



ST. JOHN'S
UNIVERSITY



St. John's University

2025

SELF-STUDY DESIGN

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INSTITUTIONAL OVERVIEW

History and Mission

St. John's University was founded in 1870 by priests and brothers of the Congregation of the Mission, popularly known as the Vincentian Community, who responded to an invitation from the first Bishop of Brooklyn, John Loughlin, to establish a university that would educate New York City's immigrants and their children. St. John's is committed to being Catholic, Vincentian, Metropolitan, and Global, and this mission is central to all University endeavors. Currently, St. John's University is one of the largest Catholic and urban institutions in the nation, with a remarkably racially and ethnically diverse population of nearly 20,000 students, many of them the first in their family to attend college, and a full and part-time faculty of over 1,300. The University offers associate, baccalaureate, masters, doctoral, and professional degrees through six schools and colleges.

As a metropolitan university, we expose students to unique educational and professional experiences from New York City's cultural diversity, as well as its intellectual and artistic resources. With this richness comes responsibility. We encourage the metropolitan community to use our resources to serve its needs. As a global university, we are one of our nation's most diverse institutions of higher education, enriched by a mixture of cultures, working together to promote student success.

Our dedication to diversity, equity, and inclusion is at the heart of our mission. As a Catholic and Vincentian university, we are committed to institutionalizing practices of inclusive excellence to ensure that we welcome and celebrate the intrinsic worth of all members of our community. We become an even stronger University as we enhance equity at every level of our institution.

St. John's University Facts

Fall 2022

- Total enrollment of 19,663 students with 15,652 undergraduate students and 4,011 graduate students.
- Students come from 45 states, District of Columbia, Puerto Rico, US Virgin Islands, and 118 countries.
- Almost half of the students identify as Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian, Alaska Native, or Two or More Races with 42% percent identifying as Roman Catholic and 57% being female.
- 2,905 first-time, first-year students with 41% Pell eligible/Very High Need.
- 2,522 students live in university residence facilities on or around the Queens campus.
- About 300 student-athletes participate in 17 Big East Division 1 sports teams. During 2021-2022, a program record 234 Red Storm student-athletes were named to the BIG EAST All-Academic Team.
- 4,061 undergraduate and graduate degrees were conferred in 2021-2022.
- In the 2021-22 academic year, \$494 million was distributed in financial aid with 99% of undergraduates receiving some form of financial aid.
- 2,500 employees including over 600 full-time faculty.

- \$10.9 million in awarded grant funds with 113 proposals submitted.
- Carnegie Classification: Doctoral/Professional Universities.
- Over 195,000 living alumni with more than three-quarters in the New York Metropolitan area.
- Based on 2020-2021 data from the Commission of Independent Colleges and Universities, St. John's generated significant value and economic impact through a billion-dollar contribution directly and indirectly to the community, and supported 5,600 jobs each year in the New York area including almost 3,000 positions at the University.

Organizational Structure

The administrative leadership and governance structure of St. John's University is detailed below. Appendix 1 (Organizational Chart) provides the University's Organizational Chart to demonstrate the structure.

The two major governance documents are the University Statutes and the Collective Bargaining Agreement (CBA). The University Statutes, consisting of eleven articles, sets forth the role of the Board of Trustees; Academic Governance, including department organization; school and university governance; qualifications, criteria, and procedures for faculty appointment, reappointment, promotion, and conferral of tenure; and procedures for the discipline or removal of faculty and department chairs. The Statutes also set forth the roles and responsibilities of major administrative officers of the institution and various University-level councils/Senate, faculty, schools or college level faculty councils and departments. Faculty are unionized and are bound by the CBA reached on a periodic basis between the administration of St. John's University and its faculty.

The Board of Trustees has all powers and duties authorized by law. By statute, the Board of Trustees (BOT) consists of no fewer than 5 and no more than 36 members of whom 1/3 must be members of either the Congregation of the Mission or the Daughters/Sisters of Charity, the religious community that sponsors the institution. The Provincial of the Eastern Province of the Congregation of the Mission serves as the Provincial Vice Chair of the Board and as Chair of the Governance Committee. The second Vice Chair is elected by the Board of Trustees and serves as the Elected Vice Chair.

The Board of Governors of the University advises the Board of Trustees and the President on the plans, programs, and activities organized to raise funds from corporations, foundations, alumni and friends to support the students, faculty and academic programs at the University. There are no more than 35 in number and are comprised of prominent alumni and friends who are committed to generously supporting the University, and who offer their time and services to advance the goals of the University, especially in the area of fundraising.

University President and Administrative Leadership

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement and support the institution's organization and governance.

- The President is the Chief Executive Officer of the University and shall have general supervisory authority and responsibility over all its affairs.
- The Executive Vice President for Mission is held by a Vincentian priest, as stipulated in the Statutes and shall be the principal adviser to the President on all matters relating to developing and supporting the Vincentian Mission of the University and overseeing academic ventures and

programs related to poverty and social injustice. These include Campus Ministry, the Mission Office, The Vincentian Center for Church and Society (VCCS), and Vincentian Institute for Social Action (VISA).

- The Provost and Vice President for Academic Affairs is the principal academic advisor to the President and the chief academic officer for all of the academic units of the University. This individual shall be responsible for the general supervision and coordination of the planning and evaluation of the academic affairs of the University.
- The Vice President for Business Affairs, Chief Financial Officer and Treasurer is the principal fiscal adviser to the President and shall be responsible for the business and financial affairs of the University and shall advise administrative officers in matters of financial policy. This position also oversees Information Technology and Campus Facilities and Services.
- Vice President for Administration, Secretary and General Counsel acts as a counsel to the Board of Trustees, the President, and other University administrative offices. This position is responsible for all legal affairs of the University and oversees Athletics, Public Safety, Human Resources, and Internal Audit.
- Other university administrators reporting directly to the President include Vice President for Student Success and Retention Strategy; Vice President for Advancement and University Relations; Vice President for Equity and Inclusion; and Vice President and Chief of Staff to the President. All the University administrators identified here represent the Senior Management Group.

Academic Leadership

- Each academic unit of the University shall be administered by a Dean who shall be responsible to the President through the Provost and Vice President for Academic Affairs. The Dean administers the academic work of the unit in accordance with the Statutes. Departmental Chairpersons are the academic leaders of their department and act as departmental liaisons to the administration. Each school/college has a Faculty Council which exercises legislative authority and responsibility for formulating and maintaining the educational policies of their unit.

University Governance

- The University Senate has legislative authority over University-wide educational policy. The primary responsibility of the Senate is the formulation of education policy of the University relating to curricular matters affecting more than one school; the admission, retention and graduation of students, student activities and student discipline.
- The University Core Curriculum Council has legislative authority over the University-wide Core Curriculum.
- Graduate Council has legislative authority over all matters of educational policy affecting graduate study. This Council is responsible for the formulation of policy retaining to graduate curricular matters and regulations pertaining to the admission, retention and graduation of students in graduate programs.
- University Personnel Committee has the primary responsibility of final review of individual credentials supporting recommendations for faculty reappointments, promotions and the conferral of tenure; reviews general University fiscal ability to implement such recommendations; and receives and forwards through the President to the Board of Trustees all University Senate recommendations concerning University-wide personnel and budget policies.

- The authority for academic and faculty matters of the School of Law is delegated to their Eligible Faculty with appropriate involvement of Administration by the Board of Trustees.

Student Governance

- Student Government, Inc. - Queens (SGI-Q) and Student Government, Inc. - Staten Island (SGI-SI) strives to accommodate student needs. Each supports the various student organizations on the respected campuses. SGI is the official representative of the undergraduate student body and acts as a liaison between students and the administration.

Campus Structure

Before New York City was consolidated, St. John’s was founded as a one-room schoolhouse in Brooklyn, NY. It has grown to be a local, national, and global institution of higher education with a strong alumni network that consists of more than 195,000 members.

Headquartered in “The World’s Borough” of Queens County, St. John’s has residential campuses in Queens, NY, and Rome, Italy. The University also has campuses in the boroughs of Staten Island and Manhattan, as well as academic locations in Paris, France, and Limerick, Ireland.

St. John’s is one of the nation’s most diverse institutions of higher education, enriched by a tapestry of cultures that complement the University’s academic programs. Its New York City roots also give deep connections to the companies and opportunities found in one of the world’s most globally connected cities.

The University also offers a ‘Discover the World: Europe’ program, which enables students to live and learn in three international cities for a semester, immersing them in the cultural, artistic, and economic vibrancy of each and providing perspectives certain to serve them well later in life. Students can also experience life and learning in other locations throughout Europe, Asia, and the Caribbean through our Office of International Education.

Students from 45 states, the District of Columbia, Puerto Rico, US Virgin Islands, and 118 countries pursue more than 100 undergraduate and graduate degrees, including 16 doctoral programs. Nicknamed the Red Storm, St. John’s 17 BIG EAST, Division I men’s and women’s athletics squads are considered New York’s hometown teams.

A charter member of the BIG EAST Conference—one of the nation’s most competitive conferences—the St. John’s Red Storm has won 10 league championships since the BIG EAST realigned in 2013–2014. Located in the entertainment and media capital of the world, “New York’s Team” is proud to have its men’s basketball squad play several home games at “The World’s Most Famous Arena”—Madison Square Garden.

Queens Campus

Blending suburban with urban, the University’s 102-acre campus is in a residential area of Queens County—one of five boroughs that make up New York City. The Queens campus features lawns, stone buildings and student residence halls. Facilities include laboratories and classrooms; the main collections of our 1.7 million-volume Library; and state-of-the-art athletic facilities for students and our BIG EAST, Division I athletic teams.

Staten Island Location

The 16.5-acre site is located in the residential Grymes Hill section of Staten Island. The Staten Island location will be phased out over a two year “teach-out” period and is scheduled to cease operations after the 2023-2024 academic year.

Manhattan Location

The University’s Manhattan location is situated in the East Village, one of New York City’s most vibrant centers of the arts, education, and technological innovation. St. John’s University’s Manhattan location is easily accessible by public and private transportation from anywhere in the region.

Global Sites

A globally-minded ethos of servant leadership forms the backbone of our Vincentian institutional DNA, and guides the way we envision, support, and nurture education and collaboration. Students engage with the global community in our Rome, Paris, and Limerick sites.

Rome, Italy

This site is centrally located in Rome’s Prati district, close to the Vatican and other historic sites. Students enjoy modern facilities within a historic setting - including advanced classrooms with old-world architectural details; a computer lab with 11 workstations; a wireless broadband network; single, double, and triple student residences; and a landscaped courtyard.

Paris, France

The Paris site is in the popular St. Germain neighborhood in the 6th Arrondissement and is easily reached by bus or metro. Students stay in the renovated, comfortable environment of the St. John's Paris location. The location is situated in a six-story structure containing approximately 20,000 square feet of space offering a mixture of residences, classrooms, office and support space. Students have access to the artistic, cultural and educational resources available only in Paris.

Limerick, Ireland

Students reside a short 15-minute walk from campus in the Pery’s Hotel, located in the historic Georgian neighborhood of Limerick City. Students are immersed in the local culture with access to a full university campus with sculpture trails, state-of-the-art auditoriums and an active international and local student population.

Staten Island Location Phase-Out

In Fall 2000, a total of 2,309 undergraduate and graduate students were enrolled at the Staten Island location, which can serve 3,000 students; 20 years later, in Fall 2021, enrolled undergraduate and graduate students totaled 861, a decline of 63 percent. The projected decline in the college-age population on Staten Island mirrors the larger pattern of the Northeast region.

After careful study and deliberation, the University decided to begin the process of phasing out academic operations at our Staten Island location due to continuing significant enrollment challenges. The decision to take this step followed an extensive examination of historic and continuing population trends. The Staten Island location has experienced steady decreases in enrollment for decades that were the result of many

factors that the COVID-19 pandemic exacerbated. This campus is scheduled to cease operations after the 2023-2024 academic year, after a two year “teach-out” period.

During this transition period, the personnel at Staten Island and the larger University community are actively working to meet the needs of students and employees impacted by the “teach-out” process. An Academic Task Force is proactively engaging and responding to student and staff concerns while planning for the future. The goal is for students to persist and complete their courses of study. Juniors, Seniors and Graduate students should complete and graduate from the Staten Island location by the end of the “teach-out” period. First-year students and Sophomores are welcome to transfer to the Queens campus. We continue to actively ensure a cohesive transition for students to Queens.

This transition plan factors in the timeline, communication strategies, and policy decisions required for students to stay informed and choose to persist at St. John’s through all four years. To that end, several informational, social, and engagement events are scheduled to assist Staten Island location students to transition seamlessly to the Queens Campus. For further information on the Staten Island teach-out, please see the following link: <https://www.stjohns.edu/staten-island-campus/staten-island-teach-out>.

Programs of Study

The University offers over 100 undergraduate and graduate programs, including certificates, associates, bachelors, masters, advanced certificates, doctoral, and professional degrees through six schools and colleges: St. John’s College of Liberal Arts and Sciences and five professional schools, specifically: The School of Education; The Peter J. Tobin College of Business; the College of Pharmacy and Health Sciences; the School of Law; and The Lesley H. & William L. Collins College of Professional Studies.

Mission-related Programs

Students and faculty have the opportunity to participate in numerous mission-related educational experiences.

The Vincentian Institute for Social Action (VISA) is an academic unit where students can explore issues of poverty and social injustice. It is supported and promoted through three interrelated units- Academic Service-Learning (AS-L), the Ozanam Scholars Program and Vincentian Service. Academic Service-Learning is a classroom/experiential, site-based program that involves students in some form of community service that benefits the common (public) good. In Spring 2022, nearly 100 faculty and 2,000 students participated in AS-L with close to 40,000 service hours to the community.

The Ozanam Scholars Program is a four-year program that provides students with the opportunity to elevate their contribution to society through solutions-based research. Approximately 24 incoming students are selected each year to participate. For over a decade, Ozanam Scholars in their third year have participated in a Vincentian Research Experience in Ecuador. Additionally, each day during the week, students and employees are afforded the opportunity to engage in a variety of Vincentian service opportunities through collaboration with Vincentian community organizations. Each opportunity also includes social and theological reflections, allowing the participants to grow personally as well as spiritually. These experiences are also offered on a national and international level for week-long immersion service trips, where students work, learn, pray and reflect with the worldwide Vincentian family.

The Catholic Scholars Program is a four-year program that translates faith into action. Approximately 25-30 incoming students are selected each year to participate. Catholic Scholars in their sophomore year

participate in an optional pre-session Study Abroad cohort in Rome focusing on Vincentian and Catholic leadership.

Enrollment and Demographics

Total student enrollment modestly increased between Fall 2021 and Fall 2022. There was a more significant increase in first-time, first-year students from Fall 2021 (2,715) to Fall 2022 (2,905). Demographic distribution has remained constant.

Undergraduate and Graduate Enrollment by Campus		
	Fall 2021	Fall 2022
Queens:		
Undergraduate	9,031	9,206
Graduate	3,989	3,836
College Advantage Program	4,013	4,054
Total (excluding College Advantage Program)	13,020	13,042
Total	17,033*†	17,096*†
Staten Island:		
Undergraduate	801	708
Graduate	60	72
College Advantage Program	1,357	1,483
Total (excluding College Advantage Program)	861	780
Total	2,218†	2,263†
Manhattan:		
Undergraduate	250	201
Graduate	149	101
Total	399	302
Rome:		
Graduate	8	2
Total	8	2
Total Enrollment:		
Undergraduate Total	15,452	15,652
Graduate Total	4,206	4,011
Grand Total	19,658	19,663

Notes:

*Distance learning students are included in Queens figures

†Figures include students in the dual enrollment programs with High Schools (College Advantage Program)

Total Undergraduate and Graduate Students		
	<u>Fall 2021</u>	<u>Fall 2022</u>
Non-Resident	3%	3%
Black/African American	11%	10%
American Indian or Alaska Native	0%	0.1%
Asian	14%	14%
Hispanic	18%	19%
White	47%	46%
Unknown	3%	3%
Native Hawaiian or Other Pacific Islander	0%	0.1%
Two or More Races	4%	4%

Total Undergraduate and Graduate Students		
	<u>Fall 2021</u>	<u>Fall 2022</u>
Male	42%	43%
Female	58%	57%

Total Undergraduate and Graduate Students		
	<u>Fall 2021</u>	<u>Fall 2022</u>
Roman Catholic	44%	42%
Jewish	3%	3%
Protestant	15%	16%
Other	14%	14%
None	9%	9%
Unknown	15%	16%

Graduation and Retention

The following tables display overall one-year retention and graduation rates for students who started as first-time, first-year, full-time baccalaureate/PharmD degree-seeking students.

Retention Rates			
Fall Cohort	1 Year	2 Years	3 Years
2017	83.9%	75.5%	71.1%
2018	81.8%	73.5%	67.5%
2019	83.1%	74.9%	68.1%
2020	81.9%	73.1%	
2021	81.6%		

Graduation Rates			
Fall Cohort	4 Years	5 Years	6 Years
2012	41.5%	51.1%	60.8%
2013	43.0%	52.8%	62.8%
2014	46.9%	54.5%	64.4%
2015	51.7%	60.2%	68.3%
2016	55.4%	63.4%	69.1%
2017	55.3%	61.9%	
2018	51.9%		

Six-Year Graduation Rates by Race and Ethnicity (%)									
Fall Cohort	Non-Resident	Black or African American	American Indian or Alaska Native	Asian	Hispanic	White	Unknown	Native Hawaiian or Other Pacific Islander	Two or More Races
2012	58.3%	50.8%	40.0%	65.7%	55.4%	67.4%	60.0%	50.0%	52.7%
2013	66.4%	53.4%	87.5%	67.1%	59.1%	67.4%	59.6%	76.9%	59.2%
2014	51.9%	55.6%	27.3%	69.8%	58.3%	71.8%	60.0%	84.6%	58.7%
2015	63.0%	57.5%	50.0%	72.9%	71.0%	75.8%	63.2%	84.6%	60.4%
2016	61.8%	59.7%	70.8%	66.6%	67.9%	75.5%	63.2%	75.0%	70.1%

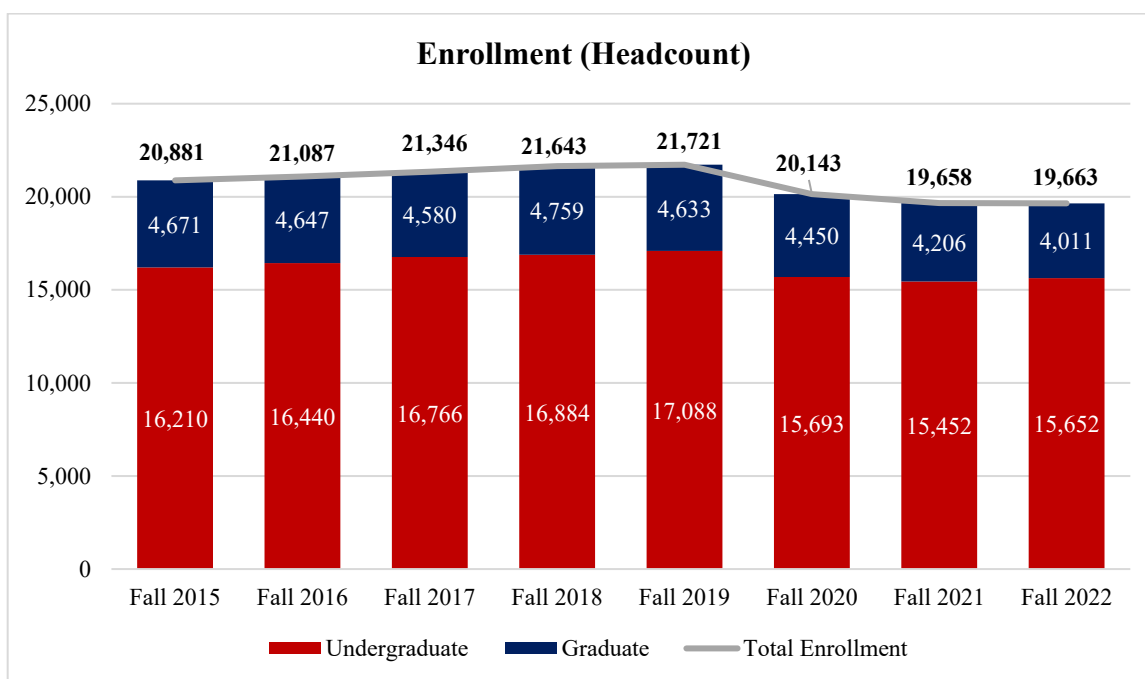
Fall Cohort	Male	Female
2012	57.5%	64.0%
2013	58.0%	66.8%
2014	60.9%	67.3%
2015	64.0%	71.3%
2016	64.5%	72.6%

Financial Overview

Operating Performance

St. John’s has a long history of positive operating results on a full accrual basis with operating margins averaging 2.1% over the last 3 years, 2.7% over the last 5 years, and 4.0% over the last 10 years. These periods include the adverse revenue impacts from the COVID-19 pandemic. St. John’s mission is to provide an excellent education for all, especially those lacking economic, physical, or social advantages. With more than 90% of its revenues generated from enrollment-driven sources, St. John’s must carefully balance its tuition and financial aid strategies with achievable and sustainable enrollment goals to maintain a balanced budget and generate operating surpluses to fund future growth. From fall 2015 (FY16) to fall 2019 (FY20), St. John’s experienced enrollment growth of 840 students, or 4%. However, the global pandemic disproportionately affected St. John’s fall 2020 first-year enrollment, precipitating a 34% decline in the first-year class size from fall 2019. The chart below shows the University’s enrollment over the past eight years.

Figure. Enrollment Trend: FY16 to FY23



In response to the pandemic-related revenue pressures, inflationary increases in expenses, and the need to make strategic investments to fund revenue growth and upgrade infrastructure, the Board of Trustees approved special endowment draws from the University’s unrestricted Board-designated endowment funds. The special draws approved in FY21 and FY22 were not utilized as revenue and expense results were better than budgeted. In FY22, revenues increased by \$35.6 million (8%) over FY21 while expenses grew by \$45.2 million (10.8%) over the same period as the University returned to full post-pandemic operations and began making investments to support strategic revenue growth. The University generated operating surpluses of \$12.8 million and \$3.3 million in FY21 and FY22, respectively, representing operating margins of 3.0% and 0.7%, respectively, in each of those years.

In FY23, the University continued to make the necessary investments to implement its five-year strategic plan and address inflationary expense pressures in its budget. Given the lingering revenue shortfalls from the fall 2020 under-enrolled first-year class combined with expense increases, a budget deficit was projected, which Management planned to address principally with a special endowment draw. It is currently anticipated that approximately \$9 million of the special draw will be needed to maintain a balanced budget and generate a modest operating surplus for FY23.

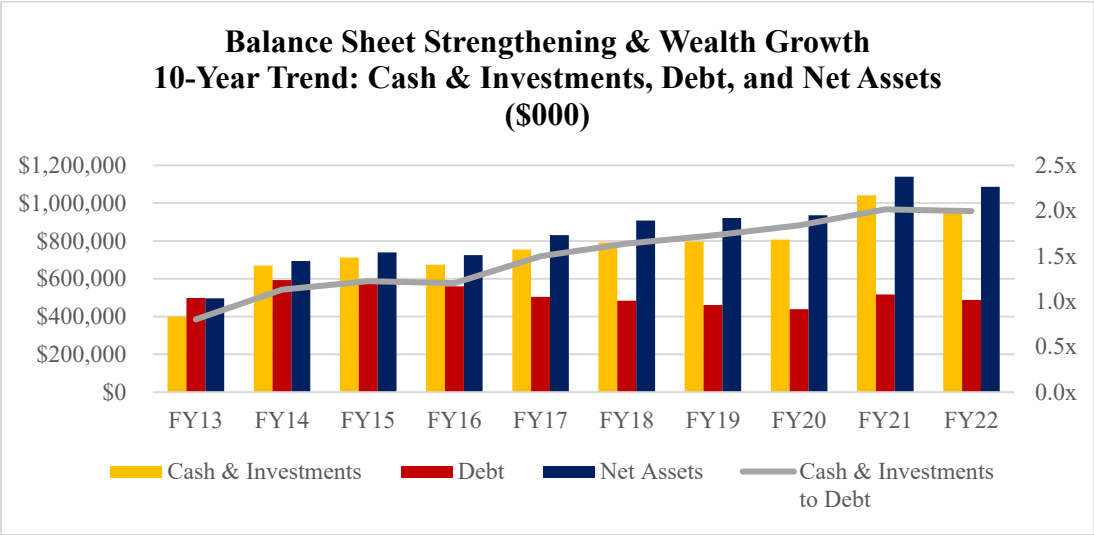
Looking to FY24 and beyond, the University expects to continue making investments to support its strategic plan goals, which may require additional endowment draws. The University expects to generate returns on these investments from the implementation of distinctive and high-demand academic programs (such as Nursing and other health sciences programs); student success and retention efforts; inclusive programming and community-building initiatives; a comprehensive fundraising campaign; and strategies to elevate its national and global stature. Management believes that these investments will increase revenues, create a sustainable budget model, and provide the foundation for a robust and dynamic institution now and far into the future.

Balance Sheet Strengthening

The University’s balance sheet is strong with \$1.7 billion in total assets and \$1.1 billion in net assets as of its fiscal year ended May 31, 2022. The University has experienced strong balance sheet growth over the last 10 years with cash and investments leading the way, at \$973.2 million at the end of FY22, or 2.4x its FY13 levels. Recent capital investments totaling approximately \$266 million, made possible largely through administrative cost control measures, improved the University’s teaching and learning environment.

In FY21, the University engaged in new money borrowing to support the construction of the St. Vincent Health Sciences Center and other strategic initiatives and refinanced existing debt to remove variable debt risks and lower interest costs. Since its recent high point of \$593 million in FY14, the University’s debt balances declined by \$105 million (net of the new borrowing) as a result of responsible debt management. Debt levels are near historical lows at \$488 million at the end of FY22 with planned amortizations of \$113 million over the next 5 years. Over the last 10 years, the University’s net assets have increased by \$590 million, or 119%.

Figure. Balance Sheet Strengthening and Wealth Growth



The U.S. higher education sector is pressured by declining enrollment, increasing demands for institutional financial aid, and declining operating margins which has led to a national trend of rating downgrades by Moody's and Standard & Poor's. Despite this challenging environment – particularly in the Northeast – St. John's has continued to maintain its strong (A3/A-) ratings with a stable outlook.

Strategic Plan

St. John's University has established an ambitious and dynamic Strategic Plan to continue to move the University forward. The current five-year Strategic Plan (2022–2027) serves as a roadmap for the institution and consists of five foundational themes, or “pillars,” that are essential to the continued success and growth of the University:

- Pillar 1: Student Success - Reimagining the Student Experience to Deepen Connection, Engagement, and Belonging
- Pillar 2: Academic Distinction - Excellence in Teaching, Learning, and Research
- Pillar 3: Mission, Equity, and Inclusion - Building a Community of Belonging
- Pillar 4: Institutional Resources - Growing and Optimizing Institutional Assets
- Pillar 5: The St. John's Identity - Elevating our National and Global Stature

These pillars were developed by the Strategic Planning Committee, and more than 70 members of the student body, faculty, administration, and staff who served on subcommittees directly related to each.

A comprehensive timeline has been established to organize and guide Strategic Planning elements and activities (see Appendix 2, St. John's University Strategic Plan Timeline). A Strategic Plan Implementation Committee works across the University to monitor and report on progress being made toward instituting our plan. The University's Senior Management Group, the President's Advisory Council, and the Strategic Plan Implementation Committee hold strategic planning summits to ensure all stakeholders are involved and benchmarks are achieved.

SELF-STUDY PROCESS

Crosswalks

Strategic Plan (Pillars) Mapped to Standards

	Pillar 1: Student Success: Reimagining the Student Experience to Deepen Connection, Engagement, and Belonging	Pillar 2: Academic Distinction: Excellence in Teaching, Learning, and Research	Pillar 3: Mission, Equity, and Inclusion: Building a Community of Belonging	Pillar 4: Institutional Resources: Growing and Optimizing Institutional Assets	Pillar 5: The St. John's Identity: Elevating our National and Global Stature
Standard I - Mission and Goals	X		X		X
Standard II - Ethics and Integrity			X		
Standard III - Design and Delivery of the Student Learning Experience		X			
Standard IV - Support of the Student Experience	X		X		
Standard V - Educational Effectiveness Assessment		X			
Standard VI - Planning, Resources, and Institutional Improvement				X	X
Standard VII - Governance, Leadership, and Administration				X	

Standards Mapped to Requirements of Affiliation*

*MSCHE Requirements of Affiliation: <https://www.msche.org/standards/#requirements>

	1	2	3†	4+	5	6	7	8	9	10	11	12	13	14	15
Standard I - Mission and Goals	X	X					X			X					
Standard II - Ethics and Integrity															
Standard III - Design and Delivery of the Student Learning Experience								X	X	X					X
Standard IV - Support of the Student Experience								X	X	X					
Standard V - Educational Effectiveness Assessment								X	X	X					
Standard VI - Planning, Resources, and Institutional Improvement								X		X	X				
Standard VII - Governance, Leadership, and Administration	X	X			X	X						X	X	X	

†Requirement of Affiliation 3 is not applicable

+Requirement of Affiliation 4 is supported by compliance requirements

Self-Study Outcomes

St. John's University aims to write an honest and open Self-Study, providing all stakeholders a voice in this important initiative. The University will:

- Demonstrate how St. John's University meets Middle States standards, Requirements of Affiliation and Compliance requirements.

- Advance the continuous quality improvement cycle, highlighting and integrating institutional priorities.
- Include the entire University community in the Self-Study process, creating an open, transparent, and systematic approach to a comprehensive evaluation.

Self-Study Approach

A standards-based approach will be used by St. John’s University for the Self-Study process. This approach was selected after members of the Steering Committee attended the 2022 MSCHE Self-Study Institute and reviewed the University’s previous Self-Study Report. A Working Group has been assigned to address each standard using the lines of inquiry. This includes a Working Group for verification of compliance with federal regulations. Requirements of Affiliation will also be addressed within the report, as appropriate.

After attending the MSCHE Self-Study Institute and the 2022 MSCHE Annual Conference, Steering Committee chairs assigned Working Groups to individual standards. Committee members were nominated based on guidance from the Pre-Steering Committee with input from numerous representative bodies from across the University (see Appendix 3, Self-Study Timeline). Students and community members will be appointed in Summer of 2023, using a similar process.

While compliance is covered by its own Working Group, there will also be compliance aspects threaded throughout the full report. Utilizing the crosswalks found in this report, Working Groups will ensure that institutional strategic pillars are covered throughout standard-based sections, while focusing on self-evaluation of the institution and how well the standards are being met. The Steering Committee will operate as the pivot point for implementing and monitoring Working Group recommendations with specific University offices and units for implementation.

Committee/Working Group Charges and Responsibilities

Organizational Structure of the Steering Committee and Working Groups

In Fall 2022, Olga Hilas, Professor of Clinical Health Professions, and James D. Wolfinger, Dean of the School of Education, were appointed by the University’s Provost to serve as Co-Chairs of the University’s Self-Study Steering Committee. Along with the Co-Chairs, Marc E. Gillespie, Senior Vice Provost for Clinical Operations, Graduate Research, Assessment, Accreditation, and Institutional Analytics, Anthony C. Marziliano, Assistant Provost for Academic Assessment and Accreditation, Karen E. Pennacchio, Assistant Director of Assessment, and Linda Shannon, Vice Provost and Chief of Staff, compose the Self-Study core leadership team. After attending the MSCHE Self-Study Institute, this core leadership team determined that the most effective structure for the Self-Study process would be to form nine inclusive Working Groups (one for each standard, one for Compliance, and one for Evidence Inventory). With the University Provost’s approval, the Working Group Co-Chairs were nominated and recommended by the core leadership team, faculty, and administration based on expertise and experiences congruent with the MSCHE Standards. Working Group members were selected in the same manner to represent the diverse faculty, administration, staff, and students from across the University. The Steering Committee also consists of Board of Trustees and external community members to ensure transparency, engagement, and communication with all key constituents.

The charges of the Steering Committee are to collaboratively:

- Provide leadership for the Self-Study process.
- Engage in the preparation of the Self-Study Design.
- Ensure the vetting and implementation of specific Working Group recommendations.
- Ensure adherence to Self-Study timeline and expectations.
- Report progress to Self-Study Co-Chairs on a regular basis.
- Develop and implement the University's Communication Plan.
- Facilitate communication to and among Working Group members.
- Identify and communicate gaps in compliance.
- Engage in the preparation of the Self-Study Report.
- Participate in the MSCHE Self-Study Evaluation Team site visit.

The general charges of the Working Groups are to:

- Explore respective lines of inquiry.
- Identify, collect, and analyze evidence to determine the extent to which Standards for Accreditation and Requirements of Affiliation are met.
- Identify the University's strengths, challenges, and opportunities for improvement for respective Standards.
- Develop draft reports on findings and recommendations to incorporate into a final report according to established timelines.
- Actively participate in the MSCHE Self-Study Evaluation Team site visit.

Steering Committee

Co-chairs

- Olga Hilas, Pharm.D., M.P.H., Professor/Industry Professional, College of Pharmacy and Health Sciences
- James D. Wolfinger, Ph.D., Dean, The School of Education

Members

- Fedaling Agwumezie, Assistant Director of Outcomes Assessment and Community Partnership, Vincentian Institute for Social Action
- Heather F. Ball, M.L.S., Assistant Professor/Librarian, University Libraries
- Jankie Beharry, CPA, Controller and Assistant Treasurer, Office of Business Affairs
- Raj Chetty, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Jennifer Chiu, M.B.A., Ed.D., Associate Professor/Industry Professional and Executive Director of Assessment, College of Pharmacy and Health Sciences
- Phyllis Conn, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Keith Cozine, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Rev. Kevin G. Creagh, C.M., Ed.D., Board of Trustees
- James A. Croft, Esq., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Marc E. Gillespie, Ph.D., Professor and Senior Vice Provost for Clinical Operations, Graduate Research, Assessment, Accreditation, and Institutional Analytics, Office of the Provost

- Christine Marie Goodwin, M.L.S, Ed.D., Executive Director of Institutional Research, Office of Institutional Research
- Joshua Hurwit, J.D., Deputy General Counsel, Office of the General Counsel
- Sarah Jean Kelly, J.D., Vice President for Student Success and Retention Strategy, Office of the President
- Jackie Lochrie, Dean of Students, Division of Student Affairs
- Anthony C. Marziliano, Assistant Provost for Academic Assessment and Accreditation, Office of the Provost
- Patrick McLaughlin, Community Representative
- Basilio G. Monteiro, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Joseph P. Navarra, Pharm.D., Community Representative
- Karen E. Pennacchio, M.B.A., Assistant Director of Assessment, Office of the Provost
- Rachel Pereira, Ed.D., J.D., Vice President for Equity and Inclusion, Office of the President
- William D. Reisel, Ph.D., Professor, The Peter J. Tobin College of Business
- Linda Shannon, J.D., Vice Provost and Chief of Staff, Office of the Provost

Working Group 1 – Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Co-chairs

- Basilio G. Monteiro, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Rachel Pereira, Ed.D., J.D., Vice President for Equity and Inclusion, Office of the President

Members

- Craig Baron, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Manouchkathe Cassagnol, Pharm.D., BCPS, BCCP, AACC, FAHA, Executive Director of Academic Center for Equity and Inclusion and Clinical Professor, College of Pharmacy and Health Sciences
- Teresa Delgado, Ph.D., Dean, St. John's College of Liberal Arts and Sciences
- Suzanne Miller, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Lucy Pesce, Executive Director for Mission, Office of University Mission
- Heather Robertson, Ph.D., Associate Professor, The School of Education
- April J. Rogers, M.D., M.B.A., M.P.H., Assistant Professor, The Lesley H. and William L. Collins College of Professional Studies
- Linda Romano, Assistant Vice President of Marketing and Brand, Office of Marketing and Communications
- Rev. Aidan R. Rooney, C.M., M.Div., M.Th. '78NDC, Executive Vice President for Mission, Office of University Mission
- Sharod L. Tomlinson, Ed.D., Associate Dean for Student Success and Engagement, Office of Student Life

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard I.
- Demonstrate advancement of Pillars 1, 3, and 5 as related to Standard I.
- Demonstrate compliance with Requirements of Affiliation 1, 2, 7, and 10.
- Determine the level of awareness of the University mission and goals among stakeholders.

Lines of Inquiry

- How effective are the University's strategies for implementing and assessing its mission and goals?
- To what extent does the mission of the institution further its strategic goals?
- How effectively are the University's mission and strategic plan communicated and publicized to external and internal constituencies?
- To what extent is the University's mission linked to the strategic plan and what processes were used to develop the strategic plan?
- To what extent do the University's mission and goals focus on student learning and related outcomes?
- What policies, procedures and/or institutional structures exist to ensure that the University's goals are relevant, achievable, and consistent with the Catholic, Vincentian, Metropolitan and Global mission of the University?

This Working Group plans on consulting with: Academic Center for Equity and Inclusion (ACEI), Campus Ministry Office, Catholic Relief Services, Catholic Scholars Program, Global Campus Committee, Office of Academic Service-Learning (AS-L), Office of Student Affairs, Office of University Mission, Ozanam Scholars Program, Student Government Incorporated (SGI), Vincentian Center for Church and Society (VCCS), Vincentian Institute for Social Action (VISA), Center for Teaching and Learning (CTL), College Offices of the Dean, Critical Race and Ethnic Studies Institute (CRES), Equity and Inclusion Council (EIC), Human Resources, Inclusivity Resource Center (IRC), Institutional Review Board (IRB), LGBTQ+ Center, Office of Multicultural Affairs (OMA), Office of the Provost, Personnel and Budget Committees, Respond and Partner to Engage our Community Team (RESPECT), R.I.S.E. Network, Student Support Services Personnel, University Admissions Office, University Affairs, University Senate.

Assessment data, processes, documents, and procedures that will support the Self-Study report may include, but are not limited to:

- University Mission Statement and University Strategic Plan, and Office of Equity and Inclusion Inclusivity Statement
- Data provided through GivePulse service programs (University Service Day etc...)
- Ozanam Scholars program data (work products, curriculum, student success, and community partnerships)
- Data from Institute for Critical Race and Ethnic Studies Community Partnership Grants and Fellows Program
- Data from Academic Center for Equity and Inclusion (ACEI) Fellows Program
- Data from ACEI Pulse reports
- Diversity, equity and inclusion data such as reports and programming from the Academic Center for Equity and Inclusion, Inclusivity Resource Center, Critical Race and Ethnic Studies, student grievances related to DEI, College-specific DEI committees, University LGBTQ+ Center
- Program offerings from Center for Teaching and Learning

- Data/Work products from Campus Ministry Outreach program (Catholic Scholars, Soup Kitchen, Midnight Run, Plunges)
- Data/Work products from the Interfaith Council
- Vincentian Mission Certificate Program (VMC) feedback data
- Vincentian Research Fellows evaluations/feedback (Qualitative/Quantitative)
- Data from Founder’s week evaluations/feedback (Qualitative/Quantitative)
- Survey data: COACHE, NSSE, FSSE, Campus Climate Survey, surveys of students after interactions with student support services University, college, and department anti-racist statements
- Internal communications regarding anti-racist assessment/evaluation
- Student recruitment presentations
- Campus tour presentations and feedback surveys
- Post-training/professional development offered by Human Resources surveys
- AS-L Faculty, Student, and Community Partnerships Evaluation Survey
- Social Justice courses learning objectives of the new Core Curriculum
- Assessment results from the University Assessment Committee and the Law School’s Teaching, Learning, and Assessment Committee related to mission (Weave data)
- Course evaluations (University and Law School)
- Grants Office information regarding opportunities/recognitions related to DEI research
- Student Financial Services and scholarships offered to Pell Eligible students
- University Website and Communication

Working Group 2 – Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Co-chairs

- Fedaling Agwumezie, Assistant Director of Outcomes Assessment and Community Partnership, Office of University Mission
- Raj Chetty, Ph.D., Associate Professor, St. John’s College of Liberal Arts and Sciences

Members

- Ian M. August, Assistant Director for Digital Learning, Office of Online Learning and Services
- Joan P. Ball, Ph.D., Associate Professor, The Peter J. Tobin College of Business
- Liz Chase, Ed.D., Associate Professor, The School of Education
- Patricia Dorrian, Associate Director for Compensation and Analytics, Office of Human Resources
- Robert Fanuzzi, Ph.D., Associate Professor, St. John’s College of Liberal Arts and Sciences
- Candice D. Roberts, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Hira Shafeeq, Pharm.D., BCPS, Associate Professor/Industry Professional, College of Pharmacy and Health Sciences

- Srividhya Swaminathan, Ph.D., Associate Dean of Undergraduate Studies, St. John's College of Liberal Arts and Sciences
- Lucy Traverso, Executive Assistant and Budget Coordinator, Office of Marketing and Communications
- Rosa Yen, Director, Office of Multicultural Affairs

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard II.
- Demonstrate advancement of Pillar 3 as related to Standard II.
- Demonstrate how University mission, identity and policies are operationalized and assessed to ensure the highest degree of integrity and ethical practices related to Standard II.
- Evaluate changes to and development of University policies related to the maintenance of ethical practices and institutional integrity and its effects over the years.

Lines of Inquiry

- What does the evidence reveal about the University's commitment "to academic excellence and the pursuit of wisdom, which flows from free inquiry, religious values, and human experience;" in particular, a commitment to academic and intellectual freedom, freedom of expression, and respect for intellectual property?
- What does the evidence reveal about the University's dedication to diversity, equity, and inclusion, and its commitment to becoming an antiracist institution, including its hiring, tenure and promotion, and retention practices as they relate to our diverse student body?
- To what extent does the University maintain the highest ethical standards across the institution, including the avoidance of conflicts of interests, all aspects of employee relations, and workforce management?
- How effective are the University's efforts in addressing complaints or grievances raised by students, faculty, and administrative staff?
- To what extent does the University demonstrate institutional integrity and ethical practices in external communication, maintaining its commitments to, and supporting the needs of external community partners?
- In what ways does the University strive to be accessible and affordable, in addition to providing students with information about navigating cost, debt, and other financial concerns?

This Working Group plans on consulting with:

Academic Center for Equity and Inclusion (ACEI), AAUP/FA Faculty Union Groups, Anti-Racism Equity and Inclusion Task-Force, Bursar and Financial Services, Office of Business Affairs, Campus Ministry Office, Catholic Relief Services, Catholic Scholars Program, Center for Teaching and Learning (CTL), College Offices of the Dean, Critical Race and Ethnic Studies Institute (CRES), Equity and Inclusion Council (EIC), Global Campus Committee, Human Resources, Inclusivity Resource Center (IRC), Institutional Review Board (IRB), LGBTQ+ Center, Office of Academic Service-Learning (AS-L), Office of Multicultural Affairs (OMA), Office of the Provost, Office of Student Affairs, Office of University Mission, Ozanam Scholars Program, Personnel and Budget Committees, Public Safety, Respond and Partner to Engage our Community Team (RESPECT), R.I.S.E. Network, Student Government Incorporated (SGI), Student Support Services Personnel, University Admissions Office, University Affairs, University Senate, Vincentian Center for Church and Society (VCCS), Vincentian Institute for Social Action (VISA).

Assessment data, processes, documents, and procedures that will support the Self-Study report may include, but are not limited to:

- Intellectual property policies
- Faculty Collective Bargaining Agreement

- University Statutes
- Faculty promotion, tenure, and retention data
- Bias-related incident reports
- Equity and Inclusion & CTL post-event surveys
- Vincentian Mission Certificate Program (VMC) feedback data
- DEI climate survey data
- Conflict of interest policies
- Disclosure requirements
- External employment policies
- Gift limits policies
- University, college, and department anti-racist statements
- Internal communications regarding anti-racist assessment/evaluation
- Center for Teaching and Learning (CTL) newsletters
- Internal Communications
- Student Support Service data
- Student recruitment presentations
- Dax Housing Program
- Economic Diversity and Student Outcomes tool (external)
- Campus tour presentations and feedback surveys
- Post-training/professional development surveys
- AS-L Faculty, Student, and Community Partnerships Evaluation Survey

Working Group 3 – Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Co-chairs

- Phyllis Conn, Ph.D., Associate Professor, St. John’s College of Liberal Arts and Sciences
- Sarah Jean Kelly, J.D., Vice President for Student Success and Retention Strategy, Office of the President

Members

- Sandra Dobbins, Department Chair Secretary, St. John’s College of Liberal Arts and Sciences
- Joseph V. Etzel, Pharm.D., Associate Clinical Professor and Associate Dean of Student Affairs, College of Pharmacy and Health Sciences
- Kevin T. James, M.B.A., Director of Finance and Business Operations, Office of Student Success and Retention
- Anna D. Martin, Ph.D., Professor, The Peter J. Tobin College of Business
- Joni O’Hagan, Executive Director, Center for Student Success, Office of Student Success and Retention
- Tuija M. Parikka, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Ceceilia Parnther, Ph.D., Assistant Professor, The School of Education
- Michael A. Perino, J.D., Dean George W. Matheson Professor of Law and Vice Dean for Academic Affairs, School of Law
- Bernadette A. Zacharuk, Coordinator of Undergraduate Programs, The School of Education

Specific Charges

- Compile relevant evidence and analyze how the University complies with Standard III and related criteria.
- Compile relevant evidence and analyze how the University is progressing on the goals, action items, and metrics of Pillar 2 of the Strategic Plan.
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 9, 10, and 15.
- Collaborate with Working Group 4 (Support of the Student Experience) to analyze program effectiveness in the delivery of student learning opportunities.

Lines of Inquiry

- To what extent do the University's curricular components contribute to student learning?
- How effectively does the University's curricula align with its mission and strategic priorities?
- To what extent has the University fostered growth and development of new and existing academic programs to enhance student learning experiences and prepare students for achievement after graduation?
- What does the evidence reveal about integration of diversity, equity, and inclusion into learning experiences offered by the University?
- To what extent do University resources support the students' academic needs and progress?
- To what extent do University resources support the delivery of learning experiences, and faculty development related to professional growth and innovations in teaching?

This Working Group plans on consulting with: Academic Service-Learning (AS-L), Academic Center for Equity and Inclusion (ACEI), Center for Student Success, Center for Teaching and Learning (CTL), College Deans and Associate Deans, College Faculty Councils, Division of Student Affairs, Executive Vice President for Mission, Office of Multicultural Affairs, Office of the Provost, Student Government Incorporated (SGI), University Core Curriculum Committee (UCCC), Vice President for Equity and Inclusion, Vincentian Institute for Social Action (VISA).

Assessment data, processes, documents, and procedures that will support the Self-Study report may include, but are not limited to:

- Undergraduate and graduate bulletins, and Law School Course Catalog
- Information on the new Core Curriculum
- Assessment results from the University Assessment Committee and the Law School's Teaching, Learning, and Assessment Committee related to student learning
- Course evaluations (University and Law School)
- Student career data such as employer feedback on student preparedness for Career Expo events, student career outcomes
- Certification exam/bar exam results
- Course registration data (course demand/availability)
- University Mission Statement and University Strategic Plan
- New program proposals sent to NYSED
- Budget Allocations: physical spaces; equipment; faculty lines; personnel; IT
- Survey data: COACHE, NSSE, FSSE, Spring 2022 Campus Climate Survey, surveys of students after interactions with student support services, Center for Teaching and Learning and Academic Center for Equity and Inclusion surveys

- Diversity, equity and inclusion data such as reports and programming from the Academic Center for Equity and Inclusion, Inclusivity Resource Center, Critical Race and Ethnic Studies, student grievances related to DEI, College-specific DEI committees, University LGBTQ+ Center
- Information on academic support/academic achievement resources
- Information on undergraduate research opportunities
- Program offerings from Center for Teaching and Learning
- Law School programs (teaching retreat, etc.)
- Faculty professional development offerings in each College
- Information on faculty conference presentations/attendance/travel
- Research reduction/research leave support
- Information from Grants Office on ACE fellowships, Fulbrights, and other opportunities/recognitions related to teaching and learning

Working Group 4 – Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Co-chairs

- Jackie Lochrie, Dean of Students, Division of Student Affairs
- William D. Reisel, Ph.D., Professor, The Peter J. Tobin College of Business

Members

- Syed Ahmad Chan Bukhari, Ph.D., Assistant Professor, The Lesley H. and William L. Collins College of Professional Studies
- Gina M. Calabrese, J.D., Professor of Clinical Legal Education, School of Law
- Robert Fanuzzi, Ph.D., Associate Professor, St. John's College of Liberal Arts and Sciences
- Paulette Gonzalez-Sierchio, M.P.S., M.B.A., Assistant Vice President, University Career Services
- Lucy Heckman, M.L.S., M.B.A., Associate Professor/Librarian, University Libraries
- Tina J. Kanmaz, Pharm.D., Clinical Professor, College of Pharmacy and Health Sciences
- André McKenzie, Ed.D., Vice Provost for Academic Support Services and Faculty Development, Academic Support Services, Office of the Provost
- Eric Rienecker, Associate Athletic Director for Student Services, Athletics
- Victoria Santangelo, Associate Vice President for University Ministry, Campus Ministry
- Samantha R. Wright, Chief Enrollment Officer, Enrollment Management

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard IV.
- Demonstrate advancement of Pillars 1 and 3 as related to Standard IV.
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 9, and 10.
- Collaborate with Working Group 3 (Design and Delivery of the Student Learning Experience) to analyze effectiveness in supporting the student experience.

Lines of Inquiry

- To what extent are support services available to and utilized by students at the University?
- To what extent are the available support services meeting students' needs?
- How effective are the processes in place at the University to identify students in need of academic and/or other support services?
- How effective are the current mechanisms to communicate the range of support services available at the University to prospective and current students?
- How effective are the University's policies, procedures and processes in supporting the entire student experience, including recruitment, admissions, academic progress, degree completion and post-completion success?
- What opportunities exist for the continuous improvement and enhancement of student support services?

This Working Group plans on consulting with: Academic Advising, Facility & Auxiliary Services, Academic Center for Equity & Inclusion (ACEI), Athletics, Campus Ministry, Center for Student Success, Division of Student Affairs, Enrollment Management, Health & Wellness Services, Office of the Provost, Tutoring and Writing Center, University Career Services, University Libraries, University Marketing & Communications.

Assessment data, processes, documents, and procedures that will support the Self-Study report may include, but are not limited to:

- Enrollment, retention, persistence, and graduation data
- Institutional Research processes and data
- Student progression and success data
- Admissions processes and data
- Recruitment efforts and data
- Post-graduation career data
- Student Affairs Engagement data
- New Student Orientation Participation data
- Wellness and Health Services
- Chief Data Office – Predictive Models
- Mentoring Success Rate
- Student Financial Services
- University Course Catalog
- University Core Curriculum
- University Website and Communication

Working Group 5 – Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Co-chairs

- James A. Croft, Esq., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Marc E. Gillespie, Ph.D., Professor and Senior Vice Provost for Clinical Operations, Graduate Research, Assessment, Accreditation, and Institutional Analytics, Office of the Provost

Members

- Ebtesam Ahmed, Pharm.D., Clinical Professor, College of Pharmacy and Health Sciences
- Katherine C. Aquino, Ph.D., Assistant Professor, The School of Education
- Rosa Castello, J.D., Professor of Legal Writing, School of Law
- Cynthia D. Chambers, M.L.S., Associate Professor/Librarian, University Libraries
- Dionne Dorsey, Director of Donor Relations, Office of Institutional Advancement
- Brittany Dotson-Lazar, Ed.D., Director of Assessment and Accreditation, The School of Education
- Max Hergenrother, M.F.A., Director of Technology Operations, The Lesley H. and William L. Collins College of Professional Studies
- Alison G. Hyslop, Ph.D., Associate Dean, Graduate Division, and Professor, St. John's College of Liberal Arts and Sciences
- Anthony C. Marziliano, Assistant Provost for Academic Assessment and Accreditation, Office of the Provost
- Joseph M. Serafin, Ph.D., Associate Professor and Chair, Department of Chemistry, St. John's College of Liberal Arts and Sciences
- Victoria L. Shoaf, Ph.D., Professor, The Peter J. Tobin College of Business

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard V.
- Demonstrate advancement of Pillar 2 as related to Standard V.
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 9, and 10 as related to Standard V.
- Demonstrate an improved "culture of assessment" by the academic departments relative to the culture of assessment commented on in the 2016 Report of the Middle States Evaluation Team.
- Address the Recommendation made in the 2016 Report of the Middle States Evaluation Team that the University "continue to strengthen a more centralized assessment operation to monitor the existence and completeness of assessment results."

Lines of Inquiry

- At the institutional level, how effectively is assessment data reported and used to guide informed educational decisions?
- At the degree/program level, how effective are the processes used to assess student learning and achievement?
- To what extent does the University facilitate, coordinate and/or review assessment of student learning and achievement?

This Working Group plans on consulting with: Deans and assessment personnel/assessment committees in each of the colleges and schools at the Institution, Office of University Mission (VISA, Ozanam, AS-L), Provost's Office of Assessment and Accreditation, Representatives of the University Core Curriculum, University Assessment Committee, University Career Services, University Office of Institutional Research.

Assessment data, processes, documents, and procedures that will support the Self-Study report may include, but are not limited to:

- Program assessment data submitted in Weave
- College submissions to the University Assessment Committee
- Annual College Assessment Reports
- Annual Assessment Reports submitted to the Provost

- Employment outcomes data
- Minutes of assessment meetings within the colleges and schools, when available.

Working Group 6 – Planning, Resources, and Institutional Improvement

The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Co-chairs

- Jankie Beharry, CPA, Controller and Assistant Treasurer, Office of Business Affairs
- Jennifer Chiu, M.B.A, Ed.D., Associate Professor/Industry Professional and Executive Director of Assessment, College of Pharmacy and Health Sciences

Members

- Victoria Balkon, M.B.A., Vice Provost for Strategic Initiatives and Academic Budget Planning, Office of the Provost
- Mark J. Browne, Ph.D., Professor, The Peter J. Tobin College of Business, and Faculty Chair, Maurice R. Greenberg School of Risk Management, Insurance and Actuarial Science
- Xiaojun (June) Chen, Ph.D., Associate Professor, The School of Education
- John A. Diffley, Ed.D., Deputy Athletic Director, Department of Athletics
- Vijaya L. Korlipara, Ph.D., Professor, College of Pharmacy and Health Sciences
- Michael McLeod, CPA, M.B.A., Associate Vice President for Budget and Planning, Office of Business Affairs
- Cynthia R. Phillips, Ed.D., Associate Professor of Accounting and Taxation, The Peter J. Tobin College of Business
- Biagio Pilato, J.D., LL.M., Associate Professor of the Practice, The Peter J. Tobin College of Business
- Scott VanDeusen, Assistant Vice President, Institutional Advancement and Alumni Relations, Office of Advancement
- Anthony Zaccarelli, M.S., CPA, CFE, Executive Director of Finance, School of Law

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard VI.
- Demonstrate advancement of Pillars 4 and 5 as related to Standard VI.
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 10, and 11.
- Collaborate with Working Group 1 to analyze the effectiveness of the University’s financial planning and budgeting process in meeting its mission and goals.

Lines of Inquiry

- To what extent does the University’s strategic plan incorporate continuous assessment and improvement of programs and services in alignment with its mission and goals?
- How effective is the financial planning and budgeting process alignment with the University’s mission and goals, and links to strategic priorities and initiatives?
- To what extent does the University make strategic investments to support its operations, address opportunities and challenges, and respond to the changing landscape of higher education?
- How effective are the University’s planning, decision-making, and resource allocation processes?

- How effective are the University's plans to optimize physical and technology infrastructure, while enhancing environmental sustainability?
- To what extent does the University measure and assess the efficient utilization of available resources to support institutional mission and goals, while ensuring financial sustainability?

This Working Group plans on consulting with:

Academic Center for Equity and Inclusion (ACEI), Office of Business Affairs, Campus Facilities and Services, Office of Assessment and Accreditation, Office of the General Counsel, Office of Human Resources, Office of Information and Technology, Office of Institutional Advancement, Office of the President, Office of the Provost, Office of Student Success and Retention, Office of University Mission, Strategic Planning Implementation Committee, Technology Executive Committee.

Assessment data, processes, documents, and procedures that will support the Self-Study report may include, but are not limited to:

- Strategic plan and pillars metrics and outcomes
- Institutional process for assessment of programs and services
- Process for new program proposals
- Financial planning and budgeting process
- Approved operating budget and projected 5-Year plan
- Board of Trustees materials
- Annual capital request and budgeting Process
- Annual and multi-year capital plan and budget, including campus master plan
- Design & Construction Sustainability Plan
- Audited financial statements
- Moody's and S&P ratings
- Endowment/investment information
- Enterprise risk management program

Working Group 7 – Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Co-chairs

- Keith Cozine, Ph.D., Associate Professor, The Lesley H. and William L. Collins College of Professional Studies
- Joshua Hurwit, J.D., Deputy General Counsel, Office of the General Counsel

Members

- Gail Chiarovano, Associate Dean/Director of Curriculum, The Lesley H. and William L. Collins College of Professional Studies
- Jack Flynn, Assistant Dean of Students/Director of Student Conduct, Office of Student Life
- Niall C. Hegarty, Ed.D., Associate Professor/Associate Dean, The Peter J. Tobin College of Business
- Stephen Kotok, Ph.D., Associate Professor, The School of Education

- Jagannath Muzumdar, Ph.D., Associate Professor, College of Pharmacy and Health Sciences
- Mary Noe, Esq., Professor, The Lesley H. and William L. Collins College of Professional Studies
- Jorge Osorio, Director, Internal Audit
- Anne Pacione, Chief Information Officer, Office of Information Technology
- Zoe Petropoulou, Ph.D., Associate Professor and Senior Director of Global Engagement, St. John's College of Liberal Arts and Sciences
- Keaton Wong, J.D., Associate Vice President for Human Resources, Office of Human Resources

Specific Charges

- Compile evidence and analysis related to how the institution complies with Standard VII.
- Demonstrate advancement of Pillar 4 as related to Standard VII.
- Demonstrate compliance with MSCHE Requirements of Affiliation 1, 2, 5, 6, 12, 13, and 14.
- Evaluate the effectiveness processes for the board, the president, and senior officials.

Lines of Inquiry

- To what extent does the University's academic shared governance model deliver an experience that prioritizes the education and well-being of students?
- To what extent have the governance, administrative, and faculty structures implemented initiatives that effectively benefit the University, its students and other constituencies?
- How effective are the governance, administrative, and faculty structures in guiding University operations and advancing its mission?
- How effective are the procedures used by the University to review and assess the governance structure, leadership, administrative offices, and faculty departments, while supporting the University's mission and goals?

This Working Group plans on consulting with: AAUP-FA Faculty Union groups, Chief Data Officer, Chief Information Officer, Division of Student Affairs, Executive Vice President for Mission, Office of Human Resources, Office of Institutional Research, Office of Judicial Affairs, Office of the Provost, Vice President for Advancement and University Relations, Vice President for Business Affairs, Chief Financing Officer, and Treasurer, Vice President for Student Success and Retention Strategy.

Assessment data, processes, documents, and procedures that will support the Self-Study report may include, but are not limited to:

- Collective Bargaining Agreement between the University Administration and the AAUP-FA Faculty Union groups
- Student enrollment and retention data
- University Statutes
- University's Human Resources Policy Manual
- Data maintained by the Office of Human Resources
- Interviews with University personnel

Working Group 8 – Compliance

Chair

- Linda Shannon, J.D., Vice Provost and Chief of Staff, Office of the Provost

Members

- Eileen Flood, J.D., Assistant Vice President of Student Financial Services, Compliance, and Bursar, Financial Aid
- Christine Goodwin, M.L.S., Ed.D., Executive Director, Office of Institutional Research
- Joanne Llerandi, M.B.A., Assistant Provost and University Registrar, Enrollment Management
- Cynthia R. Phillips, Ed.D., Associate Professor of Accounting and Taxation, The Peter J. Tobin College of Business
- Douglas Trani, Associate Athletic Director for Compliance, Department of Athletics

Strategy for Verification of Compliance

The group will be led by Linda Shannon, Vice Provost and Chief of Staff to the Provost and the current Chair of the Standing Provost’s Academic Compliance Team (ACT). She will be joined by current members of the ACT (*Joanne Llerandi, Assistant Provost and University Registrar, Eileen Flood, Assistant Vice President of Student Financial Services, Compliance, and Bursar, Christine Goodwin, Executive Director of Institutional Research, Cynthia Phillips, Faculty member and Director of Online Learning Services*) and others; Douglas Trani, *Associate Athletic Director for Compliance*. Together they will compile evidence to indicate that the University is compliant with required Federal Standards and will provide bi-monthly updates to the steering committee co-chairs. This group will also meet independently with each Working Group to ensure that compliance measures required by each group’s narrative are adequately covered and consistent without being redundant. This workgroup itself will meet monthly beginning summer 2023 through fall 2024 and will provide a draft of the full Verification of Federal Regulations Compliance Report to the steering committee prior to the end of the fall 2024 semester. The report and supporting evidence will be combined into a single, bookmarked PDF file and uploaded to the Middle States portal in January 2025 along with the self-study.

Working Group 9 – Evidence Inventory

Co-chairs

- Heather F. Ball, M.L.S., Assistant Professor/Librarian, University Libraries
- Christine Goodwin, M.L.S., Ed.D., Executive Director, Office of Institutional Research

Members

- Eric Alvarado, Associate Vice President Digital Strategy, Information Technology
- Dallas Maddox, Chief Data Officer, Office of the Provost
- Kathryn Shaughnessy, M.L.S., Associate Professor/Librarian, University Libraries

Evidence Inventory

The evidence inventory is a repository of all resources and documents that support the Self-Study Report. This will be maintained electronically in Microsoft Teams and managed by Working Group #9, Evidence Inventory. Each Working Group (#1 through #8) will have a designated folder within their Teams Channel for their Evidence Inventory. Working Groups will be asked to provide their initial set of documents of

evidence by November 1, 2023, and identify any gaps. The Steering Committee will review and discuss the management of the gaps in the evidence.

Documents will be reviewed throughout the Self-Study process by the Evidence Inventory Working Group to ensure compliance with the standards and requirements of affiliation on a regular schedule. The Evidence Inventory Working Group will also work with the other Working Groups in using the Evidence Inventory Institutional Self-Evaluation Rubric to evaluate the quality of their documents.

File naming conventions will be reviewed and standardized across standards by the Evidence Inventory Working Group in creating the final version used to submit to Middle States.

The Co-Chairs of the Evidence Inventory Working Group will have access to and move relevant materials to Working Group #9 - Evidence Inventory channel to minimize risk of accidental deletion or misplacement as well as to ensure documents are properly inventoried, tagged and cross-referenced to create the final inventory. This final inventory will contain final versions of all the documents referenced in the Self-Study and uploaded by Standard to the Middle States portal, along with the final Self-Study Report in early 2025.

Final Self-Study Report Outline

The final Self-Study report will be organized by chapters. The report will begin with an introductory chapter providing an overview of St. John's University and a brief description of the Self-Study findings. This introductory segment details the organization of the document identifying where supporting material can be found.

The following chapters are organized by standard, with each chapter containing sections:

- Narrative - analytically based inquiry and reflection
- Conclusions - identified strengths and challenges, referencing appropriate criteria
- Recommendations - descriptions of ongoing institutional improvement and innovation
- References - to other relevant materials

The report is to be organized as follows:

1. Table of Contents, Glossary, List of Tables
2. Executive Summary
3. Introduction
4. Standard I: Mission and Goals
5. Standard II: Ethics and Integrity
6. Standard III: Design and Delivery of the Student Learning Experience
7. Standard IV: Support of the Student Learning Experience
8. Standard V: Educational Effectiveness Assessment
9. Standard VI: Planning, Resources, and Institutional Improvement
10. Standard VII: Governance, Leadership, and Administration
11. Requirements of Affiliation
12. Summary of key findings, action plans and progress to address identified items. The cycle of assessment will be highlighted as well as the schedule to revisit waypoints identified.

Timetable

In Spring 2022, a Middle States Self-Study timetable was created as a broad overview to guide us as we moved forward. This timetable is provided in Appendix 3 (Self-Study Timeline). As each new committee and workgroup are brought on board, the timetable is revisited, and more detail is added. The timetable is publicly available to all stakeholders (see Communication Plan section, below).

Communication Plan

Open and omnipresent communication plays a central part in including and recruiting all stakeholders in the Self-Study process. For the initial steps in our process, we utilized open University announcements and committees composed of representatives from across the institutional community. We have moved our communication hub to the web to ensure that there is a central repository for general information, updates, interaction (surveys, questions, requests for involvement), and documentation. As no one mechanism covers all stakeholders, the web presence is part of a larger communications ecosystem including social media, email, committee, councils, events (small discussions, focus groups, and town-hall meetings). A copy of the web presence pages is available in Appendix 4 (Web Page). The communication timeline follows:

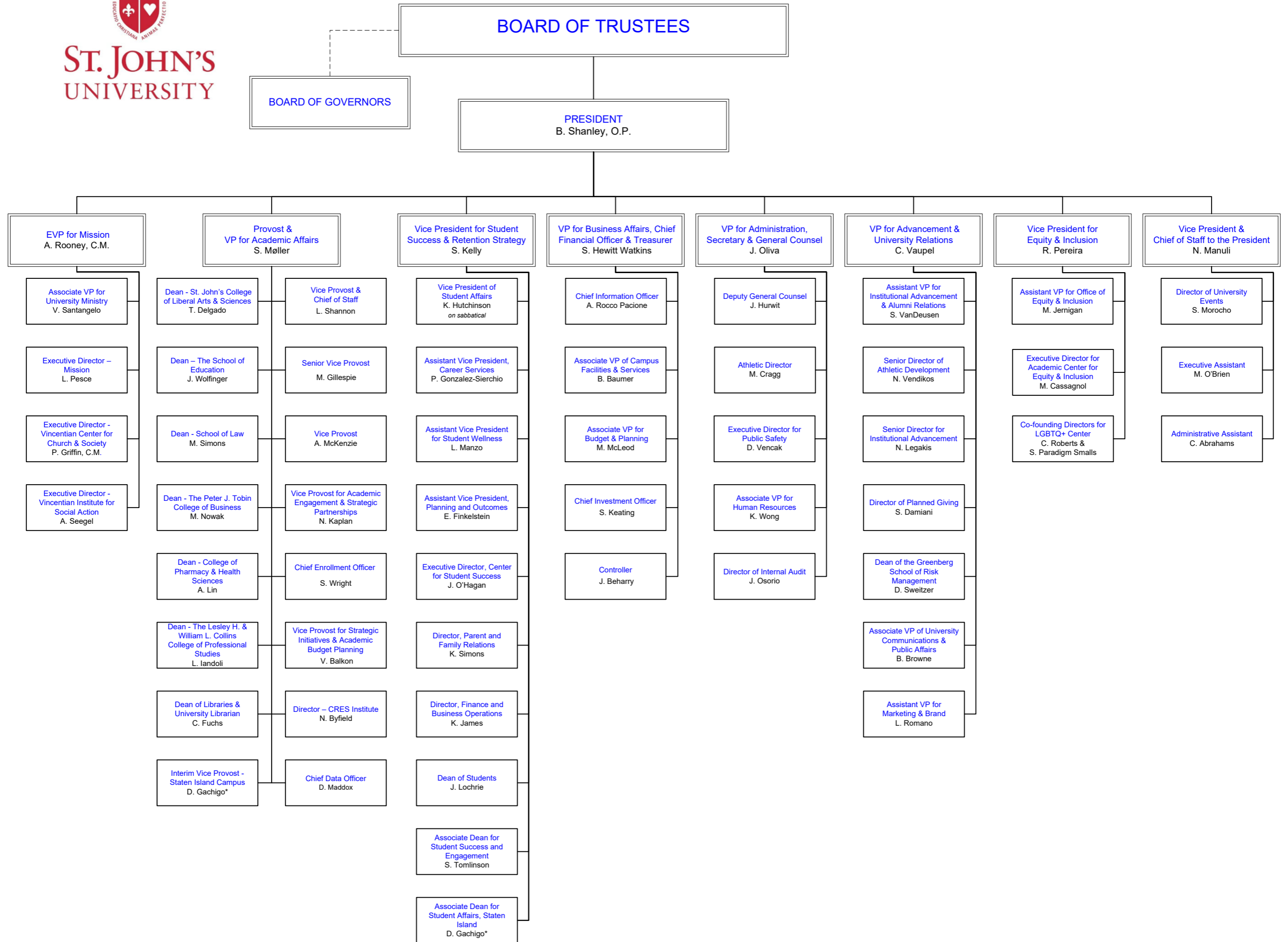
Communication Timeline	
Fall 2023	<ul style="list-style-type: none">• Communication of progress to University community via monthly internal updates• Forward-facing updates summarized on dedicated SJU Self-Study website• Continual online discussion of questions and comments submitted to mscheselfstudy@stjohns.edu• Working Groups conduct discovery and informational sessions with the following groups: VISA, Mission, Ozanam Scholars, ACEI, LGBTQ+ Center, CRES, Campus Ministry, University Assessment Committee, Student Financial Services, Office of Global Programs, University Core Curriculum Committee, Office of Grants and Sponsored Research, Institutional Review Board, Center for Teaching and Learning, Inclusivity Resource Center, Human Resources, Office of Multicultural Affairs, Public Safety, Department Personnel and Budget Committees, Student Government, Athletics, Division of Student Affairs, Center for Student Success, Health and Wellness Services, Office of the Provost, Office of the President, Writing Center, University Libraries, Marketing & Communications, Enrollment Management, Career Services, Institutional Research, Office of Business Affairs, Office of the General Counsel, Information Technology, Institutional Advancement, Campus Facilities and Services, AAUP-FA Faculty Union Groups, Office of Data Science and Analytics, Office of Judicial Affairs

Spring 2024	<ul style="list-style-type: none"> • Communication of progress to University community via monthly internal updates • Forward-facing updates summarized on dedicated SJU Self-Study website • Continual online discussion of questions and comments submitted to mscheselfstudy@stjohns.edu • Working Groups communicate findings and recommendations from discovery and informational sessions with campus-wide partners • Town Hall meetings on all campuses to discuss Working Group drafts and findings • Steering Committee synthesizes Working Group findings and discussions into broader University-wide presentations
Summer 2024	<ul style="list-style-type: none"> • Steering Committee hosts ongoing communication among Working Groups during compilation of Self-Study, posting progress to University community via monthly internal updates
Fall 2024	<ul style="list-style-type: none"> • Communication of progress to University community via monthly internal updates • Forward-facing updates summarized on dedicated SJU Self-Study website • Continual online discussion of questions and comments submitted to mscheselfstudy@stjohns.edu • Draft posted on University Website • Public comments on Self-Study • Town Hall meetings and focus group discussions on all campuses

APPENDICES



Organizational Chart



*Individual with dual reported

as of July 1, 2023

Appendix 2. St. John’s University Strategic Plan Timeline

2021

April

- President Shanley announces formation of Strategic Planning Committee

May - July

- Foundational themes determined, committees formed, chairs named

September

- 13: Strategic Planning Committee meeting
- 17: Meeting with President's Advisory Council
- 28: Meeting with Academic Deans

October

- 6: Meeting with Board of Trustees
- 15: Meeting with President's Advisory Council
- 27: Meeting with Board of Governors

November

- 2: Strategic Planning Committee Meeting
- 12: Meeting with President's Advisory Council
- 13: Presentation at Board of Trustees Retreat

December

- 10: Meeting with President's Advisory Council

2022

January

- 27: Pillar Co-Chairs meeting with Fr. Shanley
- Campus “Community Feedback” surveys and focus groups on foundational pillars and goals

February

- 1: Strategic Planning Committee Meeting
- Feedback received

April

- Plan delivered to Fr. Shanley

May

- Plan presented to the Board of Trustees

August–November

- The Senior Management Group reviews and refines the pillars, goals, and action items associated with the Strategic Plan

September

- The Strategic Plan Implementation Committee is formed and holds its first meeting; meetings are also held in October and November

Fall semester

- The Co-Chairs of the Strategic Plan Implementation Committee meet monthly with the President’s Advisory Council to discuss and further refine the Strategic Plan

October

- The Board of Trustees and the Board of Governors receive updates on the Strategic Plan at their October meetings

December

- Board of Trustees adopts resolution to approve the Strategic Plan

2023**Spring semester**

- The Senior Management Group, in partnership with the Strategic Plan Implementation Committee, will complete benchmarking, finalize metrics, and determine targets for the Strategic Plan

Summer

- The Senior Management Group, the President's Advisory Council, and the Strategic Plan Implementation Committee will hold a strategic planning summit

Appendix 3. Self-Study Timeline

Next Self-Study Evaluation: 2024-2025

Spring 2022

- Formation of Pre-Steering Committee
- Recommendation of Self-Study Working Group composition and Self-Study approach
- Acceptance and approval of Self-Study Steering Committee recommendations

Fall 2022

- Invitation to Self-Study Institute
- Complete Steering and Working Group membership selection so preliminary meetings can be held in Spring 2023
- Steering Committee determine Institutional Priorities and Self-Study Approach
- Finalize Timeline

Spring 2023

- President's Advisory Committee and the Provost Council approve institutional priorities and preferred Self-Study approach
- Remote meeting with MSCHE to discuss premise for Self-Study review
- Working Groups established
- Steering Committee meets and prepared charges for Working Groups
- Draft Self-Study design finalized, including charges/questions for Working Groups
- Submit draft of Self-Study Process to MSCHE
- Unveil University Website dedicated to reaccreditation and communicate process; possibly Town Hall meeting
- Visit by member of MSCHE and approval of Self-Study design

Fall 2023

- Working Groups conduct their research, involve the University community, and provide progress reports to Steering Committee
- Steering Committee and Working Groups continue to meet
- Continuous communication of progress to University Community via internal communication and website

Spring 2024

- Working Groups finalize reports
- Team chair selected by MSCHE, St. John's approve selection, dates set for team visit and for preliminary visit by Chair
- Steering Committee reviews drafts
- Draft reports posted to website
- Town Hall meetings/discussion boards on all campuses to discuss document

Summer 2024

- Draft of Self-Study prepared
- Continued campus review

Fall 2024

- Public comments on Self-Study
- Draft posted on University Website
- Self-study shared with Board of Trustees (continuous updates have been provided to the BoT by BoT Board member/Steering Committee Member: Fr. Kevin Creagh)
- Town Hall meetings/discussions on all campuses
- Draft of Self-Study sent to Team Chair
- Preliminary visit of Chair
- Self-Study Report finalized based on Team Chair feedback and shared with university community

Spring 2025

- Final review of Self-Study document
- Final version of Self-Study document, verification of Compliance/Evidence Inventory upload to MSCHE portal
- Final preparation for Visit
- Team Visit
- Team Report and Institutional Response

Appendix 4. Web Page

St. John's University, Middle States Accreditation website:

<https://www.stjohns.edu/middle-states-accreditation>

Appendix 5. Profile of Evaluation Team

St. John's University respectfully requests that the Middle States Commission and staff consider appointing evaluation team members that have expertise with private, Catholic universities and, in particular, institutions that are sponsored by a religious community.

In addition, it would be helpful to have individuals familiar with the institutional profile of the University:

- Multi-location, urban environment;
- Culturally diverse student population;
- Professional schools and colleges offering undergraduate and graduate programs;
- Student profile that includes large percentages of students with very high financial assistance need and who are first-generation college students.

To facilitate this, the following are lists of institutions; preferred institutions are in **bold**.

Peer Universities (in alphabetical order)

- **DePaul University – Chicago, IL (not a MSCHE institution)**
- **Duquesne University – Pittsburgh, PA**
- Pace University – New York, NY
- **Seton Hall University – South Orange, NJ**
- **Temple University – Philadelphia, PA**
- The Catholic University of America – Washington, DC
- The New School – New York, NY

Aspirational Universities (in alphabetical order)

- American University – Washington, DC
- **Drexel University – Philadelphia, PA**
- Fordham University – Bronx, NY
- **Georgetown University – Washington, DC**
- Rutgers, The State University of New Jersey
- SUNY at Stony Brook – Stony Brook, NY
- Syracuse University – Syracuse, NY
- **Villanova University – Villanova, PA**



**St. John's University
MSCHE Self-Study
Working Group Report**

Please be clear and concise, address all the elements of the Working Group charges and lines of inquiry. This report serves as the formal method of reporting the results of the Working Group's efforts, at the interim and final report time points.

Working Group [number]

Working Group Title [title]

Working Group members [members]

Section I - Overview of how the Working Group addressed aligned institutional priorities.

Section II - Synopsis of how lines of inquiry were addressed, how they have changed over time, and their connection to the institutional priorities (institutional strategic plan)

Section III - Indications of how the Working Group collaborated with other Working Groups and how it engaged in the institution's strategies to populate the Evidence Inventory and provide information relevant to the Verification of Compliance process (where applicable).

Section IV - Evidence utilized to evaluate the institution's lines of inquiry.

Section V - Analytical narrative, with evidence of how assessment information has been used for continuous improvement of student learning, unit, and institutional goals.



Section VI - Opportunities for improvement and innovation, as well as suggested initial strategies to address them.