

St. Thomas 2020: Living Our Mission, Expanding Our Horizon



UNIVERSITY of ST. THOMAS



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Dear Members of the St. Thomas Community,

Many of you have heard me say that at the University of St. Thomas, we are uniquely poised. We are uniquely poised to step into the spotlight for providing an excellent academic experience that has a unique St. Thomas stamp. We are poised to increase the impact our graduates make on the world both today and in the future. We are poised to prepare our students for the complexities of the contemporary world.

Welcome to Living Our Mission, Expanding Our Horizon, a strategic plan that provides a vision of the University of St. Thomas in 2020. This vision builds on our commitment to an education grounded in Catholic intellectual tradition and inspired by Catholic social thought. It seeks to enhance our strengths, such as educating the whole person and educating for the professions, with an eye toward increasing our accessibility to those often underserved in higher education. It is a vision that seeks to expand our horizons academically and geographically.

The face of higher education in the 21st century is changing. Shifting demographics of traditional-age college students and the use of technology in the delivery of higher education seem to threaten the traditional residential college, which has been the foundation of St. Thomas. While some may view this as sounding the inevitable demise of traditional universities, we view it as an invitation to an entrepreneurial approach that will lead us to revise our programs, our formats and our work in ways that retain what we value as essential components of a St. Thomas education.

This document represents the collective and collaborative work of our whole community. Over the course of the past 12 months, we have engaged faculty, staff, alumni, our local community and our Board of Trustees as we have identified areas for growth, revision and expansion. We come to this strategic plan from a position of strength, but also at a time of significant transition. The energy, passion and commitment of these interlocking communities only have strengthened my assertion that we are poised not only to survive but thrive in the changing environment of higher education.

Sincerely,

A handwritten signature in cursive script that reads "Julie H. Sullivan".

Julie H. Sullivan, Ph.D.
President



The strategic plan will enhance our strengths, increase our visibility and position us to better prepare students for the complexities of the contemporary world.

— Dr. Julie Sullivan, President

The plan is a bold and entrepreneurial approach to strengthening our programs by building upon what we value as the essential components of a St. Thomas education.

*— Dr. John Morrison, Chair,
Board of Trustees*

Our Vision, Our Mission, Our Convictions

We create a culture among faculty, students and staff that recognizes the power of ideas and rewards rigorous thinking.

— St. Thomas conviction on academic excellence

Grounded in Our Mission

The University of St. Thomas is a Catholic, comprehensive, urban university that has served its church and community by educating students for professional competency and academic excellence. As higher education changes to meet the needs of the contemporary world, St. Thomas also needs to constantly adjust to fulfill our mission in evolving contexts. We do this by staying grounded in our foundational identity but flexible in our appropriation of best practices for academic excellence.

Our strategic plan is grounded in our identity as a Catholic university. We affirm our mission statement:

“Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely, and work skillfully to advance the common good.”



ALBERT EINSTEIN JOHN HELLAND
1879-1955
PHYSICIAN, EDUCATOR, STATESMAN

Albert Einstein and William Flinn stood at the top of the monument in 1981. The statue was the work of the late Dr. Thomas Augustus "Tommy" Howard. It was dedicated to Einstein's 100th birthday in 1979. The statue was the work of the late Dr. Thomas Augustus "Tommy" Howard. It was dedicated to Einstein's 100th birthday in 1979. The statue was the work of the late Dr. Thomas Augustus "Tommy" Howard. It was dedicated to Einstein's 100th birthday in 1979.

We also affirm our seven convictions:

- **Pursuit of truth:** We value intellectual inquiry as a lifelong habit, the unfettered and impartial pursuit of truth in all its forms, the integration of knowledge across disciplines, and the imaginative and creative exploration of new ideas.
- **Academic excellence:** We create a culture among faculty, students and staff that recognizes the power of ideas and rewards rigorous thinking.
- **Faith and reason:** We actively engage Catholic intellectual tradition, which values the fundamental compatibility of faith and reason and fosters meaningful dialogue directed toward the flourishing of human culture.
- **Dignity:** We respect the dignity of each person and value the unique contributions each brings to the greater mosaic of the university community.
- **Diversity:** We strive to create a vibrant, diverse community in which, together, we work for a more just and inclusive society.
- **Personal attention:** We foster a caring culture that supports the well-being of each member.
- **Gratitude:** We celebrate the achievements of all members of our community in goals attained and obstacles overcome, and in all things give praise to God.

While this mission is timeless, as an institution of higher education, we must deliberately review how we make that mission come alive for each new generation of students, and simultaneously envision what academic excellence means for an ever-changing world.

The university recently has articulated a vision statement that summarizes what we aspire to be:

“The University of St. Thomas, a Catholic comprehensive urban university, is known nationally for academic excellence that prepares students for the complexities of the contemporary world. Through disciplinary and interdisciplinary inquiry and deep intercultural understanding, we inspire students to lead, work and serve with the skill and empathy vital to creating a better world.”

Through this strategic plan, St. Thomas works to enhance our Catholic mission, guided by our vision statement. The strategic themes identify five priority elements we keep in the forefront as we formulate specific changes, or strategic priorities, that we will address over the next five years to realize this vision. While our mission and convictions remain our solid foundation, and our vision expresses our aspirations, the themes and priorities will plot the road we will construct to journey toward that vision.



The plan will keep us grounded in our foundational identity and give us the flexibility to develop new practices for academic excellence.

— Dr. Richard Plumb, Provost and Executive Vice President

Strategic Themes

The themes are challenges identified by stakeholders and our research as areas for revision or improvement.

The university has identified five areas where change is key to achieving this vision. While some strategic plans call these goals, we have chosen to name them “themes” instead, because they do not serve as isolated goals in and of themselves. They are more properly the specific challenges that various stakeholders and our own research repeatedly identified as areas calling for revision or improvement.

We chose the term “theme” because most of our strategic priorities address more than one of these areas. We view the plan as a complex whole, with interlocking elements. These elements then function more as themes in a larger symphony, where each one may take the lead at various points in the strategic plan, but where each is necessary for the overall success of the plan.

One major principle that came up repeatedly across all units of the campus is the desire to function more deliberately as a unified university. Our self-study noted that one challenge we face is the growing complexity of our university structure. While the complexity is good, we do not want to lose our sense of being an interconnected university whole. This desire for a more unified university also underlies our strategic choice of priorities that will have impact across the university and out into the broader world.

Rather than tie strategic priorities to single themes, we have chosen to list all of the themes first, and then show how each priority addresses one or more of these themes. In this way, our plan models the vision of the university as an integrated community, realizing a common mission in distinct ways.



The strategic themes are:

- Excellence in Learning and Student Engagement
- Education informed by Catholic Mission
- Diversity and Inclusive Culture
- Globalization
- One University

Excellence in Learning and Student Engagement

Theme: The University of St. Thomas will provide innovative education that develops the skills necessary for success within an increasingly complex contemporary world, where information is readily available but wise use of that information is critical for human flourishing. Capitalizing on our size and comprehensive programs, which make collaboration both rich and possible, we will look for ways to create a distinctive academic experience that is contextualized within both the local and global communities, provides opportunities for significant interdisciplinary inquiry and provides flexible pathways for the student populations of the 21st century. We will leverage our urban location by making better use of opportunities for contextual learning that the Twin Cities affords. By fostering transferable skills, including innovative thinking, we will support skills necessary for developing entrepreneurial and creative problem solvers.

Rationale: St. Thomas historically has sought to provide an exceptional education grounded in the liberal arts, enhanced by professional practice and relevant within its contemporary contexts, but the changing job market, the dynamic trajectory of professional careers and the way technology has changed access to information requires institutions of higher education to reconsider the skills students need today for their professional, personal and spiritual lives. To do this, we need faculty adequately trained for the changing educational environment who can model the kind of learning we value, programs relevant for the future, and a reassessment of the core skills necessary in both our undergraduate and graduate programs for the new world of academic excellence. Even more than in the past, our students will need to be able to make connections among disciplines that used to be separated, to use the skills of analytic reasoning and innovative thinking in ever-changing situations, and to make human connections in ways that demonstrate respect and empathy. Yet, with the rising cost of higher education and growing student debt, we need to provide flexibility for students to enter our academic programs, complete those programs and efficiently proceed to the job market or further graduate education.

Education Informed by Catholic Mission

Theme: The University of St. Thomas, a welcoming and inclusive academic community, embraces its role within the global church. By receiving, engaging and contributing to Catholic intellectual tradition, the university promotes the development and formation of the whole person and the advancement of the common good. We will fulfill this mission by pursuing truth, seeking the integration of knowledge, and fostering dialogue between faith and reason.

Rationale: As a Catholic university, the University of St. Thomas values its diverse community of students, faculty, staff and alumni. Grounded in Catholic intellectual tradition, the university promotes the integration of knowledge; dialogue between faith and culture; the development of morally responsible individuals; the active



We will support skills necessary for developing entrepreneurial and creative problem solvers.

— Excellence in Learning and Student Engagement

engagement of its community in the work toward a more just and civil society; the commitment to sustainable stewardship of environmental resources; and the concern for the development of the whole person, including support for the spiritual formation of its community members.

Diversity and Inclusive Culture

Theme: The University of St. Thomas will be known for its strong commitment to developing and sustaining an inclusive culture, founded on principles of mutual trust, respect and empathy. This culture will attract, support and retain a diverse community of students, faculty and staff, and will infuse the curriculum, enhancing academic excellence and relevance.

Rationale: With a commitment to the full dignity of all human persons, we support an inclusive culture characterized by the connectedness of all human endeavors, principles of mutual trust and mutual respect, and the cultivation of a spirit of empathy. An inclusive culture integrates various aspects of identity to enhance academic excellence in light of the complexities of the contemporary world.

Globalization

Theme: The University of St. Thomas will actively promote global engagement in teaching, learning, research and service in an ethical and socially responsible manner. We will accomplish this goal by developing global and intercultural awareness across the university; integrating global knowledge, skills and perspectives into the curriculum; enhancing study-abroad and off-campus learning opportunities; attracting international and ethnically diverse domestic students; and supporting a globally engaged faculty and staff.

Rationale: We live in an increasingly globalized world, marked by social, cultural, political, technological and economic interdependence and integration across local, national and international boundaries. Understanding and integrating global knowledge, perspectives and intercultural competencies into teaching, learning, research and service is essential to living, working and serving in an increasingly interconnected world.

One University

Theme: The University of St. Thomas affirms that we are a unified community of diverse students, faculty, staff and alumni working together to fulfill the mission of the university. As one university, we recognize the entire St. Thomas community serves as the foundation for achieving our vision for a better world. We will create formal and informal structures that support a system of collaboration and integrated decision-making for all units on campus as well as a campus culture where meaningful relationships develop among people otherwise separated by role, profession, discipline, geographical location or organizational structure.

Rationale: The University of St. Thomas has become an increasingly complex organization as it has evolved over time, with greater academic and nonacademic programs and services. With the challenge of this complex environment, we actively seek both formal and informal opportunities for us to function as one university. Respecting the needs of individual units within the university to pursue their unique missions while committed to the principles of shared decision-making, the university as a whole provides avenues to all of its diverse members to contribute to the overall mission of the University of St. Thomas.



We will actively promote global engagement in teaching, learning, research and service in an ethical and socially responsible manner.

— Globalization

Strategic Priorities

The eight strategic priorities identify specific programs and objectives that will be pursued.

While the vision and the themes have delineated the areas that we want to prioritize as we adapt for the contemporary world, the strategic priorities identify specific programs and objectives we will pursue to approach our vision.

Each strategic priority is complex, requiring multiple initiatives to achieve, often involving units across the campuses to collaborate, and sometimes necessitating organizational and financial changes. Eight task forces will develop initiatives that address and achieve the eight priorities.

The priorities are:

- Educating for the Future
- Flexible Pathways into UST, Within UST and to Job Market
- Enhanced Visibility and Profile
- Global Connections
- Embracing our Differences as One Human Family
- Catholic-Inspired Community Engagement
- Integrated and Expanded Health and Wellness Programs
- Integrated Planning



Educating for the Future

As we think about the world that our graduate and undergraduate students will be entering, we need to constantly ask, if we are providing them with the skills necessary for a lifetime of work.

At the graduate level, we need to assess the relevancy of our programs to meet the changing job markets of the future. We need to better articulate the essential components of a St. Thomas graduate degree, balancing our desire for common rigor with the flexibility for individual programs to be entrepreneurial. In order to accomplish this, the comprehensive review will do the following:

- Examine all of our graduate programs for relevance, quality, future opportunities, delivery modes and length of programs
- Assess the need for other elements that would make our programs more attractive to a broader audience, such as graduate housing options
- Consider how to improve the integration of graduate students into the larger community of St. Thomas

At the undergraduate level, St. Thomas always has prided itself on providing students with general, liberal arts skills that make our graduates attractive to both employers and graduate schools. But, in an increasingly specialized world, many of our majors have grown to meet expanding expectations, leaving our students with little flexibility to explore various fields of study, or to add a minor field to enhance their chosen major. The review and revision of the undergraduate program necessitates a multiprong approach so that it provides an intentional, integrated experience focused on the education of the whole person. In order to achieve this, the following elements should be addressed:

- Create a curricular model and core curriculum that provides a common student first-year academic experience, encourages student collaboration with faculty, and allows for both flexibility and exploration.
- Engage the intellectual curiosity of all students and develop critical thinking and creative problem-solving skills with courses and other experiences that emphasize active learning, interdisciplinary approaches, diverse perspectives, appropriate classroom technologies and formats, entrepreneurial skills and opportunities within the urban context of the Twin Cities.
- Break down traditional disciplinary silos in ways that encourage innovative, entrepreneurial, collaborative, and multidisciplinary thematic teaching, curriculum, and research.
- Partner with businesses and agencies for contextual and applied learning.
- More actively engage alumni for both contextual learning and mentorship.

- Prioritize academic work that is shaped by and makes distinctive contributions to Catholic intellectual tradition through collaborative ventures across the global church.

Faculty are a key element in the success of a new curriculum. We will support the ongoing professional development of our faculty so that they can better meet the needs of a changing student body, both through training needed to utilize new pedagogies and through professional engagement that informs teaching within their discipline.

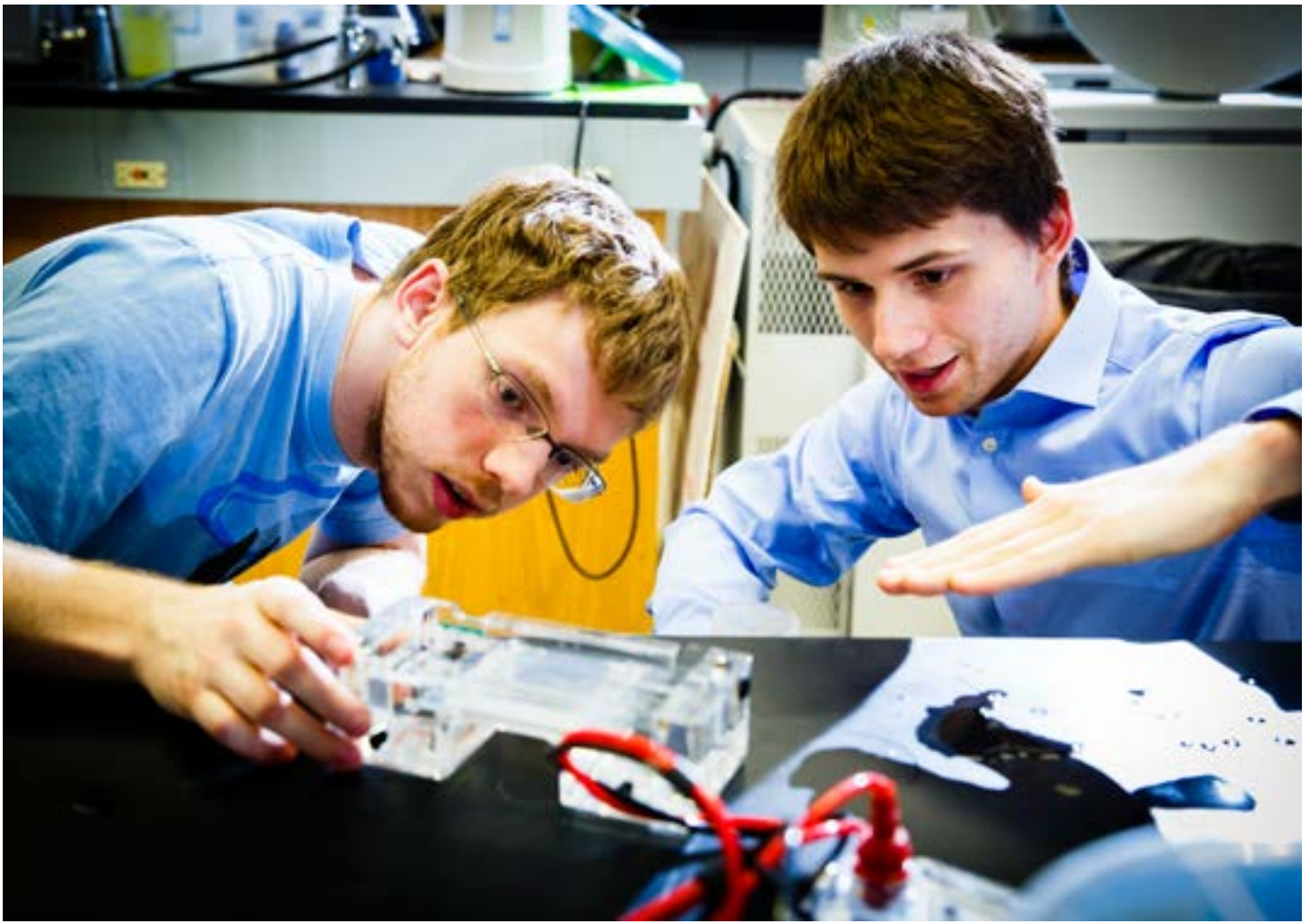
This strategic priority addresses the following themes: Excellence in Learning, Catholic Mission and One University.

Flexible Pathways into UST, Within UST and to Job Market

The changing face of higher education in response to fluctuations in student demographics and the economic challenges our students face necessitates that we have to re-think the ways in which students come to academic study, what they need to complete their programs and how they develop practical skills for job markets. All three of these stages in the academic career require we establish collaborative educational partnerships and use technology wisely to deliver an education that serves students in the contemporary world. This means providing more flexibility as students enter college or graduate work, more flexible delivery of curriculum once they have matriculated, and partnerships with businesses and agencies for contextual and applied learning.

The rising cost of higher education must also be addressed as we aim to remain affordable for more students by considering both flexible paths into and through our programs, and by remaining vigilant about the management of our own resources and the efficiencies of our operations. We seek to have high graduation rates across all demographic groups while ensuring St. Thomas graduates have lower debt loads, better prospects for jobs or postgraduate education, and a greater sense of engagement with their community. We aim to reduce student debt loads without compromising academic training or student engagement, improve advising and career counseling, and increase service-learning activities that link academic experiences to community needs. This priority includes at least the following elements:

- Partnering with high schools and/or community colleges to deliver some of our lower-division undergraduate courses at off-site locations
- Developing a comprehensive strategy for the use of online technology in education, including hybridized or blended uses of technology that build on our strengths in student engagement and teaching. This should include an overarching philosophy for St. Thomas online education, key strategic areas for encouraging the development of online opportunities, technological and administrative structures and support services that are needed, and opportunities for collaboration via online education. The strategy will provide flexibility for the differing needs and



We need to constantly ask if we are providing students with the skills necessary for a lifetime. — Educating for the Future

opportunities within our various graduate programs, as well as within our undergraduate program. This might include undergraduate programs such as “Take UST Home for the Summer” where key courses in both the core curriculum and in the majors are offered in hybrid, blended or online formats, as well as hybrid and fully online programs within our graduate curricula.

- Providing a full complement of courses year-round (both general requirements and courses for the majors) so that students can complete an undergraduate degree in three years, with a comparable compression at the graduate level where appropriate. This will require flexibility in thinking about faculty contracts, current academic term configurations and current course sequencing.
- Expanding internship programming across the university and effectively engaging alumni and businesses, especially within the Twin Cities.

This strategic priority addresses the following themes: Excellence in Learning, Diversity and Inclusive Culture, and Globalization.

Enhanced Visibility and Profile

The success of a university depends in part on its ability to be an attractive choice for excellent faculty and students, as well as to inspire support from multiple stakeholders. While the University of St. Thomas has an excellent local reputation, we need to do a better job getting out that message beyond the Twin Cities. This reputation depends on a comprehensive marketing strategy based on a clear articulation of what makes a St. Thomas education unique and valuable.

The university aspires to enhance our current student populations, at both the graduate and undergraduate levels, by attracting well-qualified students from a broader geographical area, recruiting more racially and ethnically diverse students, and increasing our international student population. Given changing demographics both locally and nationally, with a lower overall student population and a more diverse student population, the University of St. Thomas has an opportunity to extend its service to immigrant and working-class families as those are configured in today’s global economy. To do this, we seek to:

- Improve our marketing and branding strategy to bolster public recognition and visibility across all of our academic programs
- Articulate our value proposition to support both our institutional advancement efforts as well as the recruitment of talented students, faculty and staff
- Develop enrollment management plans to attract students who are academically strong and socially aware, and to expand recruitment efforts, nationally and internationally, to reach prospective students from broader geographic markets and from historically underrepresented groups

- Develop a marketing strategy and a financial aid strategy with the objective of expanding graduate enrollment
- Support and reward faculty work that enhances our national reputation for academic excellence, such as rigorous scholarship in the disciplines, key positions in national organizations, and opportunities for faculty partnerships with other academic institutions
- Enhance faculty professional development opportunities that support our revised curriculum, such as projects that have an interdisciplinary focus or engage global and/or diverse perspectives
- Engage our alumni across the globe as active partners in recruitment, marketing and visibility

Our overall recruitment efforts will attract and retain the most-talented students and faculty, measured in many different dimensions, who will meaningfully contribute to the intellectual vitality of our academic community and to the communities in the Twin Cities, nationally and internationally that we serve.

This strategic priority addresses the following themes: Excellence in Learning, Diversity and Inclusive Culture, Globalization and One University.

Global Connections

While the University of St. Thomas has many rich opportunities for students to engage with global issues, both in terms of the world beyond our borders as well as the local global community, we lack the sufficient coordination of these efforts necessary for a unified approach to providing a more globally informed educational experience. Although many units resist this coordination for fear they may lose some control over a particular area, this should be viewed as an attempt to create a structure of shared responsibility. Central to this priority is the need to reorganize our various global engagements so they are mutually supportive and supported. To do this, the following elements should be addressed:

- Coordinate and enhance all globalization efforts across the university by reviewing, reorganizing and centralizing the administrative and academic structures to ensure operational efficiency through better coordination, synergy, communication and quality assurance. This may include the formulation of a set of policy and operating guidelines governing global engagement endeavors across colleges, schools and units within the university to ensure an internally consistent, well-coordinated and unified framework for globalization.
- Establish a mechanism to support international scholarly and curricular work, organize international research and teaching conferences, and provide greater visibility to globally oriented scholarly work
- Actively develop global and intercultural awareness and competencies among faculty, students and staff through curriculum, seminars, speakers, online resources, and cultural and social integration

- Develop initiatives to increase enrollment of international students in all of our degree programs
- Actively engage international alumni as partners in our various global initiatives

This strategic priority addresses the following themes: Excellence in Learning, Catholic Mission, Diversity and Inclusive Culture, Globalization and One University.

Embracing our Differences as One Human Family

As a Catholic institution, the University of St. Thomas recognizes the basic human dignity of all persons and will work to create an environment of radical hospitality premised on the development and flourishing of every community member. We seek to increase the diversity of our student populations. We also strive to support better the diversities within our community, broadly defined. This includes not just racial/ethnic diversity, but also creed, religion, ancestry, national origin, sex, sexual orientation, disability, age, marital status or economic/social status.

The university recognizes that diversity needs to be reflected not just in our curriculum, but also in our student, faculty, administrative and staff populations, in our culture and in our organizational structures. Some of these elements include:

- Create a more robust Office of Institutional Diversity appropriately staffed and resourced for a university of our size, prominently situated within the university's overall structure
- Actively seek to attract, retain and develop faculty, staff, administrators and students from all backgrounds, and employ best practices for enhancing the diversity of our learning community, with a particular eye toward outreach to historically under-represented and underserved populations. Included in the plan will be guidelines for assessing progress and benchmarking results relative to peer institutions.
- Actively develop our students' capacity for engaging in and growing from a broad range of world views, values and life experiences, thereby realizing our mission to prepare them for the increasingly diverse world they will encounter after graduation. The learning environment in both the graduate and undergraduate programs will value, attract, support and be formed by a diversity of perspectives. For the undergraduate program, this may include a two-course diversity requirement, practicum components focused on diversity issues, and/or a global engagement requirement.
- Enhance and coordinate our interdisciplinary programs that support diverse perspectives such as Women's Studies, American Culture and Difference, International Studies, Justice and Peace Studies, Catholic Studies, and the human diversity requirement; identify and expand resources for interdisciplinary teaching and research, such as the 400-level theology courses; and support the development of area studies, such as Latin American Studies



We seek to increase the diversity of our student populations and create an environment of radical hospitality premised on the development and flourishing of every community member.

*— Embracing our Differences
as One Human Family*

- Provide avenues and incentives for faculty to collaborate in the creation of interdisciplinary programs at the graduate level
- Support and reward faculty teaching and professional engagement that advances deep intercultural and diverse perspectives
- Review the availability of student services throughout the year for nonlocal students, students with disabilities and graduate students. This may include more residence hall space year-round, development of graduate housing, more opportunities for non-Catholic students (especially non-Catholic Christian students) to worship on campus, more dining options even during holiday periods, and consistent and regular dining options more easily accessed by diverse student populations (such as Muslim students, students with food sensitivities and students with more globally diverse palates) as a sign of radical hospitality.

This strategic priority addresses the following themes: Excellence in Learning, Catholic Mission, Diversity and Inclusive Culture, Globalization and One University.

Catholic-Inspired Community Engagement

The University of St. Thomas will promote practices within our community that reflect the university's commitment to truth, justice and caritas (self-giving love), and that inspire community members to work for the common good of their communities in which they participate. We always have had a strong record of student engagement with various communities. With the rising complexity of the university, we need a more coordinated approach to community engagement. To effectively engage students in advancing the common good, we will build upon our strengths in ethics, sustainability, social justice, service learning, globalization and social entrepreneurship with diverse local and global communities. We will reconfigure a culture of "service" to those deemed "underprivileged" to a culture of mutual engagement that both transforms all participants and actualizes mutual respect through collaborative efforts and decision-making.

We need to foster this both through our organizational structure and by creating richer opportunities for all members of our community, not only to be involved with external communities, but to have opportunities to reflect on those opportunities both intellectually and spiritually. Students, faculty and staff will gain the insights, context and skills to design innovative solutions to pressing social problems at both the graduate and undergraduate levels. Some of the elements central to this effort include the following:

- The university will seek partnerships and relationships with Catholic institutions and agencies, both educational and service/justice oriented, around the globe.
- The university will create a culture of mutual engagement and be known for this within the larger community. It will promote research and teaching aimed at human development, the sanctity of

human life, social justice and peacebuilding. It will promote basic service to neighbors in need locally and globally consistent with its educational mission.

- St. Thomas will cultivate an ethic of the care for God’s creation through curricular and co-curricular activities aimed at environmental stewardship and sustainability.
- We will advance Catholic intellectual tradition through support for faculty research and professional engagement that engages the intersection of the church in the world as well as the complementarity of faith and reason.
- We will live out our Catholic mission by addressing unjust inequities in our world through our teaching and our engagement with the local and global communities.
- The university will recognize its responsibility to sustain interreligious and ecumenical dialogue by supporting and enhancing existing programs while constantly seeking new opportunities to engage people of all faiths on our campuses and in the broader community.

This strategic priority addresses the following themes: Excellence in Learning, Catholic Mission, Diversity and Inclusive Culture, Globalization and One University.

Integrated and Expanded Health and Wellness Programs

The job market continues to expand in the health and wellness fields, but St. Thomas has yet to develop comprehensive programs to meet these needs. While we have isolated programs that address different areas of health and wellness, we lack undergraduate majors and graduate programs in areas of growing need and an integrated engagement with global health initiatives. We seek to assess, coordinate and expand into these areas of opportunity, but to do so in a way that embodies our commitment to Catholic social teaching, with its concern for the marginalized and underserved, and that defines health and wellness in terms of the dignity of the whole person. We seek to provide an interdisciplinary approach that would address systemic problems in health care systems both locally and globally.

To do this, we first must take an inventory of existing programs and resources in order to explore the best opportunities for coordination and expansion of these programs. Such a review may lead to:

- Undergraduate and graduate programs in global health that are interdisciplinary in approach.
- Interdisciplinary undergraduate and graduate programs that address growing disparities and needs within health care systems, with special focus on access, integration, and efficiency for the overall well-being of the whole person and whole community.
- The possible creation of a College of Health and Wellness that actualizes our mission and convictions. This would mean a College of Health and Wellness that is built on the five themes of

the strategic plan, embodying the principles of social justice, global engagement, engagement with local underserved communities and is interdisciplinary in its approach.

This strategic priority addresses the following themes: Excellence in Learning, Catholic Mission and Globalization.

Integrated Planning

Quality planning is an integral feature of any successful organization. The University of St. Thomas will implement a holistic planning model and understand the extent to which this plan is successful both from a short- and long-term perspective. As good stewards of our resources, and with special attention to the financial challenges facing higher education today, we must think deliberately about our allocation of all resources, including but not limited to land and technology.

To accomplish this task, the university will integrate academic, resource and facilities planning in accordance with the mission, vision and convictions of the university. Further, integrated planning will become an ongoing and iterative process at the institution

All planning efforts will be assessed through the evaluation of unit objectives using key performance and accountability measures for all initiatives. Integrated planning requires at least the following elements:

- Develop and maintain a culture of integrated planning and budgeting used to inform the strategic and operational decision-making processes at the university.
- Create a master plan to develop a vision and strategy for the best use of the university's lands, including plans for new buildings and other facilities necessary to achieve our educational goals.
- Implement and maintain a comprehensive technology plan that addresses needs across various units of the university.

This strategic priority addresses the following themes: Excellence in Learning, Diversity and Inclusive Culture, Globalization and One University.

Conclusion

The strategic plan is a roadmap to bring our vision into reality.

Our seventh conviction of gratitude states, “We celebrate the achievements of all members of our community in goals attained and obstacles overcome.” This is especially true with respect to the development of this strategic plan.

First, we are grateful to those who served on the steering committee, who set the roadmap for the process based on the data the University had collected and who sought further input from alumni and community members.

Second, we thank all of those who served on subcommittees for their diligent facilitation and prioritization of community input.

Third, we deeply appreciate the dedicated engagement of our whole community and their contributions to this final document. From open forums to Faculty Senate discussions to conversations with the Board of Trustees, the plan captures the roadmap that we, as a whole community, will use to bring our vision into reality.

Lastly, we affirm the final words of our convictions, that “in all things (we) give praise to God.”



Strategic Plan Steering Committee (2014)

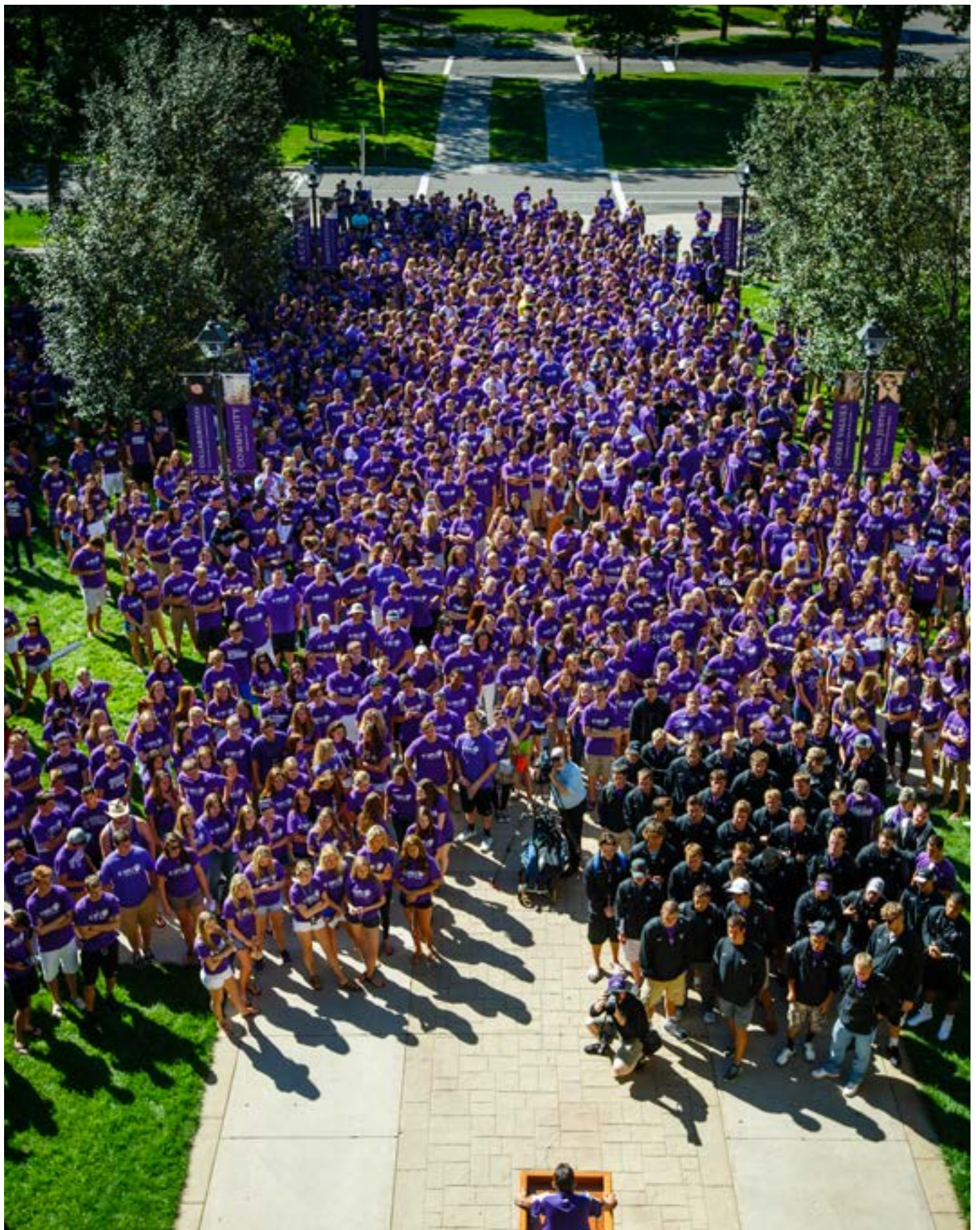
Tony Andrade-Vera, graduate student
Dr. Bernard Brady, Theology
Dr. Corrine Carvalho, Theology (co-chair)
Dr. Michael Cogan, Institutional Effectiveness (co-chair)
Dr. Monica Hartmann, Economics
Dr. Marty Johnston, Physics
Lisa Keiser, Non-Exempt Staff Council
Dr. Daryl Koehn, Ethics and Business Law
Mariann Kukielka, undergraduate student
Dr. Terence Langan, Arts and Sciences
Dr. Paul Lorah, Geography
Dr. Aaron Macke, Residence Life
Dr. Jill Manske, Biology
Dr. John Olson, Operations and Supply Chain Management
Kathy O'Neil, Exempt Staff Council
Dr. David Rigoni, Leadership, Policy, and Administration
Dr. Lalith Samarakoon, Finance
Dr. Mick Sheppeck, Management, CFNE
Dr. Mark Stansbury-O'Donnell, Art History
Dr. Jon Stoltz, Philosophy
Dr. AnnMarie Thomas, Engineering
Dr. Christopher Vye, Professional Psychology
Jennifer Wright, Law
Dr. Wendy Wyatt, Communication and Journalism

Subcommittees (2014)

Susan Anderson-Benson, Selim Center for Learning
Gina Bugliosi, graduate student
Lisa Burke, Opus College of Business
Chirayu Dongre, Academic Counseling
Dr. Laura Dunham, Entrepreneurship
Dr. Paola Ehrmantraut, Modern and Classical Languages
Dr. Massimo Faggioli, Theology
Dr. Amy Finnegan, Justice and Peace Studies
Juan Ferreras Camilo, undergraduate student

Subcommittees continued

Nora Fitzpatrick, Law
Cynthia Fraction, Excel! Research Scholars Program
Dr. Kendra Garrett, Social Work
Bryan Gates, Admissions
Dr. Camille George, Engineering
Dr. Matthew George, Music
Jordan Graf, undergraduate student
Josh Hengemuhle, Dean of Students Office
Christina Hilpipre-Frischman, International Admissions
Sharon Howell, Dean of Students Office
Eric Hsu, undergraduate student
Dr. Ann Johnson, Faculty Development
Karen Julian, Enrollment Services
Dr. Adam Kay, Biology Department
Vern Klobassa, Student Engagement
Dr. Jennifer McGuire, Biology
Dr. Sue Myers, Theology
Dr. Mark Neuzil, Communications and Journalism
Dr. Lucy Payne, Academic Assessment and Accreditation
Lisa Schiltz, Law
Kimberly Schumann, Disability Services
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