



Saint Joseph's University

Plan 2010: The Path to Preeminence

December 2004

Spirit ♦ Intellect ♦ Purpose

Saint Joseph's University

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Introduction

Saint Joseph's University has completed a ten year self-study, has accomplished the ambitious goals of *Plan 2000: Shaping the Future*, and has rallied around the vision proposed by President Timothy R. Lannon, S.J. to become the preeminent Catholic comprehensive university in the Northeast. The planning process included an analysis of the recommendations from the self-study, and a thorough review of institutional strengths, weaknesses, opportunities and threats, as well as an assessment of the overall environment of higher education at the beginning of the 21st century. All indications are that the university's mission can be best achieved through a plan that incorporates seven strategic initiatives. These initiatives provide the framework for excellence in achieving our mission by strengthening programs, bolstering academic quality, providing a vibrant campus environment, creating community partnerships, investing in facilities and technology, and protecting the future of the institution through sound financial health.

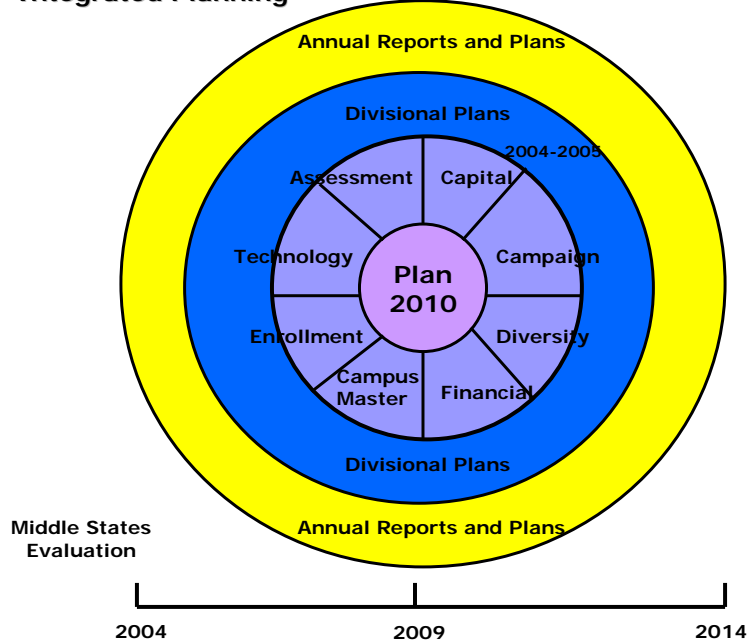
Although the goals and objectives as broadly written within this strategic plan do not, in and of themselves, contradict any known existing university policies, it should be noted that future operational goals may necessitate changes to university policies. Any such proposed changes will need to follow appropriate governance procedures for approval.

Further, while *Plan 2010* does not have communication as one of its central initiatives, as did the prior *Plan 2000*, it is understood that the health of the collegial governance system requires continual communication between and among administrators, faculty, staff and students. The university is committed to communicating important decisions and the rationale for them to all members of the university community. There is an on-going commitment to the assessment of the effectiveness of communication and its impact on the campus climate. Lastly, the implementation of the plan and the successful accomplishment of the goals depend upon the Saint Joseph's University community – faculty, staff, members of the Jesuit Community, and alumni who dedicate themselves to this work.

Strategic Planning Process

The Institutional Planning Committee (IPC) provided the leadership for planning that was formally begun in 1998 and resulted in the last strategic plan that has been assessed annually. The IPC was reconstituted in the fall of 2003 and enriched with additional members of the university community to work in subgroups on each of the strategic initiatives that have become part of *Plan 2010: Path to Preeminence*. Equally important to the overall strength of the institution is the development of corollary plans that address the finances, assessment, capital projects, diversity, technology, fundraising strategies, and enrollment management over the next five- to ten-year period. The following diagram illustrates the interconnectivity of the planning efforts across campus.

Integrated Planning



The publication of *Plan 2010: The Path to Preeminence* is also the beginning of a renewed campus-wide focus on strategic planning in each division. The next steps in the planning process include five-year plans for each division, along with subsequent one-year operational plans containing annual objectives and budget requests to achieve the long-range goals.

Lastly, while the strategic plan is focused and specific, the annual assessment of progress toward the goals will provide the opportunity to adjust the strategies and extend the reach of *Plan 2010*.

Mission Statement

The Mission Statement of Saint Joseph's University, as written in 1998 and found in Appendix I, was reaffirmed through this planning process. In part, the elements of the Mission Statement that will be a primary focus in *Plan 2010* include:

- Academic excellence in all programs;
- The Catholic intellectual tradition;
- Diversity in enrollment, staffing and course offerings;
- Opportunities for those who would not otherwise have access to Jesuit education;
- Mission-focused orientations and information for new students and staff; and
- Commitment to the service of faith and the promotion of justice

Strengths, Weakness, Opportunities and Threats

The Strengths, Weaknesses, Opportunities and Threats analysis was developed using a modified Delphi process. A summary of “consensus” topics was then analyzed by the Institutional Planning Committee. It should be noted that in the SWOT analysis, strengths and weaknesses are internal attributes to Saint Joseph’s and opportunities and threats are external to Saint Joseph’s. *Plan 2010* seeks to build on strengths, resolve weaknesses, capitalize on opportunities and avoid threats.

The projection for high school graduates in the next 10 years indicates dramatic growth in the number of public and non-public high school graduates in all of our primary areas and throughout the Northeast, according to the Western Interstate Commission for Higher Education. The trend will continue through 2008 and drop slightly from those levels by 2012. However, the 2012 numbers are substantially higher than those for the current year.

While those statistics are encouraging, the costs of attending private colleges are accelerating faster than increases in state and federal support, thereby increasing the cost of attending private colleges and increasing the need for scholarships/financial aid. In today’s environment, the average college student graduates with over \$20,000 in college loans.

Delivery of academic programs is changing dramatically with the innovations in technology. Computer enhanced classes using Blackboard, Web CT, laptops in classes, and distance learning (video, online, and satellite) are becoming more prevalent and will only increase in the next five to ten years.

The demand for graduate degrees at the master’s level is projected to increase dramatically as well (19%), thereby creating increased opportunities for our present programs. A caution in this area is that companies are limiting tuition reimbursement for employees or eliminating this benefit altogether. With little scholarship or government aid for part-time graduate programs, our relatively high “private school” tuition presents obstacles for some of our traditional populations.

Plan 2010 takes into consideration the follow aspects of the overall SWOT analysis:

Strengths

- Student body and faculty
- Leadership
- Academic indicators (AACSB and PBK)
- Mission
- Liberal Arts Core Curriculum

Weaknesses

- Financial health
 - Tuition dependency
 - Endowment needs
 - Faculty and course development funds

Facilities

- Physical space constraints
- Need for residence halls, playing fields, classrooms, offices

Diversity

- Develop diversity throughout the campus and curriculum
- Make progress in recruiting ethnic minorities and international students

Opportunities

- Property available for acquisition to provide space for growth
- Promote image (faculty expertise, AACSB, PBK, residential campus)
- Enhance the academic reputation of all programs
- Ability to capitalize on athletic profile and NCAA success
- Distance education

Threats

- Competition (traditional and for-profit schools)
- Rising cost of private higher education
- Neighborhood and zoning issues
- Declining numbers of Jesuits in the classroom and on campus
- Issues within the Catholic Church

The summarized SWOT analysis is Attachment II.

Enrollment Profile

Saint Joseph's University plans on modest enrollment growth during the next five years. The enrollment profile is provided on the next page. The projections were developed in the fall of 2003 after extensive consultation with the university community, and include a total increase across the university of about 500 full-time equivalent students by 2009. This is relatively modest growth, far less than the period 1998 through 2003 which saw an increase of more than 750 FTEs. One other comparative point about the past five years versus the next five years is significant: the enrollment increases in the last five years were almost exclusively in full-time, traditional age, undergraduate students in The Haub School of Business. In the projected five year profile, only about one-half of the increases are to come from full-time undergraduates (in the College of Arts & Sciences and the Haub School of Business, equally.) The other half are to be part-time undergraduates in University College, and graduate students in Business and Arts and Sciences.

The rationale for the Enrollment Profile for the next five years includes the following considerations.

- Some modest growth in enrollment revenue is needed to meet the cost of various initiatives in this plan.
- Slowing the relative growth of full-time undergraduates is part of this profile until the campus is able to house the targeted 75% these students in residence.

- A plan to increase enrollments in the University College has been developed and initial steps have been completed (a Liberal and Professional Studies major and an accelerated Business Administration degree program started in Fall 2004). Additional accelerated programs and on-line courses, as well as new international joint programs and a satellite location, are also part of the plan. Service to this constituency of students – heavily local, more diverse – is important to Saint Joseph’s mission.
- Increasing enrollments in some of our master’s programs, especially in such professional fields as business and education, are seen as a significant part of our plan for service to the local community.

There are two other important aspects to Saint Joseph’s enrollment targets, which are detailed in a separate five-year enrollment management plan. First, the university plans increases in student quality, as reflected in acceptance rate, SAT scores and high school GPA statistics. Second, Saint Joseph’s strives to increase the diversity of its full-time undergraduate constituency, as part of a comprehensive diversity plan, with a focus on programs for middle and high school students in the region.

SJU Enrollment Profile Fall 2003-2009

Division	Fall Head Count				Change 2003 to 2009	Fall FTE				Change 2003 to 2009
	Act 2003	Est 2004	Proj 2009			Act 2003	Est 2004	Proj 2009		
Undergrad CAS	2047	2152	2202	155	1996	2100	2146	150		
Undergrad HSB	1785	1958	1876	91	1733	1886	1829	96		
Undergrad Non Deg	97	93	103	6	18	17	19	1		
Undergrad Day Degree-Seeking	3832	4110	4078	246	3729	3986	3975	246		
Undergrad Day All	3929	4203	4181	252	3747	4003	3994	247		
UC Degree Seeking	687	713	820	133	327	372	390	63		
UC Non-Degree	40	62	48	8	12	16	14	2		
UC All Total	727	775	868	141	339	388	404	65		
Grad A&S	1523	1358	1715	192	785	724	884	99		
Grad HSB	963	870	1150	187	463	409	553	90		
Grad Ed.D.	55	38	55	0	21	26	21	1		
Grad Non Deg	368	486	414	46	115	160	130	15		
Grad Degree-Seeking Total	2541	2266	2920	379	1269	1159	1458	189		
Grad All Total	2909	2752	3334	425	1384	1319	1588	204		
Total Degree Seeking	7060	7089	7818	758	5325	5517	5823	498		
Total All	7565	7730	8383	818	5470	5710	5986	516		

Note: All Head Count and FTE numbers are projections for Fall end-of-term. (2003 are Fall end-of term actual numbers.)

Non-degree seeking includes students who are not matriculating toward a degree.

October 2004

Initiatives

Initiative 1. Demand excellence in student academic achievement through a teacher/scholar model that promotes an atmosphere that enables our students to be intellectually curious throughout their lives.

Saint Joseph's University seeks to instill in each member of its academic community a habit of intellectual rigor, a love of wisdom that propels a quest for professional achievement, a dedication to moral discernment through Catholic values, and a transforming commitment to social justice.

In order to achieve these outcomes for students in all divisions of the university, Saint Joseph's encourages every faculty member to push students beyond an academic complacency to achieve the depth of knowledge and understanding that can only come from serious, sustained study and scholarship. Faculty must assist in the formation of students who possess habits of carefully reasoned critical reflection who will remain intellectually engaged throughout their lives.

Achieving these goals will require that all faculty members strive to embody the ideal of the teacher/scholar, an ideal that calls for the persistent display of infectious intellectual vitality in the classroom and the application of disciplined critical imagination in research. Faculty reflect the teacher/scholar model by engaging students in academic experiences that change the way they conceive their world and themselves, by offering pedagogically creative yet rigorous courses that focus on interdisciplinary study and experiential learning (through service learning, study abroad, internships, and collaborative research with faculty), and by personal academic advising that assists students in developing an engaged approach to their own curriculum. Faculty must also interact with their peers beyond the campus, publishing articles in scholarly journals, exhibiting art, publishing books, and utilizing less traditional modes of investigation that inform excellent teaching. The teacher/scholars serve as mentors to students who seek to acquire those academic skills which will enable them to achieve intellectual independence, to think critically, and to find joy in life-long learning.

The collective faculty should participate in an ongoing self-critical evaluation about whether the institution and its colleges, departments and curriculum provide the rigorous, engaging academic experiences necessary for achieving the student outcomes that we espouse. The Comprehensive Curriculum Review Committee began its work in 2003-04 and will provide a framework for evaluating and recommending changes to the curriculum.

Goals:

Teacher/Scholar

- a. Enhance opportunities for students to understand interconnections between and within disciplines by increasing the number of team-taught courses and courses with interdisciplinary perspectives. Establish a current benchmark for team-taught and interdisciplinary courses and double those numbers within five years. In 2004-05, begin to introduce the desirability of hiring faculty who can teach interdisciplinary courses.

- b. Provide a strengthened and expanded academic orientation for all incoming students by Fall of 2005. Include in this orientation a substantive, faculty led discussion of a common text.
- c. Begin in 2004-05 a discussion of faculty workload benchmarks to provide an enhanced faculty and student learning environment. In conjunction with this, pay particular attention to the workload associated with directing student research.
- d. Continue to enhance the faculty research profile. In 2005-06 increase the number and monetary value of summer research grants and benchmark research expectations and accomplishments of comparison institutions.
- e. Increase the number of freshman seminars where undergraduate students can be socialized into an academic culture that emphasizes academic rigor and the life of the mind. By 2005-06, increase the number of Freshman Seminars from 27 to 32. In five years, offer enough seminars to enroll every freshman student from both the College of Arts and Sciences and the Haub School.
- f. Increase funding for students who engage in independent research, collaborative research or publishing with faculty. Within five years, increase the level of funding to 70 student research grants per year.
- g. Provide students with increased opportunities for experiential learning that includes elements beyond the classroom. Establish current benchmarks for credit-bearing internships within the two colleges and increase the number of internships by 25% over the next five years, with special attention both to internships in Arts and Sciences and to the possibility of internships with non-profit and advocacy groups. Double the number of service learning courses offered to 60 sections per year by 2009-10.
- h. Over the next five years, double the number of students who have a semester-long experience abroad from 100 to 200 students.

Rigor and Engagement

- i. In 2004-05, begin a campus-wide conversation about faculty expectations of student performance in order to incrementally increase the level of intellectual challenge presented by our courses.
- j. In 2004-05, begin a process to create and enforce requirements for rigorous final examinations and writing assignments.
- k. Both in and out of the classroom provide an environment and opportunities that stimulate lifelong intellectual curiosity. Establish an ongoing funding source to support two major public lectures each year. In 2005-06, design a process for rostering 3 sets of freshman students into common GER courses (e.g., History and English) so that they might be housed together in residence halls. In 2004-05, ask departmental chairs to encourage their faculty to participate in living-learning seminars.
- l. Develop a library information literacy component within the curriculum to insure an understanding of basic research tools and processes. By 2005-06, have at least 30 freshman seminar sections include an assignment that can be coordinated with a library information literacy class session. In five years,

assure that every freshman student has received a library sponsored literacy session.

- m. Expand and strengthen the advising system for all students to assure accurate curricular advice and awareness of opportunities in the curriculum. By 2005-06, establish a stronger “safety net” advising center for Arts and Sciences and open an advising center in the Haub School. In 2004-05, continue a comprehensive review of the advising system.
- n. In 2005-06, begin to design a mechanism for collecting information on student satisfaction with the level of faculty engagement and rigor.

Assessment

- o. Promulgate a set of institutional learning objectives. In 2004-05, begin a planning and assessment process in the colleges and departments that links clearly to the objectives of the institutional plan. Within three years, develop and implement a comprehensive plan for evaluating progress and assuring that institutional learning objectives are achieved.
 - a. By Spring 2006, assure that every course syllabus contains at least three clearly stated learning objectives and that graded student assignments clearly link to those objectives.
 - b. Through 2004-06, create workshops for faculty and student-life professionals to create student learning assessment strategies and rubrics for evaluation at the course, program, and department levels.
 - c. Through 2004-06, develop a plan for the introduction of explicit learning objectives and outcomes assessment mechanisms for the University College and graduate programs.
- p. By 2007-08, develop a regular cycle of external review of all academic departments.
- q. By 2008-10, ensure that the curricular review process includes an ongoing assessment of the degree to which major and core curricula are linked.

Support

- r. In 2004-05, set a five-year goal for the percentages of sections across all divisions and course levels taught by full-time tenure track faculty.
- s. In 2004-05, establish a committee of persons with expertise in on-line course development to advise faculty and to evaluate new on-line courses.
- t. By fiscal year 2006, provide increased support for new course development and/or course improvement through a new program of summer course development grants. Establish a five-year goal of 30 course development grants to be awarded through a competitive application process that emphasizes academic rigor. Priority should be given to departments and faculty that have engaged in serious assessment activities, with funds being linked to a clear strategy for addressing perceived deficiencies.
- u. Increase the number of endowed chairs across academic disciplines to promote research and prestige in both colleges. Target three new fully endowed chairs in each day college by 2010.

- v. Promote an education-technology partnership that utilizes innovative technology to advance the teaching and learning experiences of students and faculty. Increase the percentage of faculty, particularly in Arts and Sciences, who make use of Blackboard software. Promulgate a goal that all courses make use of such software by 2010.
- w. Enhance and maintain learning spaces with technology that support learning and the pedagogical requirements of the faculty. Benchmark the current number of rooms outside Mandeville Hall that are technologically advanced and double that number by 2010.

Initiative 2: Proclaim and strengthen the Catholic and Jesuit identity of Saint Joseph’s while promoting diversity throughout the University.

History tells us that in the United States many preeminent institutions of higher learning founded in the 18th or 19th centuries with a distinct religious identity retain at present only traces of that identity. If Saint Joseph's University is to avoid undergoing a similar experience in the 21st century, the collective mind and heart of the institution must reflect on what steps may now be taken to prevent it. At this juncture, we recognize that our Catholic and Jesuit identity will be maintained only through a deliberate and sustained effort issuing from the active engagement of administrators, faculty, staff and students. If the university is to achieve preeminence, the preservation of Catholic and Jesuit identity cannot be used as an excuse for a retreat into religious parochialism or professional nondescript-ness.

The commitment to Saint Joseph’s mission needs to influence our collective behavior and decision-making, whether the decisions concern hiring, curricular matters, administrative vision and style, scholarship, awards or campus life. Acknowledging that there is an inevitable and healthy tension in achieving both mission and diversity, *Plan 2010* and its successors will need to achieve at least the following:

- The consistent selection and retention of a significant proportion of faculty and administrators whose values empathize habitually with the norms of Roman Catholicism, with the centrality of Jesus Christ to the Ignatian vision of education, and with the contemporary signature thrust of The Society of Jesus—the service of faith and the promotion of justice.
- The consistent fostering for each academic generation of a vital cultural plurality of students and scholars—one marked by trust and enriched by a diversity of ideas, cultures, and religious commitments, aware of and committed to its own identity, yet open and welcoming to all. The life of the university is enriched when students, staff, faculty, and administrators from various backgrounds are attracted here and find a welcoming and stimulating climate, which encourages them to remain and to interact. Whether in terms of race, gender, social class, age, or sexual orientation, diversity is the hallmark of our common humanity. A Catholic and Jesuit identity embracing and celebrating such diversity can insure that empathy with the central mission need not result in homogeneity or uniformity of thought.

Goals:

- a. Beginning in 2004-05, focus efforts to strengthen mission and identity and preserve the Ignatian legacy of the university by creating a senior administrative position charged with coordinating and promoting Mission.
- b. For 2005-06, create an administrative position that will coordinate and strengthen the diversity efforts on campus.
- c. During 2005-06 and going forward, allocate resources to fund the Diversity Plan goals.
- d. Allocate funds in 2005-06 to provide expanded opportunities for community service and service-learning courses to more fully embody the Ignatian concept of service to others.
- e. Beginning in 2005-06 and 2006-07, create a center for Ignatian spirituality which emphasizes Jesuit-lay collaboration.
- f. Beginning in 2004-05 and 2005-06, working primarily through academic curricula, expose part-time students in the University College and in graduate programs to Ignatian tradition and culture.
- g. During 2004-05 and 2005-06 develop a multi-disciplined focus on the Catholic intellectual tradition that provides opportunities for scholarship. Hire faculty who are able to contribute to and enhance the Catholic intellectual tradition on campus.
- h. During 2007-08 include increased attention to Jesuit history, tradition, and culture in an extended seminar experience available to all freshman students. Provide opportunities for sustained conversations about mission among all student groups.
- i. During 2006-07 develop an extensive and year-long orientation process for new faculty and staff that would increase their awareness of Ignatian history, spiritual exercises, tradition, and culture. Provide opportunities for sustained conversations about mission among faculty and staff.
- j. Nominate and elect trustees who enhance the diversity of the Board of Trustees.
- k. Increase the number of minority faculty and staff and active Catholics.
- l. Continually strengthen the emphasis on mission and diversity throughout the campus community.
- m. Expand international study options for students and faculty to provide access to multicultural environments.

Initiative 3. Identify and strengthen the signature programs at the university.

Signature programs are programs within the university that meet *demanding* benchmarks of excellence. In addition to identifying excellence within the university and guiding us in the maintenance and pursuit of excellence, signature programs should also have the capacity to be recognized by external constituencies of the university as establishing its claim of preeminence. Such constituencies include alumni, donors, prospective students and their families, foundations, public officials, employers, etc.

Academic excellence we wish to strengthen in signature programs should, wherever possible, be guided by the Jesuit ideals of *cura personalis* and the *magis*. A process will be developed for identifying signature programs based upon the required characteristics.

Co-curricular programs of excellence that could be considered signature programs will also be identified. These programs are guided by the Jesuit focus of developing the whole person. A process will be developed to identify such programs.

Initially, signature programs should meet approximately 80% of the standards of excellence identified, and be working toward meeting 100% of the standards. Therefore, signature programs are programs that are making significant impact and improvement. These programs will meet some standards of excellence, while other standards will still have to be met. This strategy recognizes excellence and supports the development of key departments or programs. Additional funding will be identified for signature programs to both increase their reach and help them meet 100% of the agreed-upon standards of excellence.

Primary characteristics for academic programs:

- Well-developed educational strategies that include coherent curricula with well-articulated pedagogical goals, including a strategy for introducing students to the field and a strategy that will help students who are finishing the program to understand and draw connections between the disparate parts of the program.
- Recognition by outside accrediting agencies or reputable peer review endorsement.
- For undergraduate programs, integration of the program's curriculum with the General Education Requirements of the university.
- Demonstrated high standards of rigor and learning, which might include admission criteria, commitment to freshman seminars, seminars for majors, as well as clear benchmarks for student performance, such as a conscientious and creative adherence to the final exam policy, GRE, GMAT, LSAT, MCAT scores, student portfolios, rigorous goals for grade distribution, support for honors theses, etc.
- Where applicable, a demonstrable commitment to experiential learning, such as internships, study tours, service learning and the like.
- Concerted effort to provide post-graduate direction for pursuing the field through employment, volunteer effort and/or graduate study.
- Demonstrated success of graduates in their fields.
- Detailed assessment strategies that demonstrate that assessment has led to pedagogical and/or programmatic change and that provide clear, reasonable goals for evaluating learning in all aspects of the program(s).

- For a major, strong enrollment patterns as demonstrated by a student-to-faculty ratio of approximately 10/1.
- Up-to-date marketing strategy, including a commitment to work with admissions to maintain and, where desirable, expand the market niche of the program.
- Well-articulated mission statement consistent with and supportive of the mission of the university that creates a sense of identity and shared purpose among the faculty and students. Program participants should be able to express both its mission and its connection to the broader institutional mission.
- Strong advising plan that aspires to bring out the best in each student and that includes both academic and career advising.
- A faculty active and successful in research as demonstrated by no less than 80% of the faculty publishing at least once every three years in quality venues. At least 20% of this research should be in first tier publications.
- Where available, outside funding should be actively sought. Success in this arena should be measured by standards that are realistic and commensurate with the amount of available funding in the field. Fundraising efforts should be coordinated with the University's Development office.
- Plan for full-time coverage in undergraduate, UC, and graduate courses that sets target dates to improve tenure track coverage in undergraduate day, UC, and graduate courses. Such a plan requires more than a schedule to hire new faculty lines, but also should include a demonstrable commitment to staffing in the undergraduate, UC, and graduate areas with existing faculty.
- Record of active peer evaluation to promote excellence of both course content and pedagogy in the classroom.
- Revisable, three-year departmental plan with measurable objectives.
- Leadership in the field as demonstrated by hosting prestigious conferences, faculty on editorial boards, providing leadership of professional organizations, appointments to government, committees, etc.

Primary characteristics for co-curricular programs:

- A well-articulated mission statement linking the program directly to the mission of the university.
- Must engage a critical mass of students in leadership roles.

- The program should encourage reflection on the university commitment to core values.
- Reflect the university commitment to diversity in its organizational structure and programmatic outcomes.
- Integrate the concept of spirit, intellect and purpose.
- Engage in regular assessment and program modification.
- Where applicable, a demonstrable commitment to experiential learning, such as internships, study tours, service learning and the like.
- Concerted effort to provide post-graduate direction for pursuing employment, volunteer effort and/or graduate study.
- Demonstrated success of student leaders.
- Expand awareness of the excellence of the student experience at Saint Joseph's University.
- Strong advising plan that aspires to bring out the best in each student and that includes both mentoring and career advising.
- Where available, outside funding should be actively sought. Success in this arena should be measured by standards that are realistic and commensurate with the amount of available funding in the field.
- Revisable, three-year program plan with measurable objectives.
- Leadership in the field as demonstrated by presenting programs at professional conferences, providing leadership of professional organizations and providing training for other professionals in the field.

Initiative 4. Provide the best facilities and related technology infrastructure to meet the needs of Saint Joseph's students, faculty and staff.

Preeminent universities have facilities that are not only adequate for the numbers of students, programs, faculty and staff they support, but also provide a coherent living/learning environment in which the formal and informal curricula mutually reinforce one another.

Since 1992, the net square footage of the university's physical building structures has increased 11%, while the headcount enrollment increased by more than 25%. Enrollment growth has, therefore, significantly outpaced the growth of the university's physical space and infrastructure.

In order to meet current needs and provide the student experience of a preeminent university, the infrastructure, space, maintenance and services need to be continually expanded and upgraded. The Campus Master Plan was updated in 2003 and strives to project and meet the needs of the university into the next decade. The Campus Master Plan contains improvements to classrooms, laboratories, offices, student residence space, athletic and recreational areas. The technological infrastructure to support the growing educational opportunities and demands will also require ongoing upgrades and expansion. In addition, a ten-year capital plan is being developed and will be revised annually. The plan includes construction projects and property acquisition, renovation projects, and deferred maintenance projects.

Goals:

- a. Continue to promote the acquisition of the Episcopal Academy property which includes 38 acres, 18 structures, 286,000 square feet of useable space, 319 parking spaces, 6 athletic fields, 2 gyms, a pool, a theatre, and a chapel/gathering space. This provides the university with additional classrooms, laboratories, faculty office space, student space, athletic fields, and exercise and leisure space. Design and plan for alternate classroom and faculty office space pending the outcome of the Episcopal acquisition.
- b. Over the next five years, complete the renovations to the Science Center that were begun in summer 2003.
- c. During 2005-06 provide twenty-four hour study space either in the Library or Student Center and update the library integrated software system. During 2006-07 plan for library needs in the areas of acquisitions, archives, instructional space and seating capacity.
- d. During 2005-06 acquire or work with a developer to add more residential space and develop a cycle to remove and renovate older existing housing.
- e. During 2005-06 and 2006-07 finalize plans to renovate and enhance Athletic facilities.
- f. During 2007-08 and 2008-09 continue to evaluate the existing Student Center and develop a renovation plan or plans for a new state-of-the art facility and provide more space on campus for student gathering, study and dining.
- g. During 2007-08 plan for developing the university-owned property at 5920 City Avenue.
- h. During 2008-09 identify options for a University Gallery for display of growing art collections.
- i. Continue to review current classroom usage and scheduling practices to maximize the use of current space.
- j. Continue to evaluate each opportunity to acquire property at the perimeter of campus to provide options for residence space and additional office space.
- k. Expand and maintain a reliable, secure, flexible technology infrastructure in support of teaching, learning, research and administrative mission of the university.
- l. Enhance access to information, electronic services and communications for the university community and its extended stakeholders.
- m. Continue to evaluate campus buildings for handicapped accessibility and provide reasonable accommodations.

Campus Facilities Projects		
Project	Estimated Timetable	Potential Funding Sources
Episcopal Property Acquisition	2007-2008	Fundraising and borrowing
Science Center Renovations	2004-2008	Capital budget and fundraising
Library Renovations	2005-2007	Capital budget and fundraising
Classroom Expansion	2005-2007	Capital budget and fundraising
Additional Residence Space	2005-2008	Third party partnership
Athletic facilities renovations	2005-2007	Fundraising
Residence Renovations	2005-2010	Undetermined
Develop 5920 City Avenue	3 – 5 years	Undetermined
Student Center, new/renovate	5 years	Fees, corporations, vendors
Parking facility	5 years	Undetermined

Initiative 5. Strengthen the overall financial health of the institution; increase endowment, decrease tuition dependence, and carefully evaluate ongoing programs and new initiatives.

Preeminent institutions have financial resources that are more than sufficient to support institutional mission. Such institutions not only live within their available resources, but also generate additional resources to provide the highest quality educational core services and support services, and do so in excellent facilities. Indicators of good fiscal health for preeminent institutions are strong financial ratios and management ratios, that are consistent with investment grade university debt. By increasing its endowment, decreasing its tuition dependence, enhancing its contingency reserves, raising the level and participation rate of annual giving, increasing gift income and revenue from grants and contracts, and managing its operations in a more efficient and effective manner, Saint Joseph’s will strengthen its financial condition considerably and will develop a financial profile that is more consistent with those of preeminent institutions.

Goals:

- a. Through 2004-05 and 2005-06 conduct a process to analyze operating budgets and optimize resources across the university.
- b. By 2005-06 develop a process for reviewing and evaluating university programs and resource allocations, including an analysis of the annual operating budget.
- c. Incorporate the following targets into the university’s annual operating budget:
 - Budget an annual surplus/contingency reserve at a minimum of 2% of the total operating budget.
 - Maintain the freshman tuition discount rate at 28% (overall rate of 26%).
 - Dedicate funds for the capital budget in an amount equivalent to a minimum of 50% of annual depreciation expense.

- Establish a new programs committee to identify a goal for non-tuition revenue.
- d. During 2005-06 develop a strategy, including outsourcing options, for increasing student housing capacity in order to accommodate a resident student rate of 75% of total undergraduate enrollment within the next five years.
- e. Continue to strengthen the link between strategic planning and budgeting at the university; develop a three- to five-year financial plan with a corollary enrollment management plan, fundraising plan, and capital plan; incorporate such plans into the annual budgeting process.
- f. During FY06, conduct a thorough credit assessment of the university's debt rating and evaluate the feasibility of obtaining investment-grade debt rating within the next three years.
- g. Increase the annual fund's contribution to the operating budget to \$3.3 million and alumni participation rate to a minimum level of 25% by 2007-08. Educate current students about the importance of giving annually.
- h. Increase the university's endowment to \$150 million by May 31, 2010, through a combination of fundraising gifts, planned annual operating surpluses, and positive investment returns.
- i. Increase major gifts from parents, corporations and foundations by a minimum of 5% per year over the next five years.
- j. Increase government grants, appropriations and contracts primarily for program specific projects.
- k. Increase sponsored research grants to \$10 million annually.

Initiative 6. Continue focus on a vibrant campus life through increasing proportion of undergraduates in residence and improving programs, activities and facilities.

One of the hallmarks of a preeminent university is the existence of a vibrant campus culture which promotes intellectual curiosity and which stimulates learning. Saint Joseph's University aims, therefore, to provide a stimulating living/learning environment which produces among the members of its community a rich intellectual culture. Such an environment assumes a critical mass of undergraduates who live, learn, socialize and play together, and whose formal learning in the structured academic curriculum is complemented and enhanced by the kind of learning that takes place in full spectrum of campus life. Therefore, a vibrant campus requires an increasing proportion of undergraduates in residence and facilities, programs, and activities to build and sustain a rich intellectual and social culture. A vibrant campus includes graduate students active and engaged in events and programming.

Goals:

- a. By 2006 develop a financial plan for new residence hall construction and for cyclic renovation/replacement of existing residence halls to meet the goal of 75% of undergraduates in residence. The ability to offer four years of attractive housing options will improve the university's ability to compete for excellent students.
- b. During 2005-06 and 2006-07 create a vibrant learning space which will provide 24-hour access and which will encourage student research and collaborative learning.

Promote an environment for students and faculty to learn together. This area may be linked to the Student Center.

- c. Link class assignments and living assignments for incoming students to encourage a living-learning environment in the freshmen residence halls by Fall 2007. Find ways to reward faculty and staff for engagement in these living-learning communities. By 2008-09 further encourage the living-learning and academic housing options by creating appropriate living space and incentives for faculty to live in residence with students.
- d. By 2007-08 develop additional programs to involve alumni and parents in campus activities, and provide opportunities for additional interaction between students and alumni.
- e. During 2007-08 renovate and enhance Athletics facilities to support increase capacity, student recreational space, and work space for staff supporting 20 varsity sports and an active intramural and recreation program.
- f. In order to support the increased number of students in residence, develop plans to renovate or build a new Student Center. This will increase campus engagement of students, faculty and staff. Accomplish this through 24-hour availability of group and individual study areas, socializing, programs, student offices, cultural offerings, career development, and dining options.
- g. Increase the number of campus athletic fields for intramural and varsity play by 2008-09. To increase a sense of community, such fields should be easily accessible and provide spectator seating.
- h. Become nationally known for developing leaders by 2009-10. Offer a comprehensive leadership program to develop transferable leadership skills that would be assessed 5 to 10 years after graduation.
- i. Once the 75% goal for undergraduates has been reached, develop housing options for full-time graduate students, thus adding to the diversity and academic environment of the university.
- j. Overcome impediments to student academic success and personal well-being through the development of comprehensive alcohol education programs and mental health services.
- k. Continue collaborative programming across the university. Encourage partnerships among Student Life, Academic Affairs, Campus Ministry and the Library as a way to improve the intellectual vibrancy of the campus.
- l. Develop programs which focus on the development of spirit, intellect and purpose to produce graduates associated with the best traditions in Jesuit education, namely, leaders with a conscience.
- m. Continue to challenge students to engage in moral discernment reflecting Catholic values in a variety of ways—through educational programs, mentoring of student clubs and organizations, action and reflection on service projects, links to ethics programming, through the student discipline process, and in one-on-one conversations.
- n. Encourage a partnership between faculty members and student life staff to assist in all aspects of advising and mentoring students.
- o. Showcase student talent, activities, and achievement both internally and externally.

Initiative 7. Build effective community partnerships that enhance the environment of the university and its local neighborhoods.

The intellectual and social fiber of preeminent universities expands well beyond their immediate physical boundaries. Saint Joseph's plans to become more fully engaged with its local communities (particularly Wynnefield, Overbrook and Lower Merion) for a number of reasons: to make a positive and significant impact in the larger community, to fulfill our mission to community service and service learning; to provide creative opportunities for physical expansion as its enrollment and resident numbers grow; and to support a strong base of family homes and a desirable retail district in the neighborhoods. Saint Joseph's desire to enhance its living/learning environment is tied, therefore, to a plan for strong and mutually supportive community relationships.

Goals:

- a. Provide structures and partnerships that revitalize the areas surrounding the campus:
 - Complete the creation of a community development corporation—Wynnefield Overbrook Revitalization Corporation (WORC) in 2004-05.
 - Strengthen formal partnership with the School District of Philadelphia, specifically Overbrook High School and Gompers Elementary School.
 - Strengthen academic/educational community partnerships, such as the Program with Wagner Free Institute of Science, Summer Bridge, Holy Name summer camp, Summer Reading Clinic, Partnerships with the Philadelphia Public Schools.
 - Maintain an active involvement in the City Avenue Special Services District.
 - Build the retail and parking facility on 54th Street by 2006-07.

- b. Develop programs that provide opportunities for enriching interaction between Saint Joseph's and its neighbors and community organizations:
 - In 2004-05, begin to identify programs to enhance the security of the surrounding neighborhoods.
 - Broaden service learning opportunities for local and neighborhood students beginning in 2005-06 and continuing throughout the life of the plan.
 - Create a community and alumni continuing education program by 2006-07.
 - Develop and fund a scholarship program targeted at local students by 2007-08.
 - Provide mortgage assistance options to allow faculty and staff to purchase homes within Wynnefield and Overbrook by 2007-08.
 - Assist students in becoming respectful citizens in the neighborhood.
 - Devise summer academic programs for local talented middle and high school students by 2009-10.

Assessment

Any effective strategic plan must include an assessment process for measuring the university's progress toward the goals it has set for itself. Toward this end, a systematic and planned yearly evaluation will be distributed university-wide and will enable Saint Joseph's to continuously refine and improve its performance. Assessment activities are thus an essential element in the life of any critical and self-reflective institution.

A corollary University assessment plan is currently under development. This integrated institutional assessment plan includes specific goals, timetables and vehicles for evaluating progress in achieving those goals. Assessment of Institutional Effectiveness and Student Learning Outcomes are the central elements of that plan. Each office and program will establish effectiveness measures and benchmarks. Clear student learning goals and mechanisms for evaluating student learning outcomes at the department, program, college and institutional levels are to be established.

At Saint Joseph's University the purpose of assessment is to realize the Jesuit ideal of the *magis*, seeking "the more" and "the better" in all things. Assessment data should lead to demonstrable changes aimed at sustaining our strengths, making necessary improvements and striving for more.

Measures by Initiative:

1. Promote excellence in the teacher/scholar model and provide an atmosphere that encourages and trains our students to be intellectually curious throughout their lives.
 - Increase the number of team taught courses and courses with interdisciplinary perspectives
 - Increase the number of freshman seminars from 27 in Fall 2004 to 60 in Fall 2009
 - Develop faculty workload benchmarks
 - Increase funding to support at least 70 grants annually for students who engage in independent and/or collaborative research with faculty
 - Increase the number of faculty summer research grants as well as the amount awarded for each grant
 - Increase the number of credit-bearing internships by 25% over the next five years
 - Increase the number of service learning courses from 30 sections per year to 60 sections per year over the next five years
 - Increase the number of undergraduates who participate in the semester abroad program from 100 to 200 students per year
 - Increase the number of guest lectures, living-learning seminars, and major public lecture series
 - Expand and strengthen the advising system. Monitor student responses related to advising in CSS, NSSE and retention interviews
 - Assure that within two years every course syllabus contains at least three clearly stated learning objectives and that graded student assignments clearly link to those objectives
 - Increase the number of course development grants (on-line courses, increased rigor, etc.)

- Increase the number of endowed chairs
 - Survey alumni and ask how choice of major and involvement in research at SJU affected career
 - Provide a centralized space dedicated to faculty development including the Teaching Institute
2. Proclaim and strengthen the Catholic and Jesuit identity of Saint Joseph's while promoting diversity throughout the university.
- Develop the administrative position descriptions, recruit and hire VP for Mission and Director of Diversity Initiatives.
 - Increase the proportion of minority students in all divisions of the university
 - Increase the proportion of minority and women faculty, staff and administrators
 - Increase the proportion of community service experiences and the number of individuals participating
 - Increase the number of service learning courses and the number of individuals participating
 - Develop mechanisms for hiring faculty who are able to contribute to the Catholic intellectual tradition on campus
 - Increase the proportion of women and minority trustees
3. Identify and strengthen the signature programs at the university.
- Develop selection process in Fall 2004
 - Name the initial programs in Fall 2005 and continue to name programs throughout
 - Evaluate the selection process periodically
 - Measure change/improvement to academic profile and image
 - Track number of students accepted into highly regarded graduate and fellowships programs
4. Provide the best in facilities and related technology infrastructure for our faculty, staff and students.
- Add classroom and office space
 - Increase the availability of parking
 - Add 24/7 study space
 - Increase space for student use
 - Increase student resident spaces available to accommodate 75% of undergraduates
 - Improve utilization of existing classroom space
5. Strengthen the overall financial health of the institution; increase endowment, decrease tuition dependence and carefully evaluate ongoing programs and new initiatives.
- Maintain freshman tuition discount rate at 28%
 - Increase planned surplus/contingency funding
 - Increase annual operating gifts to \$3.3M annually
 - Measure senior class gift program participation
 - Increase endowment balance to \$150M by 2009-10
 - Increase major gifts: parents, corporations and foundation giving

- Increase government grant appropriations
- Increase sponsored research grants to \$10M annually

6. Continue focus on a vibrant campus life through increasing proportion of undergraduates in residence and improving programs, activities and facilities.

- House 75% of undergraduate students in on-campus facilities
- Increase participation in living-learning programs
- Increase the number of academically oriented housing options available to students
- Increase programs to involve parents; alumni
- Reduce the number of alcohol-related incidents
- Promote student academic talent on campus and to external constituencies
- Survey alumni 10 years post-graduation

7. Build effective community partnerships that enhance the environment of the university and its local neighborhoods.

- Provide assistance to establish WORC, especially with opening a recreation center
- Assist in developing grant proposals to secure funding for WORC projects
- Track and increase the number of Philadelphia teachers (from public and parochial schools) who participate in Educational programs
- Track and increase the number of neighbors (members of the Wynnefield, Overbrook and Lower Merion communities) who participate in campus events
- Identify the progress and success of the Summer Bridge students
- Benchmark campus and community crime statistics; develop strategies to enhance safety and decrease crime rates
- Survey neighbors to determine their sense of neighborhood health and safety as well as their educational interests

Conclusion

Saint Joseph's University has experienced a decade of unprecedented growth and change, while maintaining its core values and strengthening its programs, faculty, and student body. The challenge going forward is to provide the climate, resources, and momentum to achieve preeminence. Preeminence is defined by university achievements and by the real outcomes experienced by our graduates. The ability to achieve the educational mission and these far-reaching goals depends upon the strength of the academic community—the faculty, administration, staff and students of Saint Joseph's University. Each division of the university will begin the process of developing plans to achieve the hallmarks of preeminence in the years to come.

IPC membership 2003-04 and 2004-05:

Kathleen Gaval, VP/Assistant to the President, Chair
Lisa Baglione, Political Science
Nancy Childs, Food Marketing
Joseph DiAngelo, HSB
Linda Lelii, Student Life & Academic Development
John McCall, Philosophy and Management
Robert Moore, Sociology
Francis Morris, English
Richard Passon, Academic Affairs
Matthew Pellish '05
Brian Rizman '05
Patrick Samway, S.J, English
John Tudor, Biology
Brice Wachterhauser, CA&S
Peter Zurbach, Chemistry
Amy Bosio, Budgeting & Forecasting
Dawn Burdsall, Planning & Assessment
Timothy R. Lannon, SJ, ex-officio

Appendix I

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 person" (*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

APPENDIX II

SWOT Analysis Worksheet – Saint Joseph’s University

SWOT Analysis is a very effective way of identifying our own **S**trengths and **W**eaknesses, and of examining the external **O**pportunities and **T**hreats we face. Carrying out an analysis using the SWOT framework helps us to focus our efforts on maintaining strengths, addressing weaknesses, as well as strategies for maximizing opportunities and minimizing threats.

FACULTY

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> Dedicated, hard-working, caring staff and faculty 	<ul style="list-style-type: none"> SJU has a high proportion of part-time faculty teaching in the UC and Graduate divisions; we have made slow progress in reducing these numbers 	<ul style="list-style-type: none"> External funding opportunities exists to support research centers and more grants. 	<ul style="list-style-type: none"> Continuing need to remain competitive in the job market to attract and retain faculty
<ul style="list-style-type: none"> Quality of full-time faculty (99.5% of tenure-track faculty have terminal degrees; 90.5% of all tenure, tenure-track, and term appointments hold a terminal degree) 	<ul style="list-style-type: none"> Disengaged junior faculty re: governance 	<ul style="list-style-type: none"> Students are willing and eager to participate in research projects with faculty mentors. (Current NSSE survey shows that over 25% of all freshmen surveyed expect to participate in research with faculty.) 	<ul style="list-style-type: none"> Declining number of doctorally-qualified faculty in some disciplines limits potential employment opportunities for the university
<ul style="list-style-type: none"> Newer faculty 	<ul style="list-style-type: none"> Declining on-campus faculty presence due to parking, off-campus teaching, etc. 	<ul style="list-style-type: none"> Potential exists to increase the number of endowed chairs and attract donors to support them. 	<ul style="list-style-type: none"> National trend to increase the use of part-time faculty
<ul style="list-style-type: none"> Faculty active in scholarly publications 	<ul style="list-style-type: none"> Need for resources for faculty development funds 		
<ul style="list-style-type: none"> We have a reputation for excellent teaching and student faculty interaction. 	<ul style="list-style-type: none"> Lack of communication and cooperation between faculties in Arts and Science and Business 		
<ul style="list-style-type: none"> SJU has strong research-minded faculty. 	<ul style="list-style-type: none"> Faculty expectations of students are not sufficiently rigorous; students not challenged to their potential 		
<ul style="list-style-type: none"> International presence 	<ul style="list-style-type: none"> Need university-wide commitment to values of equal opportunity, diversity, family-friendly work environment, faculty and student empowerment 		
	<ul style="list-style-type: none"> Inconsistent faculty review (workload, tenure review requirements, compensation) 		

APPENDIX II
STUDENTS

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Applications increasing with higher quality students 	<ul style="list-style-type: none"> • Changing economic base of undergraduate students (very different than past); we seem to be less concerned with serving students from “working class” backgrounds 	<ul style="list-style-type: none"> • Students are looking for opportunities to participate in study abroad opportunities. (Current NSSE survey shows that over 40% of all freshmen surveyed expect to study abroad.) 	<ul style="list-style-type: none"> • Efforts to increase a diverse student population will be challenging – Nationally 65% of the population growth will be within the ethnic minority groups; however PA will remain significantly white (82% projected by 2010)
<ul style="list-style-type: none"> • High interest from students (long waiting list) 	<ul style="list-style-type: none"> • Have difficulties with attracting and retaining students of color 	<ul style="list-style-type: none"> • The local environment is a diverse population from which we could recruit students. 	<ul style="list-style-type: none"> • Increase in number of students who arrive at college with mental health needs/issues
<ul style="list-style-type: none"> • Many students on campus participate in various activities and projects. 	<ul style="list-style-type: none"> • Student expectations about reading loads and challenge; culture of looking for the “easy way” 	<ul style="list-style-type: none"> • More parents are showing greater interest in activities of their college age students (see Howe’s research on “helicopter” parents who hover over students on campus). 	<ul style="list-style-type: none"> • Intense competition for students; new for-profit competition, particularly with adult part-time learners
<ul style="list-style-type: none"> • Increased interaction of faculty and students outside the classroom through intentional programs and services 	<ul style="list-style-type: none"> • Student engagement in campus leadership positions on campus could be higher 	<ul style="list-style-type: none"> • Between 2000 and 2013 the number of HS graduates is expected to increase nationally by 11%. 	<ul style="list-style-type: none"> • Only 8.4% of students attend institutions that charge \$24,000 or more for tuition per year
<ul style="list-style-type: none"> • As Executive programs mature more graduates of these programs exist to become involved in alumni programs. 	<ul style="list-style-type: none"> • Perception that academic dishonesty is a significant concern 	<ul style="list-style-type: none"> • Many post-graduate fellowship and scholarship programs exist for which SJU students are qualified. 	<ul style="list-style-type: none"> • 73% of full-time students (80% overall) attend public colleges and universities
<ul style="list-style-type: none"> • Alumni very well placed in “career positions” 	<ul style="list-style-type: none"> • Low yield as it relates to higher quality students (particularly with minority students) 	<ul style="list-style-type: none"> • Math SAT scores of all test takers have increased by 16 points over the past decade. 	
<ul style="list-style-type: none"> • Strong student leadership opportunities 		<ul style="list-style-type: none"> • Approximately half of college bound students plan to pursue advance degrees. <i>from College Board, 2003 data</i> 	
<ul style="list-style-type: none"> • There has been a steady increase in the number of applicants to the UG Day population. 			
<ul style="list-style-type: none"> • Strong student athlete presence and support 			
<ul style="list-style-type: none"> • Variety of housing options 			

APPENDIX II PROGRAMS

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> AACSB, Beta Gamma Sigma, and Phi Beta Kappa recognition place University in higher tier of universities 	<ul style="list-style-type: none"> Only incremental steps have been taken to focus on diversity (programming, hiring, student recruitment, scholarship, awareness education) 	<ul style="list-style-type: none"> The growth of Distance Learning provides opportunities for niche programs and increased outreach to potential students. 	<ul style="list-style-type: none"> Focus on distance learning and non-traditional programs to fill gap of decrease in traditional enrollment from PA
<ul style="list-style-type: none"> The quality and quantity of Living and Learning and other structured programs 	<ul style="list-style-type: none"> Lack of flexibility in GER prevents students from developing interesting academic programs (ie, minors, certificates) 	<ul style="list-style-type: none"> The Hispanic population in the US is growing and the predominant religion among Hispanics is Roman Catholic. 	<ul style="list-style-type: none"> Service learning now in almost all liberal art school curriculums neutralizing this as an SJU point of differentiation
<ul style="list-style-type: none"> SJU Honors Program and opportunities for departmental Honors 	<ul style="list-style-type: none"> Perception that SJU is not associated with strong academic programs 	<ul style="list-style-type: none"> Comprehensive curriculum review is underway. 	<ul style="list-style-type: none"> Non-traditional competitors eroding University College student population
<ul style="list-style-type: none"> Strong assessment and program review of student support services 	<ul style="list-style-type: none"> Opportunities for student research limited to small number of programs in University 	<ul style="list-style-type: none"> There is growth in the popularity of distance education as a vehicle for delivering educational services. 	<ul style="list-style-type: none"> Issues within the Catholic Church
<ul style="list-style-type: none"> Strong foundation in liberal arts 	<ul style="list-style-type: none"> Lack of “Institutes/Centers” to encourage faculty research and/or scholarship 	<ul style="list-style-type: none"> International partnerships in higher education are growing. 	
<ul style="list-style-type: none"> Rich offering of UG and graduate and graduate study tours of compelling substance and destination 	<ul style="list-style-type: none"> Fewer opportunities for HSB students to participate in the Honors Program 	<ul style="list-style-type: none"> “Postsecondary education is more important in today’s knowledge workplace.” <i>from Affordability in Higher Education Act</i> 	
<ul style="list-style-type: none"> Active visiting speaker programs on topic of mission and faculty interest 	<ul style="list-style-type: none"> Lack of internal motivators and incentives to create/develop new programs 	<ul style="list-style-type: none"> Multidisciplinary studies attract students. 	
<ul style="list-style-type: none"> SJU Freshmen seminar program 	<ul style="list-style-type: none"> Unrealized potential of interdisciplinary programming between CA&S and HSB 	<ul style="list-style-type: none"> The local Philadelphia area has many cultural activities. 	
<ul style="list-style-type: none"> Active Beta Gamma Sigma, Sigma Xi, and Pi Beta Kappa honoraries 	<ul style="list-style-type: none"> Lack of continuing education programs to involve immediate neighborhood community 	<ul style="list-style-type: none"> Students are attracted to 5 year BS/MS programs. 	
<ul style="list-style-type: none"> Potential to add programs/majors/colleges (i.e., Communications major, College of Education, Law School) 	<ul style="list-style-type: none"> Academic Advising <ul style="list-style-type: none"> ❖ Training ❖ Availability (coordination) 	<ul style="list-style-type: none"> Alumni participation in Legacy Day and other alumni events on campus is growing. 	
<ul style="list-style-type: none"> Special distinctive academic programs 	<ul style="list-style-type: none"> Career Services needs to return to main campus 		
<ul style="list-style-type: none"> ERDLC 	<ul style="list-style-type: none"> Weak coordination of academic advising system 		

APPENDIX II
FINANCES

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> Alumni “feelings” for University are very positive 	<ul style="list-style-type: none"> Tuition dependence and small endowment opportunities for support for “excellence” 	<ul style="list-style-type: none"> Partnerships with private, “third parties” are becoming a popular way to fund projects in higher education. 	<ul style="list-style-type: none"> Dependence on tuition as primary source of revenue creates vulnerabilities within our competitive group
<ul style="list-style-type: none"> Alumni very well placed in “career positions” 	<ul style="list-style-type: none"> Low alumni participation rate at all levels of fundraising 		<ul style="list-style-type: none"> General feeling of Americans that college is too expensive
<ul style="list-style-type: none"> Research funds have been increasing (still would like to have more) 	<ul style="list-style-type: none"> Low endowment giving, low returns 		<ul style="list-style-type: none"> Local, state and county economy
<ul style="list-style-type: none"> Scholarship/discount rate at SJU lower than competitors 	<ul style="list-style-type: none"> Insufficient scholarship funds for recruiting diverse student population 		<ul style="list-style-type: none"> In weak economy, giving at all levels - foundation, individual and corporate – is lower
	<ul style="list-style-type: none"> Support for faculty pedagogy not as strong as support for faculty research 		<ul style="list-style-type: none"> Most students will require financial assistance to attend college
	<ul style="list-style-type: none"> Lack of Financial Aid for part-time students in Graduate and University College (for those without corporate tuition remission programs) 		
	<ul style="list-style-type: none"> Corporate, foundation and individual giving rates could be higher 		

APPENDIX II
FACILITIES & INFRASTRUCTURE

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Better technology than many institutions (Chronicle article) 	<ul style="list-style-type: none"> • Constrained infrastructure <ul style="list-style-type: none"> ❖ Space limitations in classrooms, residence halls student recreational facilities (including Fieldhouse) and parking ❖ Lack of university owned space for growth 	<ul style="list-style-type: none"> • A property adjacent to campus is available for acquisition (Episcopal Academy). 	<ul style="list-style-type: none"> • Safety issues in neighborhood
<ul style="list-style-type: none"> • Variety of housing options 	<ul style="list-style-type: none"> • Science facilities in dire need of renovation 	<ul style="list-style-type: none"> • SJU's location is convenient to both the city of Philadelphia and to the surrounding suburbs. 	
<ul style="list-style-type: none"> • Incremental steps in facility upgrades, faculty support, technological upgrades 	<ul style="list-style-type: none"> • Student Center in need of expansion and enhancement 	<ul style="list-style-type: none"> • Many cultural and community-based opportunities exist in the local area. 	
<ul style="list-style-type: none"> • Campus construction – new facilities 	<ul style="list-style-type: none"> • Library hours and space (desire for extended hours and more flexible study environment) 	<ul style="list-style-type: none"> • Suburban sprawl in communities in Southeastern PA (to Chester County among other areas) continues to occur. 	
<ul style="list-style-type: none"> • Attractive campus – urban oasis 	<ul style="list-style-type: none"> • Basketball facility too small to attract better teams or encourage alumni to return to campus 		
	<ul style="list-style-type: none"> • Lack of comfort and familiarity with popular public-private financing models 		

APPENDIX II
IMAGE & MARKETING

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • Strong regional reputation and recognition 	<ul style="list-style-type: none"> • Not widely known as a highly selective, regionally recognized, mid-size masters level Jesuit university with a residential campus 	<ul style="list-style-type: none"> • Many institutions of higher education have parlayed successful athletic programming into a helpful and meaningful recruitment tool. 	<ul style="list-style-type: none"> • Expansion of 4 year college competition in Camden, NJ (Rowan, Rutgers, SJ, NJIT) and Great Valley, LaSalle in Bucks County, etc.
<ul style="list-style-type: none"> • Location – close to both the city and the suburbs 	<ul style="list-style-type: none"> • Identity in the market is “old, out of date and not accurate”; need to develop identity that reflects present day Saint Joseph’s 	<ul style="list-style-type: none"> • Colleges and universities can be catalysts for energizing and enhancing our local community. 	<ul style="list-style-type: none"> • Service learning now in almost all liberal art school curriculums neutralizing this as an SJU point of differentiation
<ul style="list-style-type: none"> • Recognition of the basketball program(s) 	<ul style="list-style-type: none"> • New national ranking of Business School is not promoted to increase national/regional recognition 	<ul style="list-style-type: none"> • A racially, ethnically and economically diverse population exists in the Philadelphia metropolitan area. 	<ul style="list-style-type: none"> • Community relations – need to effectively manage
<ul style="list-style-type: none"> • Consistently rank within top 15 institutions of Master’s Level I North Region 	<ul style="list-style-type: none"> • Accomplishments in Arts & Sciences re: grants, research, and faculty accomplishments not promoted to increase recognition 		<ul style="list-style-type: none"> • Fewer people aware of the significance of what a “Jesuit Education” means
<ul style="list-style-type: none"> • Recent incoming undergraduate students coming from a wider geographic recruiting region dramatically expands our name recognition 	<ul style="list-style-type: none"> • Marketing/Promotion of Graduate and University College programs are not focused and are disjointed, and outside the responsibility of those responsible to administer the programs 		<ul style="list-style-type: none"> • Focus on distance learning and non-traditional programs
<ul style="list-style-type: none"> • Our students – many talented students in varied areas, need to showcase 			<ul style="list-style-type: none"> • Continued erosion of local employment market for graduates
<ul style="list-style-type: none"> • Great things going on throughout campus, need to involve greater number of people (communicate better) 			<ul style="list-style-type: none"> • The vast number of four-year colleges in the area makes getting our voice heard (in the media) that much more difficult
			<ul style="list-style-type: none"> • Managing/muddling through local politics

APPENDIX II
MISSION & IDENTITY

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> Staff/faculty committed to Jesuit ideals of academic achievement, service and justice; Students and faculty are socially concerned and involved 	<ul style="list-style-type: none"> Changing economic base of undergraduate students (very different than past); we seem to be less concerned with serving students from “working class” backgrounds 	<ul style="list-style-type: none"> Education in the Jesuit tradition is well respected. 	<ul style="list-style-type: none"> Declining number of Jesuits creates challenges to maintain mission and recognition as “Jesuit University”
<ul style="list-style-type: none"> Students committed to service, note Hand-in-Hand, Up-Til-Dawn 	<ul style="list-style-type: none"> Lack of sufficient courses in Catholic intellectual tradition 		
<ul style="list-style-type: none"> Multi-level approach to incorporating students, faculty, staff, and alumni in fostering the mission of SJU (curricular, out-of-classroom, service learning, Director of Alumni Service) 	<ul style="list-style-type: none"> Lack of required theology courses in Catholic Thought 		
<ul style="list-style-type: none"> Increased interaction of faculty and students outside the classroom through intentional programs and services 			
<ul style="list-style-type: none"> Campus Ministry programs and our commitment to and action regarding social justice make us very attractive to some students (Catholic and non-Catholic alike) 			

APPENDIX II
ADMINISTRATION

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> • New president/new vision 	<ul style="list-style-type: none"> • Sometimes make decisions in isolation, without considering the impact on all University constituencies and/or not building time into processes to allow for feedback 	<ul style="list-style-type: none"> • Area civic organizations are willing to work with SJU. 	<ul style="list-style-type: none"> • Increase town/gown tensions created by more students living in the surrounding neighborhoods
<ul style="list-style-type: none"> • Senior operations administrators and academic administrators with significant experience in their respective fields 	<ul style="list-style-type: none"> • Need better communications among University departments about major initiatives 		<ul style="list-style-type: none"> • Continuing need to meet Affirmative Action goals for race and gender to maintain eligibility for federal grants.
<ul style="list-style-type: none"> • New leadership team 	<ul style="list-style-type: none"> • Perceived ineffectiveness of Human Resource function 		<ul style="list-style-type: none"> • Continuing need to meet NCAA standards to maintain eligibility
	<ul style="list-style-type: none"> • Parent complaints – Customer service in some offices (Student Services – specifically not being able to talk to a person, always getting a machine) 		<ul style="list-style-type: none"> • Efforts to increase a diverse student population will be challenging
	<ul style="list-style-type: none"> • Lack of a central, organized effort to increase overall diversity 		
	<ul style="list-style-type: none"> • Sporadic and inconsistent academic program review processes and assessment 		
	<ul style="list-style-type: none"> • Better use of technology to increase efficiencies for part-time programs re: application process, registration, and dissemination of information 		
	<ul style="list-style-type: none"> • Need university-wide commitment to values of equal opportunity, diversity, family-friendly work environment, faculty and student empowerment. 		

APPENDIX II
INFORMATION TECHNOLOGY

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none"> Standards-based network and telecommunication architecture enables high-speed connectivity throughout the entire campus 	<ul style="list-style-type: none"> Need for a sustainable, recurring source of funds for technology expansion and renewal; a number of key systems are past due for replacement 	<ul style="list-style-type: none"> There is increased student expectation for flexible, distributed learning opportunities (especially by non-traditional students.) 	<ul style="list-style-type: none"> Major paradigm shift in Information Technology that may have major resource implications
<ul style="list-style-type: none"> Full-integrated Enterprise systems (i.e. Banner) 	<ul style="list-style-type: none"> On-going need to analyze the Course Management System with regard to faculty and student needs and ever-changing technological advances 	<ul style="list-style-type: none"> There is a greater expectation of senior level management for information access to assess "institutional health". 	
<ul style="list-style-type: none"> Advanced instructional technology has been deployed throughout campus 	<ul style="list-style-type: none"> Vision for distributed learning is not clearly defined 	<ul style="list-style-type: none"> Demand for wireless service delivery and the use of mobile technology is increasing. 	
<ul style="list-style-type: none"> Strong relationships with technology partners like Sun Microsystems, Sungard, and SCT 	<ul style="list-style-type: none"> Early involvement of Information Technology in the planning process for University initiatives with faculty and technology implications 	<ul style="list-style-type: none"> Prospects, parents and alumni now expect access to the University's <i>personal</i> web services. 	
<ul style="list-style-type: none"> Retention of highly-skilled IT staff provides stability and leverages "local knowledge" of the University's architecture and systems 	<ul style="list-style-type: none"> Recently-developed Information Technology plan is not linked to an up-to-date strategic plan for the University 	<ul style="list-style-type: none"> Jesuit consortium has been formed to promote Ignatian values through coordinated multimedia productions. 	
<ul style="list-style-type: none"> Campus community has access to convenient, secure, personal services via My SJU, the University's information portal 	<ul style="list-style-type: none"> Technology expertise within departments and technology funding varies significantly across the University leading to "haves" and "have nots" 	<ul style="list-style-type: none"> There is a demand for faculty who are able to use instructional technology in effective and innovative ways. 	
<ul style="list-style-type: none"> Infrastructure exists to deploy videoconferencing services from a number of classroom spaces on campus 	<ul style="list-style-type: none"> Videoconferencing technology remains prone to failure and difficult for most faculty members to use 		
<ul style="list-style-type: none"> University has the technology capacity to continue re-engineering key business functions to streamline operations and improve services 	<ul style="list-style-type: none"> Perception among students that some faculty are unable to meet students' instructional technology demands and expectations 		
	<ul style="list-style-type: none"> Not resourced for the demands of 7/24 IT support 		
	<ul style="list-style-type: none"> Current information portal will need to be upgraded or replaced 		