PLAN 2020: Gateway to the Future

Enter | Engage | Excel

Saint Joseph's University
For more than a century-and-a-half, Saint Joseph’s University has been meeting the needs of its students through a timeless combination of academic excellence and a values-centered educational experience. The Jesuits who founded the original College in 1851 envisioned a consistency of scholarship in the core disciplines along with professional and personal development both in the classroom and beyond. This focus on the liberal arts, with an emphasis on ethics and social responsibility, has been at the center of the SJU experience for generations.

Those same characteristics – essential to the Catholic, Jesuit tradition and fundamental to the University’s mission – remain in place today. Saint Joseph’s has grown dramatically to include contemporary offerings in its undergraduate schools, several joint bachelors/masters degree programs, an impressive array of part-time programs in adult, graduate and executive education, as well as an expanded physical footprint commensurate with a vision to be recognized among preeminent, comprehensive universities in the Northeast.

The next decade presents an extraordinary opportunity for Saint Joseph’s to further its mission and impact future generations in unprecedented fashion. The addition and integration of the James J. Maguire ’58 Campus is both a literal and figurative gateway to a new SJU. To that end, the University is just beginning to realize the enormous academic, cultural, community and athletic opportunities presented by this near doubling of its physical plant.
Much of *Plan 2020* is an invitation to the broader Saint Joseph’s University community – faculty, staff, students, prospective students, alumni and friends – to enter the Maguire Campus and develop its potential to the fullest. Like the move of the original College to City Avenue in 1927, Saint Joseph’s is on the verge of a brand new era that, with thoughtful and careful planning, can elevate the University to previously unimagined heights.

**ENGAGE**

Current high school prospects are asked to consider a Saint Joseph’s University that is “Not For Spectators.” These words are more than a marketing slogan, but instead represent a vital differentiation point for SJU. Truly engaged students receive far more than they invest at Saint Joseph’s, allowing for a lifetime of learning and the development of a lifelong intellectual curiosity.

The University believes that lifelong learning insures the continued engagement and development of all students. In addition to the traditional undergraduate, Saint Joseph’s is committed to adult learners across a wide spectrum of interests. The University offers a variety of non-traditional programs at both the undergraduate and graduate levels primarily for adults, whose passion for growth knows no age limits.

At its core, a top tier university cannot exist without an extraordinary faculty. Their engagement comes through exceptional teaching, scholarship and mentoring, all of which combine to make the greatest difference for Saint Joseph’s students. Further, a dedicated staff provides the necessary infrastructure and support services to complement the educational experience.

This mission of engagement will become even more pervasive over the next decade and, internally, allow the University to progress within a series of important goals and objectives. The five strategic initiatives of *Plan 2020* are as follows:

- **Academic Distinction and a Transformative Student Experience**
- **Mission and Diversity**
- **Global and Community Engagement**
- **Alumni Involvement**
- **Financial Health**
EXCEL

How will Saint Joseph’s meet and exceed the expectations of Plan 2020? Fundamentally this is done by measuring and promoting the outcomes – academic and individual – of the SJU experience. A university’s place and prominence are defined ultimately by the achievements of its students and alumni as well as by contributions to the communities it serves. These are arenas in which Saint Joseph’s can and does excel.

Saint Joseph’s students are serious about learning and their academic/service partnerships. SJU alumni are achievers and leaders in every sector of society. They are ethical managers, responsible citizens, civic and corporate pillars who make a difference in the lives of those around them. Their achievements are continually noteworthy in both quantity and quality.

Yet none of these outcomes occurs in isolation. For alumni to make a difference, the University must first impact them as students. Saint Joseph’s inherits an overwhelmingly positive legacy in this regard. Its ongoing priority must be to enhance that legacy for generations to come.
BRIDGE PLAN 2010-2012: POSITIONING FOR THE NEXT DECADE

Strategies for the next 10 years begin with the Bridge Plan 2010-2012: Positioning for the Next Decade. At the conclusion of Plan 2010, during the data gathering phase of the process to develop the next 10-year plan, it became evident that there were several short-term initiatives that would greatly enhance Saint Joseph’s competitive position.

In order to address these early opportunities, a Bridge Plan covering the period 2010 through 2012 has been developed. This plan completes the remaining goals of Plan 2010 and anticipates the major construction projects and curriculum implementation that will occur during first three years of Plan 2020. These projects are designed to improve SJU’s competitive position in undergraduate and graduate markets by increasing residence capacity, marketability and overall reputation. Included in the Bridge Plan are four strategic initiatives:

- **Curricular Innovation.** In order to implement the new General Education Program (GEP), to develop new academic programs and to project modest growth over the next several years, Saint Joseph’s will increase its full-time faculty by 30 members over six years. Program diversification is a specific focus of this effort, as is program evaluation and the development of new programs that match the University’s mission as well as the emerging needs and interests of future students. Included are several new undergraduate majors, new masters’ programs, expanded online offerings and multiple degree completion programs.

- **Renovation of Merion Hall** on the Maguire Campus. This facility is critical to meeting current demand and also allows for moderate growth of the traditional undergraduate population. It provides faculty offices and classroom space necessary for the implementation of the GEP as well as the delivery of new majors and programs. The funds for this capital project have been accrued through planned savings over the past five years, with completion scheduled for November 2010.

- **Build additional first-year student housing.** The current competitive environment requires both improved and increased housing options for freshmen, with a direct link to undergraduate retention, student success and satisfaction. This project will house 400 students and be funded by long-term debt, with the large majority of costs covered by residence fees.

- **Complete the Post Learning Commons** expansion to the Drexel Library. This project will clearly strengthen SJU’s academic mission, increase the availability of study space and expand a facility that was originally built to service approximately 2,500 students. The project is being funded through a lead Campaign gift supplemented by additional capital funding. Groundbreaking for what will be known as the Post Learning Commons is planned for Fall 2010.
The Bridge Plan provides an ideal transition into the full scope of Plan 2020, which is highlighted by its emphasis on “academic distinction and a transformative student experience.” The following are among the attributes most commonly cited by members of the University community in describing the desired position for SJU:

- A rich liberal arts tradition with continued academic distinction and recognized competitiveness in the top tier of masters level institutions
- A rich and transformative student experience leading to success in all aspects of life and work
- Innovative programs for part-time and adult students
- Vital graduate programs that service the educational, public service and corporate needs of the region
- Fully engaged alumni who are active in the ongoing mission of the University
- A strong link between public purpose and our mission as a Catholic, Jesuit University comprising a diverse population of students, faculty and staff.

Plan 2020 responds specifically to these desired attributes through five Strategic Initiatives:

I. Academic Distinction and a Transformative Student Experience
II. Mission and Diversity
III. Global and Community Engagement
IV. Alumni Involvement
V. Financial Health

The plan begins with baseline enrollment assumptions and concludes with identifying the resources necessary for Saint Joseph’s to be successful in accomplishing the ambitious goals set forth here.
ENROLLMENT ASSUMPTIONS

There is a clear understanding that, in order to remain favorably competitive, Saint Joseph’s must take bold steps to continually improve the University’s position in both undergraduate and graduate markets. Plan 2020 responds to current environmental challenges while building capacity, marketability and reputation.

New undergraduate majors, new master’s programs, online offerings and degree completion programs are being developed that reflect both the University’s mission and new student interests. These programs are being designed to attract additional students and position the University to grow moderately over the next several years.

The University expects all its programs (College of Arts & Sciences, Erivan K. Haub School of Business, College of Professional and Liberal Studies, and Graduate Programs) to increase in size through the addition of new programs, additional faculty and new facilities. Ten-year enrollment goals are being developed in conjunction with the Campus Master Plan revision; however, projections for the period 2010-11 through 2013-14 include:

- An increase of 200 FTE traditional undergraduates
- 7-10% average annual growth in College of Professional and Liberal Studies credit hours
- 3% average annual growth in Graduate HSB credit hours
- 5% average annual growth in Graduate CAS credit hours

With respect to undergraduate recruitment, Admissions is enhancing its efforts in both existing and emerging markets. Immediate strategies to expand the applicant pool include improving guidance counselor relationships, targeted communications to prospective students via social media and greater functionality within the University website. A concurrent goal is to maintain diversity among non-traditional students while at the same time increasing the diversity of the undergraduate student body with classes comprising at least 12-15% students of color.

Graduate and part-time programs will work to continually enhance the academic environment toward an exceptional adult student experience of Saint Joseph’s. New master’s degree concentrations and bachelor’s degree completion programs that fit the SJU mission and meet both the evolving demands of students and the needs of regional corporations are being implemented. As in the undergraduate arena, retention remains an important focus. In addition, a comprehensive strategy for online programs will be integrated into the overall enrollment strategy.

It is equally critical that a Saint Joseph’s education is attainable financially for students and families. The goal is to maintain tuition increases at modest levels, while efficiently allocating the financial aid budget based upon need and merit considerations. This will ensure greater access to Saint Joseph’s while avoiding prohibitive increases in average student indebtedness.
Finally, in order to maximize student achievement specifically toward the attainment of a Saint Joseph’s degree, increasing freshman retention from an average of 87% to 92% by 2020 is a strategic institutional goal. Further deliberate efforts at increasing the six-year graduation rates from an average of 77% to 81% during the ten year plan period are central to the institutional mission.
Measures of enrollment success:

- Implement 10 new majors and minor programs that meet mission and market needs and increase applicant pools
- Increase freshman applicant pool from 6,900 to 7,300-7,600 by 2012
- Achieve the first-year, transfer and overall undergraduate enrollment goal (an increase of 200 FTE by 2013) while maintaining competitive admissions standards
- Academic quality measures: incrementally increase the mean entering grade point average by .01-.02 and the mean combined SAT by 3-5 points on an annual basis over the next three years (to a GPA of 3.5 and average SAT in the 1140-1150 range)
- Enroll freshman classes that comprise at least 12-15% students of color
- Increase inquiries, applications, acceptance rates, yield and enrollment in all programs
- Strategically utilize the discount rate (which will be evaluated annually to assist in meeting above goals)

Broaden the network of feeder schools

- Achieve the projected increases in credit hours in PLS, Graduate A&S and Graduate HSB
- Improve satisfaction with housing, food services, and all other aspects of student life services

Measures of retention success:

- Increase the freshman to sophomore retention rate to 88-90% by 2012/13 and to 92% by 2020
- Increase the six-year graduation rate to 80% by 2012 and to 83% by 2020
- Increase the six-year graduation rate for students of color to 70% by 2013 and to 72% by 2020
- Increase financial assistance for continuing students to reduce voluntary withdrawal for financial reasons.
- Maintain consistently high satisfaction rates with all student services including registration, technology, library resources, student support services, housing, food service, athletics, social activities, facilities, etc.
PLAN 2020: Gateway to the Future

STRATEGIC INITIATIVES
I. Academic Distinction and a Transformative Student Experience

Academic Distinction

A major focus of Plan 2020 is to enhance both faculty and student scholarship. Building on its liberal arts tradition, Saint Joseph’s develops student potential inside the classroom and out – through research, creative works, service and engagement in leadership and other activities to assist in acquiring knowledge and reaching new intellectual horizons. Additional goals include enhancing the culture of faculty scholarship while continuing to recruit excellent teachers and continually increasing the value of and demand for an SJU education.

The Bridge Plan was developed in part to address significant aspects of “academic distinction,” including the addition of 30 tenure-track faculty members to support new programs along with implementation of the General Education Program. The Post Learning Commons, renovations to Merion Hall for three academic departments and classroom space, and the construction of a first-year residence hall for 410 students will also have a direct impact on the academic experience, with additional goals to enhance academic distinction to continue through the next decade:

1. Academic Challenge and Curricular Innovation: Building on the foundation of the liberal arts, Saint Joseph’s will enhance the educational experience in the classroom through implementation of the new General Education Program and through expansion of curricular offerings characterized by interdisciplinary inquiry. New programs that leverage Saint Joseph’s strengths are mission-driven and will increase demand for an SJU education are also planned. The growth of the full-time faculty will be commensurate with programmatic goals as well as growth in the student body.

   a. Complete full implementation of the GEP by Fall 2018, including assessment measures.

      i. Complete implementation of GEP science requirement by 2017, including renovation of four laboratories

      ii. Provide first-year seminars for all first-time undergraduates by 2012

      iii. Establish a First-Year Experience program and hire a director to coordinate activities with Student Life

      iv. Finalize and implement an Information Literacy Instruction Plan to be embedded in the new GEP that enables students to interact with the library at various stages of their academic career

   b. Implement the faculty hiring plan to support the GEP and new academic programs. This includes an increase of 30 faculty members in 6 years (fall 2010 through fall 2015).
c. Establish an Advising Support Center for the College of Arts & Sciences in Fall 2010.

d. Implement 10 new majors and minors at the undergraduate and graduate levels and evaluate existing programs to determine their continuing viability.

e. Conduct a feasibility study in 2010-11 to explore the establishment of a School of Education.

f. Establish a summer workshop on teaching writing-intensive courses and provide approximately 60 writing-centered course sections per year.

g. Create workshops for faculty on Ignatian pedagogy.

h. Encourage students to be initiators, collaborators and leaders in interdisciplinary inquiry and problem-solving.

i. Encourage a classroom and campus environment that energizes students’ curiosity and creativity.

j. Maintain average class sizes that accommodate interactive teaching and enable students to conduct informed, articulate conversations and active, in-depth exploration of complex subjects.

k. Recognize Institutes and Centers as assets and strengthen those currently in existence; explore the establishment of new academic centers and institutes such as the Institute for Catholic Social Ethics, the Institute for Environmental Stewardship and the Center for Early Childhood Development and Education.

l. Ensure that all colleges and programs attend to appropriate components of academic rigor by discipline.

m. Establish a plan for the future direction of the Honors Program that will enhance the cohesiveness and mission-centered focus of the program, increase its attractiveness to talented first-year students, expose students to interdisciplinary educational experiences and prepare them to become global citizens.

2. Faculty Scholarship and Teaching: Support and enhance the culture of faculty scholarship and promote faculty teaching to enhance student education and the University’s overall reputation.

a. Propose through the governance structure a change in policy to link the awarding of tenure with meeting the standards for promotion to Associate Professor and implement a pre-tenure sabbatical program to provide support.

b. Create mechanisms and criteria to recognize and support faculty who are exceptionally productive scholars and/or teachers, both emerging and established scholars as well as teachers of distinction.

c. Increase proportion of undergraduate day course sections taught by full-time faculty to 75%; increase the proportion of PLS sections taught by full-time faculty to between 20-25%; increase the proportion of CA&S graduate sections taught by full-time faculty to 25% through the
hiring of additional full-time faculty to meet growing programmatic needs.

d. Ensure that mechanisms, processes, library resources and faculty development through the Distance Learning Center are in place to maintain and enhance the quality of online teaching.

3. **Ethical Leadership**: Provide meaningful opportunities for students to hone their ability to make responsible and informed ethical decisions.

   a. Increase the number of sections of ethics-intensive courses and enable a sufficient number of faculty to teach ethics-intensive courses (GEP).

   b. Increase the percentage of faculty who participate in Ethics-Across-the-Curriculum, offer regular faculty workshops on Catholic Social Teaching and encourage the incorporation of discipline-specific ethical principles into course content.

   c. Offer a rich array of coordinated programs through the institutes on campus with an ethical focus, including the Faith-Justice Institute, Pedro Arupe Center, Catholic Bioethics Institute, the proposed Institute for Environmental Stewardship and the proposed Institute for Catholic Social Ethics.

   d. Provide a focus on ethics in leadership through the establishment of a Center for Ignatian Leadership.

4. **Student Research**: Build on the summer scholars program to encourage and enable student scholarship.

   a. Increase the number of Summer Scholars from 90 per year to 150 per year by 2020, including increased support for faculty mentoring.

   b. Increase funding to undergraduate and graduate students for attendance and presentation at regional, national and international conferences.

   c. Explore the creation of a Center for Student Research and Creativity.

   d. Study and redefine the criteria and level of funding for Graduate Assistantships to ensure competitiveness with peer institutions.

   e. Develop discipline/program specific training on how to frame and present discipline-specific research in all majors, ensuring that every student graduates with an understanding of how research/information is created, manipulated, disseminated and legally shared.

   f. Investigate a research-based requirement for graduation.

   g. Host conferences or symposiums highlighting student and faculty research, mentoring and presentations.
5. **Experiential Learning:** Increase the quality and availability of experiential learning across all divisions of the university.

   a. Enhance and resource service learning to meet increasing student demand.
   
   b. Foster and support study abroad participation in study tours, summer study abroad and semester abroad programs.
   
   c. Enhance opportunities, including exploration of the establishment of an experiential learning requirement, which could include a wide array of components such as on-campus courses, internships, co-op experience, student teaching, field trip courses and travel courses.
   
   d. Increase number of student-based experiential projects, including on-campus experiences that can also assist academic and administrative departments.

6. **Multicultural and Global Perspectives:** Enhance Saint Joseph’s commitment to becoming a more globally engaged university and to serving faith and promoting justice on an international scale.

   a. Increase the number of courses with diversity, global and non-Western subjects to meet the needs of the new General Education Program.
   
   b. Recruit and retain students, faculty and staff with wider multicultural perspectives.
   
   c. Continue to focus education on issues affecting the global community including the environment, sustainability, health, education, regional conflict and wealth/poverty.
   
   d. Develop corporate partnerships which enable faculty, students and corporate leaders to interact on global research topics.
   
   e. Continue to provide opportunities for students and faculty to study, teach and conduct research outside of the United States in semester, summer and short-term programs with a goal of offering these opportunities on every continent.
7. **Graduate and Professional & Liberal Studies Education**: Enhance the academic experience for the College of Professional and Liberal Studies and graduate students, both on campus and online, and diversify academic programs.

   a. Implement a new General Education Program in the College of Professional and Liberal Studies.

   b. Diversify program offerings both online and in the classroom with majors that fit the SJU mission as well as meet the evolving demands of students and the needs of regional employers.

   c. Continue to develop technology resources to enhance delivery of material in classrooms and online.

   d. Streamline access to administrative services for graduate and PLS students, and develop an integrated service approach and culture to provide a cohesive, easy and excellent student experience outside of the classroom.

   e. Position Saint Joseph’s to be leader in online graduate education through investments in training, infrastructure, academic quality and student support services; develop a strategic plan for online adult and graduate programs and integrate with overall enrollment strategy.

   f. Establish a Distance Learning Center to meet the needs of faculty and students.

8. **Assessment**: Create a campus culture of continuous improvement through student learning outcomes assessment and improve retention by utilizing outcomes information.

   a. Update the Assessment Plan to effectively measure and continually use the outcomes of student learning goals at the course and program levels as well as by method delivery (including online):

      i. Develop and implement assessment measures for learning outcomes of the new General Education Program for undergraduate, graduate and online programs.

      ii. Improve student outcomes in PLS and graduate programs; implement tracking, assessment and evaluation processes to measure outcomes.

   b. Utilize Program Review and Competitive Advantage fund awards to promote continuous improvement.

   c. Utilize the Financial Review Model to analyze contribution margins of all academic programs and develop new budget models.
9. **Undergraduate Student Success and Outcomes:** Continually enhance student outcomes by assisting students with preparation for employment, application to post-baccalaureate fellowships, service opportunities, and acceptance into graduate and professional schools.

   a. Continue successful job and career placement for graduates in all majors.

   b. Systematize the collection and evaluation of graduate and professional school acceptances and success.

   c. Increase the number of qualified applicants for post-baccalaureate fellowships from 10-15 per year to 20-30 per year.

10. **Expand the Education-Technology Partnership** to continually evaluate and enhance systems and services to faculty and students.

    a. Create a vibrant educational environment in the Post Learning Commons through close collaboration of the Library with faculty members, Information Technology and academic support services.

    b. Establish a Distance Learning Center to support online teaching and student learning support services for online education.

    c. Create a Digital Media Center to support the Communication Studies major and the digital media literacy requirements of other disciplines.

    d. Establish a “Center for Excellence in Teaching in a Digital Age” as a cooperative effort of Academic Affairs, the Drexel Library, and Information Technology to provide faculty the pedagogy resources, tools and support they need to effectively use digital media to further engage students.

    e. Continue to invest in print and electronic collections to support the curriculum, new programs, research and scholarship. Ensure that library resources are readily available to both distance and on-site students.

    f. Continue to populate and promote an SJU digital repository to engage students, faculty and alumni in Saint Joseph’s history, and preserve the University’s current history, research and culture.
TRANSFORMATIVE STUDENT EXPERIENCE

Saint Joseph’s University is committed to providing a vibrant, transformative campus life experience, to challenge and support students to become men and women who, upon graduation, live meaningful lives of faith and purpose.

1. Implement Transformative Learning Goals. Offer outcomes-based co-curricular experiences (Transformative Learning Goals) to which multiple departments contribute. The goal is a transformative experience which enriches development and fulfills a commitment to cura personalis.

   a. Enhance faith development and spiritual awareness for all students
   b. Instill an ethos of appreciation of diversity and preparation for a global society
   c. Assist students in realizing a satisfying and productive life
   d. Provide opportunities for servant leadership focused on social justice
   e. Develop programs to allow for discernment of personal, educational and professional goals

2. Develop Engaging Class Year Programming. Provide engaging class year-based, developmentally appropriate experiences starting with the first year and progressing into programs directly addressing the needs of students throughout their matriculation.

   a. Develop comprehensive co-curricular offerings related to the first-year academic seminars and integrated into first-year, living-learning arrangements by Fall 2012
   b. Offer an integrated academic/student life Orientation Program for first-year and transfer students which extends into the academic year no later than Fall 2012
   c. Develop, by Fall 2013, a sophomore year experience program geared to:
      i. Provide assistance with selecting majors (and minors) and developing career opportunities
      ii. Encourage sophomores to identify and evaluate study abroad options, internships/co-operative education and other experiential learning opportunities
      iii. Create additional opportunities for leadership and personal development to increase class cohesiveness
      iv. Provide an introduction to money management (personal finance and budgeting assistance)
d. Develop by Fall 2014 a junior/senior year co-curricular experience program geared to:
   i. Provide career planning for post-graduation
   ii. Support student interest in service options
   iii. Offer opportunities for graduate school discernment
   iv. Encourage responsible off-campus living decisions

3. **Build Cohesive Educational Communities.** Within the Saint Joseph’s University community there are many opportunities to form smaller, intentional communities that contribute to student learning. By focusing efforts on these smaller communities, students are provided an opportunity for meaningful participation and leadership roles. Examples of some of the new communities and strategies include:

   a. Partner with Alumni Relations to create opportunities for student/alumni interaction by Fall 2011
   b. Offer support and connections to students for affinity groups as they develop (African-American Alumni, Women’s Leadership, Regional, etc.) by Fall 2011
   c. Utilize electronic social networks to better connect students starting Fall 2010
   d. Develop and support programs and organizations for PLS and graduate students starting Fall 2010
   e. Develop support and programming opportunities for students enrolled in online courses by Fall 2011
   f. Increase the number of faith-related communities and participants by Fall 2011

4. **Improve Retention and Student Success.** Provide effective, efficient and personalized student service at all levels (undergraduate, PLS and graduate) to continually improve the student experience and persistence toward graduation, including an emphasis on transfer students.

   a. Establish a well-developed program to integrate and retain transfer students starting in the Fall 2010
   b. Complete the work of the Services Delivery Task Force and implement recommendations starting in Summer 2011
   c. Achieve a campus-wide understanding of the collaborative nature of all retention efforts and report student outcomes to the University community regularly beginning in Fall 2010
   d. Adapt academic support as needed for the new General Education Program as well as new majors and minors introduced starting in Fall 2010
   e. Fully implement the Rebound Program in order to support first-year students experiencing academic difficulty
   f. Increase financial assistance for returning students to reduce withdrawal for financial reasons
5. **Provide Positive Athletic and Recreational Opportunities.** Enhance the spirit, mind and body of Saint Joseph’s students and contribute to the overall reputation and success of the University.

a. Enhance the intellectual, moral and leadership growth of each student-athlete

b. Achieve national excellence in selected varsity team sports and maintain regionally competitive sports that exhibit the highest standards of integrity

c. Create school spirit, pride and visibility that engage the student body and alumni

d. Develop personal responsibility for healthy, physically active lifestyles among all members of the SJU community

e. Leverage athletics properties to generate revenues to support athletics and recreational programs

f. Steward resources in a manner that reinforces a quality athletics program, services and staff, and encourages continuing donor support

Measurable outcomes for the Transformative Student Experience will include:

**Faith Development and Spirituality**

- Students will articulate what it means to be educated at a Jesuit institution.
- Students will be men and women who experience a “faith that does justice.”
- Students will engage in a critical exploration of their faith and spirituality.
- Students will recognize the impact their behavior and actions have on those around them in light of the moral imperative, “Love one another, as I have loved you.”
- Students will develop the ability to express to others their faith/spirituality.
Appreciating Diversity

- Students will interact with people different than themselves in order to appreciate their own identity/culture and the identity/culture of others.
- Students will develop an ability to acknowledge and confront barriers to equality and inclusiveness.
- Students will seek out and develop an appreciation of art, music and forms of expression by others different from themselves.
- Students will understand the interconnectedness of societies worldwide.
- Students will articulate the advantages and impact of a diverse society.

Realizing a Satisfying and Productive Lifestyle

- Students will develop meaningful, lasting relationships.
- Students will learn strategies to achieve life balance.
- Students will care for themselves in a healthy and holistic manner.
- Students will develop proactive strategies in dealing with challenges.
- Students will initiate a career search or seek advanced education.

Servant Leadership Focused on Social Justice

- Students will articulate their leadership strengths and skills.
- Students will mentor others toward engaging and contributing to improving the quality of campus life.
- Students will collaborate with others in order to achieve goals.
- Students will demonstrate effective stewardship of human, economic and environmental resources.
- Students will articulate a vision for their organization(s) and set challenging and attainable goals.

Discernment of Personal, Educational and Professional Goals

- Students will employ self-reflection to gain personal insight.
- Students will identify personal strengths and weaknesses and take action accordingly.
- Students will take personal responsibility for their choices/ actions.
- Students will act in congruence with personal identity, ethical, spiritual and moral values.
- Students will use self-knowledge to set challenging, yet realistic professional goals.
II. MISSION & DIVERSITY

Saint Joseph’s University thrives as it continues the legacy of the Ignatian educational tradition. The changes and growth experienced in the past decade will be mirrored by mission-driven change and continued growth in diversity during the Plan 2020 years. Saint Joseph’s fundamental goal is complex, but well articulated: to celebrate and share among a diverse group of students, faculty and staff its Catholic, Jesuit identity infused with Ignatian spirituality, Catholic social teaching and a global perspective.

Maintaining a Catholic and Jesuit identity will require intentional and sustained effort over the next decade as the Society of Jesus transitions more responsibility to the laity. At Saint Joseph’s the goal is active engagement of students, faculty, staff, trustees and alumni in furthering the Catholic, Jesuit mission of promoting faith that does justice in the context of global citizenship. Taking advantage of this time when many Jesuits remain active on campus, a formal discussion of mission and identity will begin. Taking guidance from the most recent General Congregation 35, decrees two and three, the conversations will include focus on the integration of mission and diversity, sustainability, civic engagement and global awareness more fully into the fiber of campus life. Goals to achieve this strategic initiative include:


2. Create an ongoing mission formation process for all employees to ensure that Saint Joseph’s Catholic Jesuit identity and mission will be vibrant and demonstrable into the future.

3. Develop and implement a Center for Ignatian Leadership to serve the faculty, staff and alumni of Saint Joseph’s University, and explore the potential of serving employees via the national network of Jesuit institutions.

4. Develop and launch a communication plan that clearly articulates the necessary role of diversity and education for global citizenship, based on Ex Corde Ecclesiae and the Society of Jesus’ General Congregation 35.

5. Infuse aspects of mission and diversity throughout all curricula (undergraduate, graduate and PLS), including Catholic Social Ethics, interreligious dialogue, dialogues on race and contemporary culture, social values, faith-based traditions of social justice, civic engagement and sustainability.

6. Continue to build upon and evolve the Faith-Justice focus by developing additional service learning courses, including reflection on all service experiences, and promoting community-based research.

7. Incorporate reflection into all service experiences, integrating these into a larger process of education, discernment and personal formation in the Ignatian tradition.

8. Provide student experiences at all levels (undergraduate, graduate and adult) through a Campus Ministry that engages students in discovering and deepening their faith and sense of purpose.
9. Develop additional strategies for attracting Catholics, people of color and religiously diverse individuals into faculty and staff positions, administrative roles and Board of Trustees. Utilize exit data to make changes and improve retention of diverse employees.

10. Continue implementation of the University’s Diversity Plan. Steps include developing a process for articulating and sharing how students and employees are enhancing the University’s diversity efforts, integrating diversity into first-year seminars, ethics and globalization overlays in the GEP, and by sponsoring immersion trips and study abroad to less traditional locations. Incorporate departmental diversity goals into Annual Reports to integrate the diversity focus across campus, heighten awareness and leverage opportunities to make progress.

11. Develop educational experiences to engage incoming students and faculty in deeper dialogues on race and contemporary diversity issues that impact U.S. culture and history (e.g., academic orientation, PSIP, first-year seminars).

The measures of success for these goals will include:

- Begin mission and identity discussions in 2010-11.
- Develop a consensus statement on Catholic, Jesuit identity and mission in 2011-12.
- Develop a mission formation program for all employees by 2013.
- Establish a Center for Ignatian Leadership by 2013.
- Initiate and offer each semester to full-time and affiliate faculty ‘short courses’ on Ignatian pedagogy, workshops on Catholic Social Ethics preparing faculty to teaching ethics-intensive courses in the GEP and workshops on multicultural teaching supporting the development of diversity-focused courses in the GEP.
- Develop additional service learning courses; provide service learning courses for every interested first- and second-year student.
- Promote community-based research.
- Develop one or more new curricular initiatives by 2012 that enable students and faculty to deepen their understanding of the Catholic intellectual tradition, social values and faith-based traditions of social justice; build upon this foundation in subsequent years.
- Evaluate and update offerings yearly in the areas of liturgies, retreats and community service opportunities to complement and enrich the academic environment.
- In addition to advertising all open positions in publications that will attract racially diverse applicants, implement an open search strategy that places the emphasis on attracting racially diverse and religiously diverse faculty applicants. Utilize Exit Interview data to make changes and improve retention of diverse employees.
- Incorporate diversity goals into departmental Annual Reports and plans.
- Encourage and support the integration of diversity and mission into the undergraduate curriculum through first-year seminars, globalization/diversity and ethics overlays.
- Support trips that provide alternative international experiences, including immersion trips and study abroad to developing countries and less traditional locations.
III. **GLOBAL AND COMMUNITY ENGAGEMENT**

Building on a decades-long commitment to and relationship with its local and regional communities, Saint Joseph’s will strengthen the link between public purpose and its mission as a Catholic, Jesuit university through engagement in local, regional, national and international arenas. The goals are to enhance the impact of the University in all its community relations through targeted student, faculty and staff engagement and to be recognized for leadership in civic engagement and global social justice.

Recognizing itself as a part of a greater whole, Saint Joseph’s also has a commitment to work with community leaders, organizations and residents to have a positive impact on quality of life issues. Correspondingly, the University seeks to educate and have an impact on its internal constituents while conducting this service to the local and regional communities. Over a 10-year period, the entire Saint Joseph’s University community – students, faculty, staff and alumni – will invest the human resources necessary to provide this leadership and guidance. Saint Joseph’s seeks recognition for leadership in civic engagement not for its own sake, but to help foster a greater good.

**LOCAL FOCUS:**

1. Support local economic development, including active participation in and support of the Wynnefield Overbrook Revitalization Corporation (WORC) as the primary vehicle.

2. Define and implement a comprehensive community relations strategy based on a reciprocity model. Develop a mechanism for dialogue and collaboration about the priorities and secure participation from neighbors to jointly identify needs and opportunities for all. Based upon this shared understanding of needs, expand collaborative community programs that build on Saint Joseph’s strengths and expertise in order to meet needs and maximize positive impact.

3. Continue educating students about responsible citizenship and interacting with local officials, community based organizations and residents to improve relationships with students residing in the community. Educate students about Educational Housing District laws and offer programs and create interaction designed to improve town-gown relations.

4. Coordinate and focus community engagement and investment in the University’s local neighborhoods and, more broadly, in the Philadelphia region in order to maximize impact. Track and assess student, faculty and staff community service and promote additional local community initiatives for maximum benefit to the region.
REGIONAL FOCUS:

5. Utilize University expertise to increase the educational success and opportunities of the region, including leveraging the programs of the Kinney Center for Autism Education and Support as well as engaging in strategic partnerships with Philadelphia schools to increase college preparedness among affected students.

   a. Partner with the Philadelphia School District by targeting nearby schools (K-12) for the development of educational programs that will enhance the learning experience of children and increase their college preparedness.

   b. Support the Philadelphia Archdiocesan School System through the Alliance for Catholic Education (ACE). In Summer 2010, SJU launched a two-year pilot program that provides 15 graduate students/intern teachers for selected Archdiocesan elementary schools.

   c. Explore partnerships with a potential Cristo Rey school, Mercy Vocational High School and other institutions to enhance Saint Joseph’s impact on the region.

6. Extend opportunities for lifelong learning and career enhancement to the community, including educational opportunities for early childhood providers to meet Pennsylvania requirements and degree completion programs through the College of Professional and Liberal Studies.

7. Expand internal and external awareness of Saint Joseph’s community investments by communicating frequently and providing recognition programs to highlight and reward model programs and contributions.

NATIONAL AND GLOBAL FOCUS:

8. Provide global exposure and educational opportunities to participate in efforts to facilitate peace and social justice, particularly in developing countries.

9. Provide direct opportunities for service for students, faculty staff and alumni in regional, national and international efforts for peace and social justice by extending the number and types of immersion trips to developing nations for faculty, staff, students and alumni.

10. Be recognized for leadership in the areas of peace and social justice regionally and, wherever possible, nationally and internationally.
The measurable outcomes for Global and Community Engagement will include:

Local Focus:

- Continued time, service, in-kind, direct and indirect assistance to WORC
- Community engagement based on reciprocity model:
  - Secure participation from neighbors in completing a needs assessment during 2010; form and deliver a message stating the purpose of this strategy and inform the community via multiple methods (2010)
  - Develop instrument (during 2010-11) and survey neighbors by January 31, 2011
  - Convene focus groups in Spring 2011 and develop a three-year action plan (2011)
  - Assess engagement and impact via follow-up surveys and focus groups, including an assessment of SJU’s impact on the immediate community (2013)
  - Promote additional local community initiatives for maximum benefit to the region, based on research findings

- Education of SJU students living in neighborhoods:
  - Hold forums/seminars for students on citizenship and Educational Housing District laws at least twice annually.
  - Provide opportunities for student interaction with local officials, community-based organizations and neighbors four to five times per year. Suggest regularly scheduled meetings with University Student Senate – quarterly during the academic year
  - Improve communication between SJU and neighbors through newsletters, email updates, SJU publications and its website

Regional Focus:

- Partnerships to increase college preparedness:
  - Track and increase the number of SJU Education majors and minors who tutor individual students and small groups during field experiences in the local schools, and establish a “new teacher” seminar to provide ongoing support in the areas of student motivation and achievement
  - Begin partnerships such with AIM, Cristo Rey and Mercy Vocational High School and assess their impact on college preparedness.
  - Measure impact and success of ACE program
Lifelong learning and opportunities for local residents:

- Provide opportunities to meet the Pennsylvania Department of Education (PDE) Early Childhood Education requirements for experienced providers by offering academic programs and professional development opportunities
- Implement a degree completion program through the College of Professional and Liberal Studies

Coordination, communication and assessment of community engagement:

- Create a Community Engagement Committee to better coordinate, annually track and assess student, faculty and staff community service; annually review the progress and impact of efforts with internal and external constituents; develop future plans for community engagement by reviewing data from the planned community research in 2011
- Use existing communications tools regularly, including print and electronic sources, MySJU and the electronic communication boards in Campion and Mandeville to list service opportunities
- Provide recognition for model programs and contributions, for example, recognize students, faculty and staff at annual events such as the University Picnic; host an annual appreciation ceremony which includes alumni

National and Global Focus:

- Create a Task Force to identify, promote and expand existing opportunities for cultural exposure and awareness on campus (2010-11)
- Offer new programs to facilitate interaction among majority, minority and international students
- Develop a Social Justice Calendar for all related program opportunities on and off campus (2011)
- Provide specific urban educational experiences to orient students to city life (Summer 2011)
- Cross-cultural measures:
  - Beginning in Fall 2010, connect international students to University families for Thanksgiving dinner each year
  - Link cultural groups to international students (Spring 2012)
  - Match international students with U.S. students (Fall 2011)
  - Create incentives for student outreach to others from different cultures and backgrounds through an annual recognition ceremony
  - Use internal publications to increase visibility about opportunities for cross-cultural experiences
  - Promote and extend the number and types of immersion trips to developing nations
IV. ALUMNI INVOLVEMENT

Saint Joseph’s alumni are loyal and enthusiastic and a significant goal of Plan 2020 is to create compelling opportunities for alumni to reconnect and remain connected with the University. This active engagement will benefit both the University and the alumni family. The University community will also be enriched by active alumni participation, benefiting current students, faculty, administrators and staff.

Alumni can mentor current students, provide expertise to the academy and serve as role models for the next generation of Hawks. Alumni also benefit immensely by a stronger relationship with their alma mater, whether it be through campus programs tied to community service, spiritual nourishment or to continue on a path of lifelong learning.

The alumni “voice” can and should be one of SJU’s greatest assets. Graduates serve as ambassadors, act as living testimony to the value of a Saint Joseph’s education and partner with the University as Saint Joseph’s continues to rise in prominence by molding the next generation of leaders. The long-term goal is to deepen the relationship between alumni and the University community, creating Hawks for life!

Goals to achieve this initiative include:

1. Develop and maintain alumni programming which is tied to the University’s mission, is relevant, timely, interesting and of value to alumni. Programs will be in the form of campus events and volunteer opportunities in the local area and other convenient locations, and will be based on camaraderie, community service, continuing education, career services, a connection with current students and our Catholic, Jesuit mission.

2. Begin the alumni experience earlier in the undergraduate career. Develop programs and events during the academic year for current students and newly accepted students through partnerships with Student Life, Admissions, Career Services, Campus Ministry and various community service agencies. Create a Student Alumni Organization and develop a class leadership program.

3. Utilize regular effective communications that inform alumni of the vibrant and ever-changing campus community. Ensure bi-directional communication that is frequent and productive for alumni, including but not limited to word of mouth, print materials, mail, web, email, events and mobile technologies.

4. Develop additional alumni communities and affinity groups by majors and activities. Continue to evolve the regional chapters in Philadelphia, Boston, Washington, D.C., and New York City. Promote these communities by providing volunteer leaders with access to member data, communications tools, participation data and other information required for such a role.

5. Survey alumni base at least once every three years and utilize results to shape future programming. This can be accomplished through a combination of online tools, print and in-person focus groups.

6. Develop alumni activities for masters and executive program graduates to create new and maintain ongoing connections.

7. Develop a new career advisory board connecting the Career Development Center with the National Alumni Board and encourage greater alumni hiring of Saint Joseph’s graduates.
8. Improve alumni participation in the Saint Joseph’s Fund to 20% annually by 2012 with a long-term goal of 22%.

9. Encourage connection of alumni with other members of the University family, including students, staff, parents, extended family and friends of Saint Joseph’s.

In the first three years, success will be measured in the following ways:

- The Office of Alumni Relations will support new programs specifically geared to reach additional alumni who have graduated from Saint Joseph’s in the last 10 years and increase event participation from approximately 9% to 15% by 2012.

- Collaborate with campus offices to develop programs and annual events which are designed for current SJU students and are tied to the alumni experience.

- Expand the programming specifically designed for alumni affinity groups based on location (regional chapters), profession and/or prior student experience.

- Revitalize current signature alumni events including Reunion Weekend and the Alumni Gala.

- Continue to evolve online tools to make it easier for alumni to find classmates, socialize with each other, register for events and provide personal updates.

- Complete a survey during 2011-12 of all alumni through a combination of online tools, print and in-person focus groups.

- Create new affinity groups based on academics, student life and areas of common interest.

- Offer training program for SJU volunteer leaders and increase National Alumni Board roles and responsibilities.

- Improve alumni participation in the Annual Fund to 20% by 2012 and 22% by 2020.
V. FINANCIAL HEALTH

STRENGTHEN THE OVERALL FINANCIAL HEALTH OF THE INSTITUTION.

Saint Joseph’s goal is to have the financial resources and fiscal prudence to provide the highest quality education and support services, while supporting the strategic initiatives set out in Plan 2020. Financial health includes the capacity to achieve mission-driven strategic goals by providing the necessary funding for current initiatives while preserving the long-term financial resources of the University.

Annual budgets will be developed to provide the necessary resources to support an excellent academic experience, to attract and retain strong faculty and staff, and also to manage periodic unexpected economic circumstances and challenges. Capital budgets will keep pace with enhancements to the physical and technological infrastructure required to achieve long-range objectives. Balancing internal budget needs with the goal of ongoing improvement of financial ratios that are external benchmarks of financial strength will continue to be a focus.

Financial health requires the University to plan prudently, effectively communicate its distinctive value to prospective students and increase demand for all programs while maintaining the affordability of a Saint Joseph’s education.

Goals to strengthen financial health include:

1. Decrease overall tuition dependency while also striving to maximize net tuition revenue (as outlined in the enrollment section).

2. Complete funding for all campaign initiatives outlined in “With Faith and Strength to Dare: The Campaign for Saint Joseph’s University” by May 2012 along with identifying priorities and fundraising goals for the next campaign (2013 – 2020).

3. Increase annual giving each year, including both restricted funding for scholarships and unrestricted budget-relieving gifts.

4. Increase the alumni participation rate to 20% by 2012 with a long-term goal of 22% by 2020.

5. Continue to review departmental operating budgets to ensure sufficiency and efficiency in light of recent budget reductions; promote reallocation while sustaining budgets to allow departments to function appropriately; use financial tools including the Financial Review Model and the FuturePerfect Financial Forecasting Model to explore cost efficient and effective financial management opportunities; assess the cost-effectiveness of existing and new academic programs (educational expense and net tuition revenue per student) and assess the quality and efficiency of student services via administrative service analysis.
6. Provide competitive salary and benefits compensation packages for faculty and staff within the top quartile of peer comparison group categories.

7. Improve current credit rating during the next decade above the current A-position; regularly conduct external scans and monitor the higher education environment utilizing outside expertise as necessary to maintain SJU’s competitive financial position.

8. Establish an endowed fund to support the College of Arts & Sciences to enable the Dean to support the implementation of the GEP and other academic initiatives.

9. Leverage athletics properties to generate revenues that contribute to the support of athletics and recreational programs.

10. Continue significant capital investments through the budget process to address facilities and technology infrastructure improvements critical to achieving Plan 2020 goals, including the Campus Master Plan revision and the Information Technology Strategic Plan update.

Metrics that will be used to benchmark progress on this initiative include:

- Obtain a public credit rating in the A range
- Increase year-end endowment balances to $150M FY10, $166M FY11, $184M FY12, $203M FY13
- Sustain level of unrestricted and restricted annual gifts per year from $5M in FY10 and FY11 to $5.2M in FY12 and $5.4M in FY13
- Credit assessment ratios:
  - Operating Margins before Capital Campaign gifts of $6M (3%) FY10, $6M (3%) FY11, $6M (3%) FY12, $7M (3.6%) FY13
  - Total dollars of debt outstanding to decline from $215M in FY11 to $207M in FY13
  - Debt service as % of Operating Expenditures: 6% FY10; 6% FY11; 7% FY12; 7% FY13
- Increase the level of depreciation expense met from operating budget to 75% by FY13
- Maintain investment returns at least sufficient to cover endowment spending plus inflation in FY11 through FY13
- Increase level of sponsored research to $5M by FY13
RESOURCES TO SUPPORT PLAN 2020

I. Facilities and Technology

1. Campus Development: Continue to refresh and improve campus infrastructure, facilities and technology, with a particular emphasis on enhancing the academic environment and the quality of the student experience.

   - Merion Hall renovations
   - New first-year student housing
   - Learning Commons addition
   - Complete the transition to Maguire Campus
   - Expand Mandeville Hall
   - Provide flexibility for new centers and institutes
   - Continually augment the technology infrastructure in tandem with facilities enhancements

2. Revise the Campus Master Plan: Assess the evolving needs of faculty with regard to their mission of educating students and conducting research. Identify physical spaces required to be highly successful.

3. Technology Infrastructure: Support the education-technology partnership and continually enhance systems and services to faculty and students.

   a. Create a vibrant educational environment in the Post Learning Commons through close collaboration of the Library, Information Technology and academic support staff.

   b. Assess the evolving needs of faculty with regard to their mission of educating students and conducting research. Identify and implement new technology tools, information resources, and physical spaces needed to be highly successful.

   c. Assess the needs of students with regard to their learning opportunities and effectiveness. Determine what technology tools, information resources and physical infrastructure they require to be highly successful.

   d. Continually improve the overall technology infrastructure; identify potential means of funding renewal of technology, information resources and infrastructure of classrooms and labs to ensure adequate technology resources are available to faculty and students.
II. Human Resources

1. Provide market-competitive salary and benefits compensation for faculty and staff.

2. Continue to foster an engaging and welcoming environment in which to learn and work. Retain talented employees by offering faculty and staff opportunities for training, leadership development, mission-related immersion and service trips, and community building.

3. Develop strategic recruitment, retention and succession plans with a focus on strengthening the institutional mission and developing diverse perspectives.

4. Maintain strong channels of communication throughout campus; regularly communicate on progress, policies and change.

III. Marketing & Image Campaign

Integrated marketing and branding efforts will be enhanced by utilizing the results of ongoing research in the creation of a long-range Marketing Plan to enhance institutional visibility and success. Future image initiatives will include a vibrant web presence; will stress quality, academic reputation and successful outcomes; and will include strong linkages between university-wide marketing and recruitment communications.

1. Website Enhancement: The University will continually invest significantly in its web infrastructure – design, functionality and interactive content – in order to remain competitive and ultimately provide exceptional service to all of its constituencies.

2. Adult Program Advertising: Extend scope and amount of media advertising to achieve a consistently competitive position among peer institutions.

3. Image Campaign: The most recent market research data points strongly to a renewed and extensive Image Campaign focusing on alumni and student outcomes. This will be addressed via traditional communications and advertising, but even more prominently via proactive SJU.EDU web development (per number 4 below).

4. Program Packaging: The University will examine the feasibility of a “virtual” Graduate School in which non-traditional and online programs are packaged in ways that meet student needs and fully leverage investments.
IV. Maximize Strategic Assets

Strategic Assets are defined as aspects of Saint Joseph’s University that can be leveraged over the next decade to directly impact reputation and provide a competitive advantage. Focus will be on programs that are unique, distinctive, are offered elsewhere but are highly successful at Saint Joseph’s, or have the potential to become exceptional. Specific plans and resource requirements will be developed to build upon the strategic assets to advance the mission and overall reputation of Saint Joseph’s.

1. Unique
   - Kinney Center: unique mission of education and family support

2. Distinctive
   - Mission focused: Jesuit + liberal arts core + PBK + AACSB
   - Pedro Arupe Center for Ethics
   - Catholic Bioethics Institute
   - Alliance for Catholic Education

3. Strengths that exist elsewhere but are stronger at SJU
   - Educating the regional educators (K-12)
   - Service Learning
   - Food Marketing
   - Pharmaceutical Marketing (high regional impact)
   - Academy of Risk Management and Insurance
   - Criminal Justice/Public Safety – educating law enforcement & emergency mgt professionals
   - Adult education (undergrad and graduate levels)
   - Science/Pre-Med education
   - International Relations
   - Jewish/Catholic Institute
   - Summer Scholars program
   - SJU’s location and setting

4. Exists with potential to more fully leverage
   - Athletics/Men’s Basketball
   - Incorporate strengths across disciplines to create an educational “index”
   - Signature Core/General Education Program
   - Faculty in the College of Arts & Sciences and the Haub School of Business with a national reputation in the media or through publications and consultation
SINCERE THANKS

To become more than a set of words on paper, a strategic plan requires ownership and commitment from a wide range of stakeholders. At Saint Joseph’s, the Board of Trustees and Institutional Planning Committee led a process involving the largest possible cross section of the University Community. Together they developed Plan 2020: Gateway to the Future. Sincere thanks are due more than 300 faculty, staff, students, parents, and alumni who participated and influenced these future plans for Saint Joseph’s University and who will, in large measure, be responsible for the successful implementation and continuing legacy of Saint Joseph’s in the coming decade.

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“Sincere thanks to all the members of the Saint Joseph’s community who participated and those whose committee service guided both the process and content of Plan 2020, focused on mission, strived for Magis, and remained strategic thinkers balanced by extensive data.”

— TIMOTHY R. LANNON, S.J., PRESIDENT
SAINT JOSEPH’S UNIVERSITY

MISSION STATEMENT

Saint Joseph’s University is a Catholic and Jesuit university that instills in each member of its academic community: a love of learning and of the highest intellectual and professional achievement; moral discernment reflecting Christian values; and a transforming commitment to social justice. Saint Joseph’s is a private Independent and Comprehensive university.

The defining element of Saint Joseph’s intellectual tradition experienced by all of its undergraduate students is its strong and integrative core curriculum in the liberal arts that informs their study of particular disciplines. While remaining true to that humane and formative tradition, Saint Joseph’s now embraces the challenge of excellence in graduate education in both the arts and sciences and in business. Our understanding of the centuries-old Jesuit educational vision of “concern for the individual student” (cura personalis) establishes effective and rigorous teaching and learning as a primary value. Since teaching and learning in the modern academic context require research at both the undergraduate and graduate level, the University cultivates, in students and faculty, generative scholarship that embodies free and open inquiry, and provokes imaginative thinking, aesthetic appreciation, and precise communication. As a necessary complement to intellectual achievement, we seek to illuminate the affective and ethical dimension in learning within the various disciplines at every level. Cura personalis also calls for the fullest development of the individual student’s potential both inside and outside the classroom.

The Catholic character of Saint Joseph’s University springs from its historical relationship with the Roman Catholic Church, and from its current embodiment of the great traditions of Catholic life and culture. For this University, Christ and the Church are sources of truth, guides and inspirations for life. Catholic values are normative, including: full respect for the freedom of conscience of each person, freedom in research and teaching according to one’s discipline, and the continuous pursuit of truth, human rights, and the common good. We foster a lived awareness of the challenging and mutually enriching interaction between Christian faith and diverse contemporary culture; we seek to engage the full participation of the entire community in the University’s intellectual, cultural, and spiritual life.

The University’s Ignatian identity derives from its founding by the Society of Jesus in 1851 and from the subsequent shaping of the University’s development by the evolving world view of the Society. In ways consistent with its nature as a university, Saint Joseph’s espouses the educational priorities of the Society of Jesus which include: searching for God in all things, pursuit of the greater good, the service of faith together with the promotion of justice, and effective compassion for the poor and those in need.

For the University’s defining institutional ideals to matter at the regional, the national, or the international level, they need to be realized and expressed within an inclusive environment marked by trust and enriched by a diversity of ideas, cultures, and religious commitments. The contemporary Ignatian vision of educating “men and women for others” assumes a Saint Joseph’s University community—students, staff, and faculty—that exists as a vital cultural plurality, aware of and committed to its central identity, while yet open and welcoming to all.

—May, 1998—