



Strategic Directions 2015

Saint John's University
Summary of Accomplishments and Achievements



Saint John's University
Strategic Directions 2015
Planning Vision

Saint John's University seeks to be one of the nation's great Catholic liberal arts colleges by providing the best holistic learning experience for men in the country.

We will inspire undergraduate men to new heights of intellectual, spiritual, physical and social development that is informed by ethical reflection and grounded in our Catholic and Benedictine tradition.

SJU Strategic Directions 2015



Saint John's University
Strategic Directions 2015

Extraordinary preparation for life, work, and leadership

Saint John's University will provide men with extraordinary opportunities that prepare them for productive lives of work, leadership, and service to the common good in a global context.

Academic Affairs

- Enhance academic opportunities that build on the distinctive strengths of Saint John's University, including:
 - The biological, environmental, and life sciences.
 - Business education embedded in a broad liberal arts foundation.
 - We completely revised the business curriculum to focus on Global Business Leadership, linking the program to liberal arts departments.
 - Appointment of Joseph DesJardins, a philosophy professor and expert in business ethics, to the new Ralph Gross Chair in Business and the Liberal Arts
 - Unique University initiatives outside of the College of Arts and Sciences.
- Empower students to attain academic success at a level consistent with the full extent of their talents and abilities.
- Strengthen linkages between liberal arts and sciences and professional preparation.
- Strengthen linkages between liberal arts and sciences and civic engagement and leadership.
- Develop and strengthen the internationalization and globalization of student learning.
 - In 2012, CSB and SJU together received the Paul Simon Award for Comprehensive Internationalization, two of just six institutions recognized that year. The Simon Award recognizes outstanding and innovative achievements in campus internationalization.
 - We have dedicated additional resources to academic advising and preparation for prestigious scholarships and fellowships. In 2014, three SJU students and graduates were awarded Fulbright fellowships, one student received a Truman Scholarship, and a recent graduate was a finalist for a Rhodes Scholarship.

Student Development

- **Strengthen student persistence in pursuing academic success through graduation.**
 - The Presidential Task Force on the Academic Success of Men resulted in implementation of a number of strategies to improve success and persistence of men, including
 - A four-year residency requirement.
 - A strengthened academic focus of First-Year Student Orientation.
 - Strengthened training for Resident Assistants to help them recognize and address residential issues likely related to the academic success of students.
 - Peer mentoring programs for underrepresented populations, international students, first generation students, and first-year students.
- **Empower students to engage life activities in ways that demonstrate personal growth and character development through interpersonal and intrapersonal maturation.**
 - We developed and implemented the SJU Residential Curriculum
 - We established the student-directed Men’s Development Institute (MDI)
 - The *FirstGen* coaching program was created and established
 - An activities calendar app was developed and launched
- **Empower students to develop their spiritual identity.**
 - Implemented the Graduate Assistant program to extend Campus Ministry Outreach to undergraduate students
 - Conducted a first-ever program review for SJU Campus Ministry.
 - Established a FOCUS (Fellowship of Catholic Undergraduate Students) chapter on the SJU campus.
 - Included a “spiritual development” strand of the Residential Curriculum in the RA programming model.
- **Empower students to engage in service and leadership development for the common good.**
 - Reorganized the department of *Student Activities and Leadership Development* under new leadership
 - Reorganized the leadership recognition program.
 - Established funding support for men engaged in service for social justice.
 - Reorganized the *Caritas Award* into the *Caritas Men of Extraordinary Service Award* with newly developed scholarship support. The award recognizes men who have made outstanding contributions to community.
- **Prepare students to be well-positioned for post-graduation opportunities.**
 - Created a “Career Explorations” course to help sophomore students understand dynamics and strategies for selecting a major and preparing for post-graduation opportunities
 - Completed program review for Career Services
 - We created the Office of Experiential Learning and Community Engagement (ELCE) in 2012. The program supports programs that allow students to integrate and apply knowledge and theory they gain in the classroom to real-world, hands-on learning environments. The office brings students, faculty, businesses, government partners, and non-profit organizations together to

create learning partnerships. In 2014, 2,170 CSB and SJU students participated in ELCE programming that included 210 CSB/SJU faculty and 213 community partners.

- **Strengthen the vitality of SJU athletic programming to enhance the recruitment, retention, and development of men.**
 - Completed first ever program review for Athletic Department
 - Succession planning and reorganization developed and implemented in Football
 - Increased travel funding to support student athlete travel
 - Institutionalized and expanded Athletic Training to meet the needs of non-varsity student athletes
- **Optimally promote and protect the health, safety, and well-being of students and the entire campus community.**
 - Conducted program review for Life Safety Services
 - Established 24-hour locked doors policy which has been fully implemented in non-apartment residence halls
 - Added one FT Life Safety Services officer
 - Implemented FR after hours on-call program

Saint John's University
Strategic Directions 2015

Exemplary liberal arts education in partnership with the College of Saint Benedict

Saint John's University will provide an exemplary liberal arts education with a shared focus on scholarship and creativity, mentorship, global citizenship, values-based leadership, and spiritual development.

Scholarship and Creativity

- Prepare graduates who are active learners, capable of independent learning, discover, and creativity and able to relate knowledge to daily life.
- Prepare graduates who are intellectual risk-takers pursuing bold ideas with self-confidence, rigor, and creativity.
 - In 2014, we developed a survey of young graduates to learn how well their CSB/SJU experiences contributed to their personal and professional development. Among 2009 and 2011 graduates,
 - 85% indicated that their experiences at CSB and SJU contributed significantly to their ability to learn effectively on their own.
 - 72% said that their experiences here prepared them well to contribute to creativity and innovation in their workplace.
 - 83% reported that their CSB/SJU experience prepared them well to take initiative in their professional life. 88% said they were well prepared to acquire and apply information to solve problems.
 - 78% indicted that their experiences here prepared them well to embrace challenge and accept risk in their careers and professions.
- Build a faculty of teacher/scholar/mentors who are actively engaged in cutting-edge scholarship and creative work.
- Build a professional staff actively engaged in cutting-edge scholarship and creative work.

Mentorship

- Prepare graduates who are self-confident and independent thinkers, who have been supported by close-working relationships with faculty and staff.
 - Among 2009 and 2011 graduates:
 - 87% said that faculty and staff at CSB and SJU recognized and appreciated their talents and helped to develop them.
 - 89% reported that the liberal arts education at CSB/SJU contributed significantly to their personal and professional development. A similar percentage (85%) said that as undergraduate students they developed an ability to distinguish unique perspectives others might not consider.
 - 85% described significant contributions to their intellectual self-confidence as undergraduate students.
- Prepare graduates who are academically and personally equipped for careers and/or graduate school.
 - Among 2009 and 2011 graduates:
 - 88% indicated that their experiences at CSB and SJU prepared them well for their career. 79% said that their academic major prepared them well for their profession.
 - 87% reported that their experiences here prepared them well to perform their work ethically and with integrity.
 - 90% indicated that their CSB and SJU experience prepared them well to think critically about complex issues.
 - 79% said they were well prepared to function successfully in a changing environment.
 - 66% of those who have already earned a graduate degree, are currently enrolled in a graduate program, or who planned to eventually obtain an advanced degree, indicated that their experiences at CSB and SJU prepared them well for graduate or professional school.
- Provide our students with opportunities for interpersonal and intrapersonal growth in ways characterized by realistic self-appraisal, self-esteem, ethics and integrity, relationships, independence and interdependence, and understanding of self as a gendered person.
 - We implemented an orientation program for new entering students that examines ethics and integrity around alcohol use and sexual activity.
 - Though only 16% of all 2014-15 SJU seniors indicated that they frequently participated in gender-specific programs and activities, 62% said that their experiences at SJU contributed significantly to their understanding of themselves as men (up from 52% in 2010)
 - The proportion of SJU seniors who indicated that the opportunity to attend a college for men was “very valuable” rose from 22% in 2010 to 38% in 2014. In total, three-quarters of all SJU seniors in 2014-15 described the opportunity to attend a college for men as either “very valuable” or “somewhat valuable.”

- The proportion of SJU seniors indicating that their experiences here contributed significantly to their understanding of issues related to gender rose increased from 45% in 2010 to 56% in 2014.

Global Citizenship

- **Graduates will demonstrate local and global intercultural competence.**
 - 62% of SJU seniors in 2014 indicated that their experiences at SJU contributed significantly to their understanding of people whose race or ethnicity was different than their own, up from 43% in 2010.
 - In 2014, 61% of SJU seniors indicated that CSB and SJU significantly encouraged interaction among students of different economic, social, and racial or ethnic backgrounds, up from 47% in 2010.
 - Much work remains however. The 2014 campus climate survey indicated that significant gaps exist between students of color and majority students in their experience of community and inclusivity at CSB and SJU. In addition, only half of all 2009 and 2011 graduates indicated that their experiences here prepared them well to work in a culturally diverse environment.
- **Students, faculty, and staff will represent diverse races, cultures, and socioeconomic backgrounds.**
- **Our students will seek opportunities to engage with others who have differing religious, political or personal views.**
 - In 2014, 48% of SJU seniors indicated that they frequently had serious conversations with students whose race or ethnicity was different than their own, up from 40% in 2010. The proportion who indicated that they frequently engaged in serious conversations with others whose religious beliefs, political opinions or personal values were different than theirs remained increased slightly, rising from 52% to 55% between 2010 and 2014.
- **Develop and strengthen the internationalization and globalization of student learning.**
 - In 2012, CSB and SJU together received the Paul Simon Award for Comprehensive Internationalization, two of just six institutions recognized that year. The Simon Award recognizes outstanding and innovative achievements in campus internationalization.
 - We have dedicated additional resources to academic advising and preparation for prestigious scholarships and fellowships. In 2014, three SJU students and graduates were awarded Fulbright fellowships, one student received a Truman Scholarship, and a recent graduate was a finalist for Rhodes Scholarship.

Values-based Leadership

- **Our graduates will lead with integrity, exhibit stewardship, and seek a socially-just world.**
- **Our graduates will be ethically responsible, committed and engaged citizens.**

- 87% of 2009 and 2011 graduates reported that their experiences here prepared them well to perform their work ethically and with integrity.
 - 63% of SJU seniors in 2014 indicated that engaging in community service was a very important or essential life objective (unchanged over the 2010 to 2014 period). 64% of seniors in 2014 described promotion of social justice issues as key life objectives (also unchanged from 2010).
 - 75% of 2014 seniors said that becoming a community leader was a very important or essential life objective, compared to 53% in 2010.
- Our graduates will actively pursue the common good through engagement with civic, religious, non-profit, and professional organizations.

Spiritual Development

- Our faculty, staff, and graduates will seek personal and spiritual growth throughout their lives.
 - 54% of SJU seniors indicated that integrating spirituality into lives was an essential or very important life objective, similar to the percentage in 2010 (57%). The proportion indicating that they frequently reflect on their lives through lens of their faith did not change (40% in both 2010 and 2014).
 - 60% of 2009 and 2011 graduates said that their experiences here contributed significantly to the understanding and practice of their spirituality.
- Our graduates will have the knowledge and skills to make career and life-style choices that lead to healthy, purposeful, and satisfying lives.
 - The vast majority of our young graduates land in professions for which they are well prepared and which provide them with meaningful work and professional opportunity. 82% of 2009 and 2011 graduates described their current occupation as work they find meaningful. 87% said that their current work provides them with opportunities to continue to grow and learn.

Saint John's University
Strategic Directions 2015

Powerful Catholic and Benedictine Experience

Saint John's University will unite the wisdom of the Catholic social teaching and intellectual tradition with the practicality of the common life envisioned by Saint Benedict

- **Students will gain the knowledge and tools to make ethical choices throughout their lifetimes.**
- **Graduates will lead with integrity and seek a socially just world.**
 - Among 2009 and 2011 graduates:
 - 88% indicated that their experiences at CSB and SJU prepared them well for their career. 79% said that their academic major prepared them well for their profession.
 - 87% reported that their experiences here prepared them well to perform their work ethically and with integrity.
- **Students, faculty, and staff will have enriching experiences in the Benedictine tradition.**
 - We initiated the Benedictine Institute to nurture in students, faculty, and staff, as well as alumni, parents, and friends, an understanding and appreciation of Benedictine tradition, spirit, and values, and of the many-faceted Catholic intellectual tradition. The Institute fosters interaction between the monks of Saint John's Abbey and the students, faculty, and staff of Saint John's University, promoting intellectual and scholarly activity between the College of Arts and Sciences, the School of Theology•Seminary, the Hill Museum & Manuscript Library, the Collegetown Institute for Ecumenical and Cultural Research, the Jay Phillips Center for Interfaith Learning, and *The Saint John's Bible*. Since 2010, the Institute has provided experiential programs for new faculty and staff to familiarize them with Saint John's history and the Benedictine character and ethos underlying it, sponsored visiting scholars to bring the Catholic intellectual tradition to bear on teaching and the curriculum, organized symposia on areas of particular interest to contemporary Benedictines, and hosted study trips for faculty, staff and alumni to Catholic and Benedictine sites.
- **Develop a highly effective professional staff with highly qualified graduate assistants and interns in the following areas: residential life, athletics, retreats, faith formation, social justice, liturgy, and music.**
- **Continue to enliven the retreat program at SJU.**
 - We created and implemented a new Sophomore Retreat program, a Eucharistic Retreat program, and Busy Man Retreat program. In addition, the FYRE (First Year Retreat Experience) program was enhanced to improve the experience for new entering students.

- Continue the introduction of traditional Catholic practices.
 - Campus Ministry provides a number of traditional Catholic opportunities for students, including Daily Mass, Stations of the Cross during Lent, and Adoration with Compline four times per week
- Establish a position for an additional full-time monastic in Campus Ministry.
 - Not addressed due to financial infeasibility
- Expand men's group opportunities.
 - Stable but not expanded
- Nurture and develop the relationship among Campus Ministry and student clubs such as Fides et Ratio and Magis.
 - Campus Ministry meets with leadership from Faith Based student clubs at least annually

Saint John's University
Strategic Directions 2015

21st Century Campus Community

Saint John's University will provide an exceptional learning environment for a diverse community of students, faculty and staff.

People: Student Composition

- **Consistently meet the first-year class goal of 465 to 485 new entering students.**
 - The new entering class averaged 479 over the fall 2010 to fall 2014 period. The largest class enrolled totaled 503 in fall 2010; the smallest totaled 449 in fall 2012. We monitor applications, acceptances, and enrollments on a weekly (and sometimes daily) basis, making mid-course corrections as necessary. Since 2010, we developed new recruitment strategies (e.g. new partnerships with athletic coaches and expanded counselor fly-in programs) and targeted new recruitment markets (e.g. Portland, Seattle, and the mountain west).
- **Maintain the academic quality of the new entering class.**
 - We achieved this goal. The average ACT college entrance exam score among new entering SJU students in fall 2014 was 25.3. The average for the 2010 to 2014 period was 25.6. The typical new SJU student places among the top 20% of all ACT test-takers nationally; 15% report scores in the top 5% in the nation. Nearly 1 in 7 new SJU students earned a grade point average of 3.9 or higher in high school.
- **Increase the geographic diversity of the student population.**
 - The plan indicated a target of 25% to 35% of student population coming from outside of Minnesota. In fall 2014, 25% of all new entering SJU students were from outside of Minnesota (20% from other states and 5% from outside the U.S.). New SJU students came from 25 states and 7 foreign countries. In fall 2010, students from outside of Minnesota comprised only 19% of new entering students.
- **Increase the racial and ethnic diversity of the student population.**
 - We have successfully met and surpassed the plan's 12% goal. The number of new entering students of color rose by 67% between fall 2010 and fall 2014. New entering students of color represented 18% of all new SJU students in fall 2014, the highest percentage and number in the University's history. SJU enrolled 225 first-year-to-senior enrollment of students of color in fall 2014 who in total comprised 14.6% of all students, also the highest percentage in the college's history.

- **Annually increase net revenue per student.**
 - The plan targeted average annual increases of 3-5% in net tuition revenue per student. The average increase across all students, first-year-to-senior, totaled 2.2% between FY 2010 and FY 2014, though the average masks significantly variability from year to year and within class cohorts.
- **Make steady progress increasing the number of first-generation students at SJU.**
 - Enrollment of first-generation has increased. First-generation students made up 24.3% of all new SJU students in fall 2014, compared to 21% in fall 2010.

People: Faculty Composition

The College of Saint Benedict and Saint John's University will appropriately recruit, hire, retain, develop and shape the faculty talent pool.

- **Shape the faculty talent pool in order to optimally serve our students.**
- **Ensure a competitive and sustainable faculty salary plan.**
 - We have consistently met our commitment to the faculty salary market basket goal throughout the planning period.
- **Sustain a culture that supports professional development for faculty.**
- **Reward excellence.**

People: Staff Composition

The College of Saint Benedict and Saint John's University will appropriately recruit, hire, retain, develop and shape their staff talent pool.

- **Ensure the college is optimally staffed with the necessary talent to achieve its mission and strategic goals.**
 - We completed a staff composition design in 2014 that reviewed position FTE, gender/age/diversity demographics, student-to-staff ratios, and turnover. Key leadership considerations from the study and design included continued analysis of student-to-staff ratios, succession planning within each division, and on-going assessment of benefits.
 - Human Resources has improved the training and support it provides to search committees to insure more effective hiring processes and to improve hiring success.
- **Sustain a culture that supports professional development for all administrative and support staff.**
 - Key focus areas in the past five years have included both leadership development and institutional risk management. Leadership develop programs for administrators and support staff were expanded to include advanced administrative courses focused on emotional intelligence and support staff courses focused on personal leadership, change and transition, and business writing basics.
 - We completed a comprehensive review of institutional risk management policies in 2014. Following the development or revision of multiple policies, administrative and support staff received specialized training on workplace development, Title IX/sexual misconduct policy, elimination of campus sexual violence, child protection policies, reporting of suspected child abuse, and protection of minors on campus.
- **Ensure a competitive and sustainable total compensation plan for administrative and support staff.**
 - In 2012 and 2013, we engaged Sibson Consulting to conduct a comprehensive review of our staff compensation program. The review was comprised of three phases: an assessment of market pricing, redesign of salary structure, and program implementation and training. We implemented a new compensation program on July 1, 2013. The compensation strategy includes a commitment to a sustainable program providing competitive salaries based on relevant markets and industries. It promotes internal equity and aspires to reward strong performance. As part of the new program, we added an automated market compensation tool to more effectively administer salary survey benchmarks. In 2014, we also completed a review of our employee benefits program to ensure it remains competitive.

- **Recruit and retain a richly diverse administrative and support staff that contributes to preparing students for work and service globally.**
 - Staff at CSB and SJU remain predominantly white, non-Hispanic. With the implementation of an automated recruitment/applicant tracking system, we have improved collection and tracking of the ethnicity of job applicants. The addition of new recruitment advertising sources as well as enhanced community outreach has positively impacted the diversity of our job applicant pools. We have experienced a small (two percentage point) increase in administrative and support staff from underrepresented staff over the past five years. Diversity recruitment remains a key focus area and priority.

Place: Environmental Sustainability and Stewardship

- **Reduce carbon emissions at SJU by 15% by 2015.**
 - We successfully reduced carbon emissions by just over 50% (largely because of a switch from coal to natural gas in our power plant).
- **Heighten awareness of environmental stewardship throughout the campus community.**
 - The continuation of the Sustainability Fellow and Committee has heightened the awareness and benefits of stewardship through energy saving projects and educational awareness.

Place: Facilities

- **Construct and maintain a distinct, high quality campus infrastructure.**
 - The University continues to maintain campus infrastructure in compliance with the long-standing standards. We have increased capital funding in both the E&G and Auxiliary budgets over the last five years.
- **Improve the mechanical and electrical efficiency of existing campus buildings.**
 - We have made great strides in retrofitting the campus to enable building specific metering and control, which has led to energy savings.

Saint John's University
Strategic Directions 2015

Maximize Financial Performance

Saint John's University will maximize its resources in support of its vision and to sustain the University for the long-term.

- **Strengthen the University's financial position in support of its strategic vision and aspirations:**
 - **Improve financial performance and financial rating position.**
 - Although we have experienced operational weakness due to enrollment volatility and discounting demand , we have strengthened the University's financial position as measured by the CFI index that now stands at 9.0
 - **Increase the size of the endowment**
 - The University's endowment now stands at \$169M as of June 30,2014 as compared to \$129M in fiscal 2010.
 - **Identify funds necessary to support *Strategic Directions 2015* initiatives.**
 - Although we continue to face operating challenges due to market and economic change, we have successfully aligned cost infrastructure to the realities of changing revenue streams. In recent years, we have reduced or reallocated more than \$3.5 million in operational spending to insure fiscal balance.

Key Indicators:

- **Implement net pricing strategies to increase net tuition per student by 3% and 5% per year.**
 - We have fallen short on this goal due to economic and market conditions that have led to increased discounting pressures driven by heightened price sensitivity.
- **Increase annual fund giving to the College of Arts and Sciences by 5% per annum.**
 - Giving after the recession slowed the growth of annual fund gifts. We currently budget for a 3% increase per annum.
- **Raise \$3M annually for endowment for the College of Arts and Sciences.**
 - This has been accomplished through endowment giving in the form of cash, pledges, and deferred gifts.
- **Maintain or improve our Moody's A2 bond rating.**
 - Our position within the Moody's rating system has strengthened over the last several years and currently stands solidly at A2, with increased borrowing capacity. The overall financial strength of the University, as measured by the CFI index, has improved from 6.8 to 9.0 over the last five years. Rising financial strength is the primary driver for Moody's rating.

- Create annual budget surpluses of at least 1.5% of budgeted revenue.
 - We have made progress towards this goal and are currently budgeting 1.3% thru a combination of contingency and bottom line surplus.