl.edu/apply_site/Pages/Profile.aspx)
“Washington University is committed to the success of every student – in whatever way they define their own success – regardless of who they are or from where they come.” – Tony Tillman

The Office of Student Success was launched in fall 2016. The purpose of this program is to create an infrastructure of support to assist students with their four-year transition from their high school diploma to earning their college degree.

**Deneb STARS (Sustaining Talented Academically Recognized Students)**
Named for the farthest star that can be seen with the unaided eye, Deneb STARS is a by-invitation program that provides students with support during their four years at WashU. The program forms a cohort-based community for low-income and first generation students, which develops students as leaders both within and beyond the Deneb STARS community.

On August 15, 2016, 180 students, not currently involved in other community based programs, were invited to attend an August 25th Deneb STARS informational session. 125 of the invitees attended the session along with their families. 60-80 students have been actively involved in the program.

Four year focus:
1st year – scholarship (developing a solid academic foundation)
2nd year - leadership (creating opportunities)
3rd year – service (share some of what they have learned and who they are)
4th year – integration (students taking everything they learned in first three year and applying it for the next step in their life)

At the beginning of the first year, every participant in the program is told that they should know that they will graduate. The Office of Student Success will make sure the students have what they need to be successful.

**Student Leadership Core**
In 2016 the Student Leadership Core was launched. The core consists of 2nd and 3rd year students who are recipients of Pell Grants. Second year students were asked to be peer mentors and third year students were asked to be student program coordinators. Fifteen students agreed to work with the 60-80 first-year Pell Grant students. The current first-year students will become mentors in their third year to the first-year students. The purpose of the core is to create a sense of family among this group of students.

**Holistic Alignment of Learning Outcomes (HALO)**
Graduate students were hired from certain key courses to run intensive study sessions throughout the year for undergraduate students taking gateway courses (including chemistry, physics, calculus and biology). The Graduate Resource Core works with undergraduate students to improve their performance.

HALO has consistent interaction with faculty. They rely on the faculty to keep the Office of Student Success apprised of the students’ quantitative grade, as well as participation in class.

**Future Steps**
- Including first generation students not affiliated with other groups on campus
- Addressing the needs of international undergraduate students
- Addressing the true cost of a WashU education
- Issues associated with study abroad

Fall 2017
421 students were invited to attend a Deneb STARS pre-orientation program. As of April 6, 90 students had opted in. Of the 90, 42 had already placed their deposits. The program is on the way to achieving its goal of 120 students.

Dr. Harvey Fields Jr., Assistant Dean for Student Success and Scotty Jacobs, Class of 2016 and Coordinator for Student Success, were a part of the program since its inception.

DISCUSSION
Congratulations on a successful first year.

How will bringing in first generation students, who may not be low income effect, affect the work with the Pell eligible students?
- The program will ensure a solid foundation before expanding. Many of our peer institutions (i.e. U of Chicago, Duke) have combined the first generation and Pell eligible students.

How does the university minimize stereotypes?
- There were a few inquiries this year from parents. Our response is that WashU welcomes and embraces all forms of diversity. Low income and socioeconomic diversity is just one element. It does not define you. What defines you are the other qualities that make you who you are.
- WashU is trying to engage in subterfuge to address this issue. In fall 2016, a survey was sent to all faculty in the undergraduate divisions. The survey asked if during their undergraduate years, were they low income, first generation and/or part of a TRiO program. 120 replies were received. These 120 faculty will be asked to participate in training to become mentors.
- Kim Norwood, the Henry H. Oberschelp Professor of Law, will facilitate a workshop on socioeconomic bias for the students.

CAMPUS PULSE
Future topics:
- Best ways to communicate with undergraduate students
- Offering a personal finance class for all students, teaching them how to manage their finances after they leave WashU.