



**MASTER PLANNING
ENGAGEMENT
STRATEGIES FOR
UNDERREPRESENTED
STUDENTS**

LORI WHITE

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Washington University
in St. Louis

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Founding Principal, Studio Ma



**STUDENT
AFFAIRS
AND
CULTURAL
CONTEXT**

WASHINGTON UNIVERSITY OVERVIEW

FOUNDED IN 1853

Non-sectarian since its founding

3 MUNICIPALITIES

Originally located in downtown St. Louis. WashU is now located in three municipalities (St. Louis, Clayton, University City, MO)

65% OF STUDENTS

Come from 500 miles away



WASHINGTON UNIVERSITY OVERVIEW

7 SCHOOLS

And related entities

OVER 14,000 FT STUDENTS

Representing 50 states and 90 countries

\$711M RESEARCH FUNDING

Top research institution with research funding (approximately \$711 MN in 2018)

#15 RANKED ENDOWMENT

\$7.7 billion



WASHINGTON
UNIVERSITY
OVERVIEW

25 NOBEL LAUREATES

4,182 distinguished faculty

**LEADING HEALTHCARE
PROVIDER IN REGION**

**3RD LARGEST
EMPLOYER IN ST. LOUIS**





MISSOURI
STATE AND ST.
LOUIS HISTORY
HIGHLIGHTS

1960s ————— ○

Urban renewal

○ ————— **1948**
Shelly v Kraemer

1917 ————— ○

Residential Segregation
Ordinance

○ ————— **1916**
The Great Migration

1876 ————— ○

The separation of the city
and county of St. Louis

○ ————— **1857**
The Dred Scott Case

1820 ————— ○

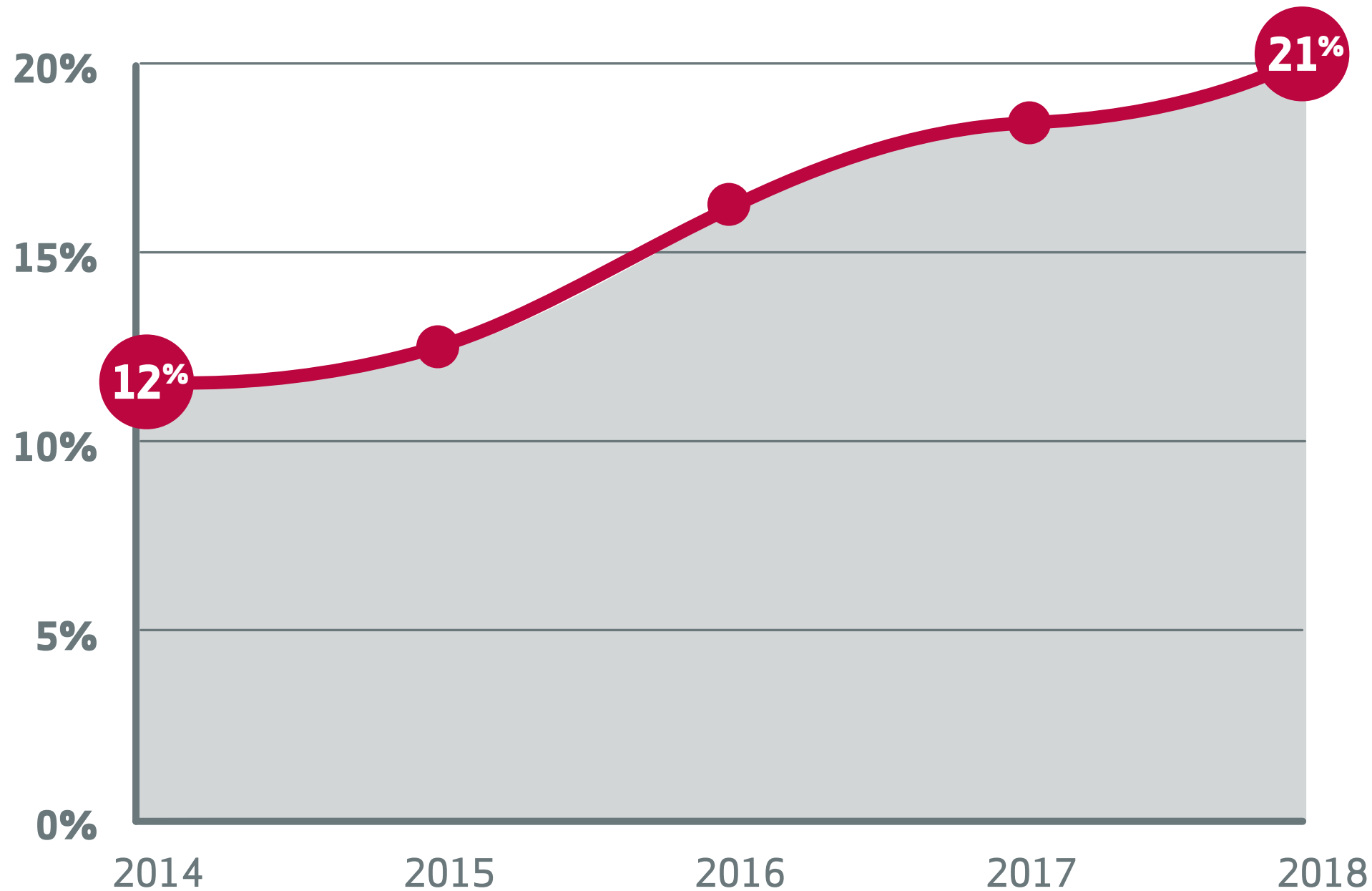
The Missouri Compromise

STUDENT CULTURE

RESIDENTIAL CAMPUS
85% of undergraduate
students live on campus



% of underrepresented students at WashU



12% to 21%

5-year change in percentage of **underrepresented** students of color in first-year class

Headcounts of students. Data for students are from 10th week, and are for degree-seeking students in day school divisions. Underrepresented includes African American, Hispanic, American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and persons with multiple racial categories that include one or more of these. Nonresident Alien are non-US citizens who do not have permanent resident visa status. Students were able to indicate two or more racial or ethnic categories.

2009

MALE 49% **FEMALE 51%**

PELL GRANT RECIPIENTS* 77

1ST GENERATION* 80

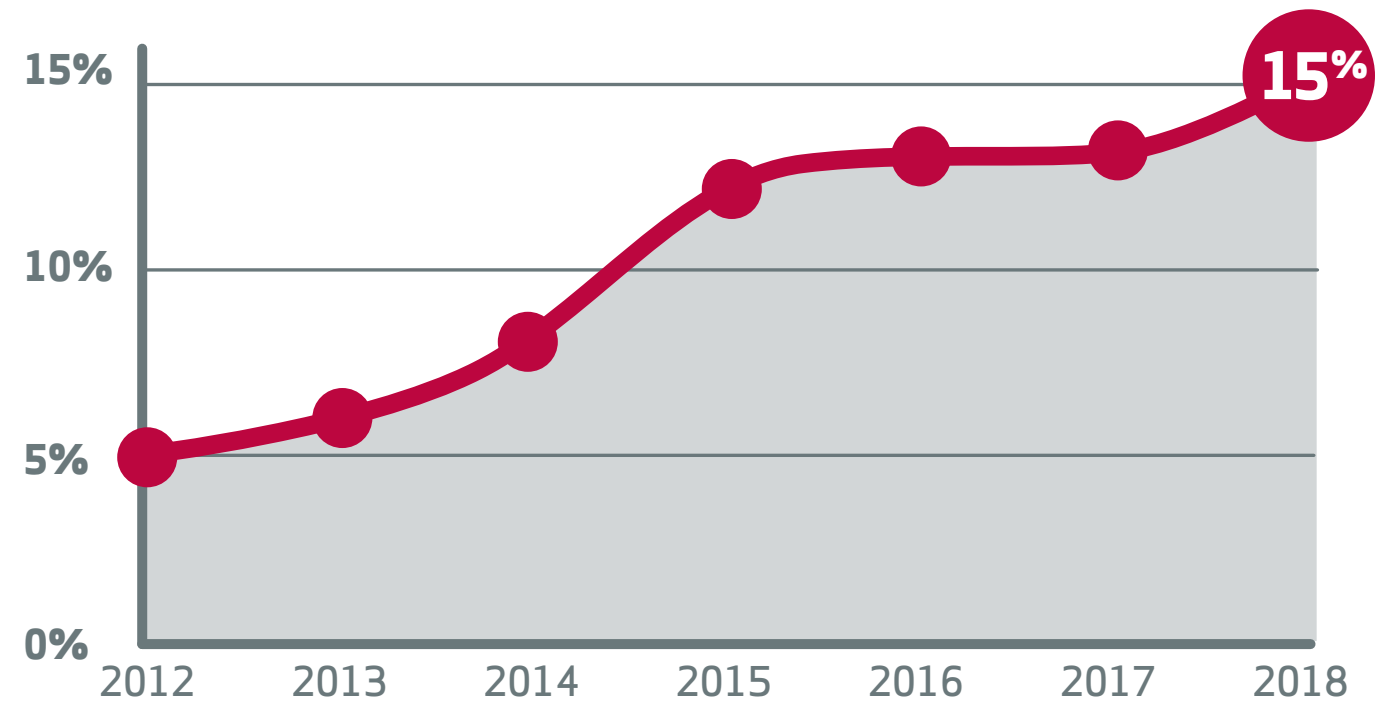
2018

MALE 47% **FEMALE 53%**

PELL GRANT RECIPIENTS* 263

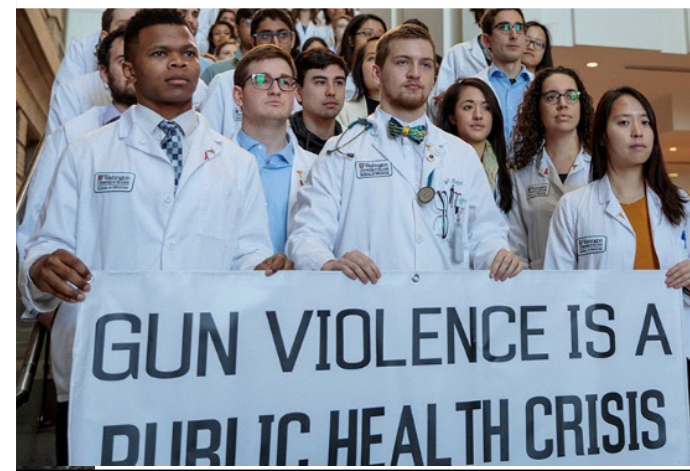
1ST GENERATION* 125

% of first year undergraduates who are Pell eligible



*Incoming 1st year students

ACTIVIST STUDENT TRADITION



2014

ESTABLISHED
First Center for
Diversity and
Inclusion



2018

HAMSINI HOUSE

African American Living Learning Community opened in 2018.

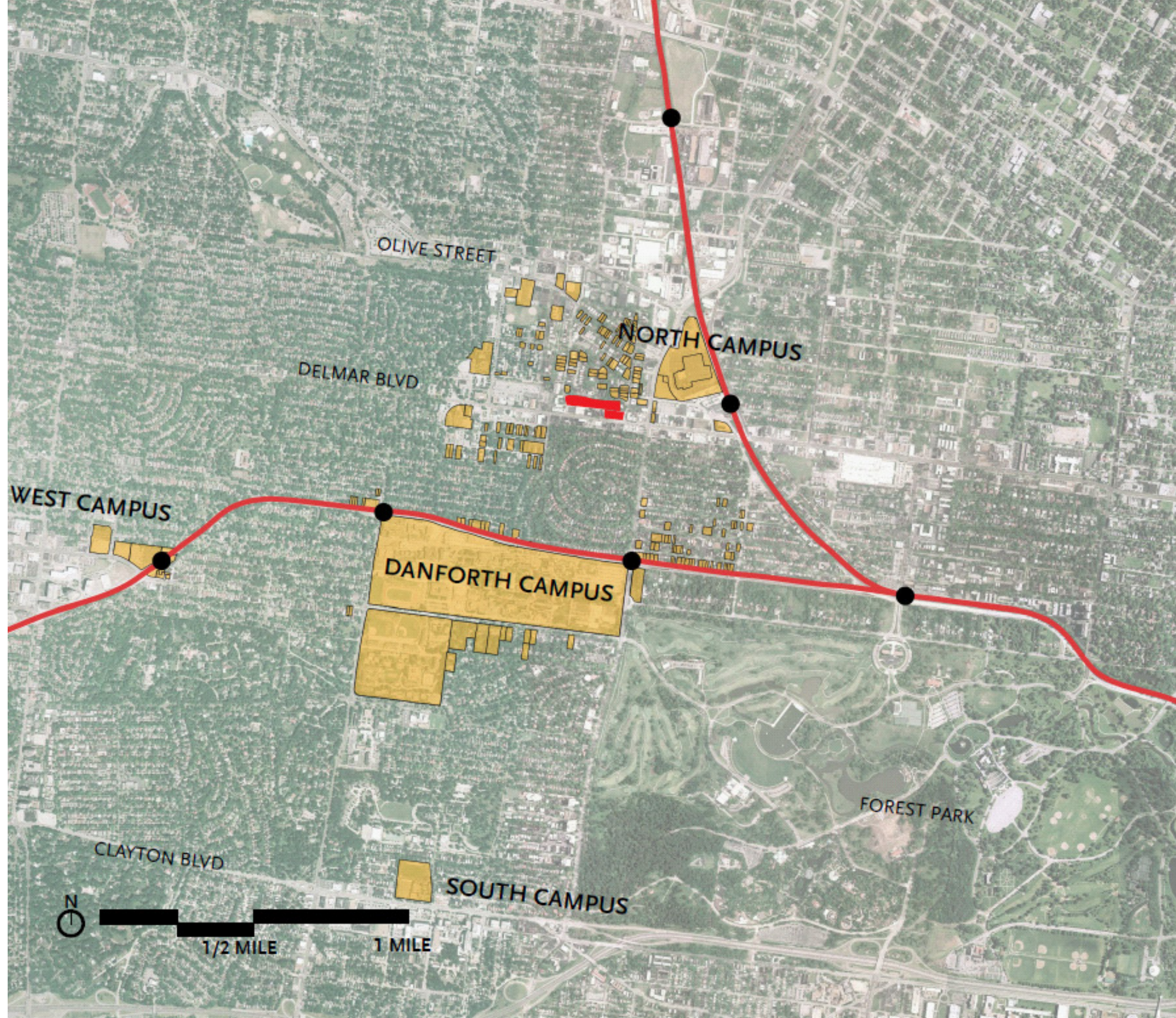
Until this point, only fraternities had dedicated small group housing



A group of students is walking through a large, ornate stone archway. The archway is supported by two large columns and has several lanterns hanging from it. The students are dressed in casual attire, including t-shirts, shorts, and jeans, and many are carrying backpacks. The background shows a bright, sunny outdoor area with green trees. The overall scene is bright and airy, with a warm, golden light filtering through the archway.

PHYSICAL CONTEXT

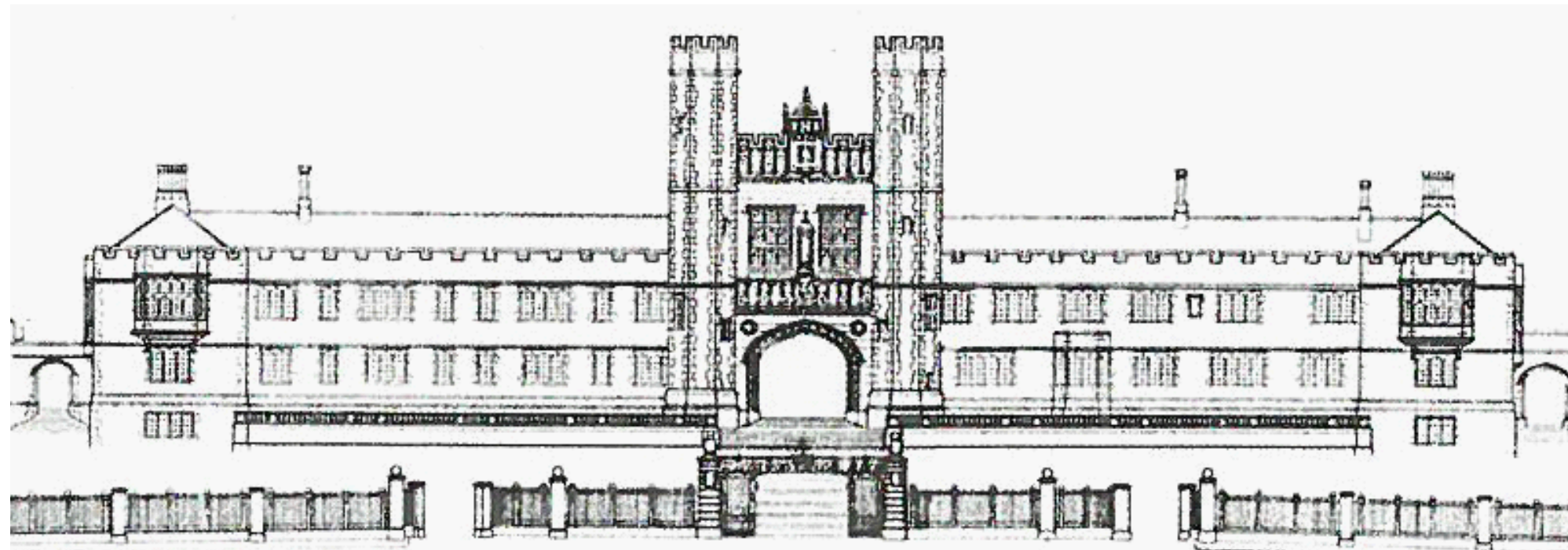
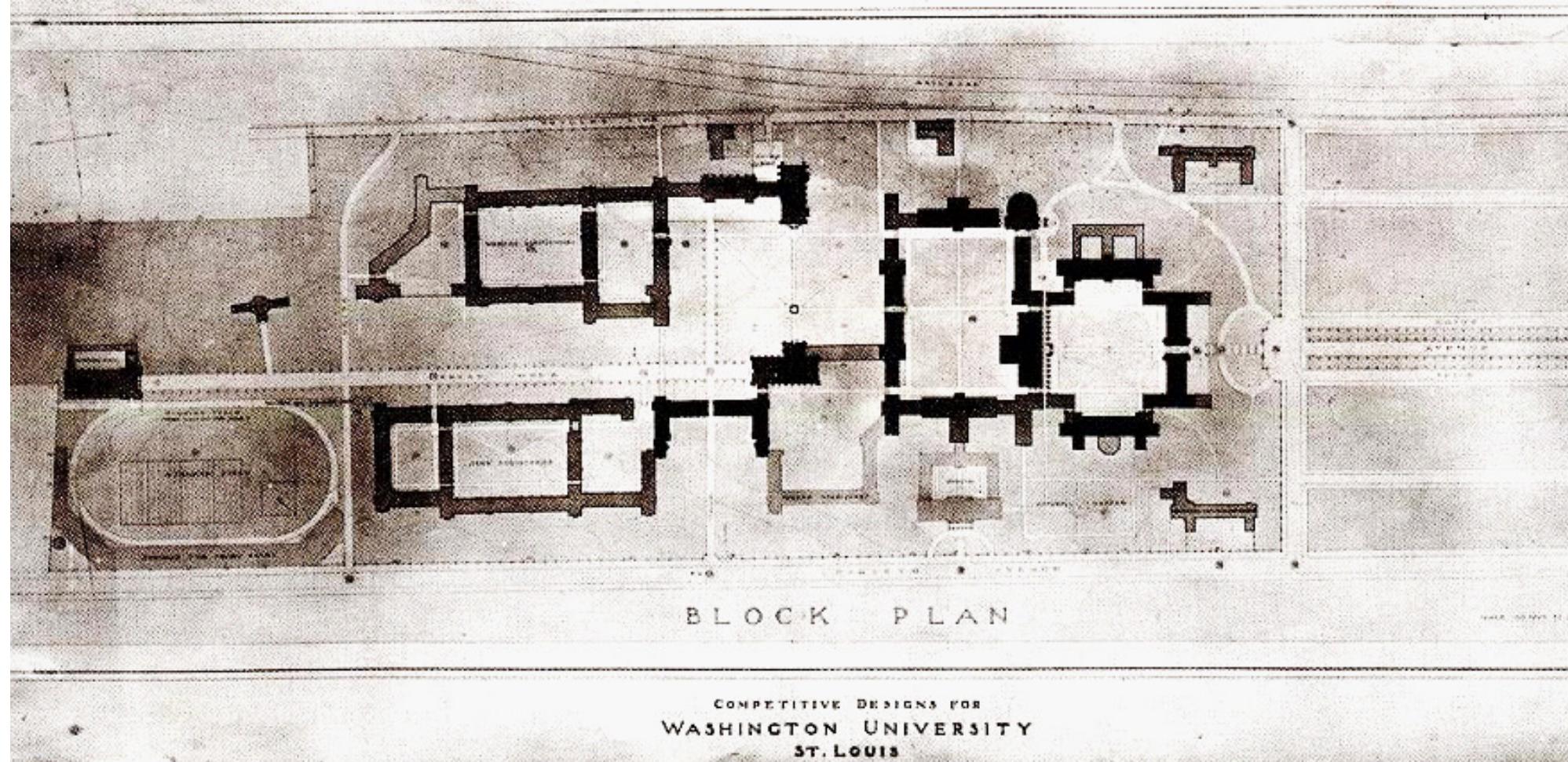
**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Campus in the city

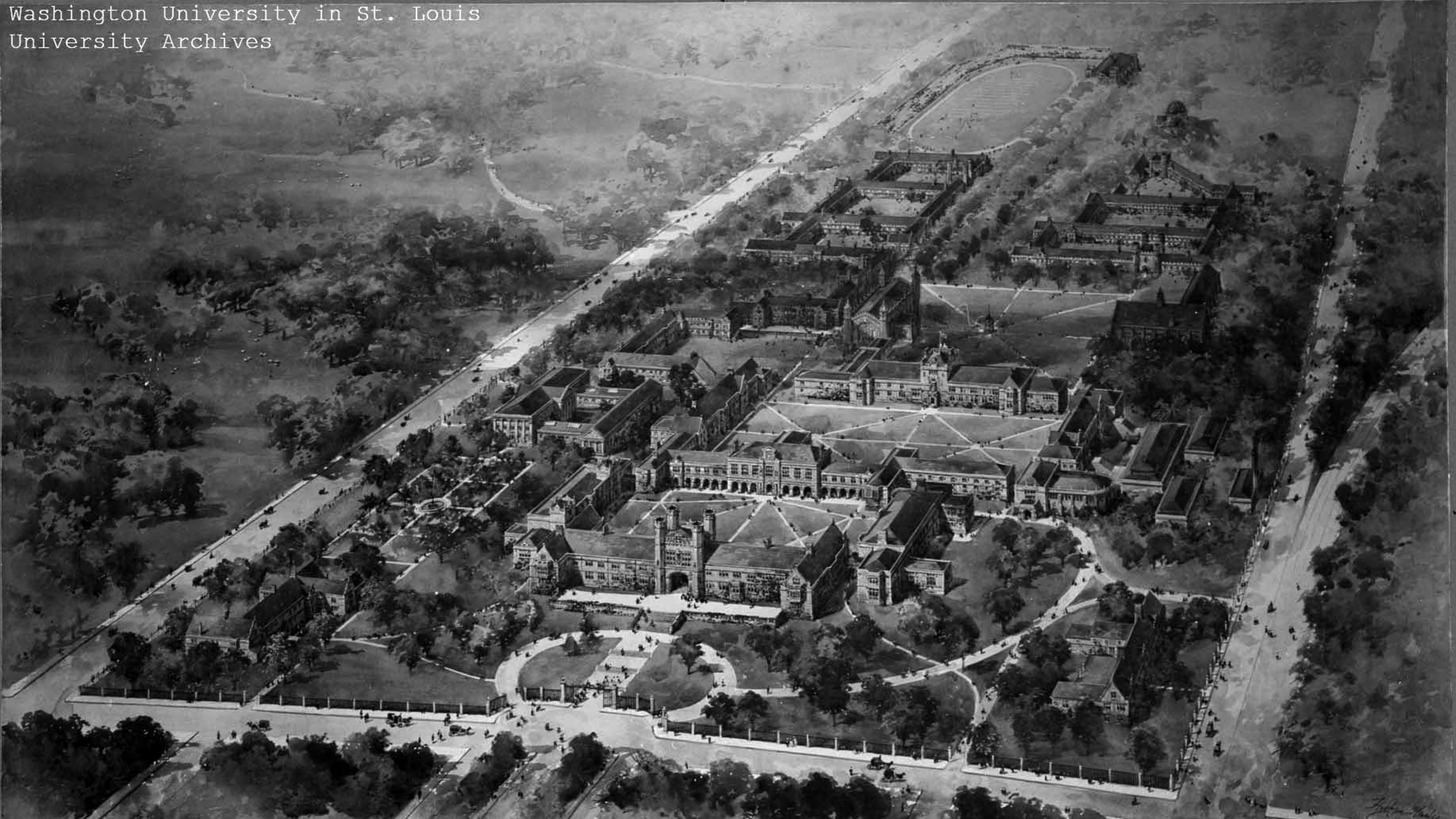


1900

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**

Cope & Stewardson
Campus Plan





1904

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**

Directors and
Administrators



**UNIVERSITY
OF OXFORD**



UNIVERSITY OF CAMBRIDGE



1902

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Brookings Hall



1902

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Umrath Hall



1906

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
McMillan Hall



2015



2012

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Bauer Hall and
Knight Hall



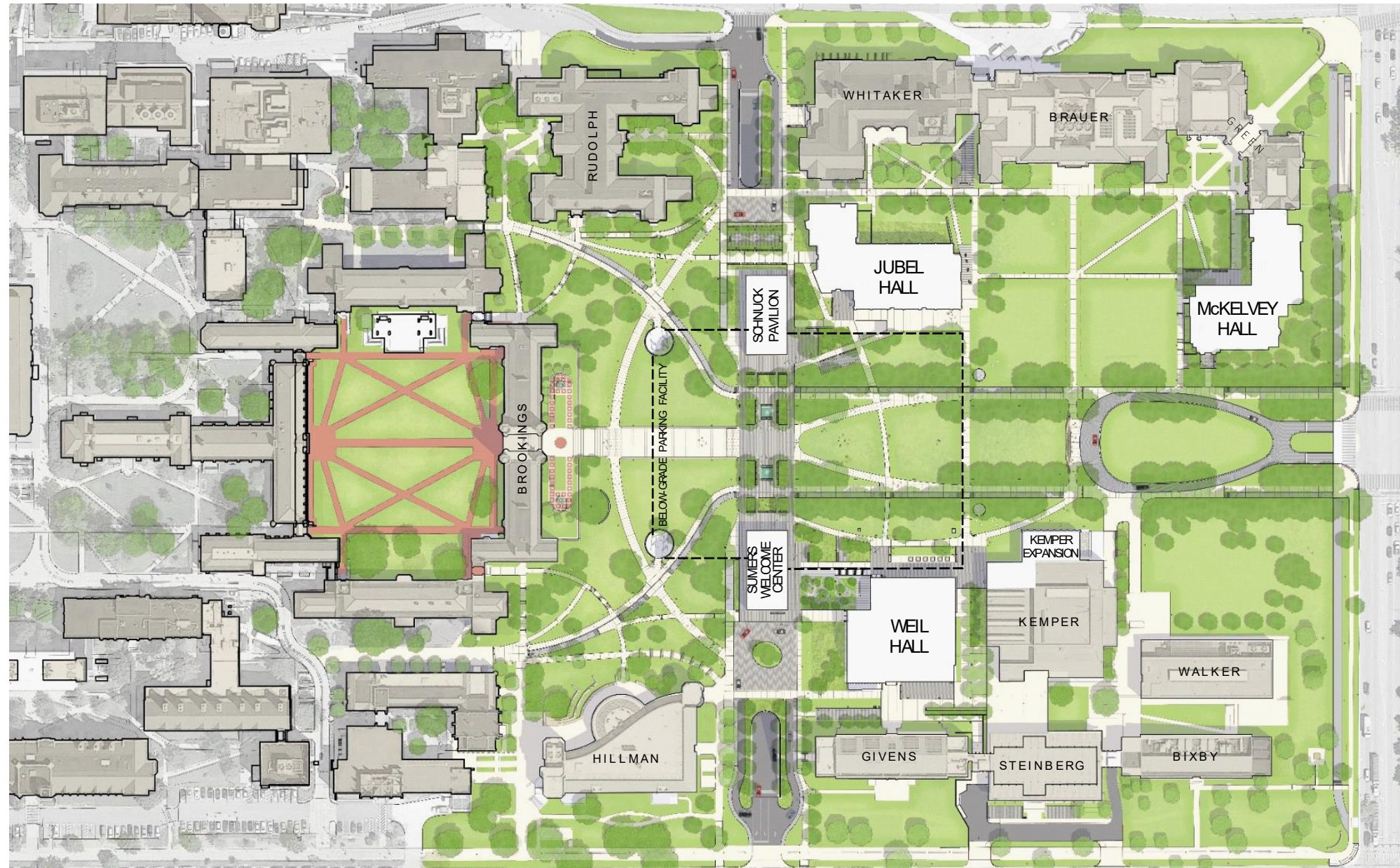
2015

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Hillman Hall



2020

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Danforth Campus



2019

**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Schnuck Pavilion



2019


**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
Weil Hall



2013

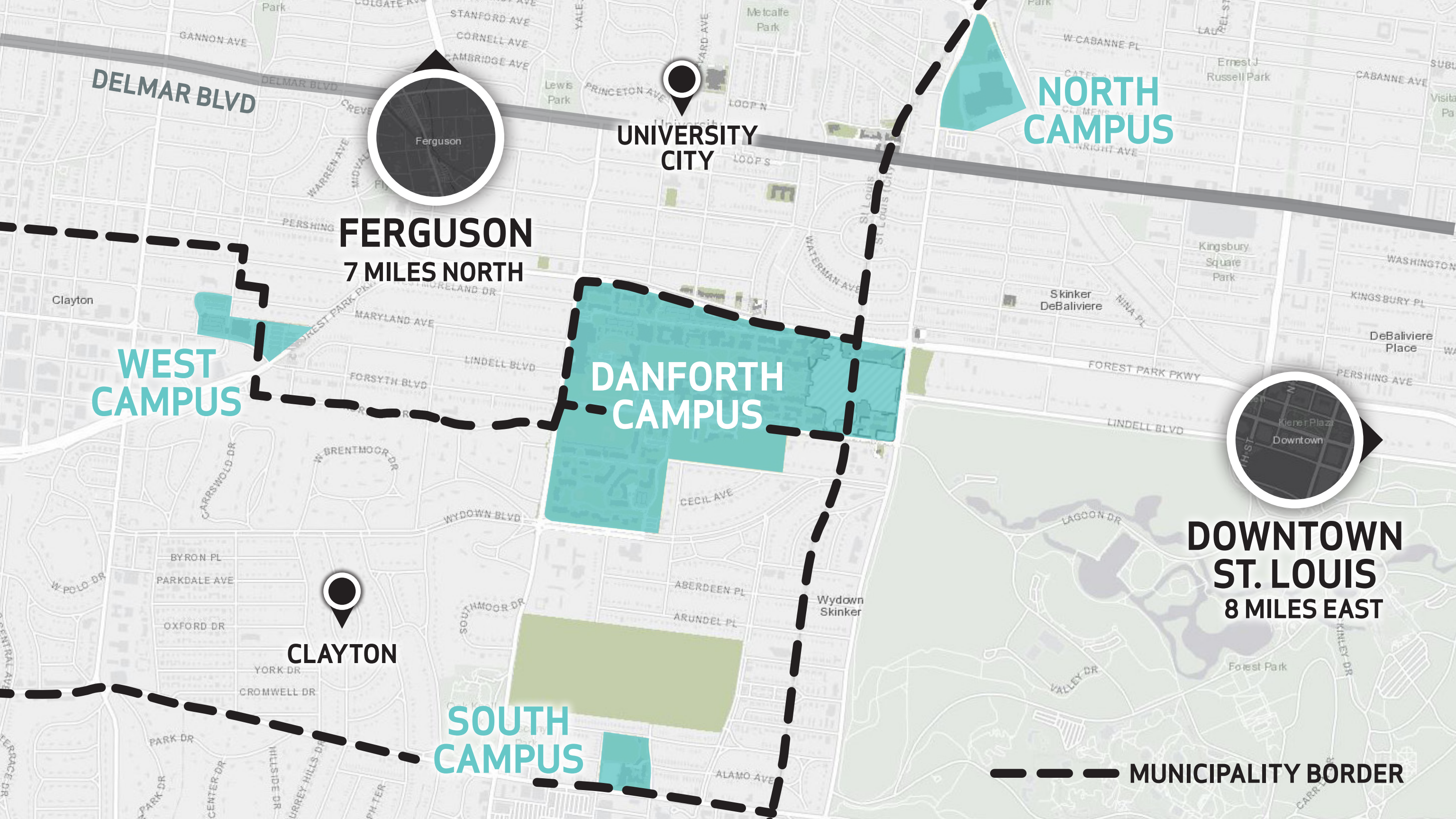
**WASHINGTON
UNIVERSITY
IN ST. LOUIS**
The Lofts





**THE STUDENT
EXPERIENCE
PLAN**
AT WASHINGTON
UNIVERSITY
IN ST. LOUIS

ENVISION AND PLAN FOR THE
NEXT GENERATION STUDENT EXPERIENCE
AT WASHINGTON UNIVERSITY



DELMAR BLVD



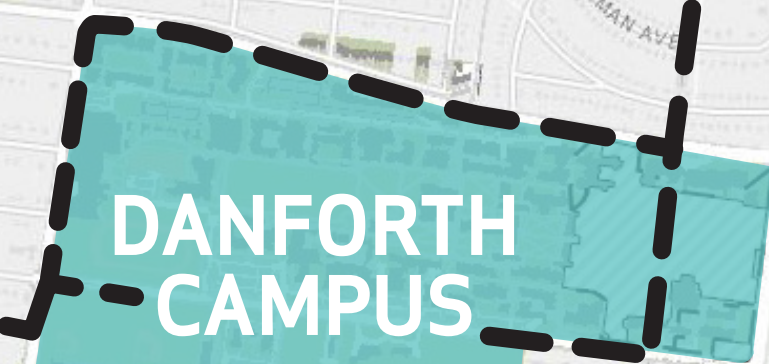
UNIVERSITY CITY



NORTH CAMPUS

FERGUSON
7 MILES NORTH

WEST CAMPUS



DANFORTH CAMPUS



DOWNTOWN ST. LOUIS
8 MILES EAST

CLAYTON

SOUTH CAMPUS

MUNICIPALITY BORDER



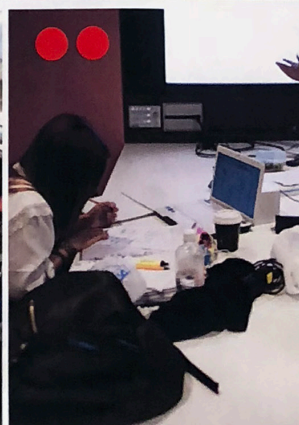
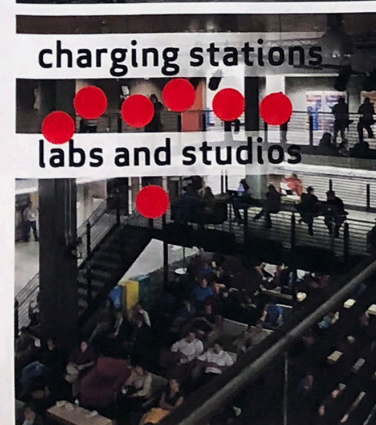
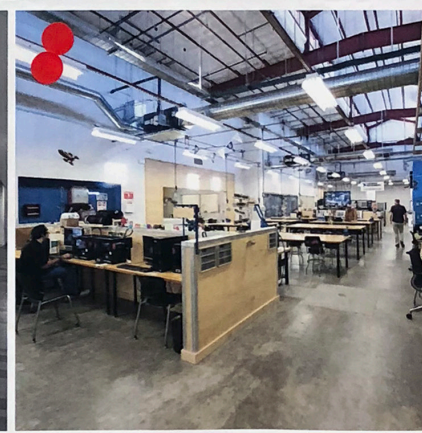
1958-1997



1997-CURRENT

INITIAL OUTREACH SESSION FEEDBACK

EQUITY
DIVERSITY
INCLUSION



A person is pointing at a map with a grid of colored dots. The map is titled "Washington University Student Residential Experience" and shows a campus layout with buildings and streets. The person's hand is visible, pointing at a specific location on the map. The text "CRAFTING BETTER ENGAGEMENT TO DELIVER BETTER OUTCOMES" is overlaid on the right side of the image.

**CRAFTING
BETTER
ENGAGEMENT
TO DELIVER
BETTER
OUTCOMES**

EVALUATING THE OUTREACH & ENGAGEMENT PROCESS



LIVE POLLING



DEFINING SOCIAL EQUITY & INEQUITY

EQUITY [eq·ui·ty]

The active acknowledgement of past disparity as a means to appropriately distribute resources, and opportunities, in relationship to the barriers faced by individuals and groups who have Historically been disinherited from the privileges of existing systems.

EQUALITY [e·qual·i·ty]

The state of being equal, especially in status, rights, and opportunities. Equality assumes a position of fairness in and from any given moment in time moving forward without regard for proceeding inequality.

DEFINING SOCIAL EQUITY & INEQUITY

CULTURE [cul·ture]

Culture is the consequence of persistent collective circumstance and immediate individual conditions. It is the subtle adaptation of mental and physical processes in order to manage those immediate conditions and adhere to a path of least resistance, ultimately manifesting habitual tendencies and leading to entrenched cultural values.

RACE [race¹]

Race is the classification of humans into groups based on physical traits, ancestry, genetics, or social relations, or the relations between them.

DEFINING SOCIAL EQUITY & INEQUITY

JUSTICE [jus·tice]

The active acknowledgement of disparity and the meaningful restoration of resources, opportunities, and privileges to account for systemic disadvantage.

DIVERSITY [di·ver·si·ty]

The state of being diverse or having variety. Diversity and inclusion are the byproducts of Justice and equity.

KALEIDOSCOPE

Does equity apply only to WashU students or to anyone with a stake at WashU?
Is equity beyond just students?

HOW IS WASHU'S ORGANIZATIONAL STRUCTURE ABLE TO SUPPORT EQUITY?

To what extent does WashU prioritize equity?
How do WashU's surroundings play into pursuit of equity?
What is WashU relationship to St. Louis?
What is WashU doing to "attempt" to be more equitable?

HOW DO YOU MEASURE EQUITY?

What are we defining as WashU?
Why isn't equity centered in diversity conversation?
Whose voices will inform what equity looks like?
Who does WashU currently support in terms of equity?

HOW DOES FUNDING AFFECT ABILITY TO ACHIEVE EQUITY?

Will steps toward equity last?
Why hasn't WashU already made steps towards equity?
How to enforce equity in peer-to-peer interactions?
What will it cost/who will pay?
Will steps be performative or general?

DOES WASHU ACKNOWLEDGE DISCREPANCIES BETWEEN EQUITY AND EQUALITY?

STORY BOARD

INQUIRY | KALEIDOSCOPE: ONE QUE

Is it Possible for Washington Universi

can washU be equi

Does washU wo

What are we

By when do

who's job is it

Commitment —

to what ext

Who does u

Is Equity a

Does WUSTL

— Why does bu

will washU

will WUSTL

will be the

will it we

what does

STORYBOARD: OPPORTUNITY FOR A EQUITABLE STUDENT EXPERIENCE

Women's Building

The place I feel safest/welcomed is the Women's Building. It houses many affinity groups like the Association of Latin American Students, our only space on campus. The Deneb Suite (for low income, 1ST gen students) is also here; However, these spaces are small, cramped & innaccessible. These spaces often feel full of emotional support but could prompt physical discomfort.

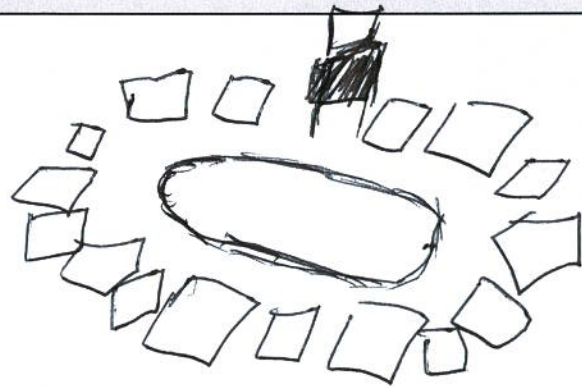
Brookings

Brookings is a confusing space for me (mostly negative). It serves as the "face" of WashU but is full of administrators + gives off an invite-only vibe to students. Also, the construction surrounding this area is inconvenient, eerie, and sometimes scary.

Frat Row

Isolated, exclusionary, + scary for a lot of people. Probably one of the most inequitable places on campus

STORYBOARD: OPPORTUNITY FOR A EQUITABLE STUDENT EXPERIENCE



Different seats to meet
the needs of different
Students + Staff

options

wide
halls

options

Culture

race

gender

ethnicity

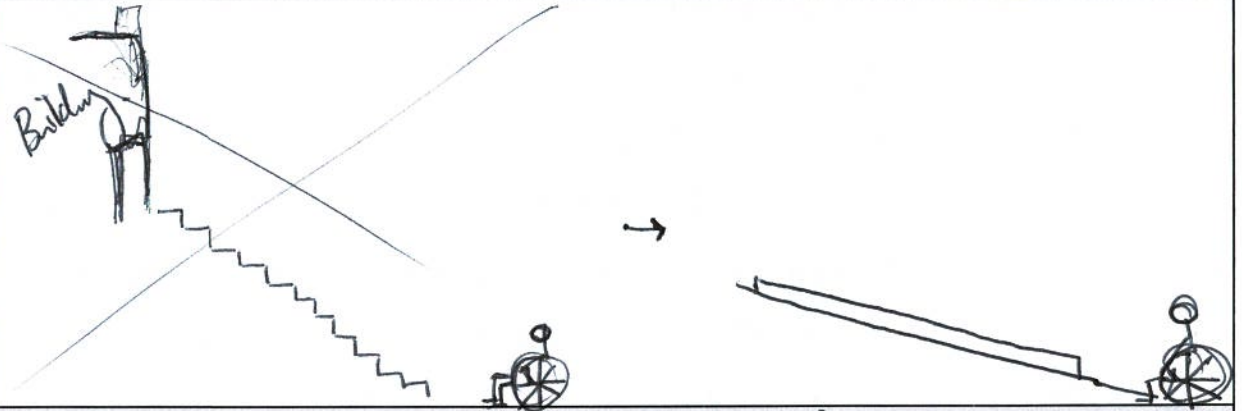
religion

Sexuality

Ability

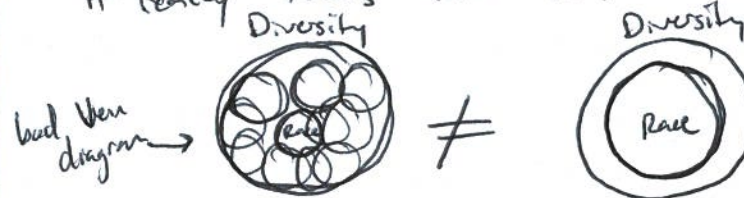
STORYBOARD: OPPORTUNITY FOR A EQUITABLE STUDENT EXPERIENCE

More accessibility.



Broader WashU's representation of diversity

Does CDI only focus on race? If not,
it really feels like it.



More spaces for people to be alone.

What if a person lives in a double/triple and doesn't
have a space to be alone? ~~where~~ where can they go
if they need time to themselves to cope w/ something,
?

EMOTIONAL HEAT MAPPING





Legend

Using the sticky dots, mark how you feel when you're occupying or passing through various areas on and around campus. Each color dot represents a different feeling one may have in a space. Use the numbers 1, 2, 3, or 4 to mark more specifically why you feel that way.

For instance, placing a blue dot with a 3 written on it means you feel serenity in a space.



	Unsafe	Unwelcoming	Welcoming	Safe
1	Annoyance	Boredom	Interest	Acceptance
2	Apprehension	Distraction	Surprise	Trust
3	Fear	Pensive	Anticipation	Serenity
4	Anger	Sadness	Amazement	Joy

PASSIVE ENGAGEMENT



YOUR VOICE COUNTS



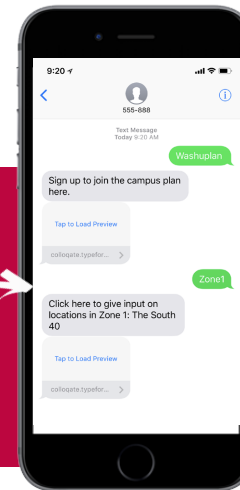
We need your input to envision the future student experience at WashU to:

- Cultivate a welcoming, diverse, and inclusive experience for the next generation of students
- Inform plans for the future
- Build a better, stronger community for everyone

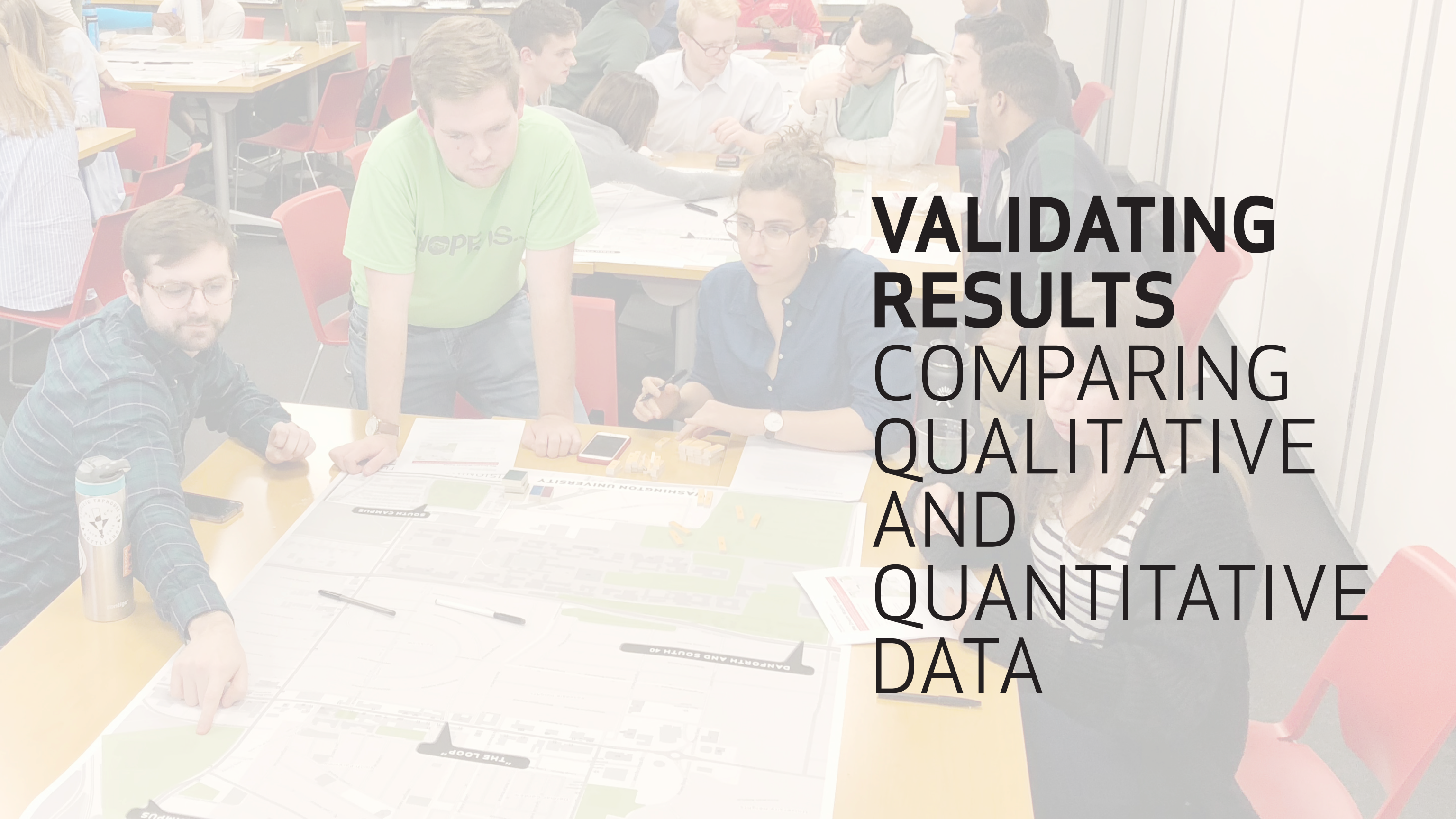
1 Text WASHUPLAN to 555888
to sign up once, then...

2 Text a ZONE# to 555888
to provide your thoughts and ideas.

- ZONE 1 THE SOUTH 40
- ZONE 2 WEST AND SOUTH CAMPUSES
- ZONE 3 DANFORTH CAMPUS: WEST
- ZONE 4 DANFORTH CAMPUS: CENTRAL
- ZONE 5 FORSYTH
- ZONE 6 DANFORTH CAMPUS: CORE
- ZONE 7 EAST END & BOOKINGS QUAD
- ZONE 8 UNIV DRIVE / GREENWAY APTS.
- ZONE 9 DELMAR LOOP
- ZONE 10 NORTH CAMPUS
- ZONE 11 SKINKER / DEBALIVIERE
- ZONE 12 FOREST PARK

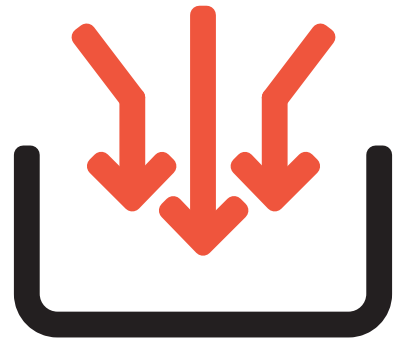


JOIN THE CONVERSATION
 **IT ONLY TAKES 2 MINUTES!**

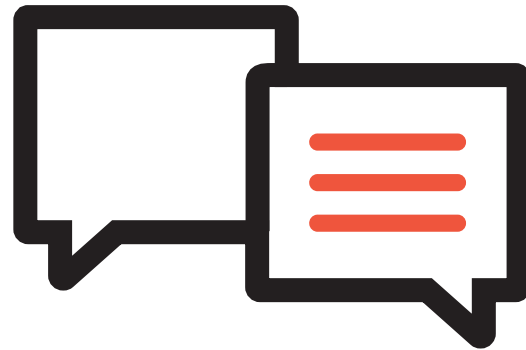


**VALIDATING
RESULTS
COMPARING
QUALITATIVE
AND
QUANTITATIVE
DATA**

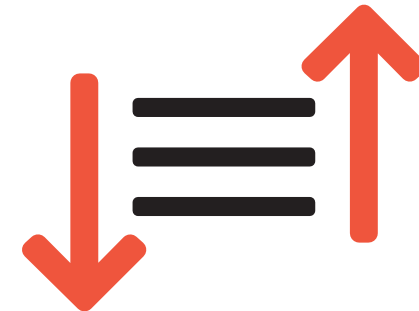
DATA GATHERING & ASSESSMENT



COLLECT



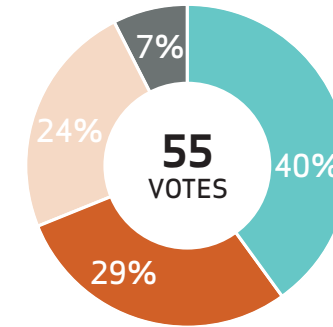
REVIEW



SORT

STUDENT

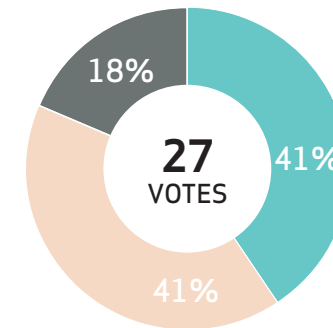
35



DESIRES DEMANDS	#VOTES
1. cultural +religious inclusivity	22
2. disability inclusivity	16
3. gender inclusivity	13
4. food/diet inclusivity	4

ACADEMIC & STUDENT ENGAGEMENT STAFF

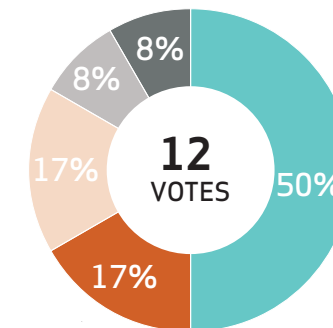
34



DESIRES DEMANDS	#VOTES
1a. cultural +religious inclusivity	11
1b. disability inclusivity	11
2. gender inclusivity	5

HEALTH & WELLNESS STAFF

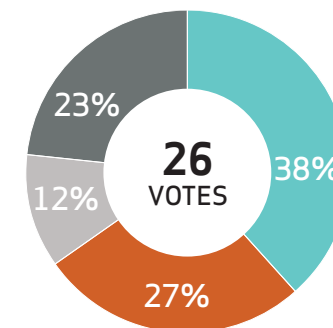
9



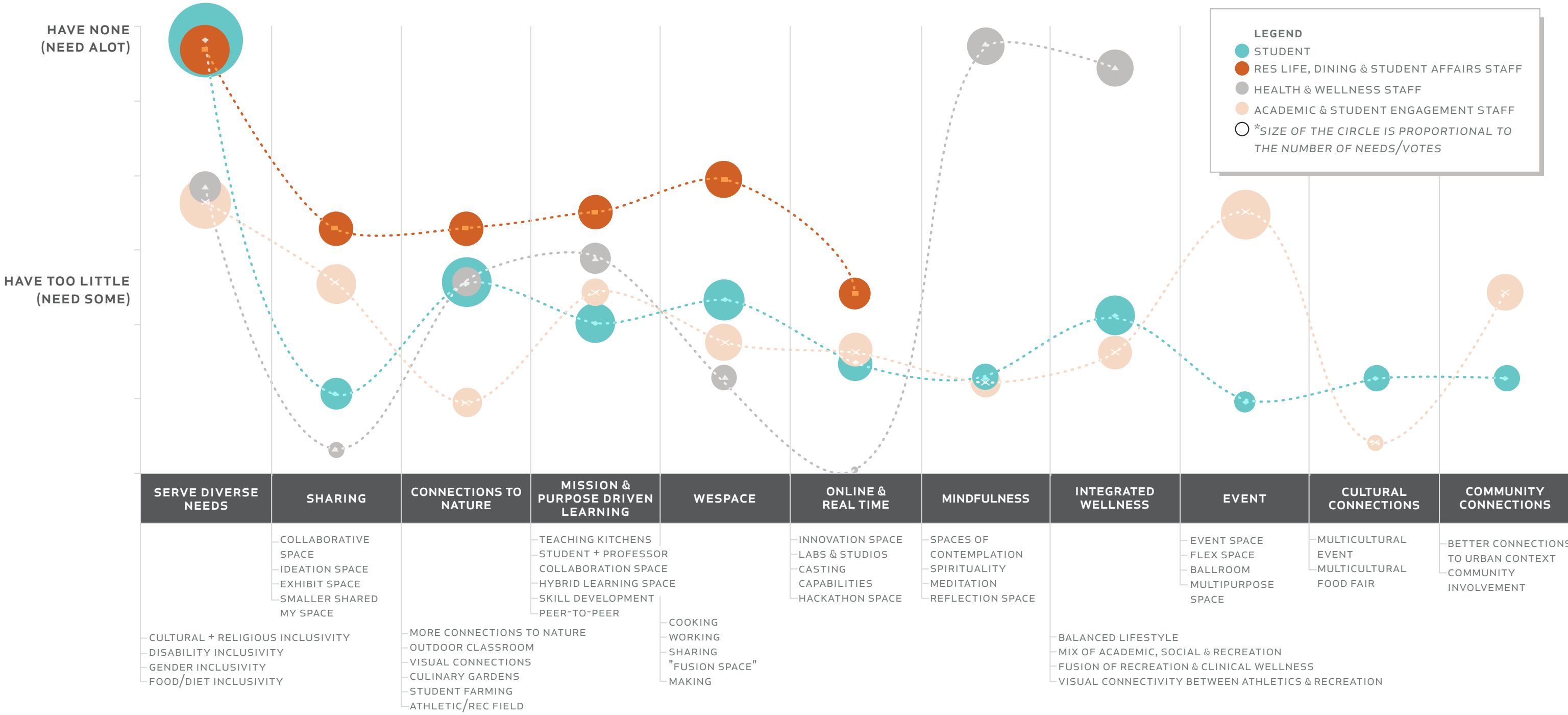
DESIRES DEMANDS	#VOTES
1. serve diverse needs	6
2a. cultural +religious inclusivity	2
2b. gender inclusivity	2
3a. food/diet inclusivity	1
3b. disability inclusivity	1

RES LIFE, DINING & STUDENT AFFAIRS STAFF

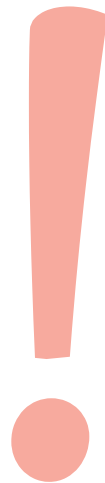
25



DESIRES DEMANDS	#VOTES
1. serve diverse needs	10
2. cultural +religious inclusivity	7
3. food/diet inclusivity	6
4. gender inclusivity	3



SUMMARY OF ISSUES



- » Regularly convening as a full residential college would help **build community**.
- » Student-centric care needs to extend **beyond first year experience**.
- » **Diversity is a barrier** to student healthcare; reveals significant inequity in marginal populations.
- » **Better orientation** is needed to identify services and promote their use in an ongoing manner.
- » Solving for diversity doesn't necessarily address **inclusion and equity**.
- » Think about **the kind of person that will graduate** from WashU as a result of this plan.
- » Profound desire for **transparency and inclusion** in conversations.
- » Crucial need for dedicated, **student-controlled spaces**.
- » Access is the greatest barrier to an **equitable experience**.

STUDENT EXPERIENCE SUMMIT



EQUITY/DIVERSITY/INCLUSION		FRATERNITIES (IFC)	SORORITIES (WPA)	MULTI-CULTURAL FSL GROUPS; NPHC	AFFINITY GROUPS	STUDENT INTEREST LEADERSHIP GROUPS	GRADUATE STUDENTS
SPATIAL ATTRIBUTES	DEDICATED SPACES	 fraternity houses (upper and lower rows)	 sorority suites (Women's Building)	none	 1 house; suites (Women's Building)	 suites (Women's Building, DUC)	 Lieberman Center; lounges in law school, business school
	TOTAL AREA OF DEDICATED ON-CAMPUS SPACE	+/- 104,000 sf* <small>*includes housing</small>	+/- 4,700 sf	0 sf	+/- 13,000 sf* <small>*includes housing</small>	+/- 7,000 sf	+/- 5,200 sf
	NUMBER OF STUDENT MEMBERS*	+/- 580	+/- 1,300	+/- 60	+/- 1,000	+/- 2,000	+/- 7,400
	AVERAGE DEDICATED AREA/MEMBER	180 sf/student	3.6 sf/student	0 sf/student	13 sf/student	3.5 sf/student	0.7 sf/student
ACCESSIBILITY	BUILDING ACCESS	lower - fully accessible upper - no elevator	accessible entry no elevator	--	house - no elevator WB - no elevator (see IFC + WPA)	accessible entry no elevator	fully accessible
	CAMPUS LOCATION	Northwest village	campus core	--	(see IFC + WPA)	campus core	campus core
	FLEXIBILITY/SUITABILITY	inflexible; adequately suited	moderately flexible; not well suited	--	(see IFC + WPA)	moderately flexible; not well suited	flexible; well suited
	APPROACHABILITY/ CONNECTION TO ENTRY	unwelcoming + private; direct from campus	somewhat welcoming + private; remote	--	(see IFC + WPA)	somewhat welcoming + private; remote	welcoming + semi-public; proximate
INDOOR ENVIRONMENT	DAYLIGHTING	limited	moderate	--	(see IFC + WPA)	moderate	moderate/high
	INTERIOR FINISH LEVEL	upper row - traditional lower row - universal	public spaces - traditional suites - universal/modern	--	(see IFC + WPA)	public spaces - traditional suites - universal/modern	modern/ neo- traditional; high
	WAYFINDING AND CIRCULATION	direct; controlled	indirect; controlled	--	(see IFC + WPA)	indirect; controlled	indirect; circuitous/ direct; convenient
	CLIMATE CONTROL - VENTILATION	full HVAC; operable windows	radiators; operable windows	--	(see IFC + WPA)	radiators; operable windows	full HVAC; in-operable windows
VISIBILITY	VISUAL CONNECTIONS INTO/FROM SPACES	limited	none	--	(see IFC + WPA)	none	moderate
	CAMPUS AWARENESS OF PROGRAM/SPACES	high	limited	--	moderate/limited	limited	moderate
	IDENTITY	very high	limited	--	moderate/limited	limited	limited
	ACCEPTANCE/PROPRIETY	somewhat discreet	discreet	--	(see IFC + WPA)	discreet	conspicuous
PHYSICAL CONNECTIONS	ENTRY CONDITION	direct from campus	campus-lobby connection	--	(see IFC + WPA)	campus-lobby connection	remote/ campus-lobby connection
	OPENNESS TO COMMON AREAS	none	none	--	none	none	limited
	RELATED/SUPPORTIVE SPACE PROXIMITY	remote	remote	--	(see IFC + WPA)	remote	remote/ proximate
	SECURITY AND SAFETY	high traffic; low usage	limited traffic; moderate usage	--	(see IFC + WPA)	limited traffic; moderate usage	high traffic; high usage
PROGRAMMATIC INTEGRATION	CONNECTION TO CO/CURRICULAR PROGRAMS	n/a	limited	--	(see IFC + WPA)	limited	moderate
	ALIGNMENT WITH RESIDENTIAL LIFE	moderate	limited	--	(see IFC + WPA)	limited	moderate
	CAMPUS RESOURCE	none	none	--	(see IFC + WPA)	none	extensive
	STUDENT OWNERSHIP	high	moderate	--	(see IFC + WPA)	moderate	limited/ challenged

REPRESENTATION LEGEND

- HIGH
- MEDIUM
- LOW

SCORE LEGEND

- GOOD
- WEAK
- POOR

EXECUTIVE COMMITTEE GOALS

Create a physical plan that maintains and advances WashU's standing as one of the highest ranking student life experiences among its peer institutions by:



Creating a cohesive **living-learning experience** for all students and promoting community building through all years.



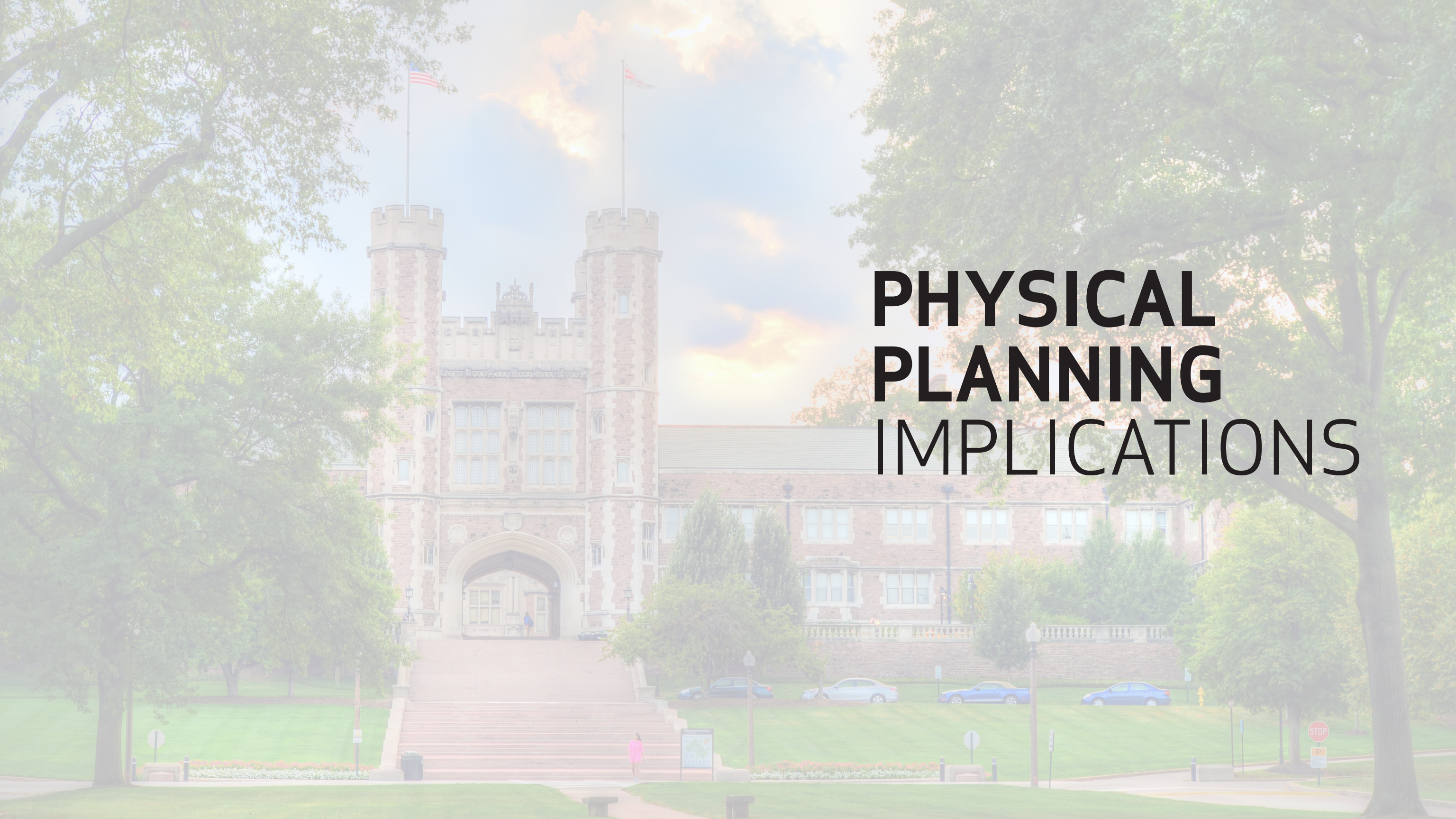
Creating a place for **holistic health** and **wellbeing**.



Creating and enhancing spaces that are broadly accessible and promote **equity, diversity, and inclusion**.



Fostering better **social and physical connections** between graduate, undergraduate students, faculty and staff, across and within the WashU campus and St. Louis community.



PHYSICAL PLANNING IMPLICATIONS



LIVING
LEARNING
COMMUNITIES



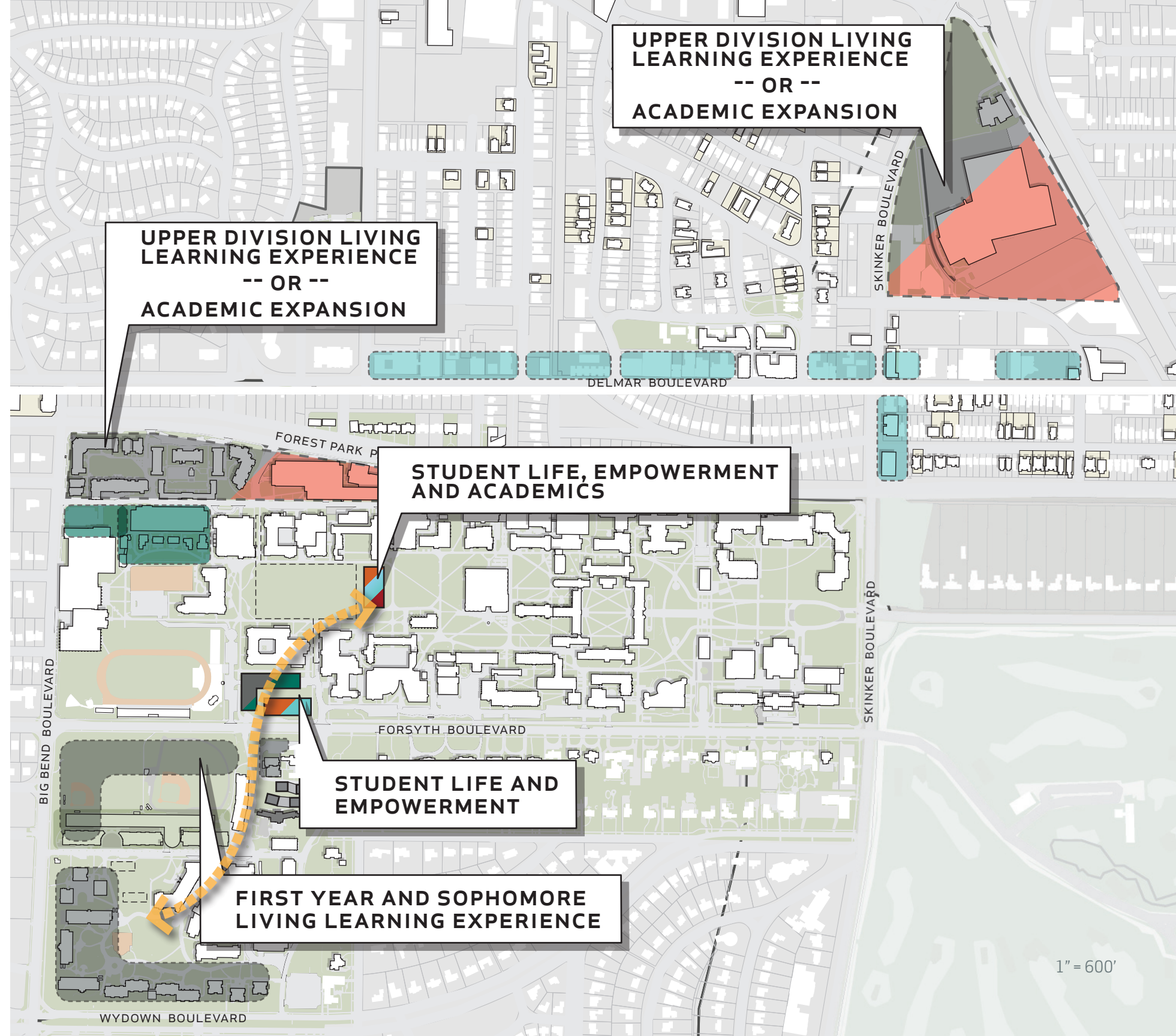
EQUITY
DIVERSITY
+ INCLUSION



HEALTH +
WELLNESS

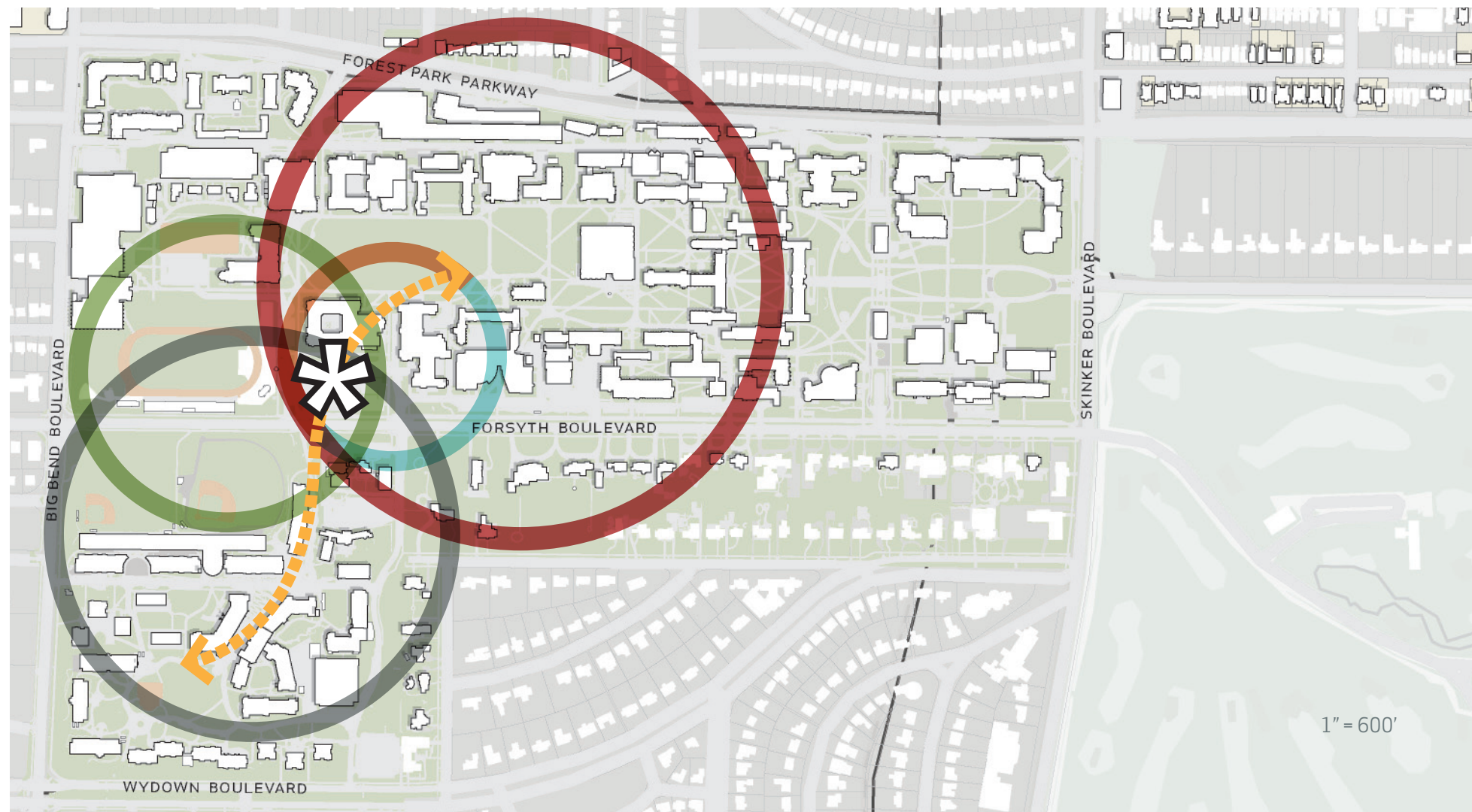


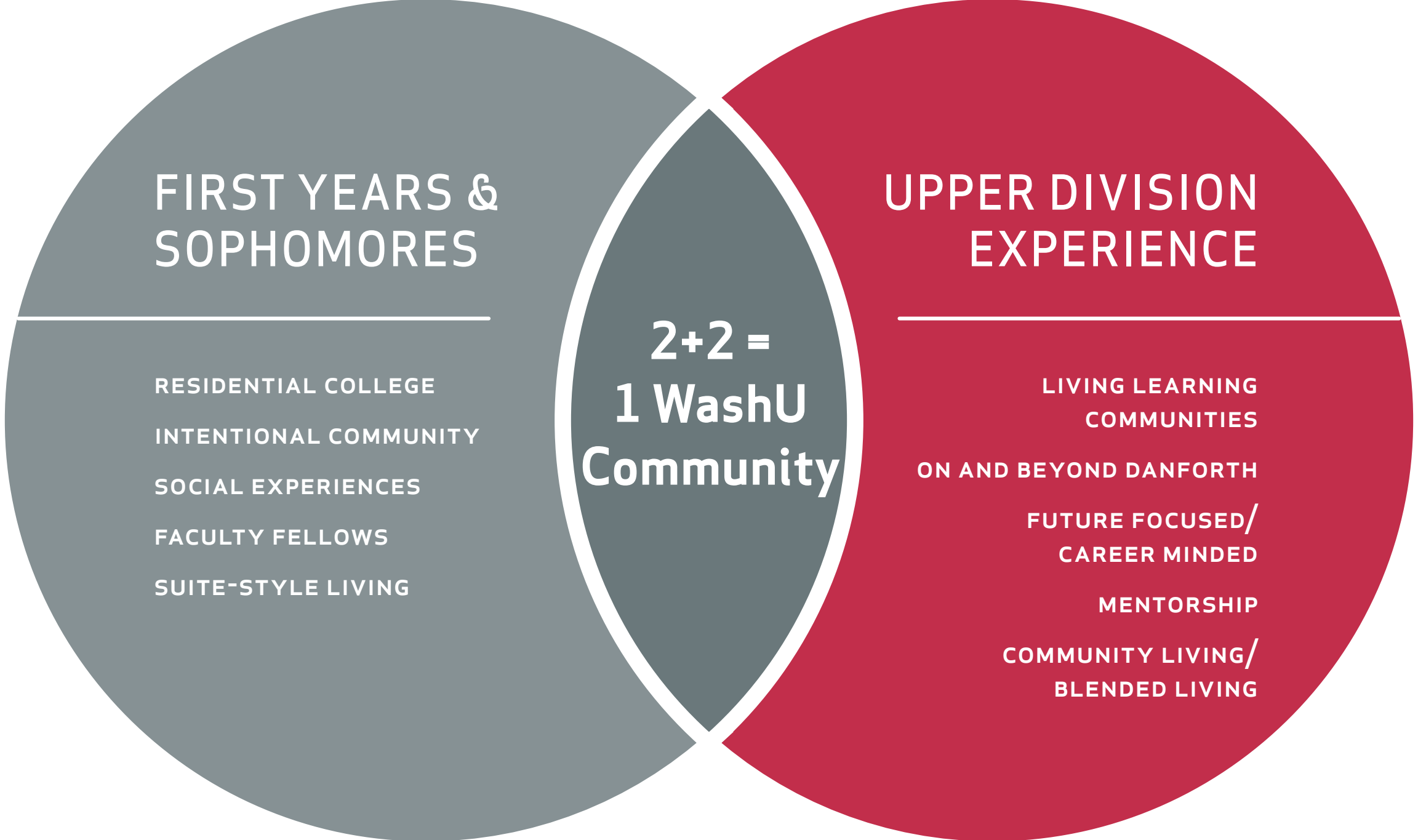
STUDENT
ANGAGEMENT



PROGRAM LEGEND

- health and wellness
- student empowerment and community connections
- equity, diversity and inclusion
- living, learning community
- academic
- graduate housing
- student life connection





FIRST YEARS &
SOPHOMORES

-
- RESIDENTIAL COLLEGE
INTENTIONAL COMMUNITY
 - SOCIAL EXPERIENCES
 - FACULTY FELLOWS
 - SUITE-STYLE LIVING

UPPER DIVISION
EXPERIENCE

-
- LIVING LEARNING
COMMUNITIES
 - ON AND BEYOND DANFORTH
 - FUTURE FOCUSED/
CAREER MINDED
 - MENTORSHIP
 - COMMUNITY LIVING/
BLENDED LIVING

2+2 =
1 WashU
Community



CONVERSATIONS AND QUESTIONS