



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Conference for Mercy Higher Education Self-Study

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UNIVERSITY OF SAINT JOSEPH

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Academic Program Review (excerpt: cover through pg 4)

Academic Year:

Name of Program:

Department Chair:

School Dean:

Faculty Member Outside School:

Other Participants:

Date of Last Review:

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Please fill in page numbers above once review is completed.

Mission

The University of Saint Joseph, founded by the Sisters of Mercy in the Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population in an inclusive environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

Purpose of Review

The purpose of program review is to strengthen department programs and increase department effectiveness. The review assesses and evaluates a program's stated outcomes and supporting resources to determine if the program fulfills its goals and furthers the mission of University of Saint Joseph. The process necessitates documenting successful efforts, identifying needs, and ensuring compliance with NECHE standards. The results of the review process will serve as a tool for continuous program improvement and will impact the planning and budgeting activities at both the institutional and program levels.

Overview of Review Process

1. The review commences at the beginning of the academic year. The Department Chair meets with the Provost to discuss the review process.
2. The Chair organizes a team to conduct the review. The team is to include the School Dean, a faculty member from outside the school, and faculty members from the department doing the review. The team is encouraged to work with the Office of Institutional Effectiveness to gather data about enrollment trends and other topics.
3. Teams can use the review template if helpful, though it is not mandatory. The template serves as a guide. Chairs can use their judgment about deviating from it. Supplemental information and supporting documentation are encouraged.
4. The completed review is to be submitted to the Provost by June 15 of the academic year.
5. In the subsequent fall, the Provost and School Dean formulate recommendations for program support. These recommendations, as well as those of the department, will be sent to the academic subcommittee of the Planning and Budget Committee.
6. For programs without external accreditation, an external review team will be convened in the October after which the review was completed. This team will submit a written report within three weeks of its visit.
7. The departmental program review team may respond to the external report.

(Paraphrased from the Faculty Handbook.)

I. Program Description, Policies, and Affiliations

A. Provide a description of the program.

RESPOND HERE.

B. Please discuss how the program helps the University fulfill its mission

Tip: You can [read more about the University's mission and core values here](#).

RESPOND HERE.

BYLAWS

OF

UNIVERSITY OF SAINT JOSEPH

PREAMBLE

These Bylaws supplement certain provisions of the Certificate of Incorporation of the University of Saint Joseph (the “University” or “Corporation”) and the Connecticut Revised Nonstock Corporation Act, as amended (the “Act”). References in these Bylaws to provisions of the Act shall refer to any corresponding provisions of future state law.

ARTICLE I - PURPOSE

Section 1. The University is an institution of higher education founded by the Sisters of Mercy of Connecticut and sponsored by the Institute of the Sisters of Mercy of the Americas to continue the tradition of service and leadership in higher education as part of the Catholic Church's mission to teach all people. It endeavors to fulfill its purpose as stated in its Certificate of Incorporation through a personal, value-oriented approach to learning. The President of the University shall be knowledgeable about and committed to the Catholic Intellectual Tradition and foster the values of the Sisters of Mercy of the Americas.

The Corporation by its Board of Trustees acknowledges and accepts that to be affiliated with the Conference for Mercy Higher Education (“CMHE”) and sponsored by the Sisters of Mercy of the Americas, a public juridic person of the Roman Catholic Church (“Sisters of Mercy of the Americas”), and to retain its status as such, the Corporation shall fulfill its purpose and conduct its affairs in the tradition of the Sisters of Mercy of the Americas, and shall at all times remain faithful to the teaching of the Roman Catholic Church and the charism, heritage and mission of the Sisters of Mercy of the Americas, as further defined in the Covenant of Mercy Higher Education.

ARTICLE II - THE BOARD OF TRUSTEES

Section 1. The Board of Trustees shall consist of not fewer than fifteen (15) and not more than thirty-five (35) persons (and shall exclude Trustees Emeriti). The number of Trustees shall be the number of Trustees elected and serving at the most recently held meeting for such purpose. Trustees include elected trustees and the President of the University of Saint Joseph and the President of the Alumni Association in their capacity of ex-officio members of the Board of Trustees with voting rights. No fewer than three (3) nor more than six (6) Trustees shall be Sisters of Mercy of the Americas or Mercy Associates.

Section 2. Election of Trustees shall be by the Board of Trustees.

Section 3. Trustees shall be elected to staggered terms of service beginning July 1 following election (or such other service commencement date as determined by the vote of the Board of Trustees). The total number of Trustees shall be divided into three groups, with each group containing approximately the same percentage of the total, as near as may be. The terms of each group will expire every three years on June 30 in successive years. Except as otherwise provided in these Bylaws, Trustees may be elected for terms which shall not exceed three consecutive three-year terms. The President of the University and the President of the Alumni Association shall serve as Trustees during the term of their respective presidencies notwithstanding the foregoing limitation. A Trustee elected to fill a vacancy in an unexpired term shall be deemed to have served one three-year term for purposes of eligibility for reelection only if the Trustee has served more than two years of the unexpired term.

Section 4. The Board of Trustees may appoint any person having given distinguished service as a Trustee of the University to be Trustee Emeritus with the privilege of attending all meetings of the Board of Trustees, but without the right to vote.

Section 5. Any vacancy or vacancies occurring on the Board of Trustees may be filled by the Board of Trustees until the next meeting at which Trustees are elected. A vacancy that will occur at a specific later date, by reason of a resignation effective at a later date, may be filled before the vacancy occurs, but the new Trustee may not take office until that vacancy occurs.

Section 6. The Officers of the Board of Trustees shall be a Chair, Vice Chair, and a Secretary. The Board of Trustees shall elect the foregoing officers from among their number. Such officers of the Board shall be elected at the spring meeting of the Board of Trustees for a term of three (3) years extending until the last day of the third succeeding fiscal year. No such officer shall serve for more than two (2) consecutive three-year terms in any one of such positions. Such officers shall, during their term of office, remain as Trustees notwithstanding the limitation on the term of office of Trustees provided in these Bylaws.

Section 7. Any Officer vacancy, other than that of the Chair, shall be filled by designation by the existing Chair. Upon the Chair's position becoming vacant, the Vice Chair shall complete the term of Chair without further appointment being necessary.

Section 8. The Chair shall preside at all meetings of the Board of Trustees and of the Executive Committee, and shall have a right to vote on all matters that come before the Board of Trustees or the Executive Committee. The Chair shall appoint to all advisory committees the members who are not appointed by the Board of Trustees, and shall have such other powers and duties as the Board from time-to-time may prescribe. In the temporary absence of the Chair, the Vice Chair shall perform the duties of the office of the Chair. The Vice Chair shall have such other powers and duties as the Board from time-to-time may prescribe.

Section 9. The Secretary shall perform all the duties normally incident to the office of the Secretary and shall give proper notice of all meetings of the Board of Trustees and of the Executive Committee as provided in these Bylaws. The Secretary shall keep the minutes of all meetings of the Board of Trustees and of the Executive Committee and keep a record of the appointments of all committees of the Board of Trustees.

The Secretary shall have custody of all records, books, books of account, papers and documents of the University. The Secretary shall be the keeper of the Corporate seal with the authority to affix the same and attest it by his or her signature to all instruments requiring execution under seal. The Secretary shall be responsible for authenticating records of the University. The Secretary shall have such other powers and duties as the Board from time-to-time may prescribe.

ARTICLE III - POWERS AND DUTIES OF THE BOARD OF TRUSTEES

Section 1. The Board of Trustees, subject to the laws of the State of Connecticut, the provisions of the Certificate of Incorporation, and these Bylaws, shall manage the activities, property and affairs of the University. The Board of Trustees shall have the power and duty to establish policies consistent with the purposes of the University; to interpret and apply the stated objectives of the University's Certificate of Incorporation and policies to the current circumstances; to oversee the financial administration of the University; to plan and guide development of the University; to bear responsibility for the administration of the University; to establish regulations to govern its procedures and proceedings; to elect or remove members to the Board of Trustees; to appoint or remove the President, with or without cause, subject to any contract rights of the President; and to prescribe and revise such rules or regulations as in their judgment may be necessary for the proper administration of the University

Section 2. Notwithstanding anything to the contrary contained herein, and as a condition to the Corporation's affiliation with CMHE and sponsorship by the Sisters of Mercy of the Americas, in no event shall the Board of Trustees take any of the following actions without the prior written consent of the Board of Directors of CMHE or its successor or designee (to the extent such approval is required under Canon Law):

- (i) approve a sale or disposition of all or substantially all of the assets, a merger, consolidation, reorganization, dissolution or liquidation of the Corporation, or other fundamental transaction contemplated within the Nonprofit Corporation Law of the State of Connecticut or these Bylaws; or
- (ii) amend this Section [Section 2, Article III] or Article I of these Bylaws, or Article 3 or Article 6 of the Certificate of Incorporation, with respect to the Corporation's Roman Catholic identity or the conditions provided herein or in the Certificate of Incorporation relating to the affiliation of the Corporation with CMHE or its sponsorship by the Sisters of Mercy of the Americas.

ARTICLE IV - MEETINGS OF THE BOARD OF TRUSTEES

Section 1. The Board of Trustees shall meet not fewer than three (3) times annually (fall, winter, and spring) upon a day and at an hour set by the Chair of the Board of Trustees. Special meetings of the Board may be called at any time by the Chair of the Board of Trustees and shall be called whenever so requested in writing by a majority of the Board of Trustees. A majority of

the Trustees then serving shall constitute a quorum for the transaction of business at any regular or special meeting of the Board. The Chair of the Board of Trustees or, in the absence thereof, the presiding officer for the meeting shall have the right to vote. Unless otherwise specified in these Bylaws or by statute, the vote of a majority of the votes entitled to be cast by Trustees participating at a duly-constituted meeting of the Board of Trustees shall be sufficient to pass any measure before the Board of Trustees.

Section 2. Regular meetings of the Board of Trustees may not be held without notice of the date, time, place, or purpose of the meeting. Special meetings of the Board of Trustees shall be preceded by at least two (2) days' notice of the date, time, and place of the meeting. The Secretary shall endeavor to give seven (7) calendar days' written notice of all meetings of the Board, but failure to do so shall not invalidate any meeting or actions taken thereat so long as the other requirements of this section are met. Notwithstanding the foregoing, unless stated in a written notice of the meeting, no bylaw may be brought up for adoption, amendment, or repeal.

Section 3. Any action required or permitted to be taken at a meeting of the Board of Trustees, or any committee thereof, may be approved by unanimous consent without a meeting if all Trustees unanimously consent to the action in writing signed in one or more counterparts by all of the Trustees. The writings evidencing such consent shall be filed with the minutes of the proceedings of the Board of Trustees. Any such action taken by unanimous written consent shall be the act of the Board of Trustees with the same force and effect as though it had been authorized at a duly called and held meeting of the Board of Trustees. Action taken under this section is effective when the last Trustee signs the consent.

Section 4. The Board of Trustees may permit any or all Trustees to participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all Trustees participating may simultaneously hear each other during the meeting. A Trustee participating in a meeting by this means is deemed to be present in person at the meeting.

ARTICLE V - COMMITTEES OF THE BOARD OF TRUSTEES

Section 1. There shall be an Executive Committee of the Board of Trustees. The Committee shall consist of the Chair of the Board of Trustees, the President of the University, and not fewer than three (3) other Trustees who shall be appointed to a one-year, renewable term by a majority of all of the Trustees then serving. The Chair and President shall have the right to vote and be counted toward a quorum. At least one (1) Trustee appointed to the Executive Committee shall be a Sister of Mercy of the Americas or Mercy Associate. Any person retiring as Chair may be appointed by the new Chair to serve as a non-voting member of the Executive Committee for a one-year period following the end of the person's term as Chair, whether or not such person is a Trustee. If such person is not a Trustee, such person may participate in meetings of the Board of Trustees, without a vote, for such one-year period at the request of the new Chair.

Section 2 Subject to any prior limitations imposed by the Board of Trustees, the Executive Committee shall have the power to transact all regular business of the University during the interim between the meetings of the Board of Trustees, and its actions shall have the same force and effect

of action by the Board of Trustees, provided, however, the Executive Committee may not: (1) approve or recommend to the Board of Trustees action that Sections 33-1000 to 33-1290 of the Act, inclusive, require to be approved by the Board of Trustees ; (2) fill vacancies on the Board of Trustees or on any committee with the power to act on behalf of the University; (3) adopt, amend, or repeal these Bylaws; (4) approve a plan of merger; (5) approve a sale, lease, exchange, or other disposition of all or substantially all, of the property of the University except as provided in Section 33-1101(e)(5) of the Act; or (6) approve a proposal to dissolve. The Executive Committee shall report any actions and recommendations to the Board at each Board meeting. The Executive Committee shall have the power to establish rules and regulations relating to its meetings provided, however, that a reasonable notice of all meetings of the committee be given to the members thereof and that no acts of the committee shall be valid unless approved by an affirmative vote of a majority of the committee. The committee shall keep regular minutes of its meetings.

Section 3. There shall be a Committee on Trustees and Governance of the Board of Trustees to consist of one (1) Sister of Mercy of the Americas or Mercy Associate and at least three (3) additional Trustees appointed by the Chair of the Board of Trustees. The Committee on Trustees and Governance shall be responsible for recommending appointment and reappointment of members of the Board of Trustees and of the Executive Committee and officers of the Board of Trustees. Officers shall inform the Chair of the Committee on Trustees and Governance of their intention to either stand for reelection or not no later than January 15 of their **third** year in office. The Committee on Trustees and Governance will then convey this information to the full Board as part of a call for nominations.

Section 4. The Board of Trustees may constitute such other committees, consisting of two or more Trustees, with such power and authority as the Board shall designate. Members and the chair of such committees shall be appointed by the Chair of the Board of Trustees to a renewable term every two years or as needed. Except as provided in these Bylaws or as specifically authorized by a majority of all the Trustees then serving, all committees shall be advisory in nature and shall not have authority to act on behalf of the Board of Trustees. Non-Board members may be appointed to any committee that does not have authority to act on behalf of the Board of Trustees. Except for the Executive Committee and as otherwise provided in these Bylaws or by the Board of Trustees, the President shall serve as an ex-officio member of all committees of the Board of Trustees. The Chair shall be an ex-officio member of all committees of the Board. Except as otherwise provided herein or by the Board of Trustees, ex-officio members of any advisory committee and non-board members shall each be counted in determining a quorum and shall each have the right to vote.

ARTICLE VI – OFFICERS OF THE UNIVERSITY

Section 1. The University shall have a President, a chief academic officer, and a chief financial officer. The President shall be appointed and may be removed by the Board of Trustees as provided in Article III. The chief academic officer and chief financial officer shall be appointed by the President only after the creation of a duly-appointed search committee, which shall include at least one Trustee to be appointed by the Chair. The President may appoint one or more subordinate management team members, including one or more Vice Presidents. All members of the University's management team, other than the President, shall be appointed and evaluated and

may be removed by the President, with or without cause, subject to any contract rights of the management team member.

Section 2. The President of the University shall be the chief executive officer of the University and the official advisor to and executive agent of the Board of Trustees and its committees. The President shall, as educational and administrative head of the University, exercise general supervisory authority over all the affairs of the University, and bring such matters to the attention of the Board of Trustees as are appropriate and necessary to keep the Board of Trustees fully informed in meeting its fiduciary and policy-making responsibilities. Except as otherwise provided in these Bylaws, the President shall have the power, on behalf of the University, to perform all acts and execute all documents to make effective the actions of the Board of Trustees and the Executive Committee. In the course of the President's performance of the President's management duties, the President may delegate to one or more members of the University's management team the performance of one or more of the President's management duties. If the President is unable to perform the duties of the President, due to disability or other cause, and as may be determined by the Board of Trustees or the Executive Committee, the Executive Committee or the Board of Trustees shall designate the person to perform such duties until such time as the President is able to serve or a new President is elected pursuant to Article III.

Section 3. The chief financial officer shall collect and keep safely all funds belonging to the University and disburse the funds of the University for the payment of its debts and obligations. At intervals of not more than twelve (12) months, the chief financial officer shall prepare a balance sheet showing the financial condition of the University and a statement of receipts and disbursements for the twelve (12) months preceding such date and shall deposit said balance sheet and statement at the principal office of the University to be kept for at least ten (10) years from its date. The chief financial officer shall have such powers and shall perform such duties as may be assigned by the President.

ARTICLE VII – FISCAL YEAR

The fiscal year of the University shall commence on July 1 of each calendar year and end on June 30 of the next calendar year.

ARTICLE VIII – GENERAL

Section 1. The seal of the University shall be circular in form and bear the inscription "University of Saint Joseph."

Section 2. Written waiver signed at any time by a Trustee or committee member entitled to notice shall be equivalent to the giving of notice. A written waiver shall be delivered to the University and filed with the minutes or corporate records. The attendance by either a Trustee or committee member at a meeting without protesting the lack of proper notice prior to the commencement of, at the beginning of, or promptly upon such person's arrival to the meeting shall be deemed to be a waiver by such person of notice of the meeting.

Section 3. Any written notice required hereunder may, without limitation, be issued by regular mail, hand delivery, electronic means or facsimile. Any written signature required under these Bylaws or the University's Certificate of Incorporation, or by Connecticut law, may be evidenced by manual, facsimile or electronic signature, any of which shall have the same legal effect as the manual signature of the signing party.

ARTICLE IX - AMENDMENTS

The amendment of these Bylaws or of the Corporation's Certificate of Incorporation requires the affirmative vote of two-thirds of all Trustees, provided that notice of any amendment is provided to all Trustees at least seven calendar days before voting on the amendment.

Amended and Restated 1984, 1985,
1987, 1989, 1990, 1992, 1998,
2001, 2002, 2006, 2008, 2012, 2021, 2022

AMENDED AND RESTATED
 CERTIFICATE OF INCORPORATION
 OF
 UNIVERSITY OF SAINT JOSEPH
 (A Connecticut Nonstock Corporation)

Pursuant to Section 33-1140 of the Connecticut Revised Nonstock Corporation Act (the “Act”), the University of Saint Joseph (the “University”) hereby amends, restates and replaces in its entirety the existing Certificate of Incorporation to read in its entirety as follows:

1. **Name.** The name of the corporation is University of Saint Joseph. The University of Saint Joseph was originally chartered by the Connecticut General Assembly as “Mount Saint Joseph College of Hartford” on March 19, 1925, with Ellen M. Garvan, Mary Byrnes, Ellen Ledwith, Mary Blake, and Mary E. Coffey as incorporators. The University’s name was changed to “St. Joseph College” by act of the Connecticut General Assembly on May 8, 1935, and to the “University of Saint Joseph” on June 8, 2012.

2. **Nonprofit Corporation.** The University is nonprofit and shall not have or issue shares of stock or make distributions.

3. **Purpose.** The University is organized and shall be operated exclusively for religious, charitable, scientific, literary, educational, or other purpose within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”).

(a) More specifically, the purpose of the University is to establish, organize, maintain, and conduct an institution of higher education dedicated to the intellectual, social and personal development of its students and to community enrichment through teaching, research, scholarship, the dissemination of knowledge, and the promotion of cultural events and civic engagement and to perform such other works of education, charity, and religion as may relate to such purposes. Subject to the foregoing limitation and those set forth in Article 7 below, the University may engage in any lawful act or activity for which a corporation may be organized

under the Act, including without limitation, the making of grants to organizations that qualify as exempt organizations under Code section 501(c)(3) to promote the purposes of the University.

(b) The Corporation, by its Board of Trustees, acknowledges and accepts that to be affiliated with the Conference for Mercy Higher Education (“CMHE”) and sponsored by the Sisters of Mercy of the Americas, a public juridic person of the Roman Catholic Church (“Sisters of Mercy of the Americas”), and to retain its status as such, the Corporation shall fulfill its purpose and conduct its affairs in the tradition of the Sisters of Mercy of the Americas, and shall at all times remain faithful to the teaching of the Roman Catholic Church and the charism, heritage and mission of the Sisters of Mercy of the Americas, as further defined in the Covenant of Mercy Higher Education.

4. **Members.** The University shall not have members.

5. **Board of Trustees.** The University shall operate under the management of its Board of Trustees, which shall be self-perpetuating. Trustees shall be elected as provided in the bylaws of the University. The bylaws may provide that persons occupying certain positions within or without the University shall be *ex-officio* members of the Board of Trustees who may or may not, as provided for in the bylaws, vote on matters coming before the Board of Trustees and count in determining if a quorum exists.

6. **Limitation on Liability of Trustees.** The personal liability of a member of the Board of Trustees to the University for monetary damages for breach of duty as a member of the Board of Trustees shall be limited to the fullest extent permitted by the Act or any other applicable laws presently or hereafter in effect.

(a) Without limiting and notwithstanding the effect of the preceding sentence, no member of the Board of Trustees shall be personally liable to the University for monetary damages for breach of duty as a member of the Board of Trustees in an amount greater than the compensation received by the member of the Board of Trustees for serving the University during the year of the violation if such breach did not (i) involve a knowing and culpable violation of law by the member of the Board of Trustees; (ii) enable the member of the Board of Trustees, or

an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain; (iii) show a lack of good faith and a conscious disregard for the duty of the member of the Board of Trustees to the University under circumstances in which the member of the Board of Trustees was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the University; or (iv) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of his or her duty to the University.

(b) No amendment to, or modification or repeal of, this Article 6 shall adversely affect any right or protection of a member of the Board of Trustees existing hereunder with respect to any act or omission occurring prior to such amendment, modification or repeal. Nothing contained in this Article 6 shall be construed (i) to deny to any member of the Board of Trustees the benefit of Section 52-557m of the Connecticut General Statutes as in effect at the time of the violation or (ii) to deny to any member of the Board of Trustees the benefit of the Federal Volunteer Protection Act.

7. **Limitations.** Notwithstanding any other provision of this Amended and Restated Certificate of Incorporation:

(a) The University shall at all times be organized and operated exclusively for religious, charitable, scientific, literary, educational, or other purpose within the meaning of Section 501(c)(3) of the Code;

(b) No part of the net earnings of the University may be distributed to or inure to or for the benefit of any trustee or officer of the University, or any other individual, except for reasonable compensation for services rendered and reimbursement for expenses incurred for the benefit of the University, and to make payments and distributions in furtherance of the purposes set forth in Article 3 hereof;

(c) No substantial part of the activities of the University shall consist of carrying on propaganda or attempting to influence legislation. The University may not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office);

(d) The University shall not conduct any activities, nor exercise any powers, not permitted to be conducted by a corporation exempt from taxation under Code Section 501(a), as an organization described under Code Section 501(c)(3), or by a corporation the contributions to which are deductible under Code Section 170(c)(2), 2055(a)(2), or 2522(a)(2);

8. **Indemnification.** The University shall, to the fullest extent permitted by the Act or any other applicable law currently or hereafter in effect, indemnify each member of the Board of Trustees from and against any liability, expense and other matter referenced in or covered by the Act.

(a) In furtherance and not in limitation thereof, the University shall indemnify each member of the Board of Trustees for a liability, as defined in Section 33-1116 of the Connecticut General Statutes, to any person for any action taken, or any failure to take any action, as a member of the Board of Trustees, except a liability that (i) involved a knowing and culpable violation of law by the member of the Board of Trustees, (ii) enabled the member of the Board of Trustees or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal gain, (iii) showed a lack of good faith and a conscious disregard for the duty of the member of the Board of Trustees under circumstances in which the member of the Board of Trustees was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the University, or (iv) constituted a sustained and unexcused pattern of inattention that amounted to an abdication of his or her duty to the University.

(b) Expenses (including attorneys' fees) incurred by a member of the Board of Trustees in defending a civil, criminal, administrative or investigative action, suit or proceeding shall be paid by the University in advance of the final disposition of such action, suit or proceeding upon receipt of both (i) a written affirmation by such member of the Board of Trustees of his or her good faith belief that he or she has met the relevant standard of conduct under the Act or that the proceeding involves conduct for which liability has been limited under Article 6 of this Amended and Restated Certificate of Incorporation and (ii) an undertaking by or on behalf of such member of the Board of Trustees to repay such amount if it shall ultimately be

determined that such member of the Board of Trustees is not entitled to be indemnified by the Corporation as authorized in this Article 8.

(c) The University may, to the fullest extent permitted by the Act or any other applicable laws currently or hereafter in effect, indemnify an officer, employee or agent of the Corporation who is a party to a proceeding because he or she is an officer, employee or agent of the University for a liability, as defined in section 33-1116 of the Connecticut General Statutes, to any person for any action taken, or any failure to take any action, as an officer, employee or agent of the University.

(d) Expenses (including attorneys' fees) incurred by officers, employees and agents may be so paid upon such terms and conditions, if any, as the Board of Trustees deems appropriate. The indemnification and advancement of expenses provided by, or granted pursuant to, this Article 8 shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any bylaw, agreement, vote of disinterested members of the Board of Trustees or otherwise, both as to action in his or her official capacity and as to action in another capacity while holding such office. Notwithstanding the foregoing, the University shall not provide indemnification or advancement for expenses to the extent that such indemnification or advancement would constitute self-dealing within the meaning of Code section 4941(d).

(e) To the extent permitted by law, the indemnification rights provided in this Article 8 shall extend to and inure to the benefit of the estate, personal representatives, heirs, executors, and administrators of the indemnified individual.

(f) The University may also procure insurance providing greater indemnification as provided by law.

9. **Dissolution.** Upon the dissolution of the University, the Board of Trustees shall dispose of and distribute the assets remaining, after payment of all liabilities of the Corporation, exclusively for the purposes of the University, to one or more organizations that shall then be exempt from federal income taxation as an organization or organizations described in Code

section 501(c)(3) in such proportions and amounts and in such manner as the Board of Trustees shall determine. No part of the Corporation's assets shall ever be distributed to the members of the Board of Trustees or the University's officers, or inure to the benefit of any private individual.

10. **Private Foundation.** In the event that the Internal Revenue Service determines that the University is a private foundation within the meaning of Code section 509(a), the University will not engage in any act of self-dealing, as defined in Code section 4941(d), retain any excess business holdings as defined in Code section 4943(c), make any investments in a manner as to subject the University to tax under Code section 4944, or make any taxable expenditures as defined in Code section 4945(d). Additionally, if such a determination is made by the Internal Revenue Service, the University will distribute its income for each tax year at a time and in a manner so as not to become subject to the tax on undistributed income imposed by Code section 4942.

11. **References.** References in this Amended and Restated Certificate of Incorporation to a section of the Code shall be construed to refer both to such section and to the regulations promulgated thereunder, as they now exist or may hereafter be amended, superseded or replaced. References in this Amended and Restated Certificate of Incorporation to the Act or to sections of the Connecticut General Statutes shall be deemed to include amendments adopted from time to time to such sections and shall further be deemed to include any successor sections thereto.

Amended and Restated 2021



Mercy Way

for these times...
and the future

Covenant 2022

**CONFERENCE *for* MERCY
HIGHER EDUCATION**

Covenant

Mercy Higher Education Covenant

Agreed to by the University of Saint Joseph, the Sisters of Mercy of the Americas and the Conference for Mercy Higher Education.

Preamble

The *Constitutions* of the Sisters of Mercy regarding institutional sponsorship contextualize the spirit of this Covenant:

"As Sisters of Mercy we sponsor institutions
to address our enduring concerns
and to witness to Christ's mission.
Within these institutions,
we, together with our co-workers and those we serve,
endeavor to model mercy and justice
and to promote systemic change
according to these ideals."

—Constitutions 5

The Sisters of Mercy of the Americas have promised to carry out their mission and witness to Christ's mission in their sponsored colleges and universities. The elected leaders of these treasured institutions join with the Sisters in that mission, which is of immense value to the Sisters of Mercy and to the Church. A mutual recognition of that value and an ownership of that mission are the foundations of a covenant relationship.

Ex corde Ecclesiae, an apostolic constitution on Catholic Higher Education issued by Saint John Paul II, notes the following essential characteristics of the Catholic university:

Since the objective of a Catholic University is to assure in an institutional manner a Christian presence in the university world confronting the great problems of society and culture, every Catholic University, as Catholic, must have the following essential characteristics:

1. *a Christian inspiration not only of individuals but of the university community as such;*
2. *a continuing reflection in the light of the Catholic faith upon the growing treasury of human knowledge, to which it seeks to contribute by its own research;*

Mutual Commitment

This Covenant names mutual accountabilities for the Conference for Mercy Higher Education, acting on behalf of the Sisters of Mercy of the Americas, for the Board of Trustees, particularly the Chair of the Board, and for the University of Saint Joseph President; this Covenant defines each role in terms of responsibilities and functions of the University of Saint Joseph.

A renewal of this Covenant by the President of the Institute of the Sisters of Mercy of the Americas, by the Chair of the University of Saint Joseph Board, by the President of the University of Saint Joseph, and by the Executive Director and the Chair of the Board of the Conference for Mercy Higher Education will occur in concert with the *Mission Self-study and Peer Review* conducted by CMHE and the periodic follow-up to that decennial review. The intent of this renewal is to strengthen mutual bonds, promote communication, and to enable a sustainable future for the Mercy mission within Catholic higher education. We – each and all– commit to a process of reflection, informed discernment and values-driven decision-making.

Mutual Accountabilities to Sustain the Commitment

As a ministry of the Sisters of Mercy of the Americas, and charged with ensuring the on-going attention to and further development of the Catholic and Mercy identity of its institutions, the **Conference for Mercy Higher Education** will:

- ❖ Support the on-going conversation about the role of the Mercy mission and critical concerns of the Sisters of Mercy of the Americas in the educational mission of the institution via a resource-rich website, annual meetings, specific programs, cohort gatherings, and other forms of communication.
- ❖ Develop, foster and support, in concert with the mission officers, board orientation and formation multi-year programs that focus on the institution's educational mission through the lens of Mercy in higher education.
- ❖ Develop a program for the formation of lay persons for future positions on the institutional board.
- ❖ Ensure regular communications via biennial conversations with the Board Chairs and Presidents of the member institutions relative to issues of Catholic identity and the Mercy mission in higher education. The recommendations of the *Mission Self-study* and the *Visiting Team's Report* will inform these discussions.
- ❖ Schedule the institutional *Mission Self-study and Peer Team Review* on an eight to ten-year basis and schedule the five-year follow-up report following the full mission peer review.

- ❖ Participate in significant moments in the life of the colleges/universities, namely, presidential inaugurations, celebrations of Mercy Heritage, celebrations of Mercy Day/Week.
- ❖ Identify a CMHE representative to serve in the presidential search process for each institution.
- ❖ Design with the Institute Leadership Team a “missioning” of each president-elect as s/he begins a leadership role in the Mercy higher education.

As the sponsored institution desires to continue its Catholic identity in the Mercy tradition, the **University of Saint Joseph Board** will:

- ❖ Integrate the Catholic identity and distinct Mercy mission of the institution within Board discussions and decision-making.
- ❖ Perform the fiduciary responsibilities entrusted to the institutional board.
- ❖ Recruit, hire, evaluate and support a president who understands and actively supports the university mission as a distinct and separately incorporated entity, but also one that shares in the mission of the Sisters of Mercy of the Americas.
- ❖ Ensure through the work of the appropriate board committees that the process of recruitment, election, orientation and ongoing education of trustees promotes understanding and respect for the religious identity and mission of the institution and the authority and responsibility that the Sisters of Mercy have to ensure this identity.
- ❖ Elect a board chair who is or who is willing to become deeply grounded in the mission and identity of the University of Saint Joseph.
- ❖ Ensure the institution’s participation in the Mission Self-study and Peer Team Visit and receive the CMHE Visiting Team Report on the agreed-upon cycle of institutional reviews.
- ❖ Participate in on-going programs designed by CMHE and the institutional mission officer to educate the Board on issues related to the Catholic, Mercy identity of the institution.

As the appointed leader of the sponsored ministry, the **University of Saint Joseph President** will:

- ❖ Affirm the Catholic, Mercy identity and mission of the institution as a key priority, in both word and deeds.
- ❖ Refer to the *CMHE Statement on the Catholic Identity and Mercy Mission* of member institutions as well as *Ex corde Ecclesiae* when developing new plans, programs, and policies.
- ❖ Provide opportunities for the campus community—students, faculty, staff and board members—to develop an awareness of the Mercy tradition and the legacy of the Sisters of Mercy. These opportunities are often expressed through celebrations of Mercy Day, through prayer and service opportunities as well as in on-boarding and on-going orientations.
- ❖ Promote and encourage the integration of mission and identity, as appropriate, in the institution's curriculum, programs, policies and practices through the allocation of appropriate resources.
- ❖ Ensure opportunities on campus for worship, spiritual reflection and a display of religious symbols that reflect the institution's Catholic, Mercy identity and encourage a culture of faith for all.
- ❖ Maintain communication with the Conference for Mercy Higher Education related to significant issues of Catholic identity and the Mercy mission. CMHE will request a biennial communication and follow-up in reference to the Mission Review findings and recommendations.
- ❖ Foster the relationship between the University and local Church authorities, especially with the local ordinary, by keeping these authorities informed about speakers, events, and key moments in the institution's academic and spiritual life.
- ❖ Participate as an active member of the Conference for Mercy Higher Education, particularly through the Mercy Presidents Council.

Implementation

1. The University of Saint Joseph Board Chair, the University President and the CMHE Executive Director will convey the significance of this Covenant to their respective members at their annual board meetings.
2. The President of the Sisters of Mercy of the Americas (or her designate), the Board Chair of University of Saint Joseph, the President of the University of Saint Joseph, the Executive Director for CMHE and the Chair of the CMHE Board will meet biennially to discuss this Covenant and to share perspectives on the sponsorship relationship and the University's Catholic identity and Mercy mission. This meeting may take place in person, at the biennial leadership program, or by some other electronic means of communication and discussion.
3. The Covenant will be signed as new presidents assume their leadership roles and as the Mission Peer Reviews and follow-up reports are presented and discussed between the Institution and the CMHE Board of Directors.
4. Should additional conversations concerning the depth and breadth of the Catholic identity and Mercy mission at the University of Saint Joseph be required at any time, the Executive Director will notify the University President and Board Chair in writing as to the specific concern(s) that indicate a failure to meet the accountabilities of the Covenant and request a conversation and, if necessary, subsequent follow-up report(s) to be shared with the CMHE Board of Directors and the Institute Leadership Team. If these subsequent conversations and reports do not satisfy all parties, the unresolved issue(s) will be brought before the Institute Leadership Team, with a recommendation for specific action to be taken by the Institute Leadership Team. All efforts will be made to continue the institution as a sponsored ministry of the Sisters of Mercy, but it is recognized that on-going sponsorship in Mercy requires attention to and the fulfillment of the accountabilities named in this Covenant.
5. Additional processes and reference materials are provided in the Supporting Documents in the electronic copy of the Covenant.

Covenant Signature Page

Having read the above Covenant between the University of Saint Joseph and the Sisters of Mercy of the Americas, to be facilitated by the Conference for Mercy Higher Education, we, the signers below, affirm the importance of the Sisters of Mercy in exerting influence in their sponsored ministries of higher education, consistent with their call and commitment. We further affirm that the leaders of our Mercy colleges and universities are convinced and fully supportive of the value of the institution's Catholic, Mercy identity. These leaders are indeed partners in the Mercy charism in higher education. Together, we affirm this Covenant as a spiritual and moral guide to deepen a critical relationship that has endured over decades.

University of Saint Joseph Leaders:

Rhonda C. Free

President

March 19, 2022

Date

Bob Brown

Board Chair

March 19, 2022

Date

Institute of the Sisters of Mercy of the Americas:

Patricia McDermott, RSM

President

2/5/2022

Date

Conference for Mercy Higher Education:

Julia Carallo

Executive Director

2.5.22

Date

Joe Gentry RSM

Board Chair

1/27/2022

Date

Demographics and Metrics

	2017	2018	2019	2020	2021	2022	2023	2024
Males - Undergraduate	NA	12%	20%	22%	23%	27%	29%	31%
Males - Graduate	17%	18%	18%	18%	18%	18%	20%	18%
Out of State/International – Undergraduate	5%	6%	7%	8%	7%	10%	12%	13%
Pell-Eligible - Undergraduate	39%	40%	39%	38%	37%	36%	40%	37%
Ave. Age - Undergraduate	--	26	24	23	22	22	22	22
Ave. Age - Graduate	--	35	34	33	32	32	32	32
% Student Athletes	12%	18%	24%	31%	34%	36%	35%	36%
New First-Year Enrolled	132	218	202	185	186	190	173	196
Ave. HS GPA	--	3.31	3.29	3.32	3.46	3.48	3.48	3.41
New On Campus	--	154	139	124	119	145	152	157

IPEDS DATA FEEDBACK REPORT 2022

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2021-22 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists the pre-selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2022 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2022 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2022 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at <https://nces.ed.gov/ipeds/use-the-data/> can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by University of Saint Joseph includes the following 26 institutions:

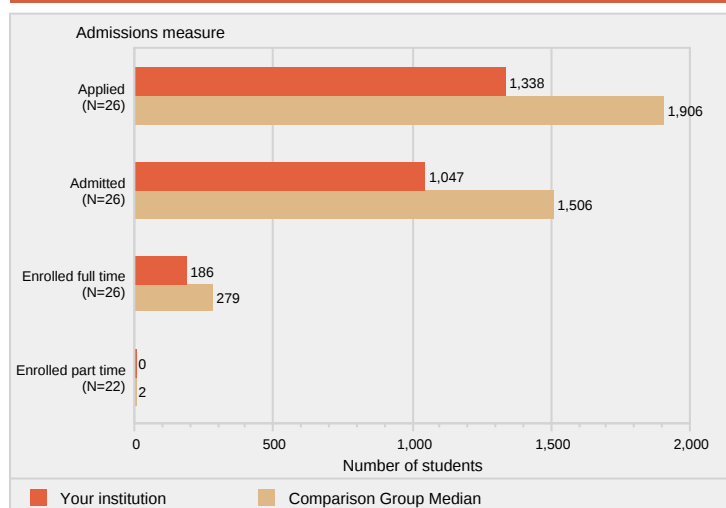
- ▶ [Cabrini University](#) (Radnor, PA)
- ▶ [Caldwell University](#) (Caldwell, NJ)
- ▶ [Chestnut Hill College](#) (Philadelphia, PA)
- ▶ [Eastern University](#) (Saint Davids, PA)
- ▶ [Georgian Court University](#) (Lakewood, NJ)
- ▶ [Goucher College](#) (Baltimore, MD)
- ▶ [Gwynedd Mercy University](#) (Gwynedd Valley, PA)
- ▶ [Holy Family University](#) (Philadelphia, PA)
- ▶ [Hood College](#) (Frederick, MD)
- ▶ [Manhattanville College](#) (Purchase, NY)
- ▶ [Marywood University](#) (Scranton, PA)
- ▶ [McDaniel College](#) (Westminster, MD)
- ▶ [Mount St. Mary's University](#) (Emmitsburg, MD)
- ▶ [Notre Dame of Maryland University](#) (Baltimore, MD)
- ▶ [Nyack College](#) (New York, NY)
- ▶ [Rivier University](#) (Nashua, NH)
- ▶ [Rosemont College](#) (Rosemont, PA)
- ▶ [Saint Elizabeth University](#) (Morristown, NJ)
- ▶ [Saint Joseph's College of Maine](#) (Standish, ME)
- ▶ [Saint Peter's University](#) (Jersey City, NJ)
- ▶ [St. Thomas Aquinas College](#) (Sparkill, NY)
- ▶ [Trinity Washington University](#) (Washington, DC)
- ▶ [University of St Francis](#) (Joliet, IL)
- ▶ [Waynesburg University](#) (Waynesburg, PA)
- ▶ [Western New England University](#) (Springfield, MA)
- ▶ [Wilkes University](#) (Wilkes-Barre, PA)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	1 and 2	3
2) Student Enrollment	3, 4, 5 and 6	3 and 4
3) Awards	7	4
4) Charges and Net Price	8 and 9	5
5) Student Financial Aid	10 and 11	5
6) Military Benefits*	[Not applicable]	
7) Retention and Graduation Rates	12, 13, 14, 15, 16, 17, 18 and 19	6, 7 and 8
8) Finance	20 and 21	9
9) Staff	22 and 23	9 and 10
10) Libraries*	24 and 25	10

*These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

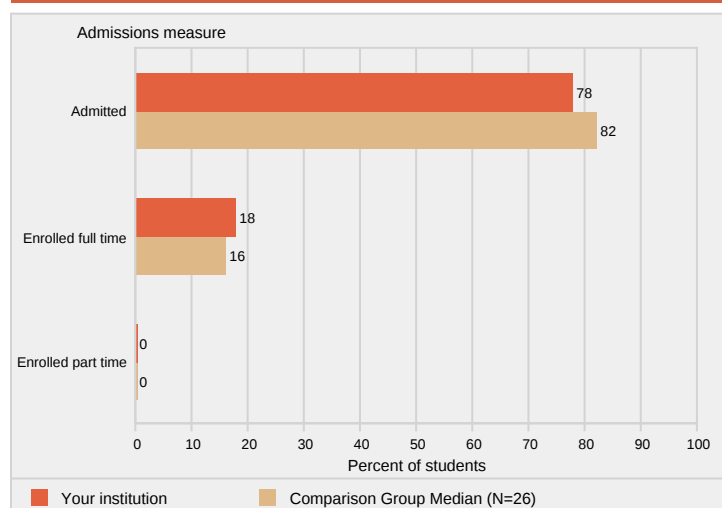
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2021



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Admissions survey component.

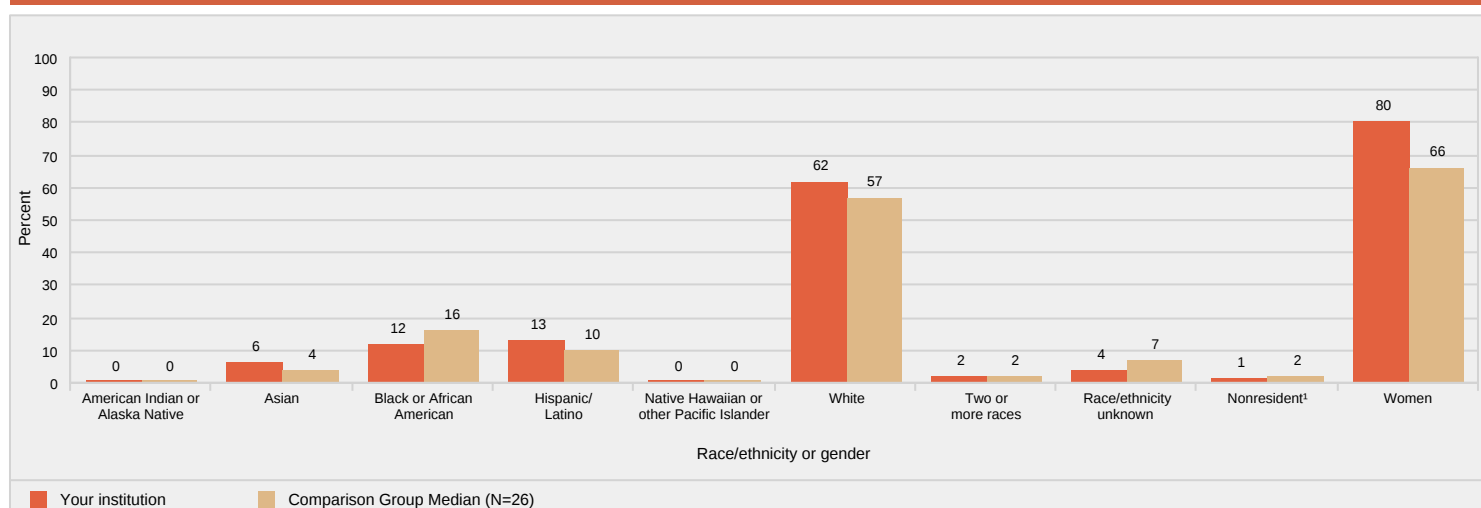
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full and part time: Fall 2021



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Admissions survey component.

Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2021

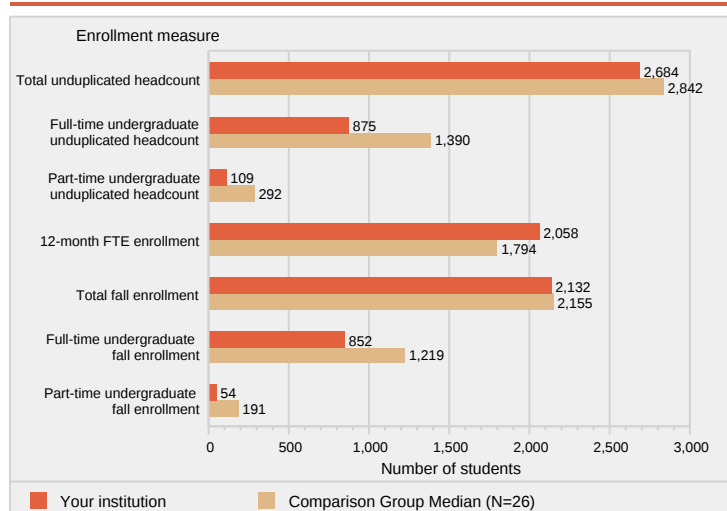


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

¹The use of Nonresident is for reporting purposes only and does not reflect a change in the collection of data for this category

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

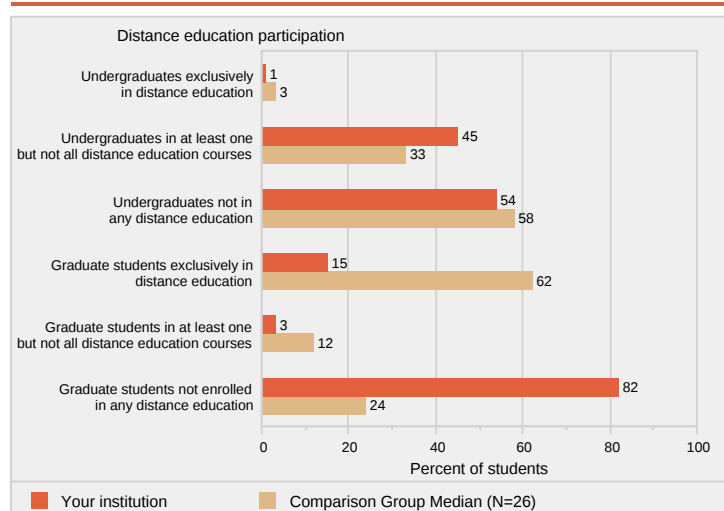
Figure 4. Total unduplicated headcount, full- and part-time undergraduate headcount, 12-month FTE enrollment (2020-21), and total fall enrollment, full-time and part-time undergraduate fall enrollment (Fall 2021)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component and Spring 2022, Fall Enrollment survey component.

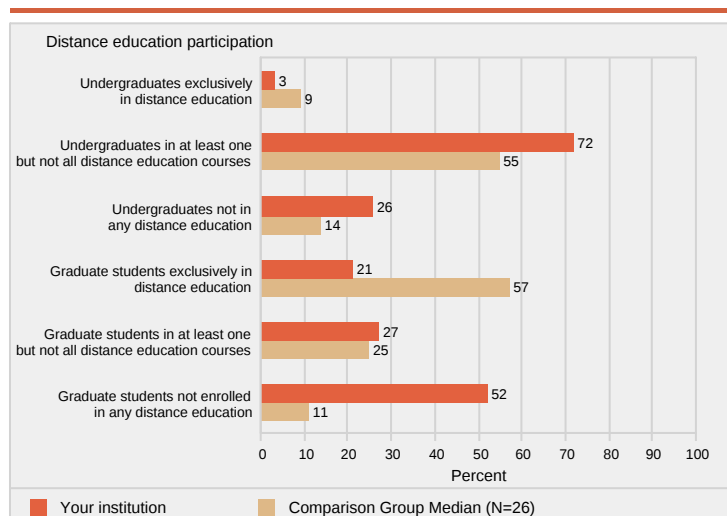
Figure 5. Percent of students enrolled in distance education courses, by amount of distance education and student level: Fall 2021



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

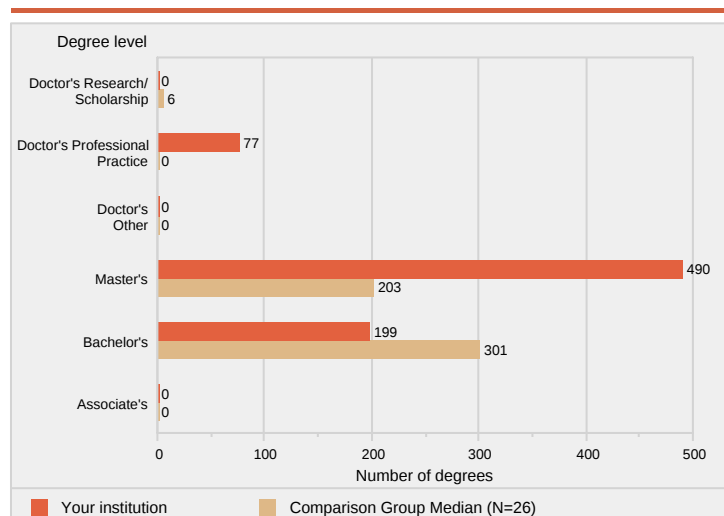
Figure 6. Percent of students enrolled in distance education courses, by amount of distance education and student level: 2020-21



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component.

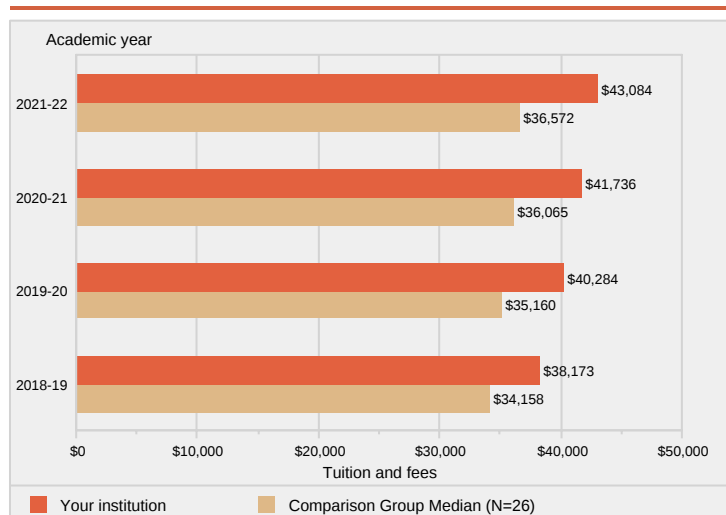
Figure 7. Number of degrees awarded, by level: 2020-21



NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Completions survey component.

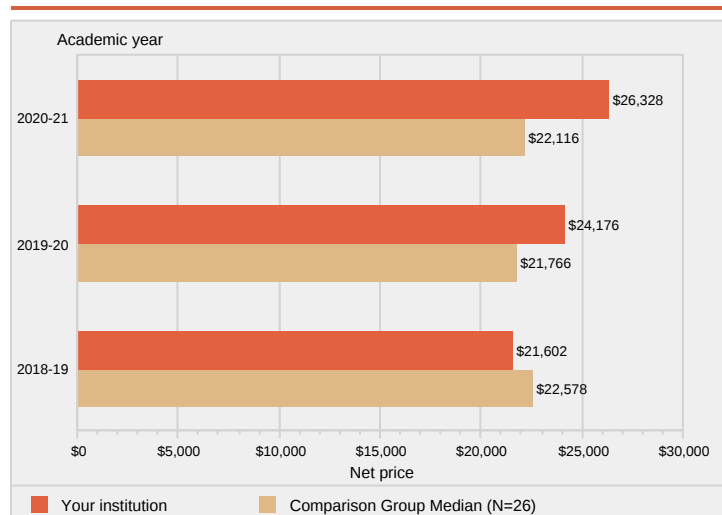
Figure 8. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2018-19 to 2021-22



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Institutional Characteristics survey component.

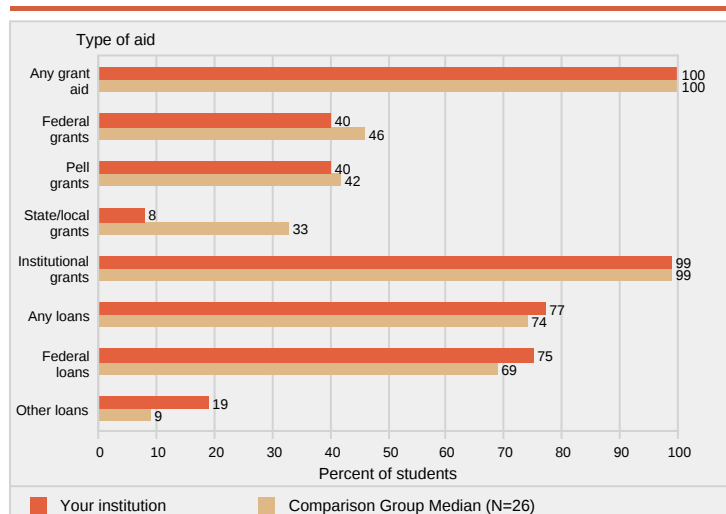
Figure 9. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2018-19 to 2020-21



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Institutional Characteristics survey component and Winter 2021-22, Student Financial Aid survey component.

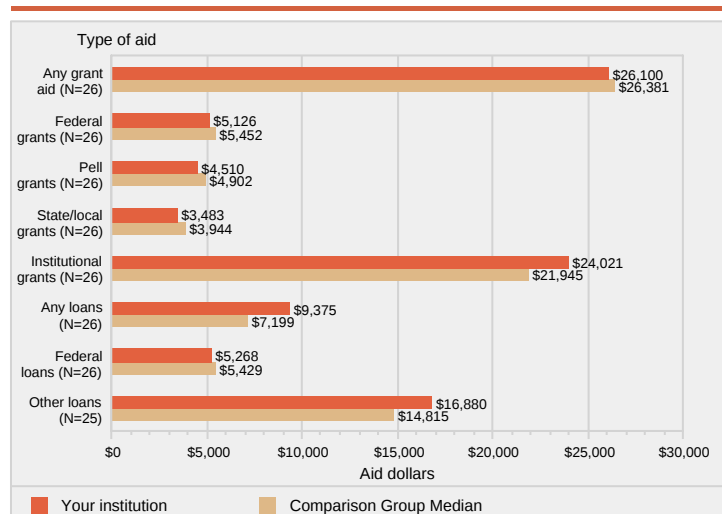
Figure 10. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: 2020-21



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Student Financial Aid survey component.

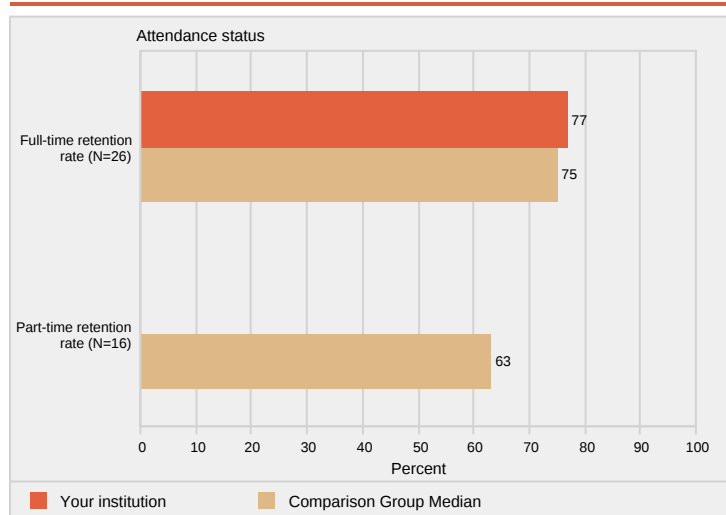
Figure 11. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2020-21



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Student Financial Aid survey component.

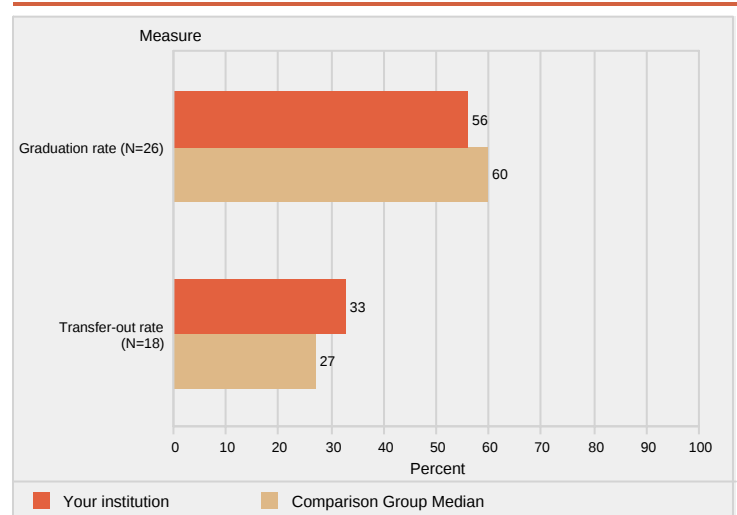
Figure 12. Retention rates of first-time bachelor's degree-seeking students, by attendance status: Fall 2020 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2020 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2021. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2020 and retention based on August 1, 2021. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Fall Enrollment survey component.

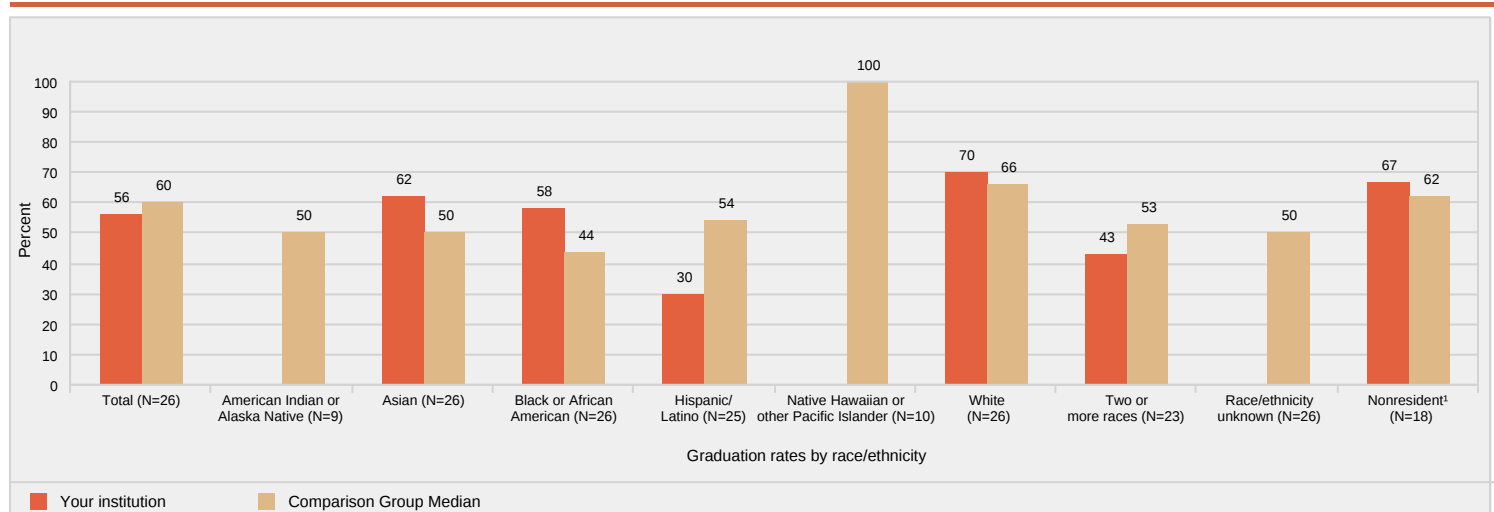
Figure 13. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2015 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

Figure 14. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2015 cohort

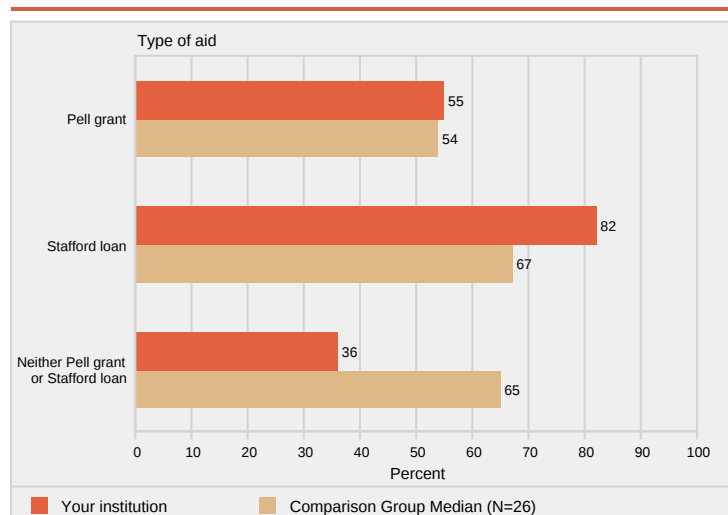


NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

¹ The use of Nonresident is for reporting purposes only and does not reflect a change in the collection of data for this category

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

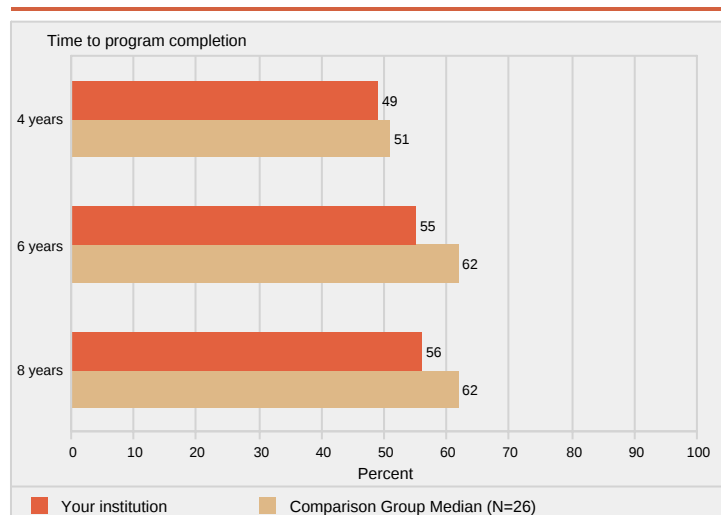
Figure 15. Graduation rates of full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2015 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Graduation Rates survey component.

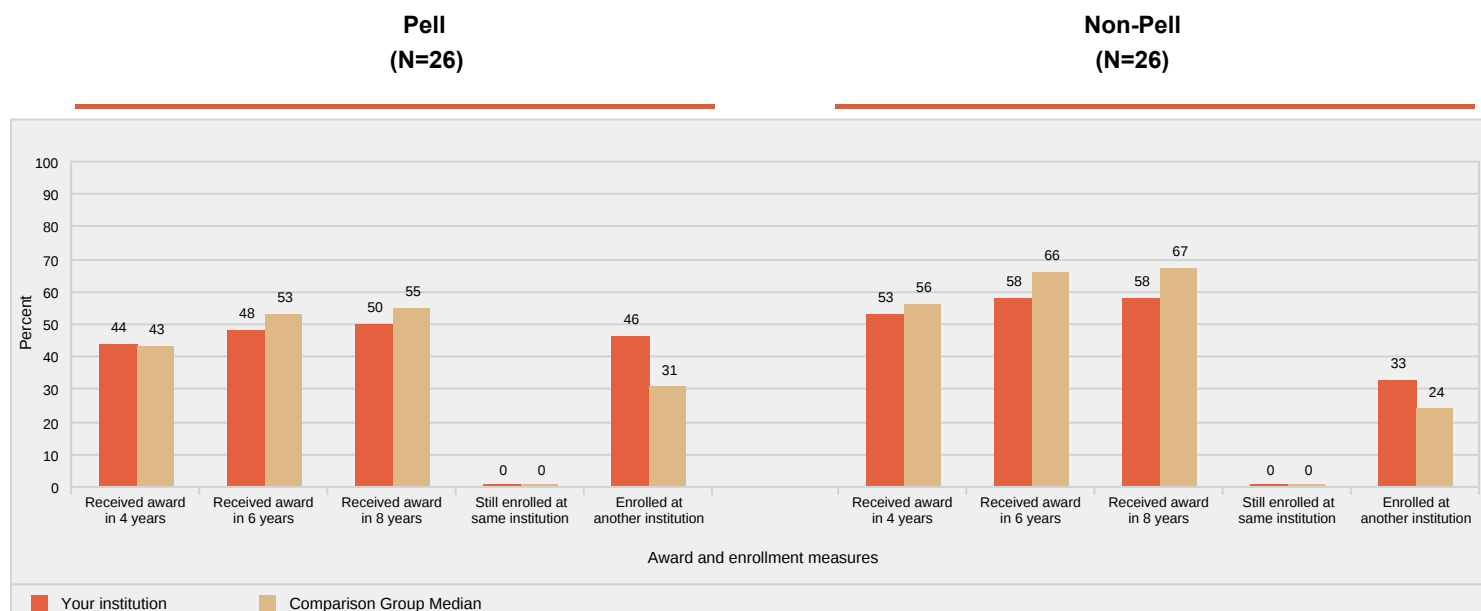
Figure 16. Bachelor's degree graduation rates of full-time, first-time bachelor's degree-seeking undergraduate students within 4 years, 6 years, and 8 years: 2013 cohort



NOTE: The 4-, 6-, and 8-year graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, 200% Graduation Rates survey component.

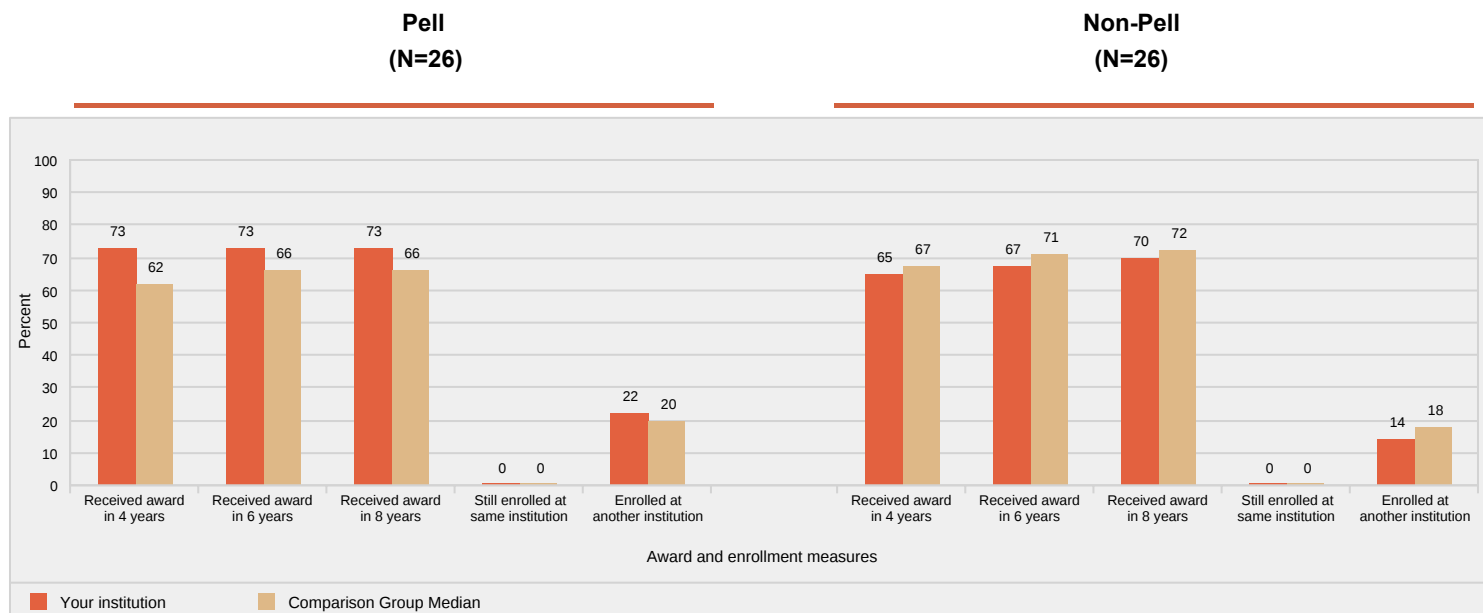
Figure 17. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

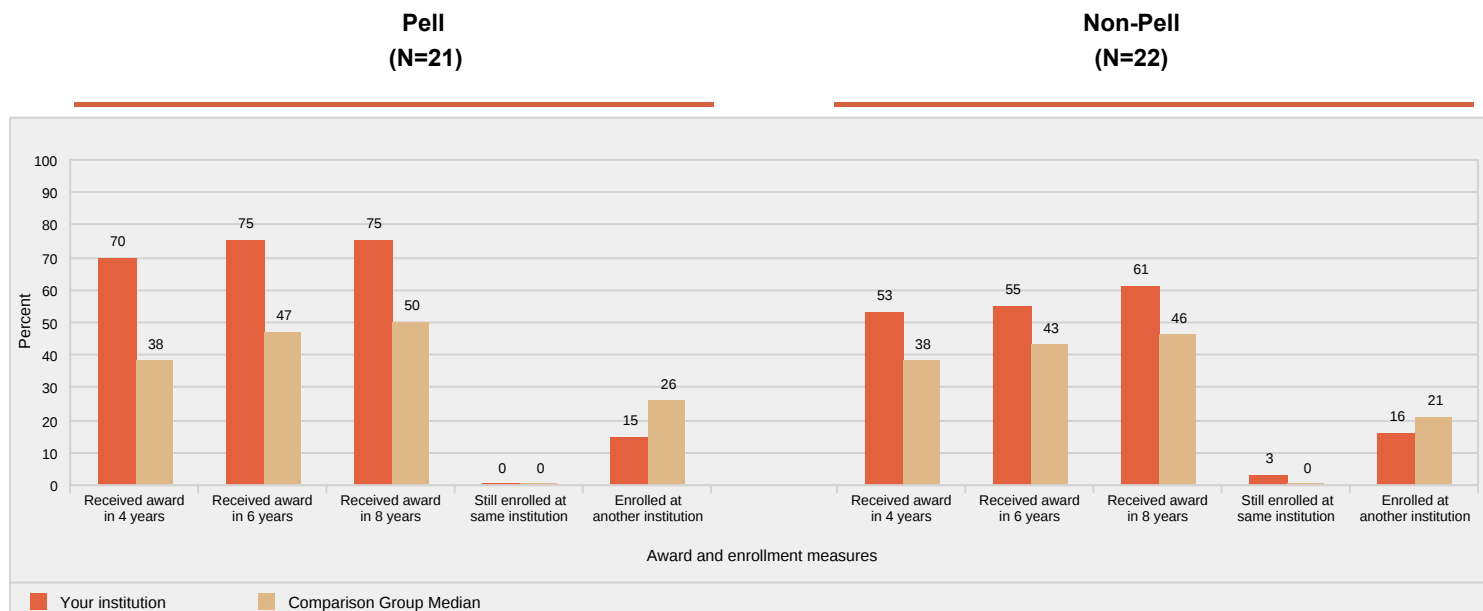
Figure 18. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

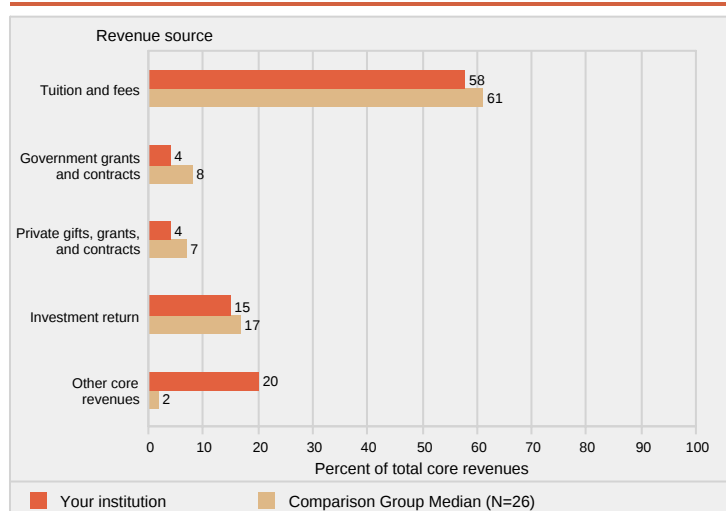
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

Figure 19. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2013-14 cohort



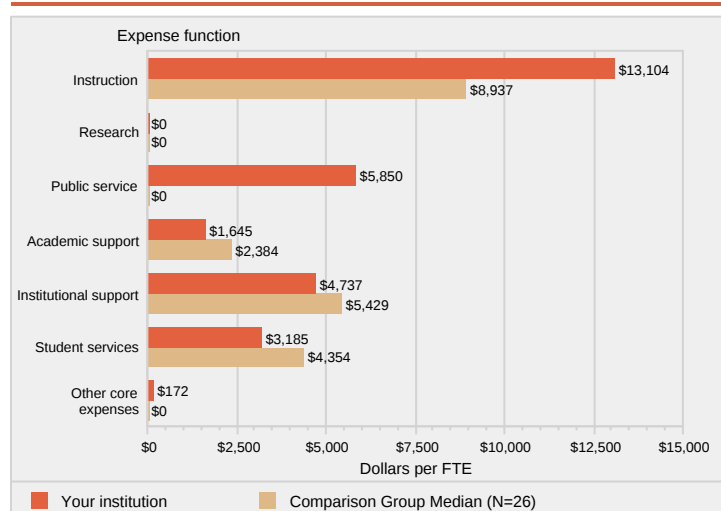
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2013-June 30, 2014. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2021-22, Outcome Measures survey component.

Figure 20. Percent distribution of core revenues, by source: Fiscal year 2021

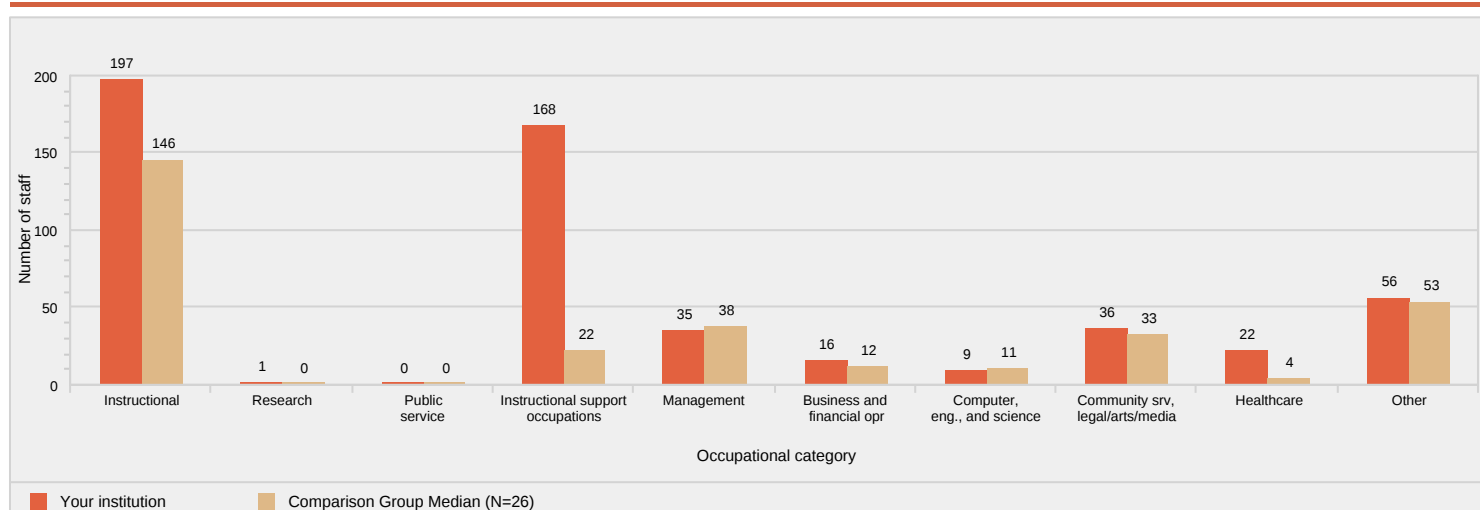
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Finance survey component.

Figure 21. Core expenses per FTE enrollment, by function: Fiscal year 2021

NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

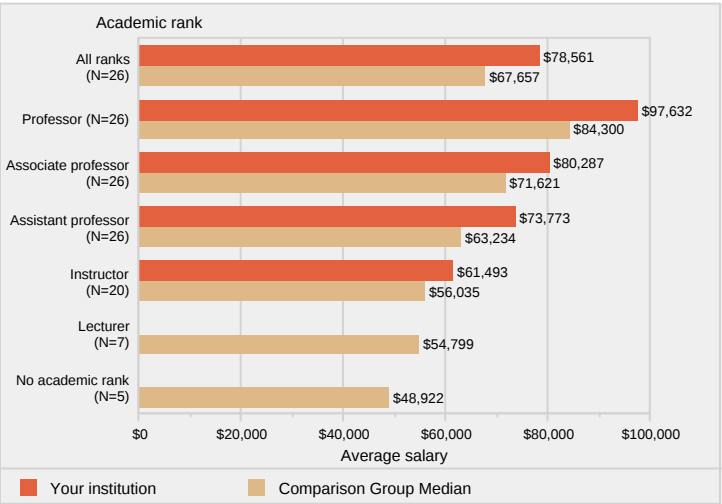
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component and Spring 2022, Finance survey component.

Figure 22. Full-time equivalent staff, by occupational category: Fall 2021

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

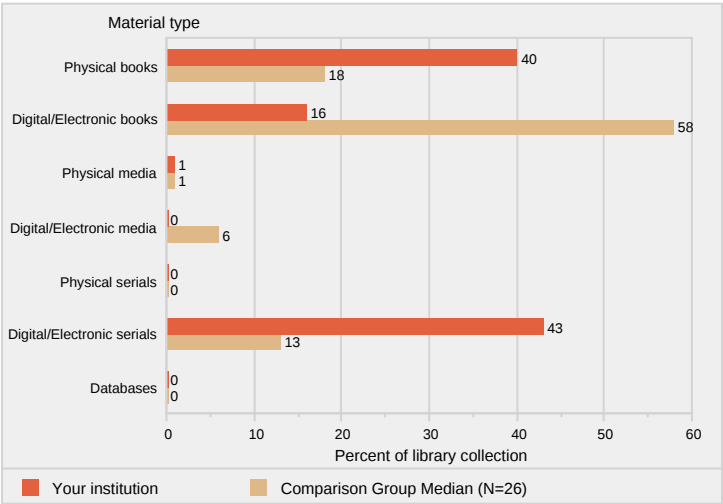
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Human Resources survey component.

Figure 23. Average salaries of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2021-22



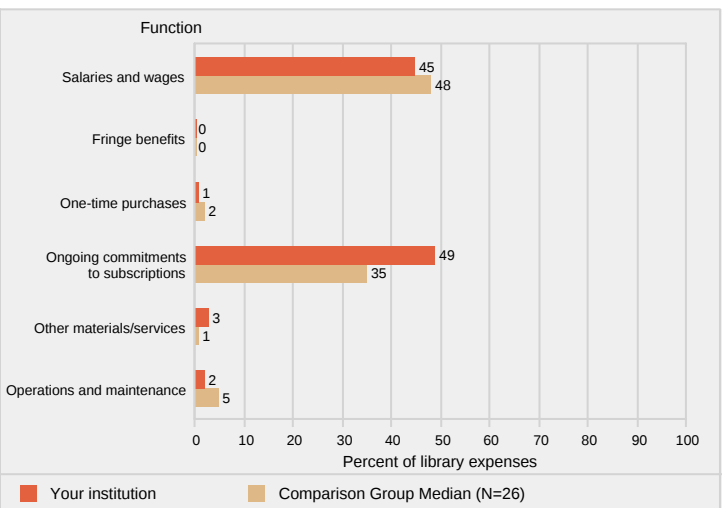
NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Human Resources survey component.

Figure 24. Percent distribution of library collection, by material type: Fiscal year 2021



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Academic Libraries survey component.

Figure 25. Percent distribution of library expenses, by function: Fiscal year 2021



NOTE: N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2022, Academic Libraries survey component.

IPEDS DATA FEEDBACK REPORT 2023

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2022-23 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists your selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2023 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2023 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.

**University of Saint Joseph
West Hartford, CT**

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2023 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at <https://nces.ed.gov/ipeds/use-the-data/> can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by University of Saint Joseph includes the following 26 institutions:

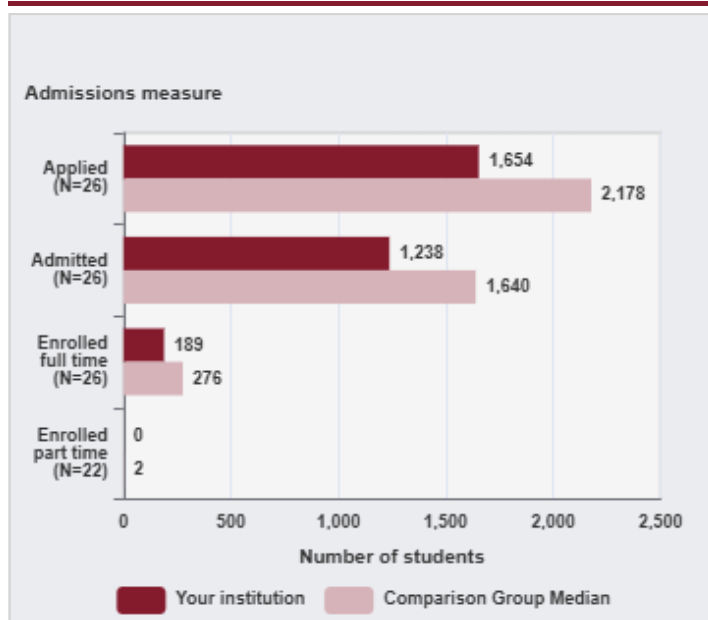
- ▶ [Alliance University](#) (New York, NY)
- ▶ [Cabrini University](#) (Radnor, PA)
- ▶ [Caldwell University](#) (Caldwell, NJ)
- ▶ [Chestnut Hill College](#) (Philadelphia, PA)
- ▶ [Eastern University](#) (Saint Davids, PA)
- ▶ [Georgian Court University](#) (Lakewood, NJ)
- ▶ [Goucher College](#) (Baltimore, MD)
- ▶ [Gwynedd Mercy University](#) (Gwynedd Valley, PA)
- ▶ [Holy Family University](#) (Philadelphia, PA)
- ▶ [Hood College](#) (Frederick, MD)
- ▶ [Manhattanville College](#) (Purchase, NY)
- ▶ [Marywood University](#) (Scranton, PA)
- ▶ [McDaniel College](#) (Westminster, MD)
- ▶ [Mount St. Mary's University](#) (Emmitsburg, MD)
- ▶ [Notre Dame of Maryland University](#) (Baltimore, MD)
- ▶ [Rivier University](#) (Nashua, NH)
- ▶ [Rosemont College](#) (Rosemont, PA)
- ▶ [Saint Elizabeth University](#) (Morristown, NJ)
- ▶ [Saint Joseph's College of Maine](#) (Standish, ME)
- ▶ [Saint Peter's University](#) (Jersey City, NJ)
- ▶ [St. Thomas Aquinas College](#) (Sparkill, NY)
- ▶ [Trinity Washington University](#) (Washington, DC)
- ▶ [University of St Francis](#) (Joliet, IL)
- ▶ [Waynesburg University](#) (Waynesburg, PA)
- ▶ [Western New England University](#) (Springfield, MA)
- ▶ [Wilkes University](#) (Wilkes-Barre, PA)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	1 and 2	3
2) Student Enrollment	3, 4, 5 and 6	3 and 4
3) Awards	7	4
4) Charges and Net Price	8 and 9	5
5) Student Financial Aid	10, 11, 12, 13, 14 and 15	5 and 6
6) Military Benefits*	[Not applicable]	
7) Retention and Graduation Rates	16, 17, 18, 19, 20, 21, 22, 23 and 24	7, 8, 9 and 10
8) Finance	25 and 26	11
9) Staff	27 and 28	11 and 12
10) Libraries*	29 and 30	12

*These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

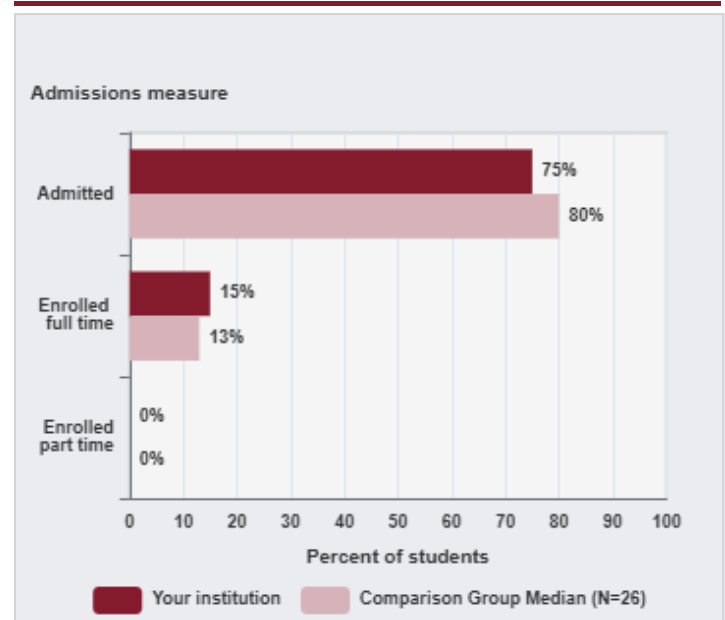
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full-time and part-time: Fall 2022



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Admissions survey component.

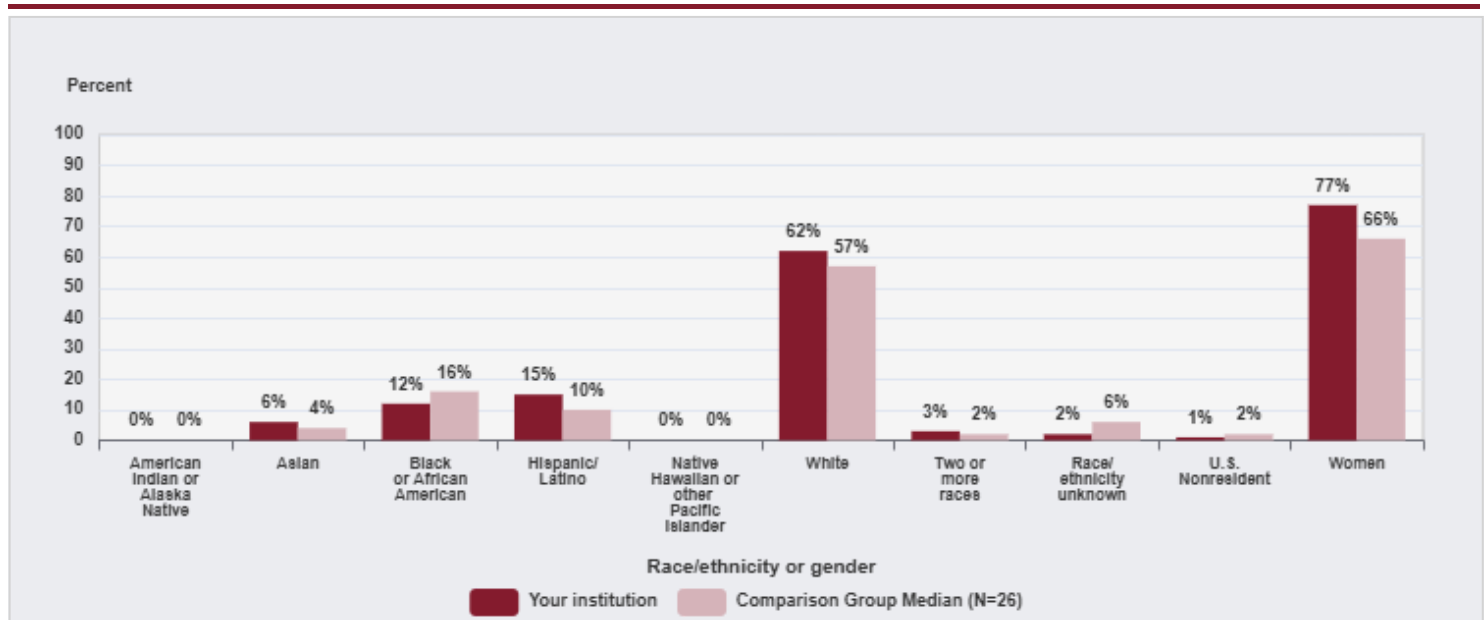
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full-time and part-time: Fall 2022



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Admissions survey component.

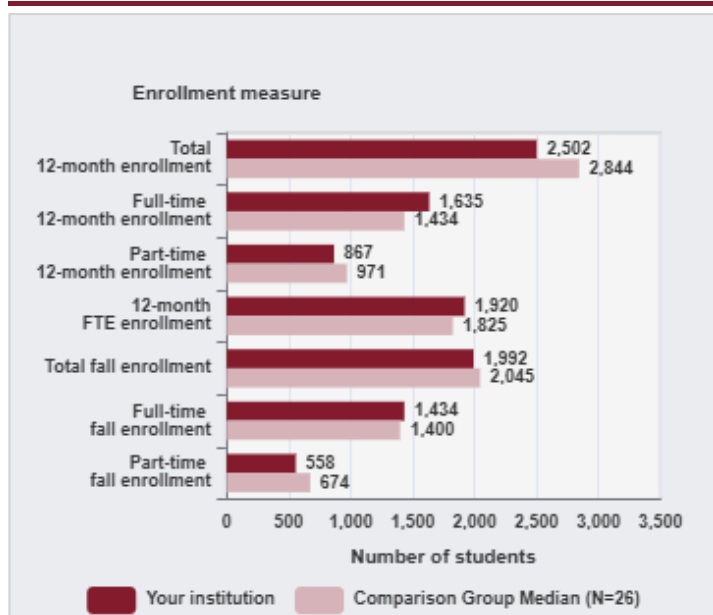
Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2022



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

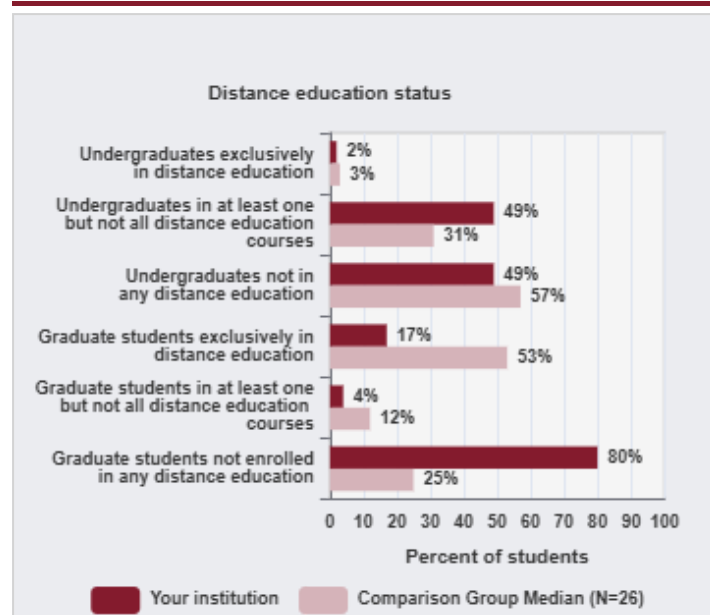
Figure 4. Total 12-month enrollment, full-time and part-time 12-month enrollment, 12-month FTE enrollment (2021-22), and total fall enrollment, full-time and part-time fall enrollment (Fall 2022)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Fall Enrollment survey component.

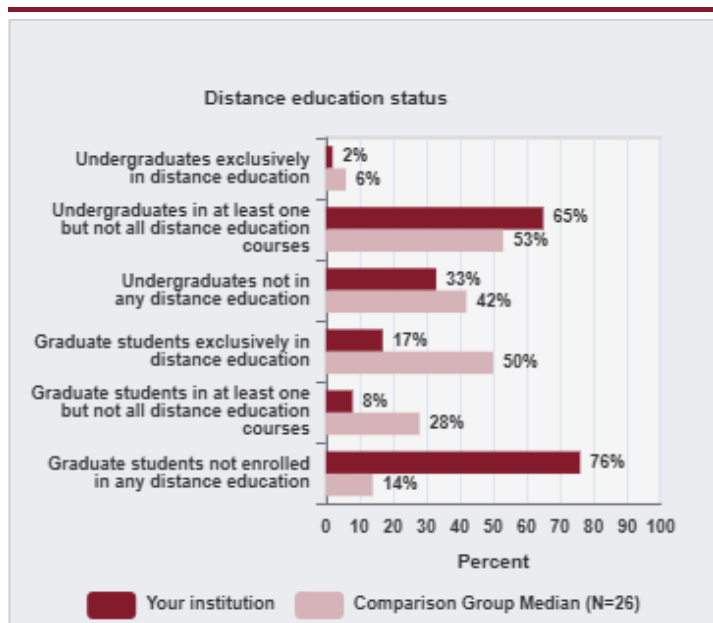
Figure 5. Percent of students enrolled in distance education courses, by distance education status and student level: Fall 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

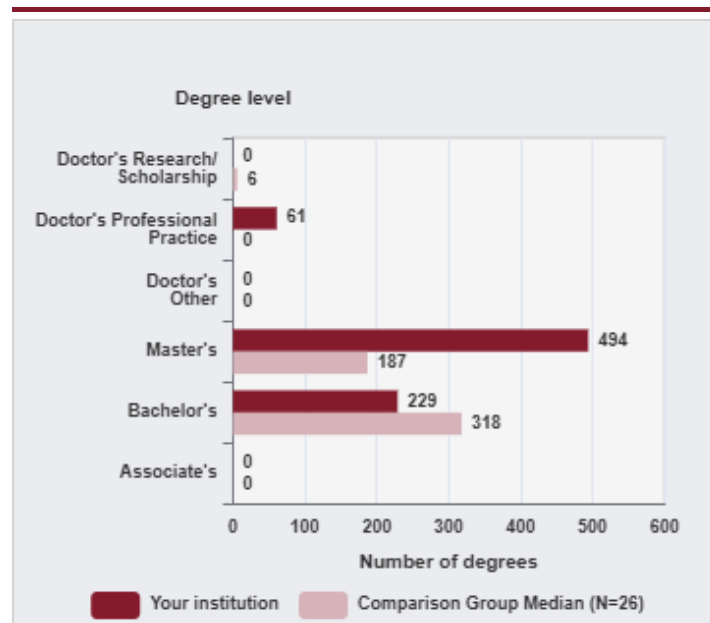
Figure 6. Percent of students enrolled in distance education courses, by distance education status and student level: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component.

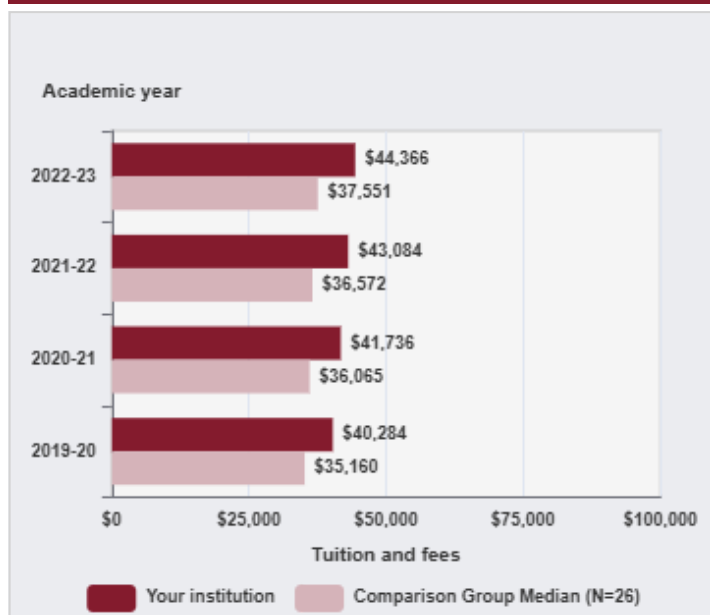
Figure 7. Number of degrees awarded, by level: 2021-22



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Completions survey component.

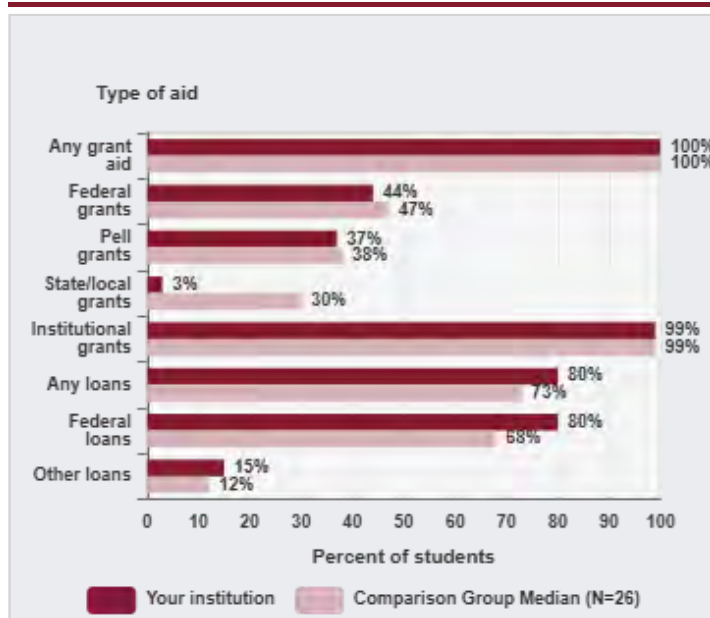
Figure 8. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2019-20 to 2022-23



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component.

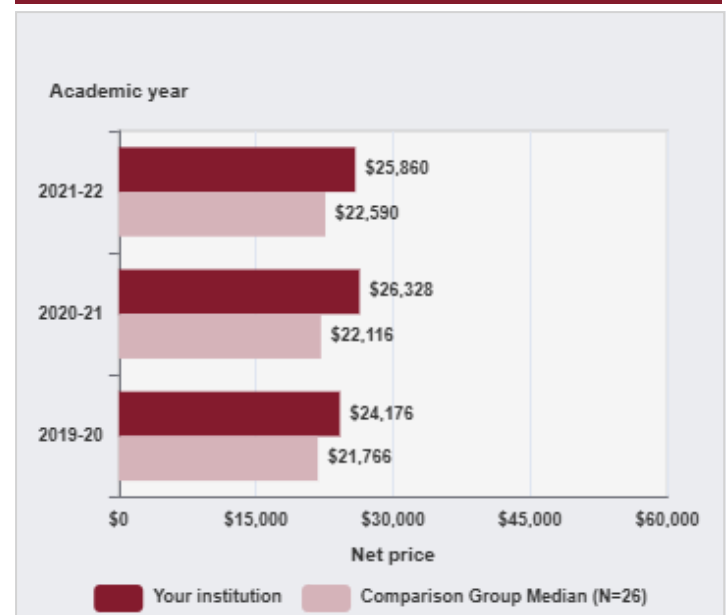
Figure 10. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: Academic year 2021-22



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

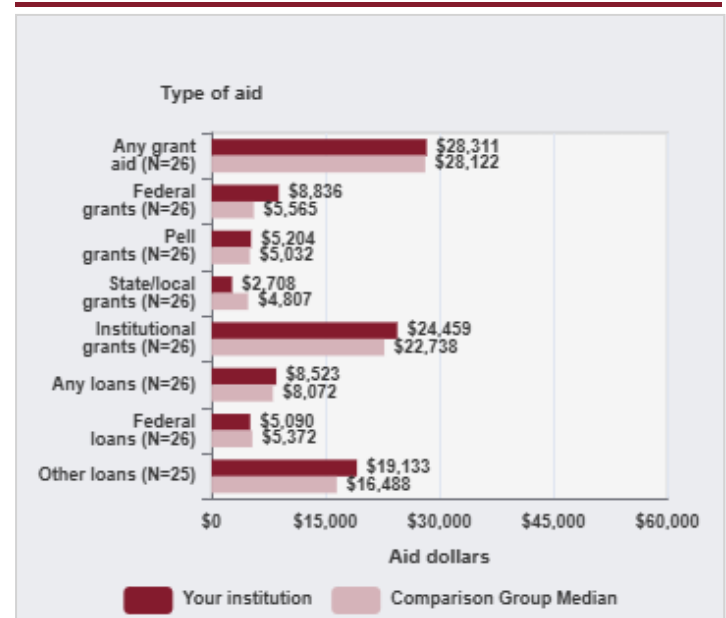
Figure 9. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: Academic years 2019-20 to 2021-22



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, Institutional Characteristics survey component and Winter 2022-23, Student Financial Aid survey component.

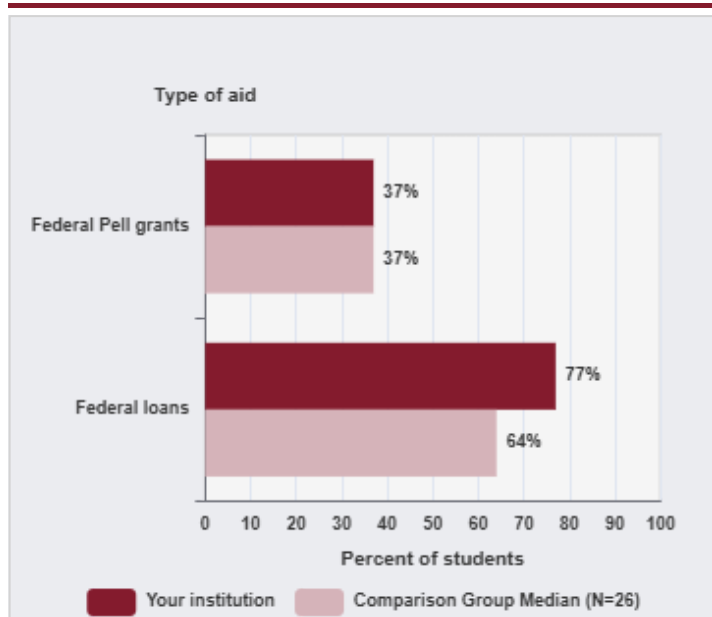
Figure 11. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: Academic year 2021-22



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

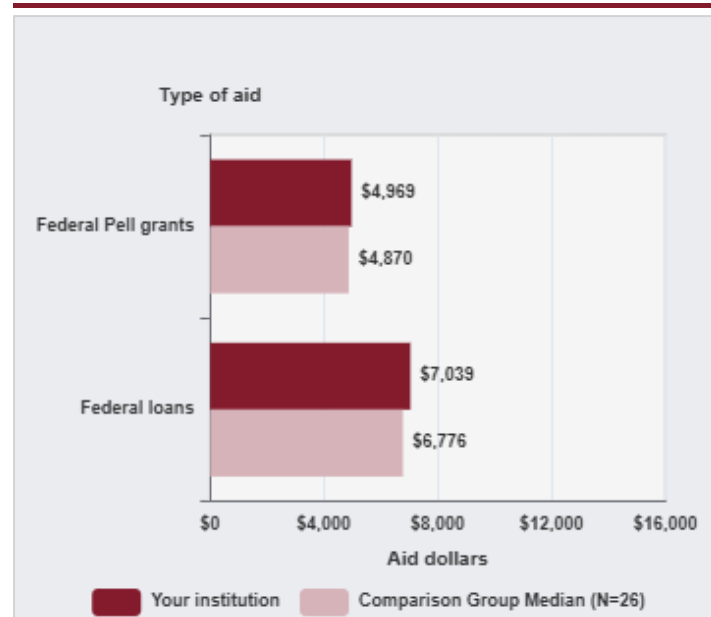
Figure 12. Percent of degree/certificate-seeking undergraduate students awarded Federal Pell grants and Federal Student loans : Academic year 2021-22



NOTE: Federal loans include federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

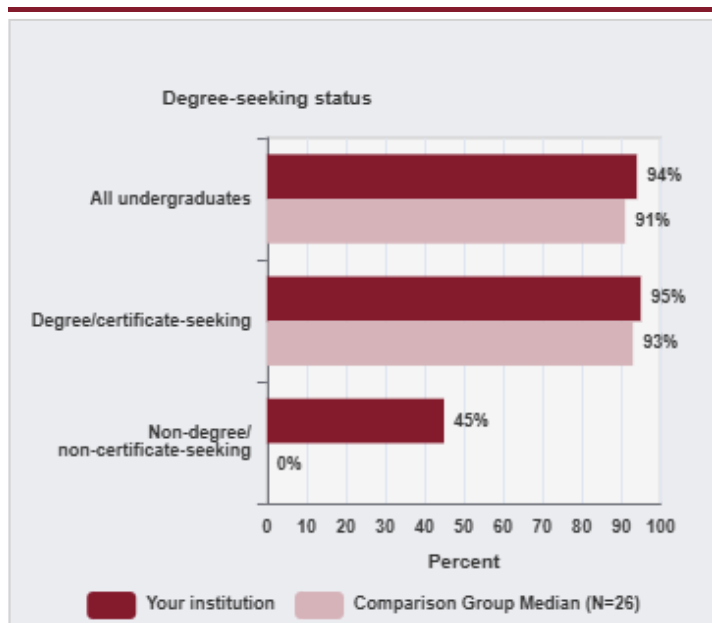
Figure 13. Average amount of Federal Pell grants and Federal Student loans awarded to degree/certificate-seeking undergraduate students: Academic year 2021-22



NOTE: Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

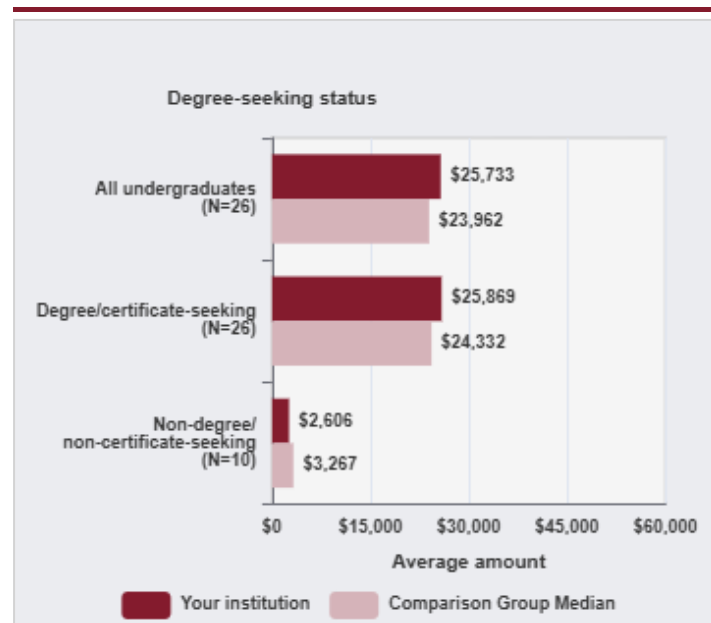
Figure 14. Percent of undergraduate students awarded grant or scholarship aid, by degree/certificate-seeking status: Academic year 2021-22



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

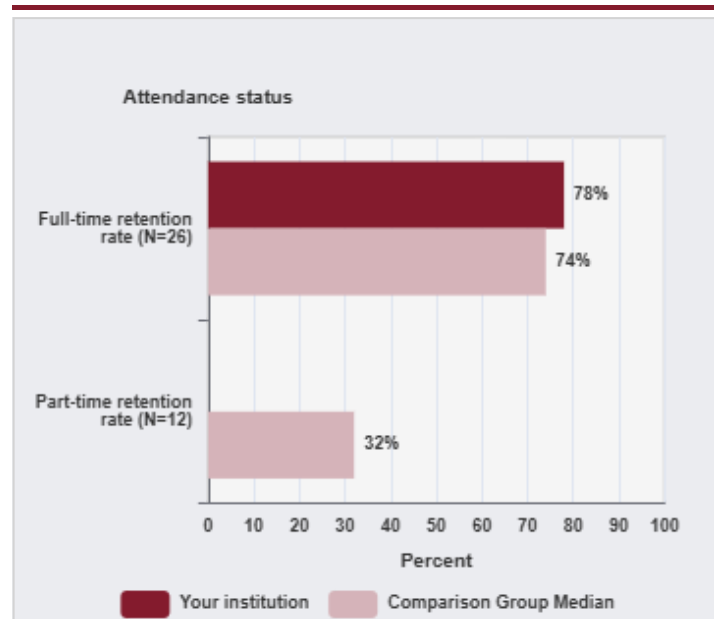
Figure 15. Average amount of grant or scholarship aid awarded to undergraduate students, by degree/certificate-seeking status: Academic year 2021-22



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Student Financial Aid survey component.

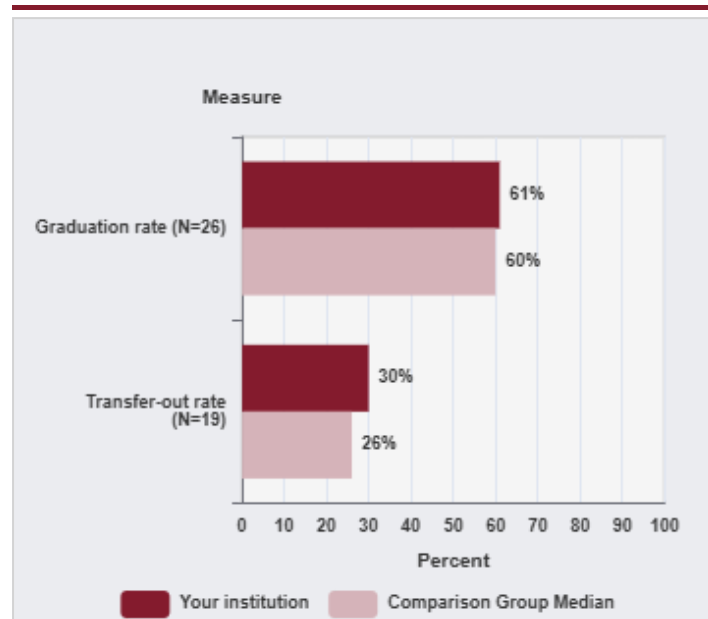
Figure 16. Retention rates of first-time bachelor's degree-seeking students, by attendance status: Fall 2021 cohort



NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2021 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2022. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2021 and retention based on August 1, 2022. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Fall Enrollment survey component.

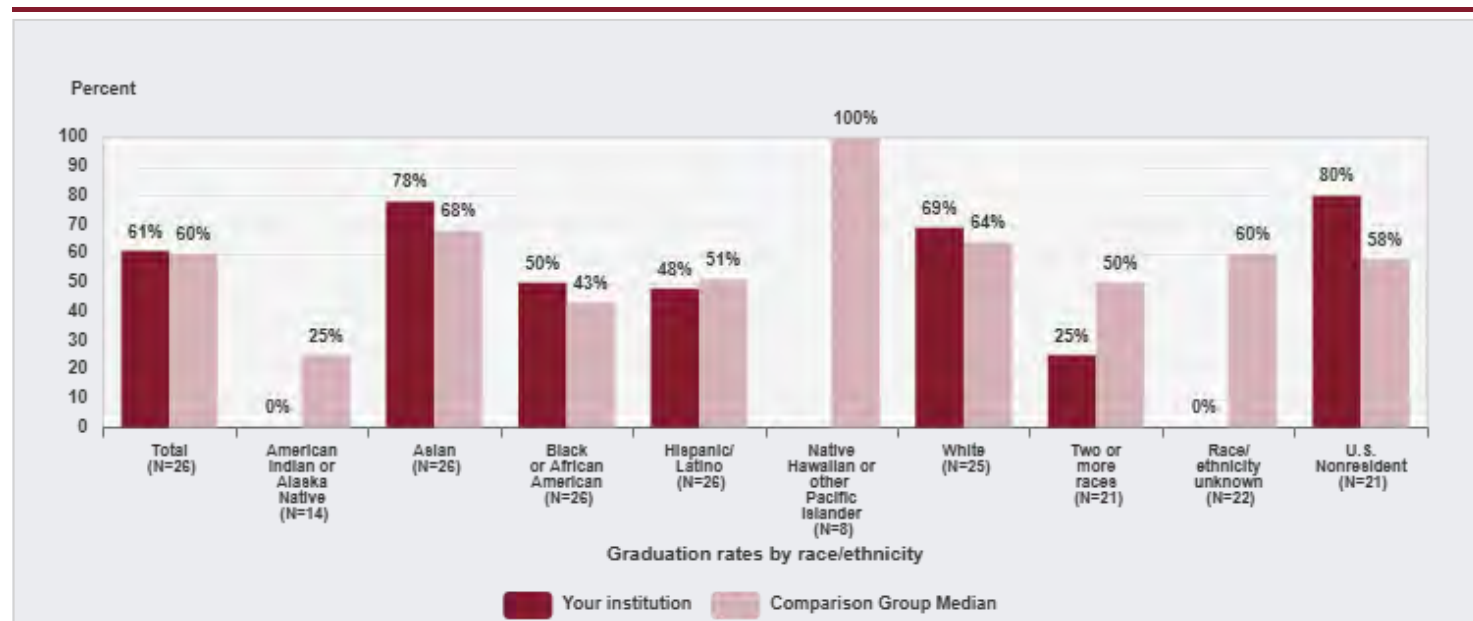
Figure 17. Graduation and transfer-out rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

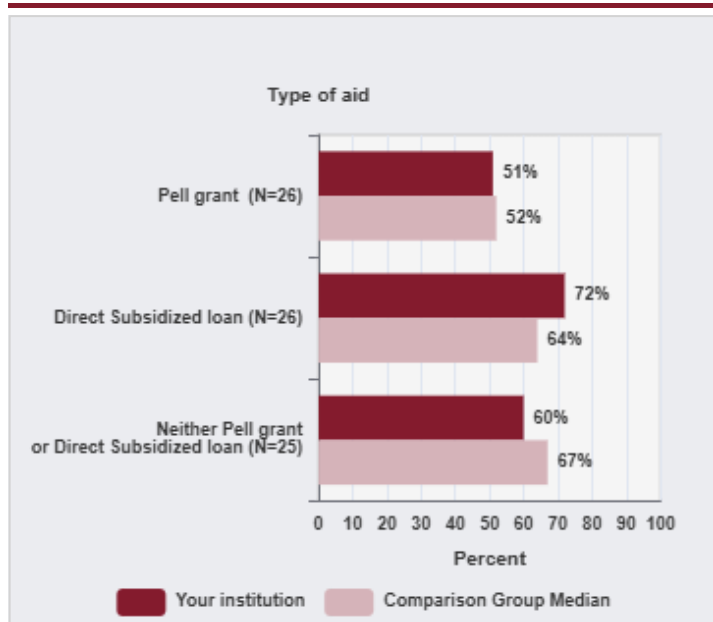
Figure 18. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2016 cohort



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

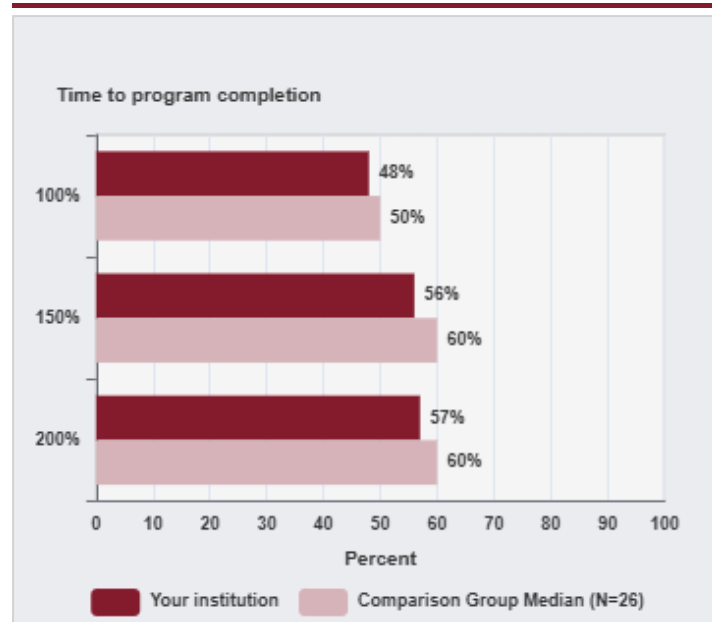
Figure 19. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2016 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Graduation Rates survey component.

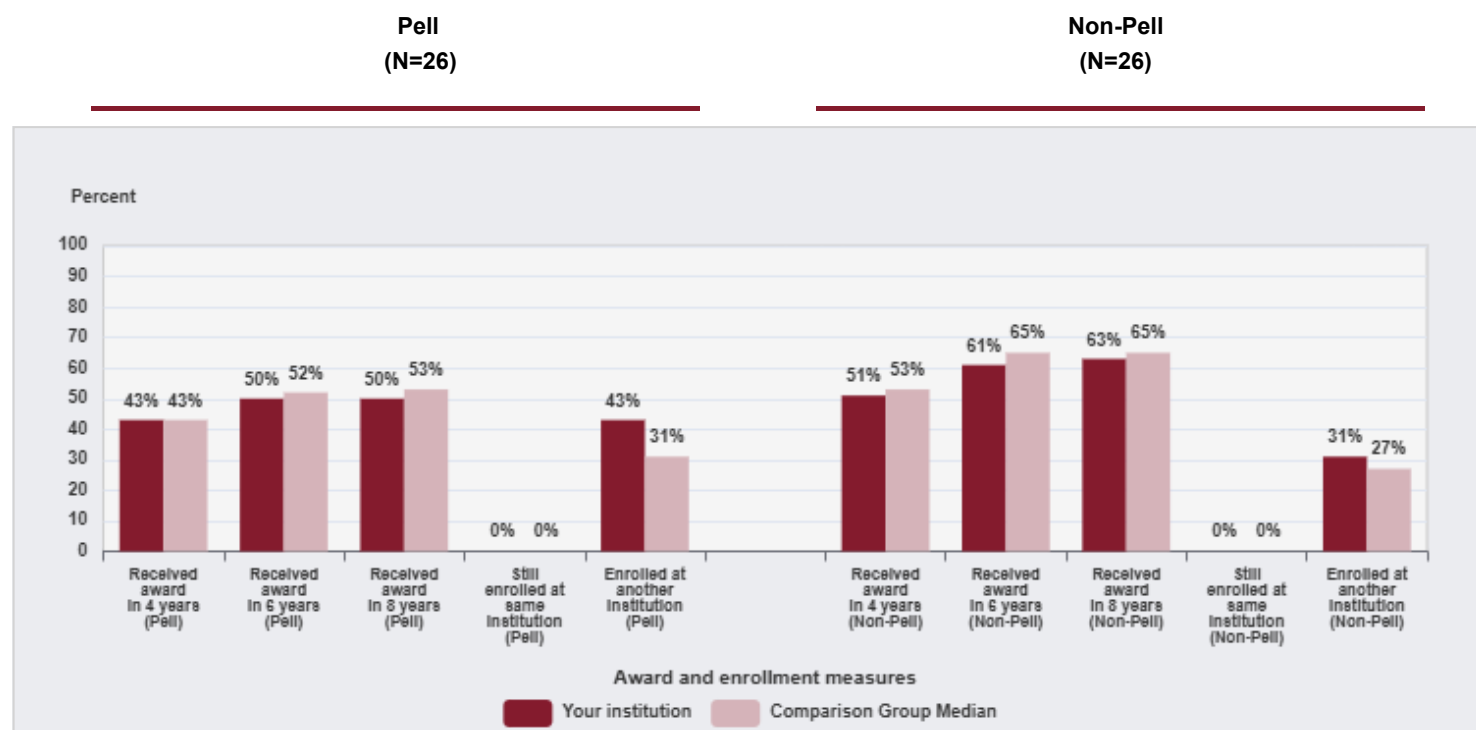
Figure 20. Bachelor's degree graduation rates of full-time, first-time bachelor's degree-seeking undergraduate students within 100%, 150% and 200% of normal time to completion: 2014 cohort



NOTE: The 100%, 150% and 200% graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, 200% Graduation Rates survey component.

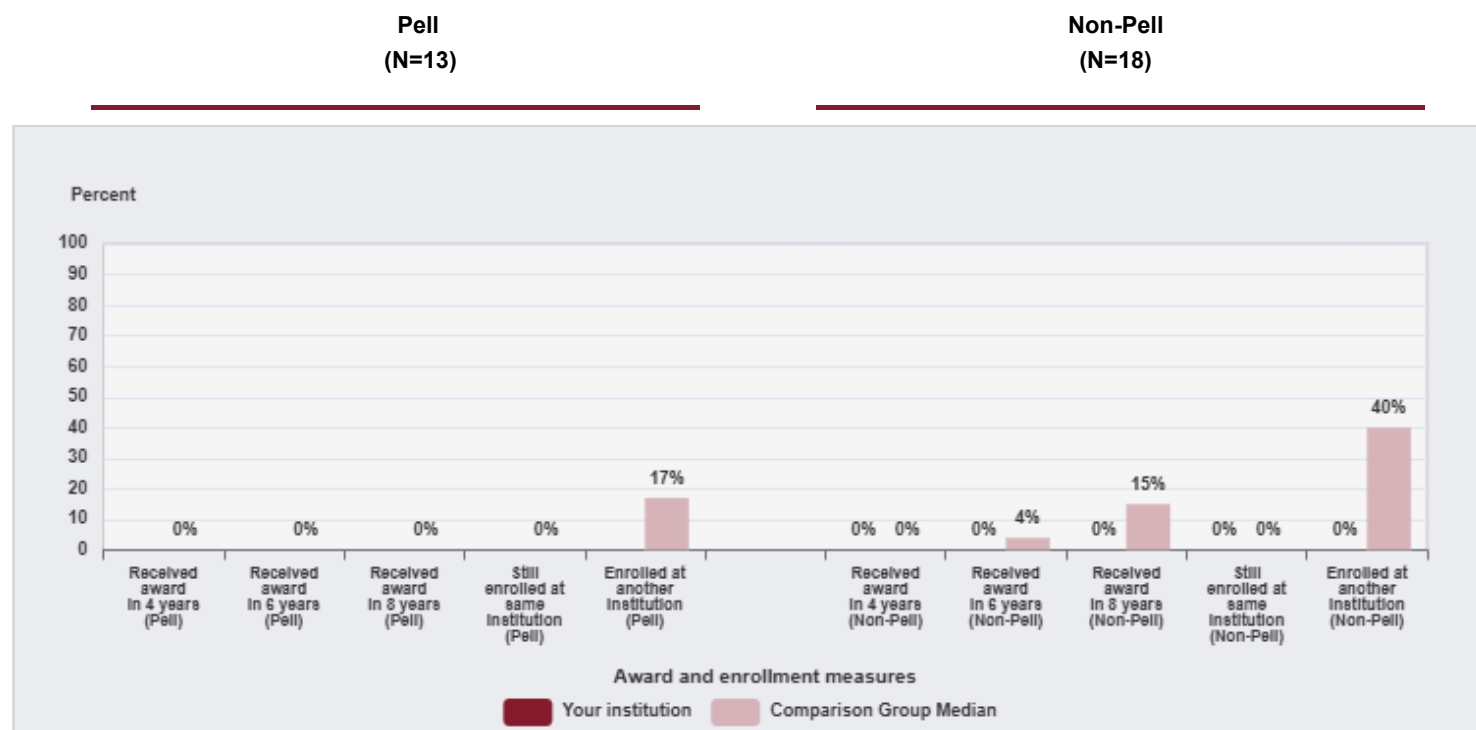
Figure 21. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

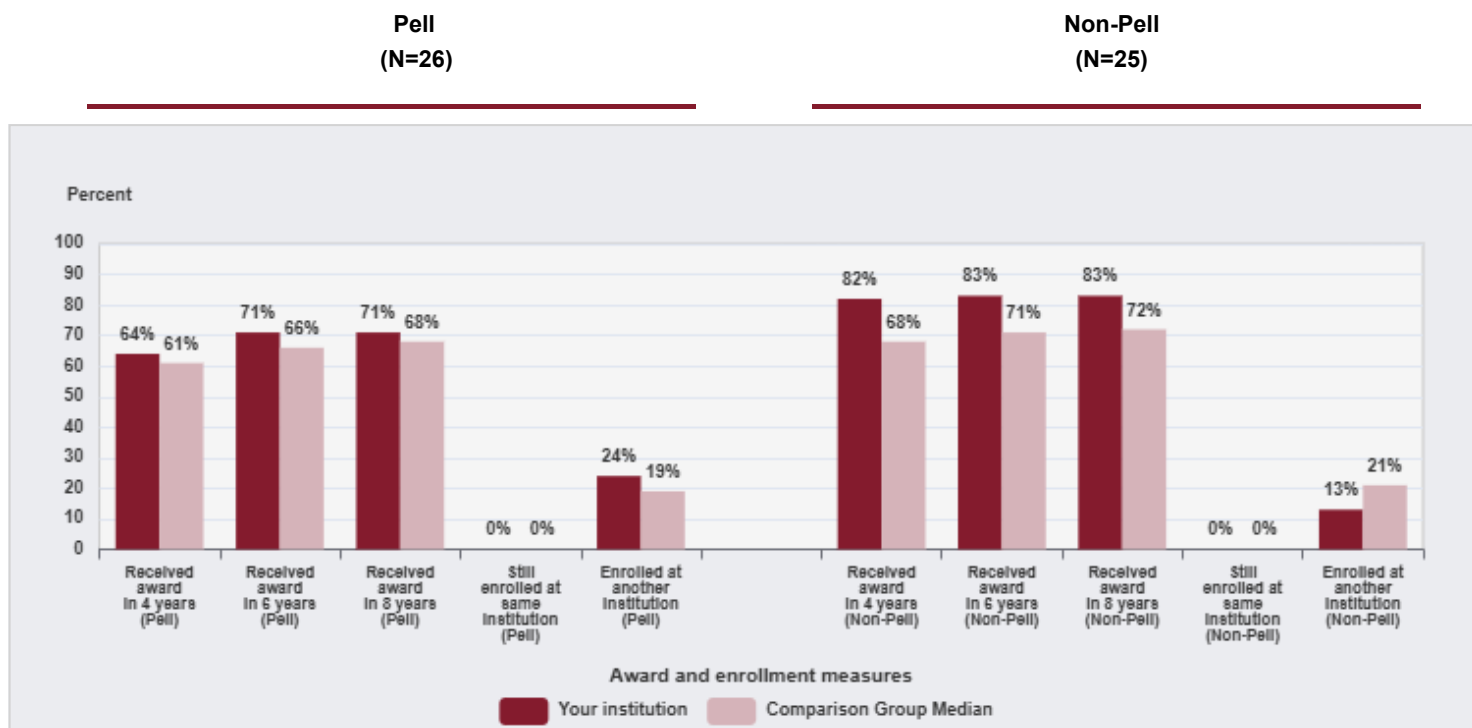
Figure 22. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

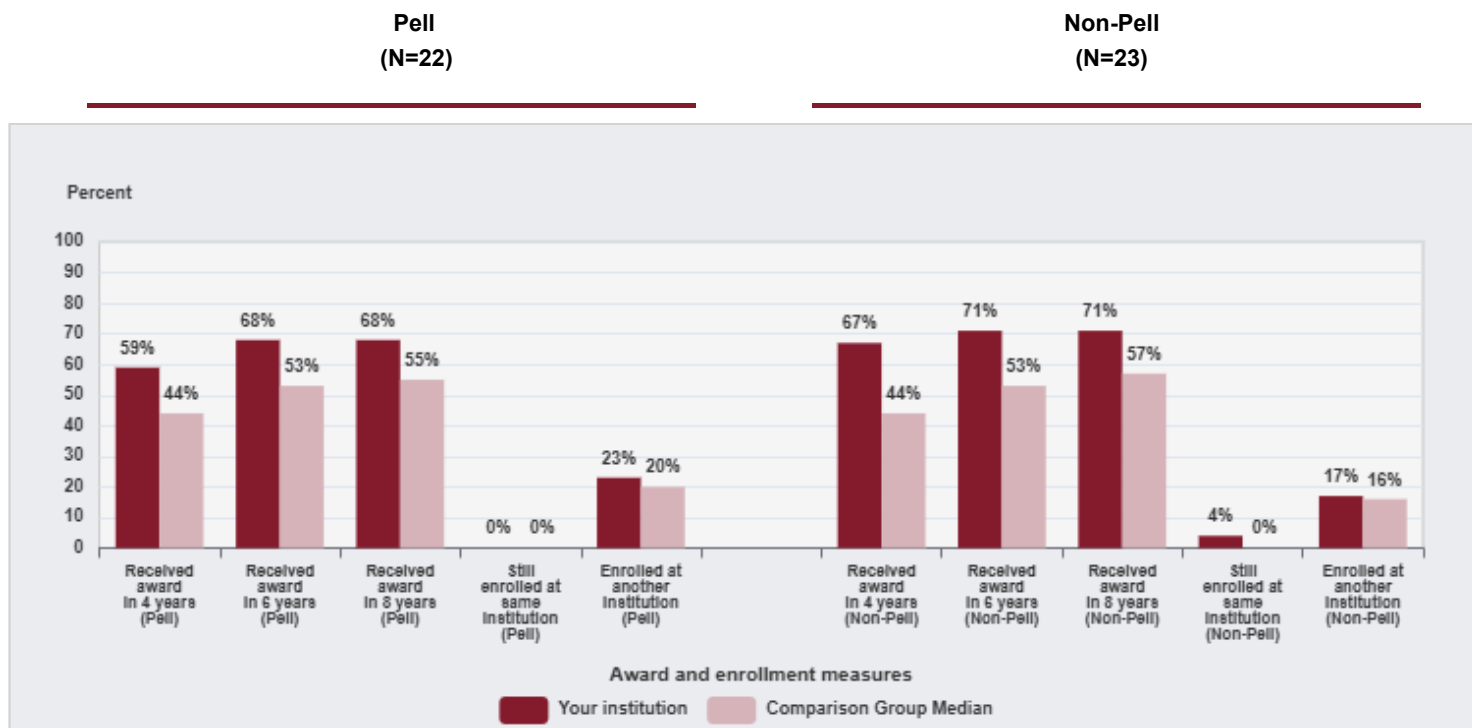
Figure 23. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

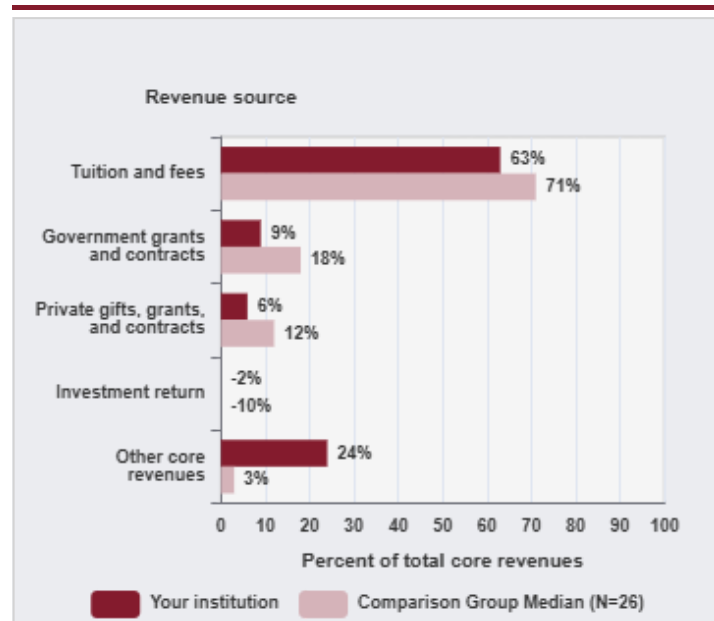
Figure 24. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2014-15 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2014-June 30, 2015. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2022-23, Outcome Measures survey component.

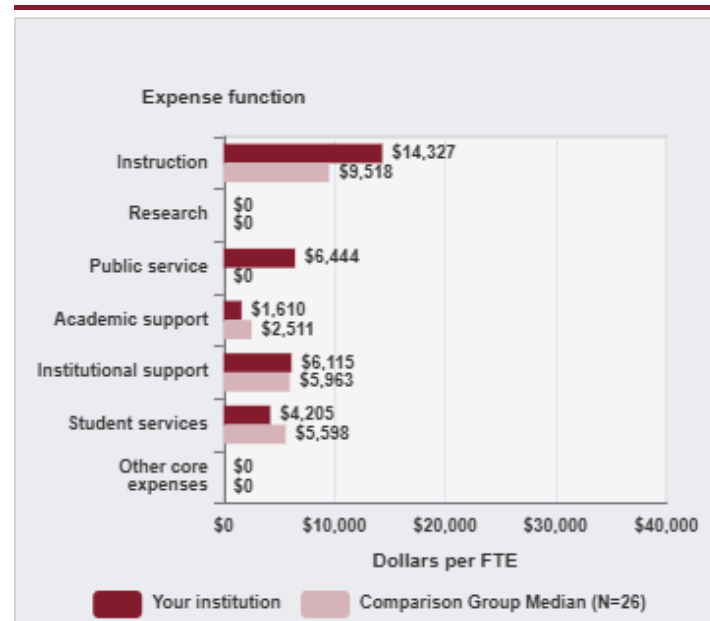
Figure 25. Percent distribution of core revenues, by source: Fiscal year 2022



NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Finance survey component.

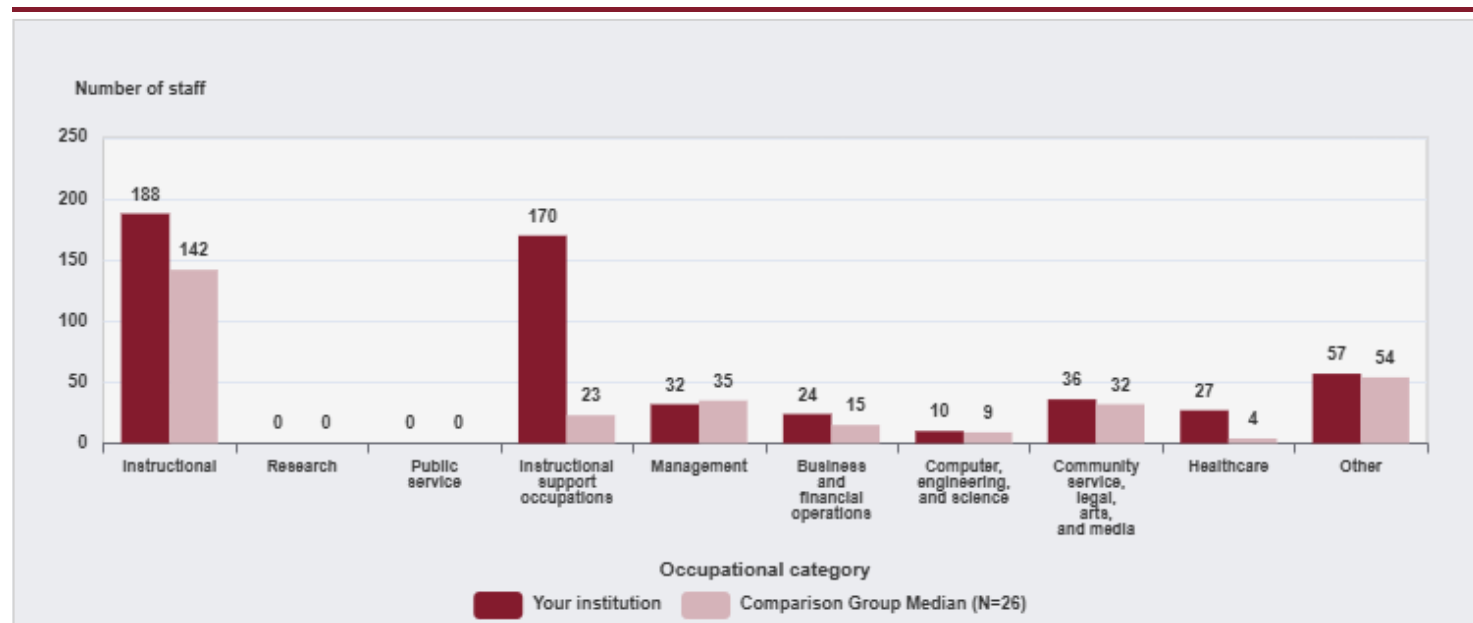
Figure 26. Core expenses per FTE enrollment, by function: Fiscal year 2022



NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2022, 12-month Enrollment survey component and Spring 2023, Finance survey component.

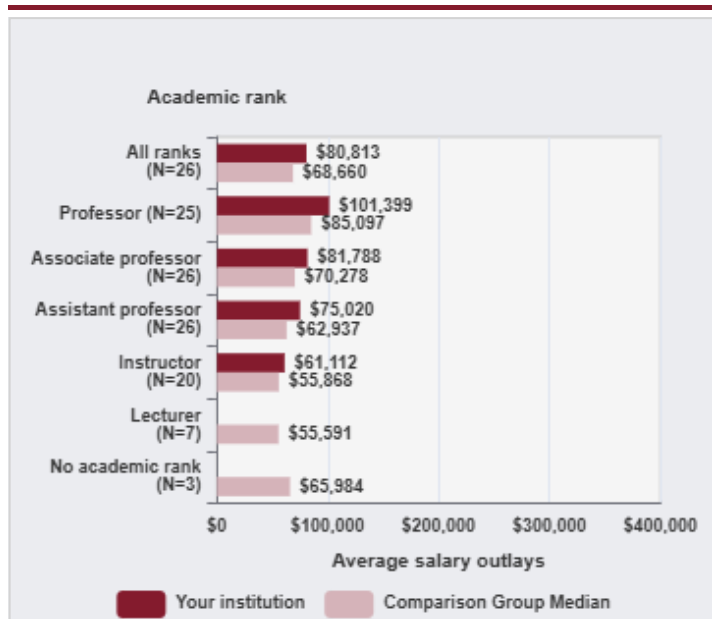
Figure 27. Full-time equivalent staff, by occupational category: Fall 2022



NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.

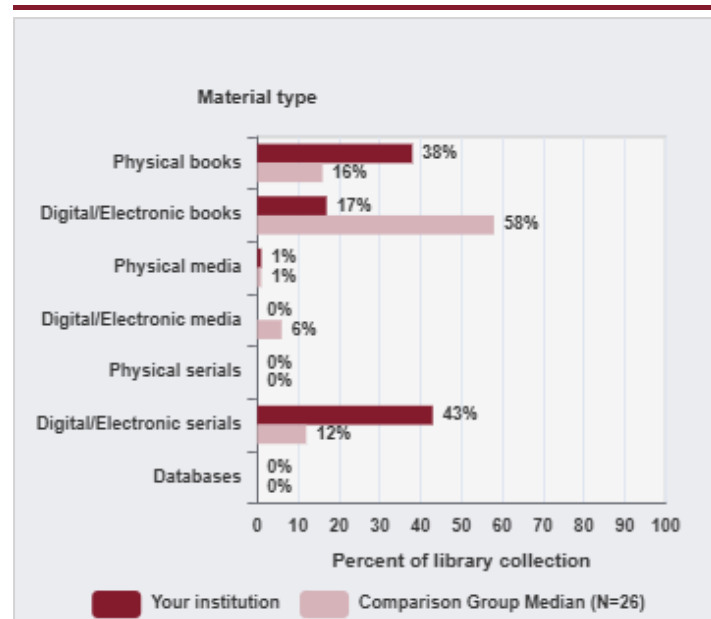
Figure 28. Average salary outlays of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2022-23



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Human Resources survey component.

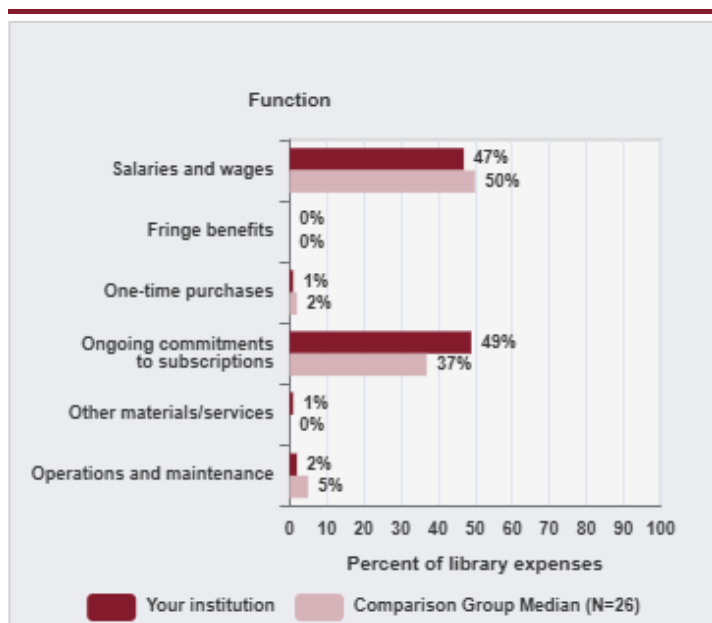
Figure 29. Percent distribution of library collection, by material type: Fiscal year 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

Figure 30. Percent distribution of library expenses, by function: Fiscal year 2022



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2023, Academic Libraries survey component.

IPEDS DATA FEEDBACK REPORT 2024

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from all institutions that provide postsecondary education and are eligible to receive Title IV funding across the United States and other U.S. jurisdictions.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (<https://nces.ed.gov/collegenavigator/>), an online tool to aid in the college search process. Additional information about IPEDS can be found on the website at <https://nces.ed.gov/ipeds>.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

The figures in this report provide a selection of indicators for your institution to compare with a group of similar institutions. The figures draw from the data collected during the 2023-24 IPEDS collection cycle and are the most recent data available. The inside cover of this report lists your selected comparison group of institutions and the criteria used for their selection. The Methodological Notes at the end of the report describe additional information about these indicators and the pre-selected comparison group.

Where Can I Do More with IPEDS Data?

Each institution can access previously released Data Feedback Reports from 2005 and customize this 2024 report by using a different comparison group and IPEDS variables of its choosing. To learn how to customize the 2024 report, visit this resource page <https://nces.ed.gov/ipeds/Help/View/2>. To download archived reports or customize the current Data Feedback Report, visit the 'Use the Data' portal on the IPEDS website <https://nces.ed.gov/ipeds> and click on Data Feedback Report.

**University of Saint Joseph
West Hartford, CT**

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicators. If your institution did not define a custom comparison group for this report by July 15, 2023 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The customized Data Feedback Report function available at <https://nces.ed.gov/ipeds/use-the-data/> can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by University of Saint Joseph includes the following 25 institutions:

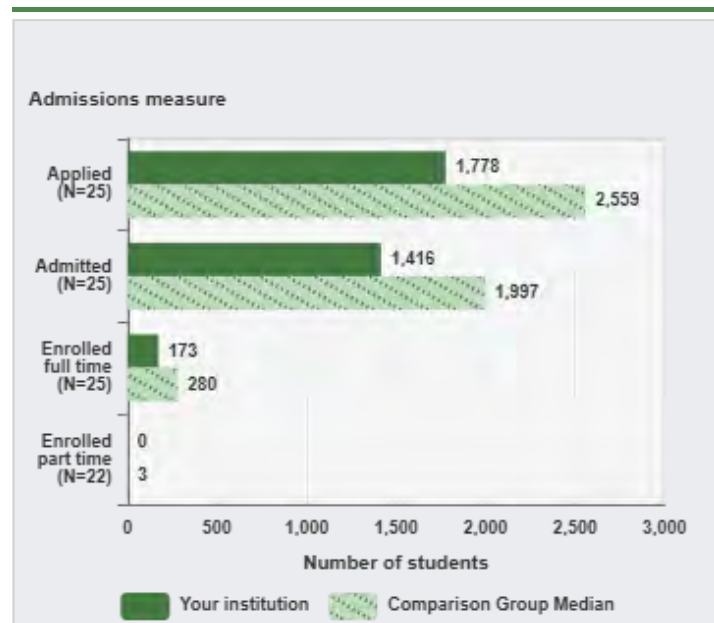
- ▶ [Cabrini University](#) (Radnor, PA)
- ▶ [Caldwell University](#) (Caldwell, NJ)
- ▶ [Chestnut Hill College](#) (Philadelphia, PA)
- ▶ [Eastern University](#) (Saint Davids, PA)
- ▶ [Georgian Court University](#) (Lakewood, NJ)
- ▶ [Goucher College](#) (Baltimore, MD)
- ▶ [Gwynedd Mercy University](#) (Gwynedd Valley, PA)
- ▶ [Holy Family University](#) (Philadelphia, PA)
- ▶ [Hood College](#) (Frederick, MD)
- ▶ [Manhattanville College](#) (Purchase, NY)
- ▶ [Marywood University](#) (Scranton, PA)
- ▶ [McDaniel College](#) (Westminster, MD)
- ▶ [Mount St. Mary's University](#) (Emmitsburg, MD)
- ▶ [Notre Dame of Maryland University](#) (Baltimore, MD)
- ▶ [Rivier University](#) (Nashua, NH)
- ▶ [Rosemont College](#) (Rosemont, PA)
- ▶ [Saint Elizabeth University](#) (Morristown, NJ)
- ▶ [Saint Joseph's College of Maine](#) (Standish, ME)
- ▶ [Saint Peter's University](#) (Jersey City, NJ)
- ▶ [St. Thomas Aquinas College](#) (Sparkill, NY)
- ▶ [Trinity Washington University](#) (Washington, DC)
- ▶ [University of St Francis](#) (Joliet, IL)
- ▶ [Waynesburg University](#) (Waynesburg, PA)
- ▶ [Western New England University](#) (Springfield, MA)
- ▶ [Wilkes University](#) (Wilkes-Barre, PA)

The figures in this report have been organized and ordered into the following topic areas:

Topic Area	Figures	Pages
1) Admissions (only for non-open-admissions schools)	1 and 2	3
2) Student Enrollment	3, 4, 5 and 6	3 and 4
3) Awards	7	4
4) Charges and Net Price	8 and 9	5
5) Student Financial Aid	10, 11, 12, 13, 14 and 15	5 and 6
6) Military Benefits*	[Not applicable]	
7) Retention and Graduation Rates	16, 17, 18, 19, 20, 21, 22, 23 and 24	7, 8, 9 and 10
8) Finance	25 and 26	11
9) Staff	27 and 28	11 and 12
10) Libraries*	29 and 30	12

*These figures only appear in customized Data Feedback Reports (DFRs), which are available through Use the Data portal on the IPEDS website.

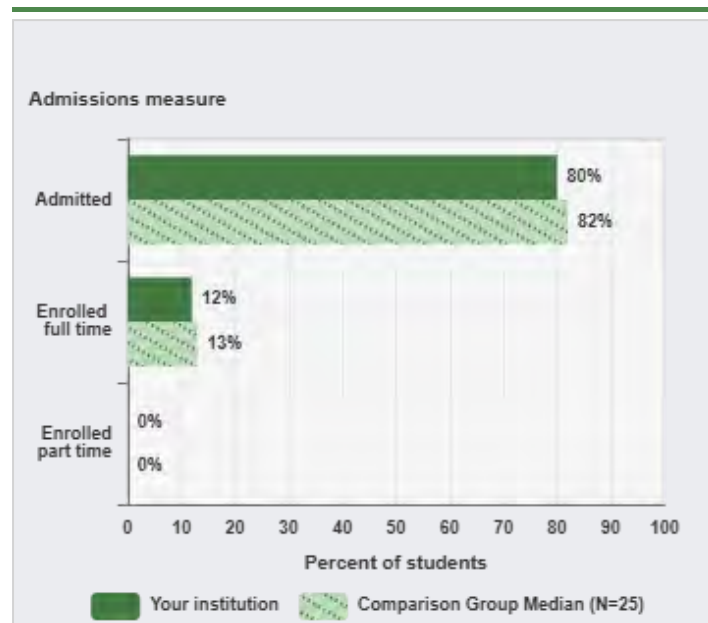
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full-time and part-time: Fall 2023



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Admissions survey component.

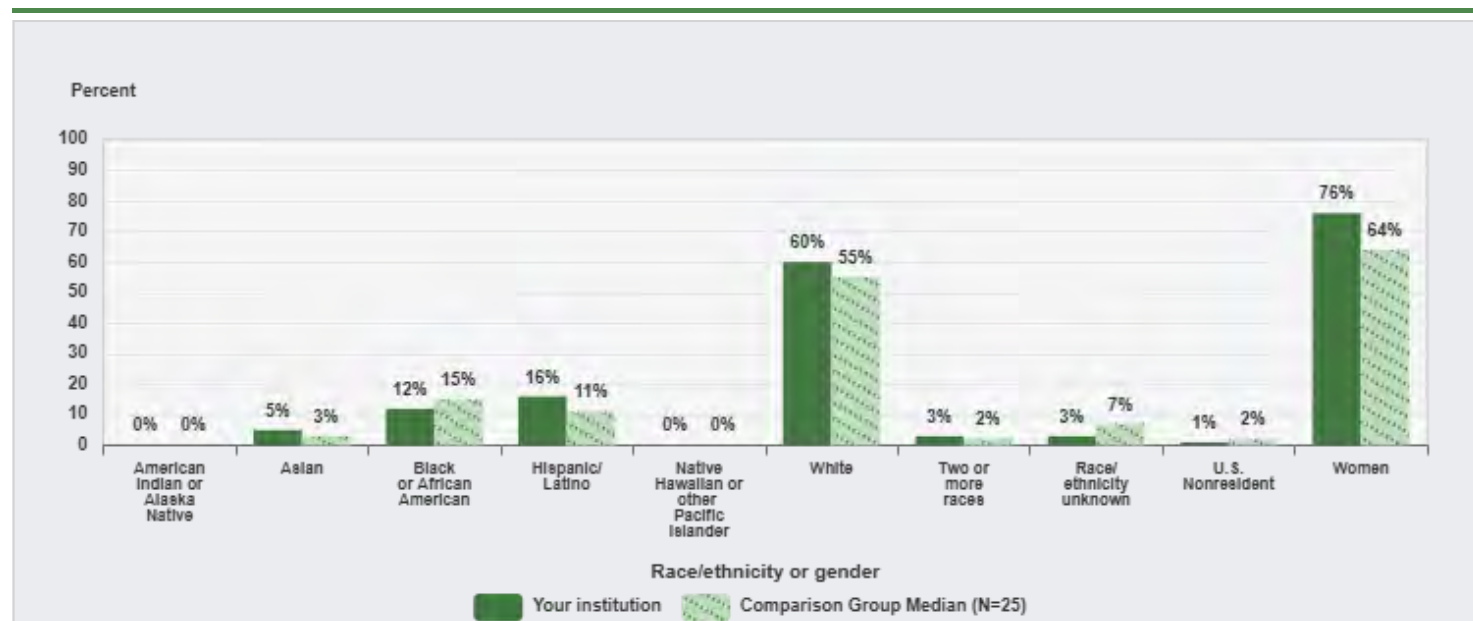
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admitted students enrolled full-time and part-time: Fall 2023



NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Admissions survey component.

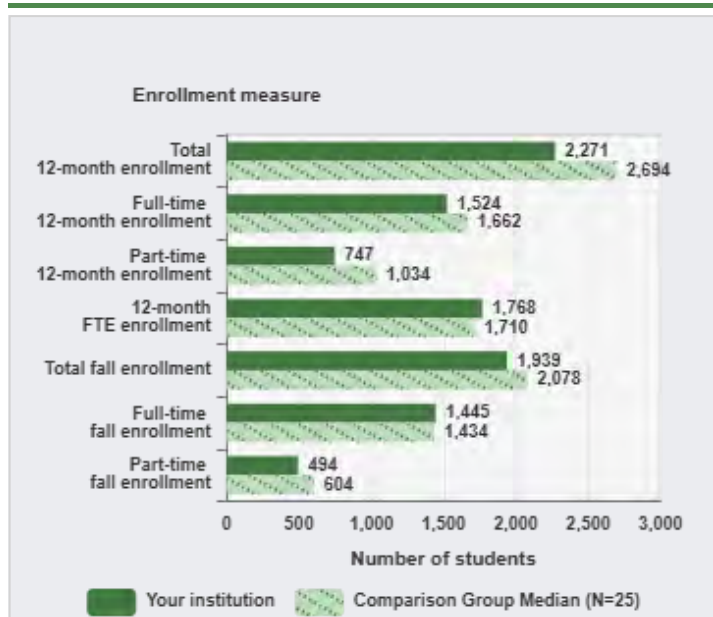
Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2023



NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See 'Use of Median Values for Comparison Group' for how median values are determined. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

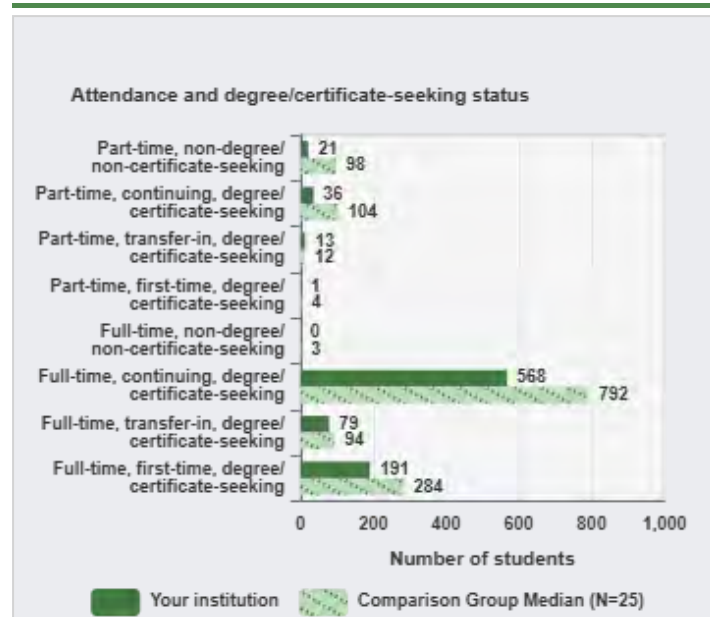
Figure 4. Total 12-month enrollment, full-time and part-time 12-month enrollment, 12-month FTE enrollment (2022-23), and total fall enrollment, full-time and part-time fall enrollment (Fall 2023)



NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component and Spring 2024, Fall Enrollment survey component.

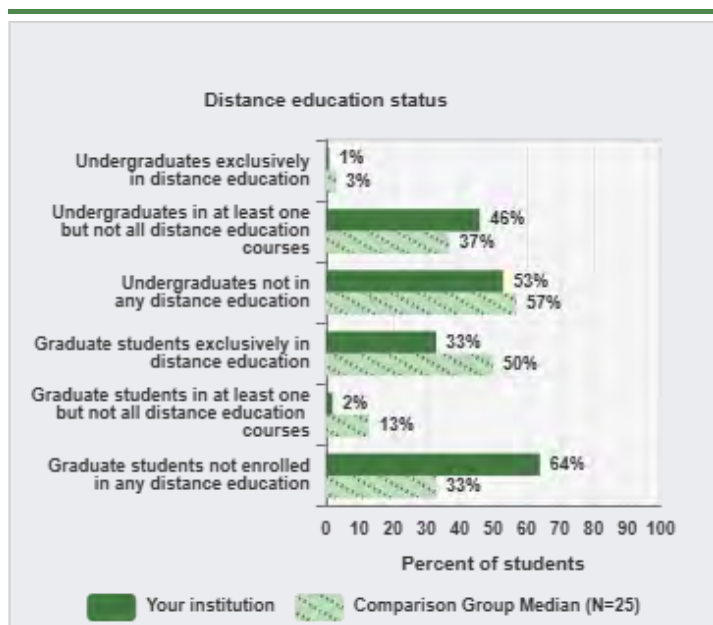
Figure 5. Total 12-month undergraduate enrollment, by attendance and degree/certificate-seeking status: 2022-23



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component.

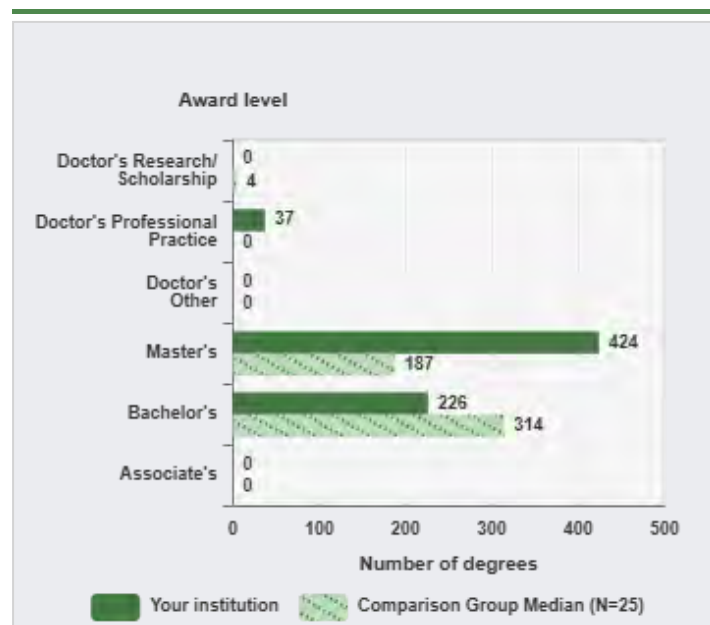
Figure 6. Percent of students enrolled in distance education courses, by distance education status and student level: Fall 2023



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

Figure 7. Number of degrees conferred, by award level: 2022-23



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Completions survey component.

Figure 8. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2020-21 to 2023-24



NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Institutional Characteristics survey component.

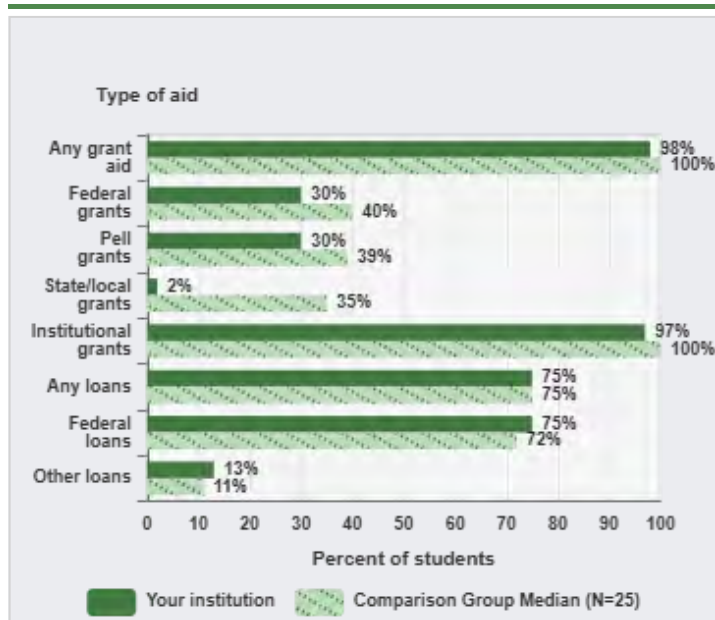
Figure 9. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: Academic years 2020-21 to 2022-23



NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state for public institutions), books and supplies, and the weighted average of food and housing and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Institutional Characteristics survey component and Winter 2023-24, Student Financial Aid survey component.

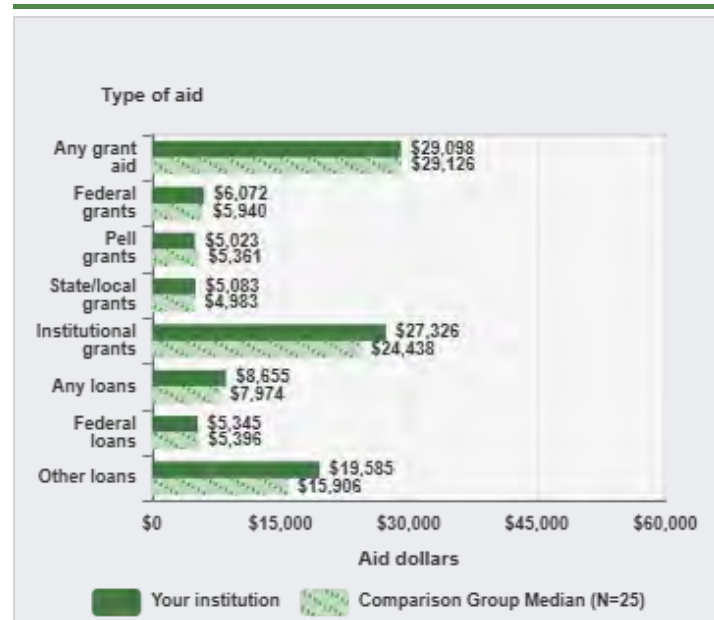
Figure 10. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid, or loans, by type of aid: Academic year 2022-23



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

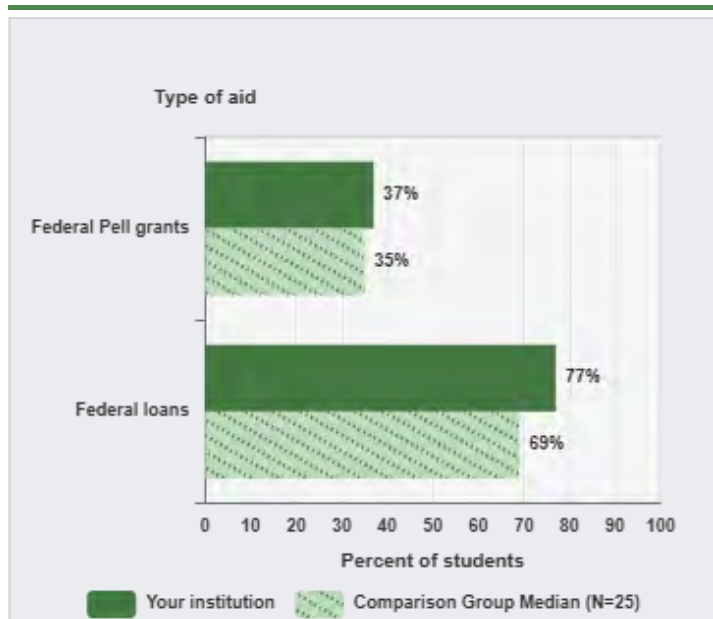
Figure 11. Average amounts of awarded grant or scholarship aid, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: Academic year 2022-23



NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants include Federal Pell grants and other federal grants. Any loans include federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 12. Percent of degree/certificate-seeking undergraduate students awarded Federal Pell grants and Federal Student loans : Academic year 2022-23



NOTE: Federal loans include federal loans awarded to students. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

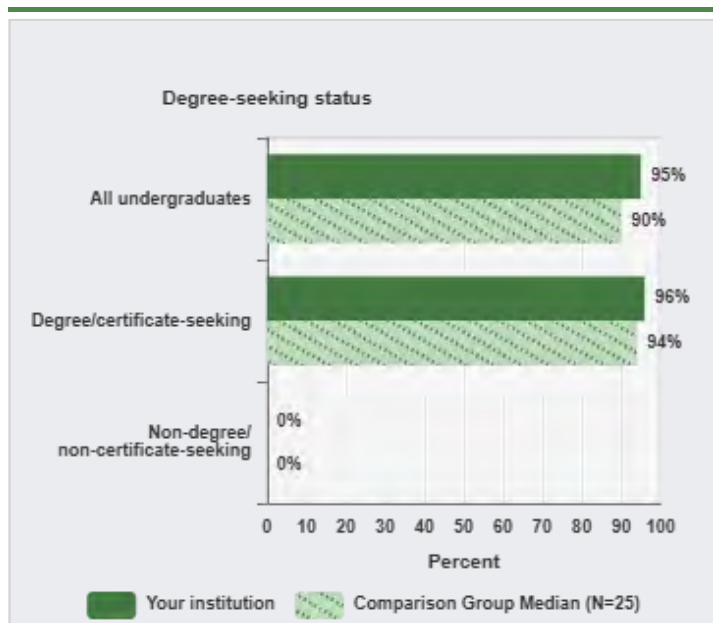
Figure 13. Average amount of Federal Pell grants and Federal Student loans awarded to degree/certificate-seeking undergraduate students: Academic year 2022-23



NOTE: Federal loans include federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

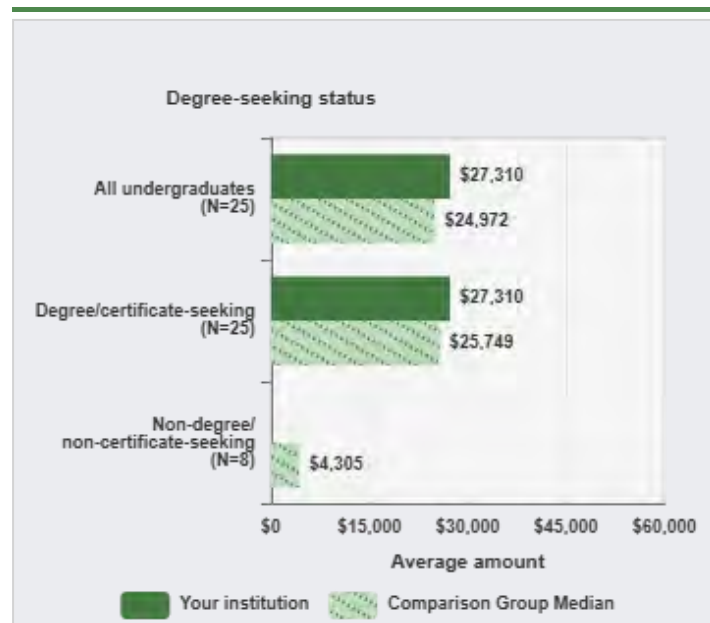
Figure 14. Percent of undergraduate students awarded grant or scholarship aid, by degree/certificate-seeking status: Academic year 2022-23



NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. N is the number of institutions in the comparison group.

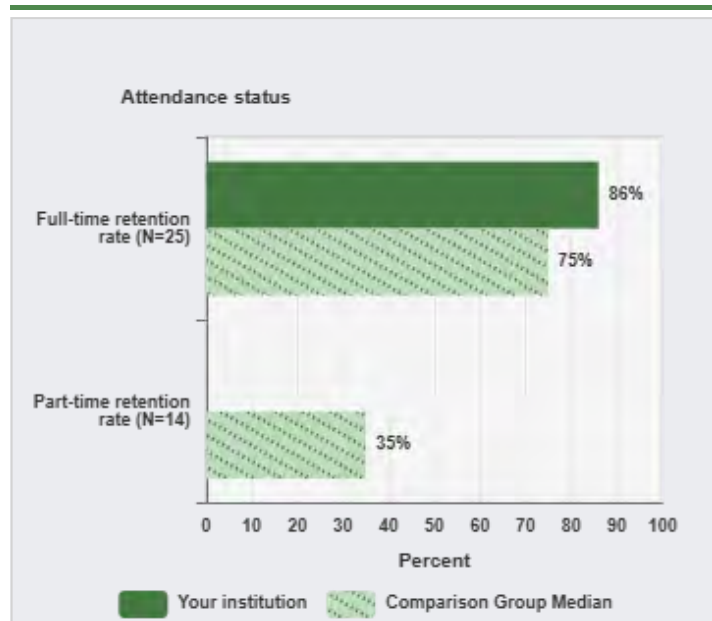
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 15. Average amount of grant or scholarship aid awarded to undergraduate students, by degree/certificate-seeking status: Academic year 2022-23



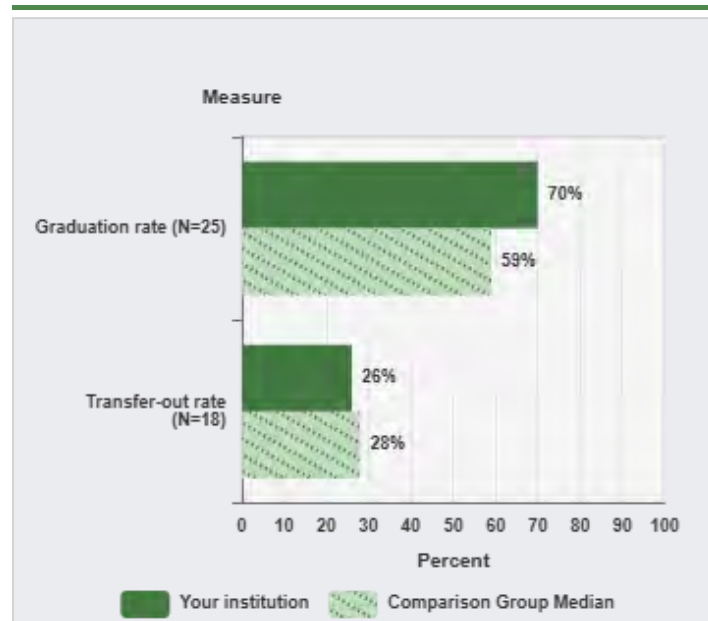
NOTE: Grant or scholarship aid includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Average amounts of aid were calculated by dividing the total aid awarded by the unduplicated count of recipients at each institution. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Student Financial Aid survey component.

Figure 16. Retention rates of first-time bachelor's degree-seeking students, by attendance status: Fall 2022 cohort

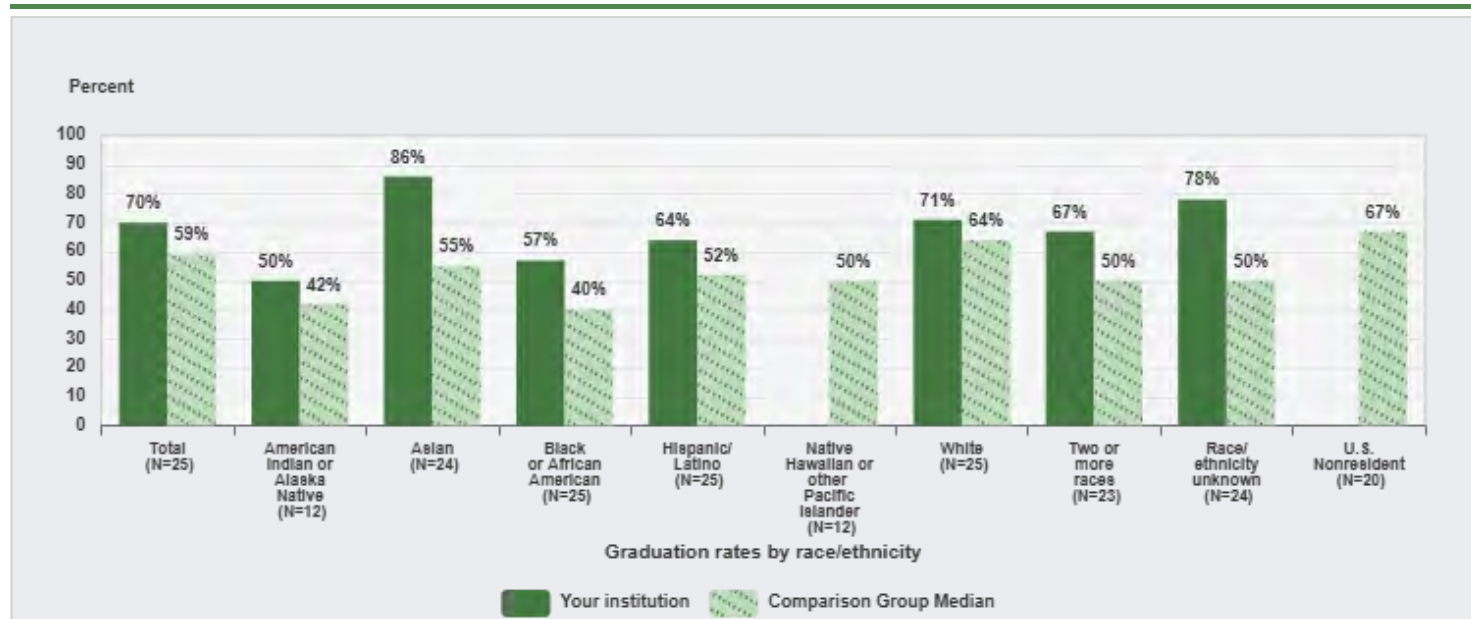
NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data for the Fall 2022 cohort of students who are still enrolled as of the institution's official fall reporting date or as of October 15, 2023. Program reporters determine the cohort with enrollment any time between August 1 - October 31, 2022 and retention based on August 1, 2023. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Fall Enrollment survey component.

Figure 17. Graduation and transfer-out rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion: 2017 cohort

NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group that have a value for each indicator.

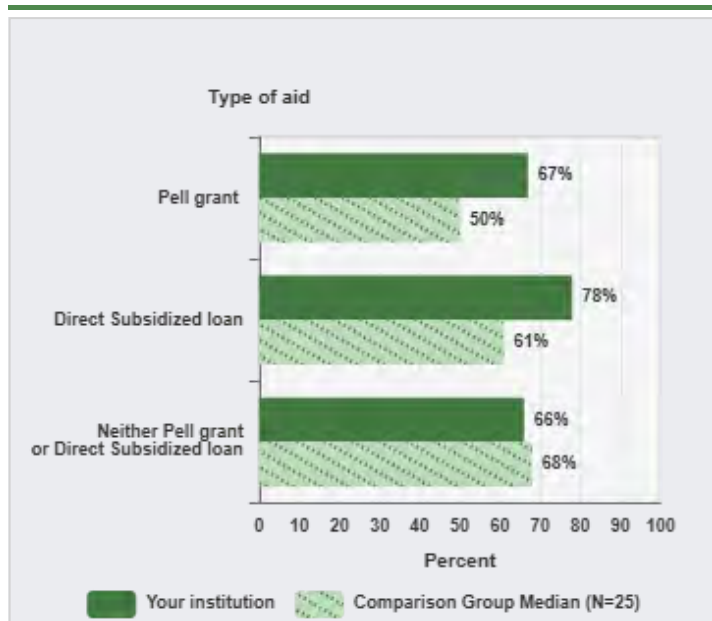
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Graduation Rates survey component.

Figure 18. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by race/ethnicity: 2017 cohort

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Graduation Rates survey component.

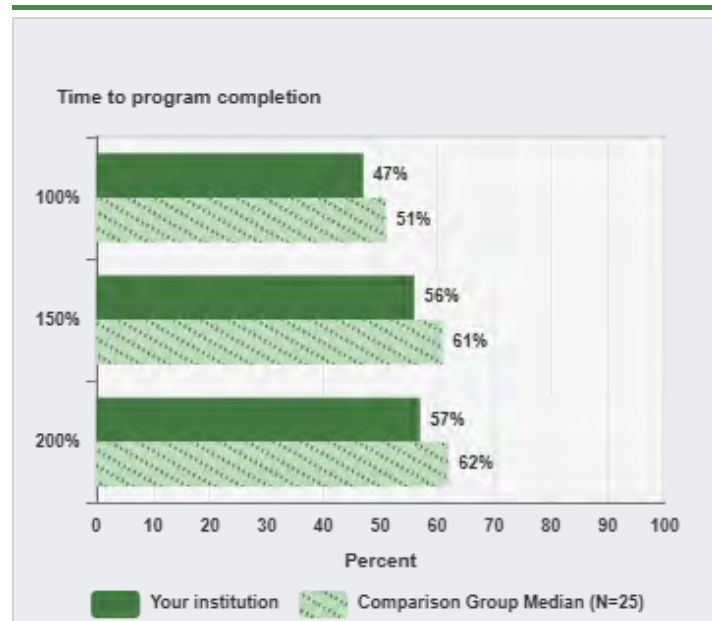
Figure 19. Graduation rates of all full-time, first-time degree/certificate-seeking undergraduate students within 150% of normal time to program completion, by type of aid: 2017 cohort



NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Data were collected on those students, who at entry of the cohort, were awarded a Pell Grant and students who were awarded a Subsidized Stafford loan, but did not receive a Pell Grant. Graduation rates are the Student Right-to-Know rates. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Graduation Rates survey component.

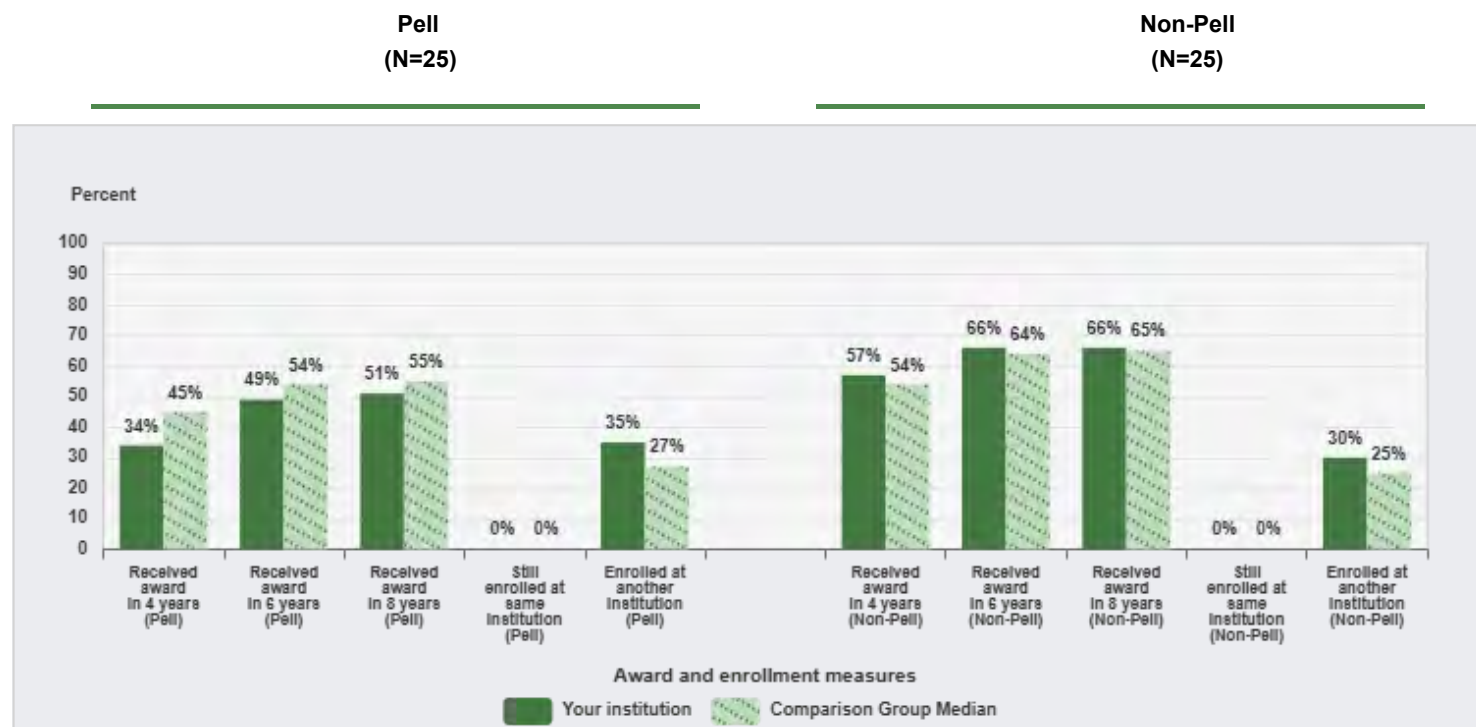
Figure 20. Bachelor's degree graduation rates of full-time, first-time bachelor's degree-seeking undergraduate students within 100%, 150% and 200% of normal time to completion: 2015 cohort



NOTE: The 100%, 150% and 200% graduation rates are calculated using the number of students who completed a bachelor's or equivalent degree from a cohort of students who entered the institution seeking a bachelor's or equivalent degree. For details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, Institutional Characteristics survey component and Winter 2023-24, Student Financial Aid survey component.

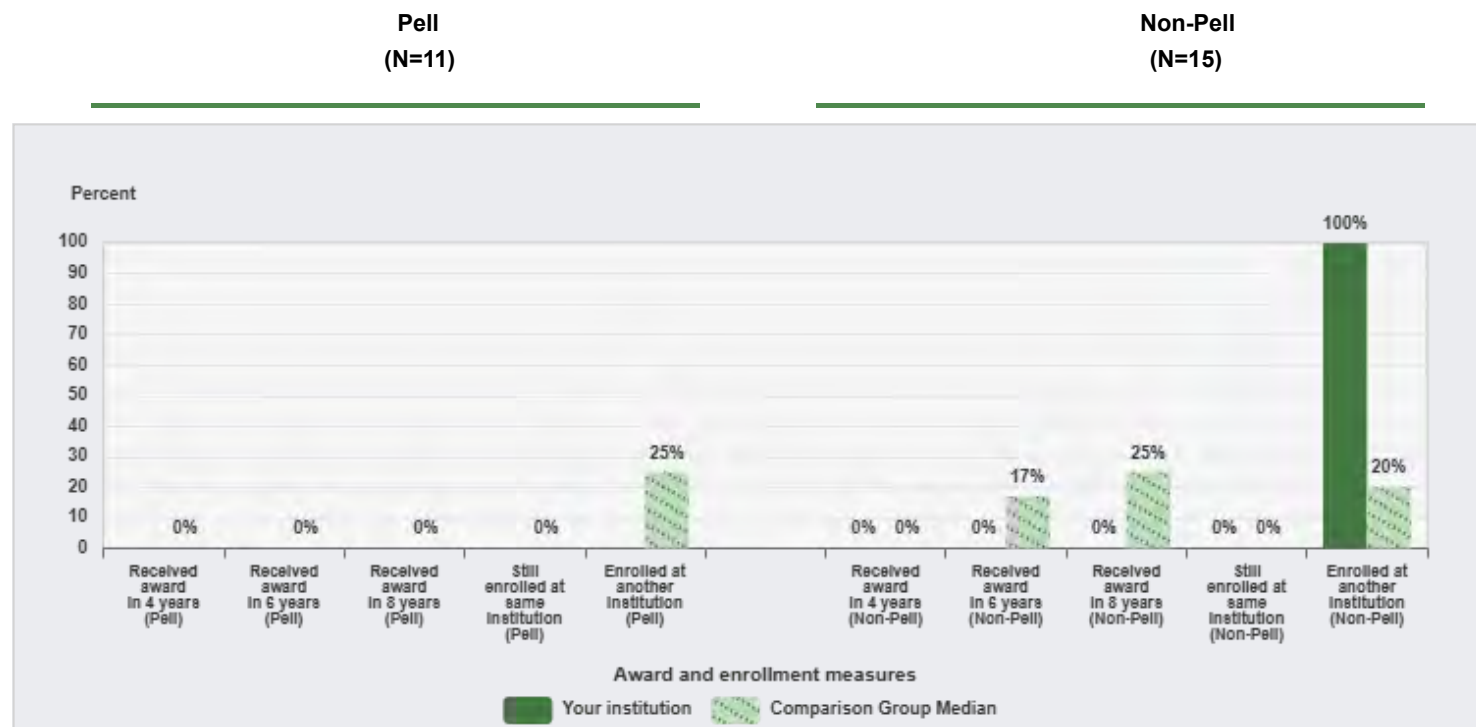
Figure 21. Award and enrollment rates of first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

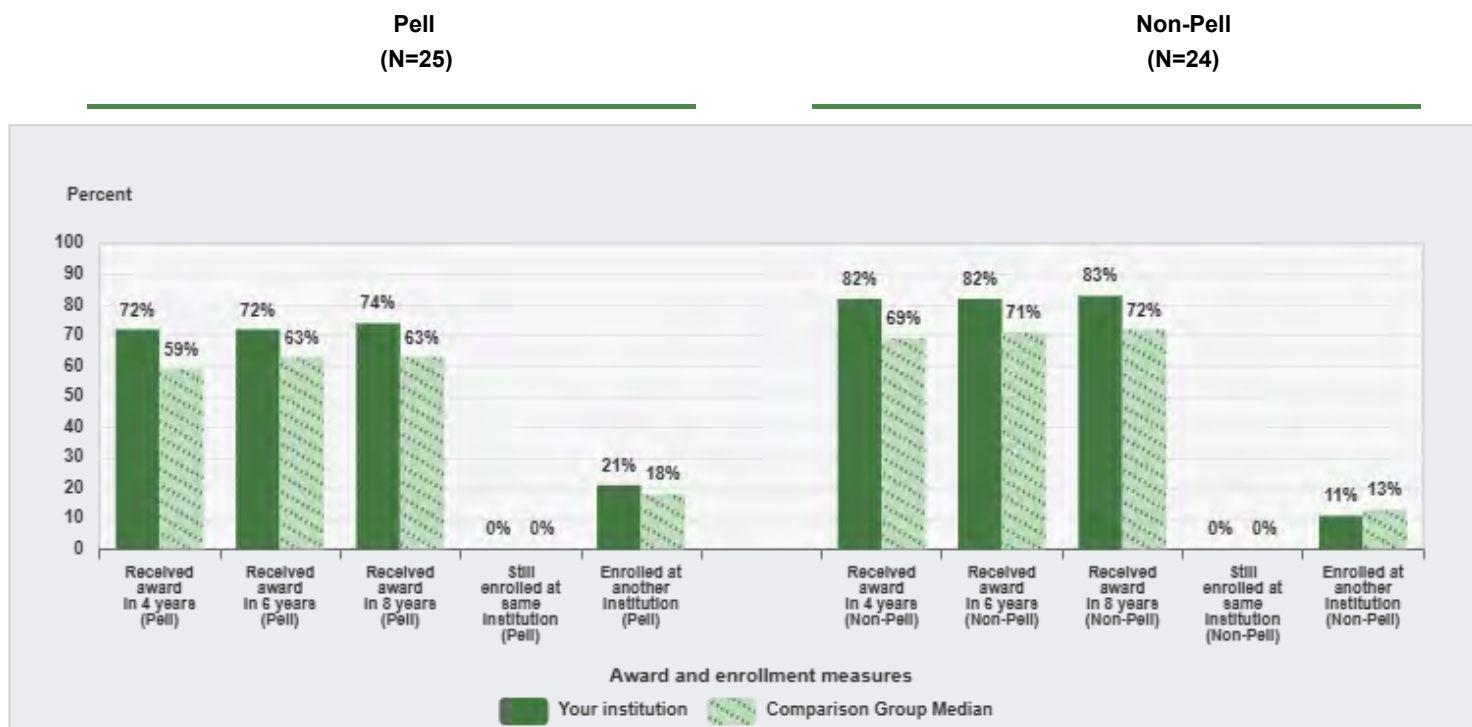
Figure 22. Award and enrollment rates of first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

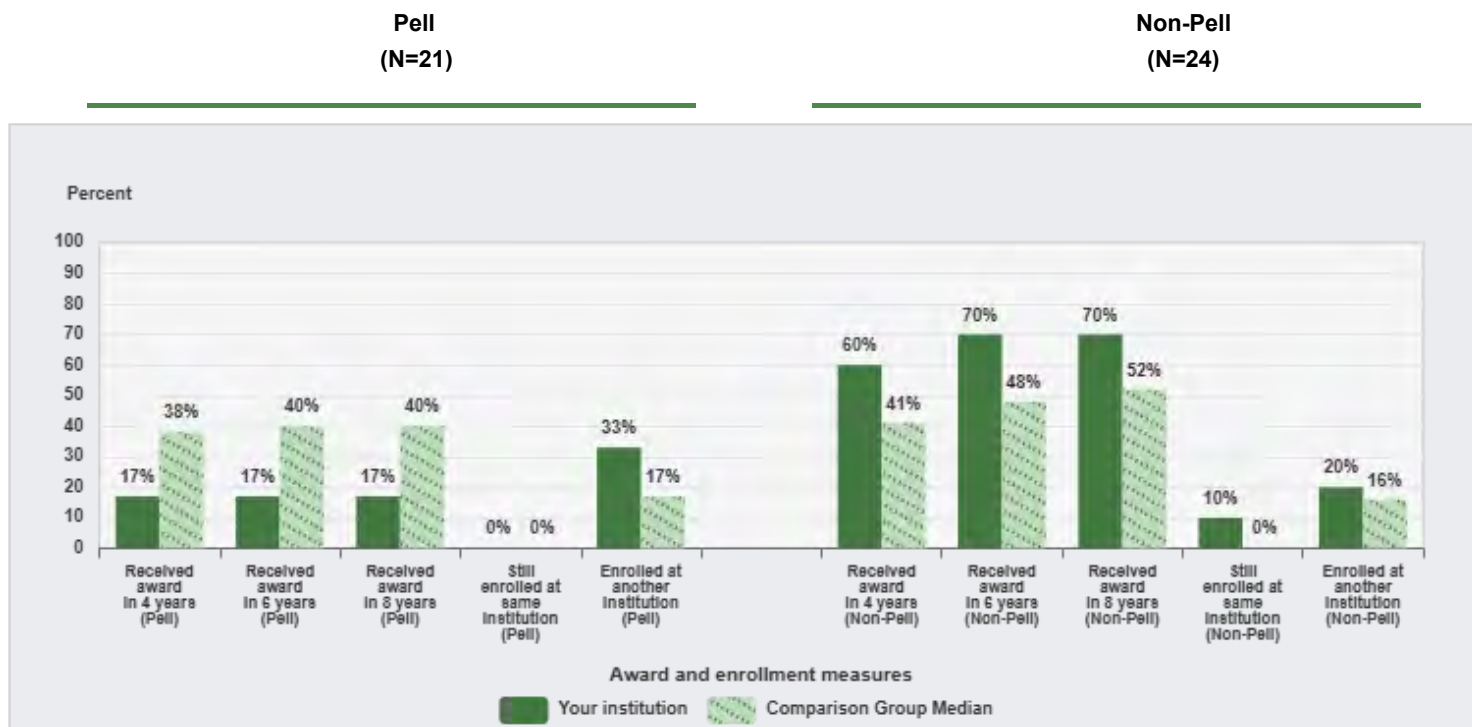
Figure 23. Award and enrollment rates of non-first-time, full-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

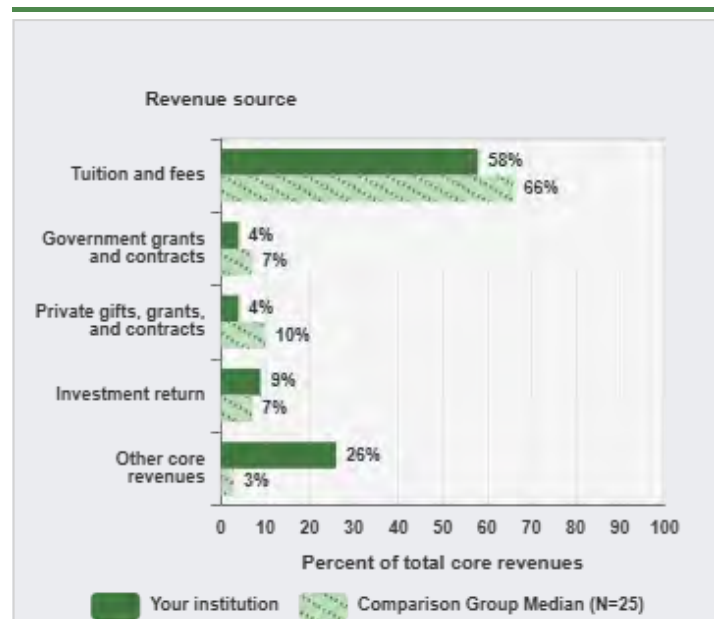
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

Figure 24. Award and enrollment rates of non-first-time, part-time, degree/certificate-seeking undergraduate students after 8 years of entry, by Pell status: 2015-16 cohort



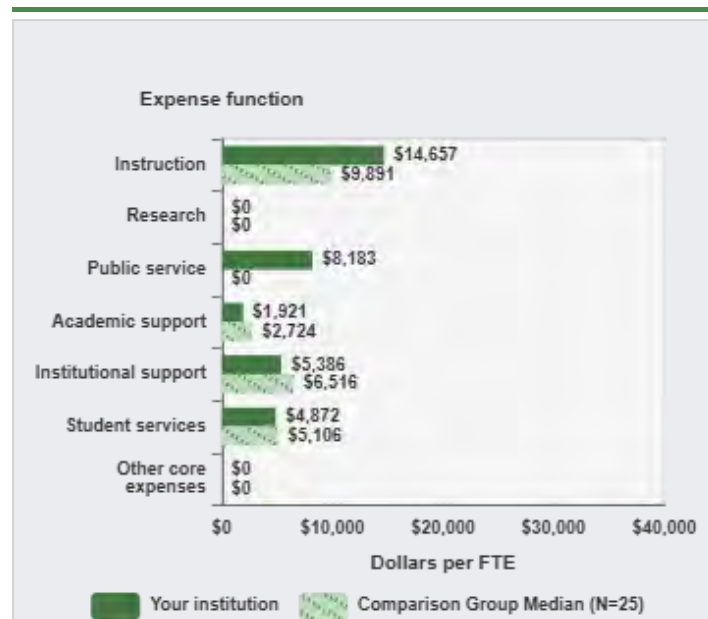
NOTE: Award measures are based on the highest award received after 8 years of entry and enrollment measures are based on students who did not receive an award after 8 years of entry. Student cohorts (i.e., first-time, full-time; first-time, part-time; non-first-time, full-time; and non-first-time, part-time) are degree/certificate-seeking undergraduate students who entered the institution between July 1, 2015-June 30, 2016. Pell recipients are students with demonstrated financial need. For more details, see the Methodological Notes. N is the number of institutions in the comparison group. Medians are not reported for comparison groups with less than three values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2023-24, Outcome Measures survey component.

Figure 25. Percent distribution of core revenues, by source: Fiscal year 2023

NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For more information, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Finance survey component.

Figure 26. Core expenses per FTE enrollment, by function: Fiscal year 2023

NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.

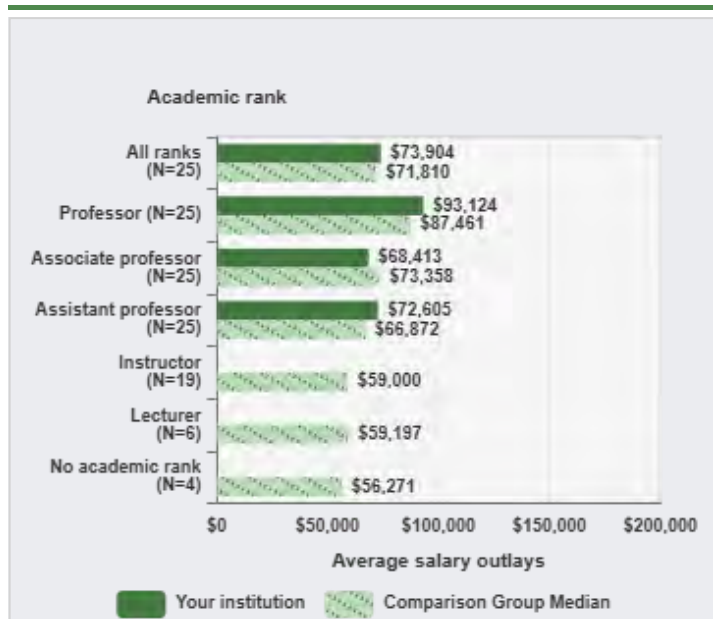
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2023, 12-month Enrollment survey component and Spring 2024, Finance survey component.

Figure 27. Full-time equivalent staff, by occupational category: Fall 2023

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Human Resources survey component.

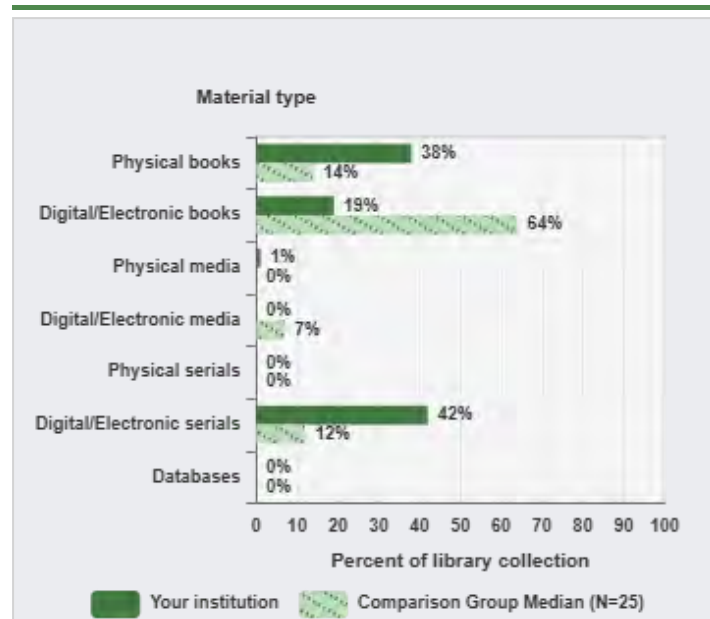
Figure 28. Average salary outlays of full-time non-medical instructional staff equated to 9-months worked, by academic rank: Academic year 2023-24



NOTE: See Methodology Notes for more details on average salary. N is the number of institutions in the comparison group that have a value for each indicator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Human Resources survey component.

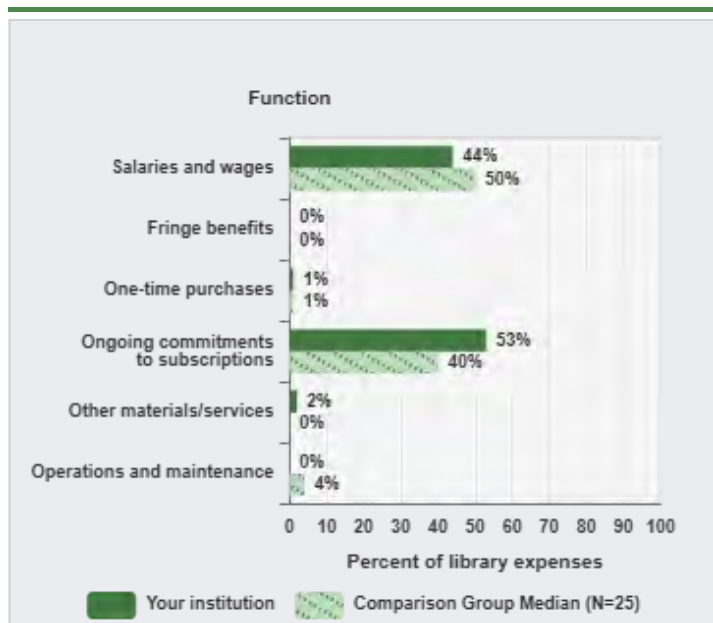
Figure 29. Percent distribution of library collection, by material type: Fiscal year 2023



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Academic Libraries survey component.

Figure 30. Percent distribution of library expenses, by function: Fiscal year 2023



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2024, Academic Libraries survey component.

Fall On-Campus Occupancy and Athletics

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total Traditional UG Enrolled	876	822	794	747	694	803	832	839	852	801	795	810
Total UG Residing On campus	377	317	282	247	230	329	315	295	317	359	397	423 (+17)
% Trad UG Residing On campus	43.1%	38.6%	35.5%	33.1%	33.1%	41.0%	37.9%	35.2%	37.2%	44.8%	49.9%	52.2%
Occupancy Rate	90%	79%	70%	68%	72%	82%	78%	73%	79%	89%	97%	100+%

- 157 of the 244 new first-year and transfer students (64%) are residing on campus; up from 152 in 2023
- 47% (115) of the 244 new Undergrads enrolled this fall are recruited athletes
- 10 of 16 teams met/exceeded their fall 2024 new recruit enrollment goal
- 325 total student athletes are enrolled this fall compared to 313 last year

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Faculty Development Day

Wednesday, August 21, 2024 | 8:30 am – 1:30 pm

Schedule of Sessions

All sessions will be in person. Locations will be announced closer to the start date.

9:10 – 10:00 a.m.: 50-minute sessions

[A new reality: Ethical and Practical Application of Artificial Intelligence at the University](#)

Dr. Dayne Laskey (Pharmacy Practice and Administration)

In this workshop, participants will examine potential consequences following the arrival of AI in higher education and explore practicalities of maintaining an ethical approach to the use of AI. Participants will explore tips on how to incorporate AI into their own workflow.

[Balancing Act: The Academic Commitments of Division III Athletes](#)

Moderators: Dr. Janet Howes (Business Administration) and Dr. Eileen Gonzalez (Education)

Panelists: Amanda Devitt, Andrew McElroy, Alyssa Hopson and Oluwole Oke (Athletics)

Division III athletes are unique in their commitment to balancing academic pursuits with their passion for athletics. Division III athletes do not receive athletic scholarships, emphasizing their academic responsibilities more than their Division I and II counterparts.

A panel of athletic staff members will discuss Division III athletes' commitments to academics and athletics, including when athletes must attend class, are excused for university-sanctioned events, and answer questions from faculty regarding obligations to coursework and the support faculty can bring to the athletes and classroom.

[Catholic Social Teaching: What is it and why is it so important?](#)

Fr. Joseph Cheah (Religious Studies)

The Catholic Social Teaching (CST) has been called "the best kept secret in the Catholic Church," "part and parcel to an integral human development," "intuitive to the human soul," and in other superlative ways by both Catholics and non-Catholics. The Mercy Critical Concerns receive their inspiration from the principles of CST that guide engagement with people struggling for justice and yearning for reconciliation in an ecologically threatened and violent world. In this workshop, Fr. Joe will explain CST in simple terms the four permanent CST principles: the Dignity of the Human Person, Common Good, Subsidiarity, and Solidarity. What are they? What roles do human rights and human duties play in them? How can we incorporate these principles into our courses?

[Compliance Jeopardy](#)

Brandon Dawson (Dean of Student Life), Abby-Lyn Dorman (Accessibility Services) and Christopher McKee (Public Safety)

The world of Higher Education compliance is ever changing. Join the Student Affairs team as they share legal updates and compliance regulations in a fun, game-show style.

“How will I know?": Measuring Student Experiences and Outcomes

Dr. Kaitlin Walsh (Institutional Effectiveness/Teaching and Learning Center)

How does your program determine whether students are meeting outcomes? If your response is “I have nothing” or “It’s not right, but it’s OK,” we are here to help! In this session, we will look at creating measurable outcomes and developing effective ways to assess whether students are meeting those outcomes. We will review some common themes and recommendations to help you prepare for internal program reviews, external accreditation reports or the 2026 NECHE self-study.

Stop the Bleed Training

Tricia Marriott (Physician Assistant Studies) and USJ PA Students and Faculty

Bleeding is the #1 preventable cause of death following injury. Minutes count! Someone who is severely bleeding can bleed to death in as little as five minutes. That's why bleeding control - keeping the blood inside the body - is the purpose of *Stop the Bleed*® training. Learn to identify signs of potentially fatal bleeding, recognize the need to intervene, and adequately demonstrate techniques used to achieve hemostasis, including direct pressure application, wound packing, and tourniquet application. **Training consists of a pre-training online workshop (25 minutes) and in-person instruction during Faculty Development Day.**

10:15 a.m. – 12:15 p.m. : Two-hour sessions

Connecting the Dots from Curriculum to Career

Dr. Elisa Valenzuela (Business Administration) and Karen Scully (Career Development Center)

Research suggests integrating career competencies into university curricula enhances students' employability and career readiness. A study by the National Association of Colleges and Employers (NACE) found that employers value skills such as communication, teamwork, critical thinking, inclusion, and leadership. Students who can understand and articulate the course content they have learned, and these soft skills will be more likely to succeed in their career aspirations.

Join Elisa and Karen for a presentation and conversation on how these competencies can be developed through targeted curricular interventions.

Participants will:

- Receive an overview of the NACE competencies, including definition and sample behaviors;
- See specific examples of how Elisa has created assignments that incorporate both her course learning objectives and the NACE competencies;
- Have an opportunity in small groups to share best practices and brainstorm with colleagues about additional ways to integrate student understanding of the competencies into classroom activities.

Infusing Antiracist Pedagogies Across the Curriculum

Drs. Monika Costa and Heather Mangino (Nursing), Drs. Christiana Best and Gina Rosich (Social Work)

In this two-hour workshop, educators will gain practical tools and strategies for fostering inclusive and equitable learning environments. Focusing on antiracist pedagogies, cultural humility, and structural competency, participants will learn concrete methods to integrate these principles across the curricula. Through dynamic discussions and collaborative activities, educators will deepen their understanding of implementing antiracist practices effectively. This interactive session will explore techniques for critically evaluating curricula to address discrimination, bias, and stereotypes. The workshop will provide teaching examples and innovative strategies, allowing participants to practice interactive teaching methods promoting critical thinking on race, diversity, and social justice. Educators will depart with a robust toolkit equipped to create environments celebrating diversity, challenging systemic inequalities, and empowering all students to thrive.

Scholarship and Publishing About Teaching and Learning

Drs. Meredith McConnochie (Education), Dr. Irene Reed (Biology) and Dr. Ryan Kimball (Applied Behavioral Studies)

This workshop will provide insight on ways to conduct research on teaching and learning in higher education classrooms. The workshop will begin with presentations from faculty members from various departments including Biology and Education who have published research on their teaching practices. Each faculty member will provide an overview of their research questions, methodology, findings, and implications, and share ways they overcame any barriers faced while conducting this research. The session will also include a presentation from the IRB regarding what does and does not need to be approved and at what point approval needs to be requested, especially in terms of scholarship that includes data from classroom experiences. After the presentation component, we will transition into a Question-and-Answer session followed by a guided activity that will help faculty develop an action plan that includes identifying research questions, types of data that can be collected, methods for data collection and analysis, and selecting appropriate journals. Participants will be provided with a template to plan projects focused on scholarship in teaching, and a resource list including links to common practices, examples, and suggested journals and forums for publication.

Supporting Minority Gender Identity and Sexual Orientation Students in the University Setting

Drs. Theodora Sirota, Jeff Fouche-Camargo and Danielle Brochu (Nursing), Jeremy Perez-Aponte (Graduate Student, Nursing)

Within the university setting, it is critical to assure just treatment, equity, and inclusion for students representing the full range of gender identity and sexual orientation. It is known that lack of knowledge about variations in gender identity/expression and sexual orientation as well as implicit bias against those with gender identity and/or sexual orientation that may differ from cisgender or heteronormative societal expectations can result in systemic inequities in the educational setting for these students. This two-part workshop will consist of an informational segment to inform faculty participants about facts, terminology, and respectful communication related to variations in gender identity and sexual orientation. It will be followed by an interactive, self-reflective segment for participants to explore, share, and discuss their own possible biases related to teaching and interacting with students whose gender identity or sexual orientation and expression may differ from their own. A short case study will be utilized to facilitate participant discussion.

Working with Students in Distress

Melissa Emmanuel (Counseling and Psychological Services)

The “Working with Students in Distress Workshop” is intended to help Staff and Faculty respond to students in distress. It is our experience that faculty and staff want to help students when they are in distress, but sometimes struggle with right words and best approaches. Personal factors have been found to have a significant impact on academic performance, and so interactions are significant and can be a reason to be involved. But these are complex issues, in difficult times, and getting involved can feel intimidating, resulting in staff and faculty stress. Students struggle with anxiety, depression, general emotional upset, thoughts of self-harm, physical illnesses, family problems, financial pressures, and others - and have minoritized identities tend to exacerbate these struggles. This can leave students distressed and seeking your help. The “Working with Students in Distress Workshop” is intended to provide language and practical skills to help Staff and Faculty navigate challenging interactions. The “Working with Students in Distress Workshop” provides the signs of what distress looks like, ideas of what to do and what not to do, and simple language to assist with having the confidence to act when a student is struggling. We want you to know that you are never alone. We are partners in the important work of helping a student in distress find understanding, support, and appropriate campus services.

12:15-1:30 p.m.: Lunch in McGovern Dining Commons

Pick up your lunch voucher at the start of the day and join us for lunch in McGovern Dining Commons.

2:00-3:00 p.m.: Community Forum, Hoffman Auditorium

After lunch, head to Community Forum to meet new faculty and staff and hear announcements for the start of the year.

Mercy Boards of Trustees - Essential Material

Mercy Colleges and Universities – contributing to Mercy in the world through higher education.
Global Mercy see: [Mercy International Association \(MIA\) in Dublin, Ireland.](#)

As a Mercy College or University, who and what inspire us?

What principles and bodies of thought help stir our imaginations, challenge our creativity, deepen our questions, conversations, reflections, and engage us in moral decision making and methods of learning as we live our Mission?

Charism of Mercy – A gift and expression of God's presence in the world

In 1827 **Catherine McAuley** opened the first House of Mercy on Baggot Street in Dublin, Ireland in response to the needs of poor women and children. In 1831 she founded the religious community of the Sisters of Mercy as a way to assure that this work would go forward. Her vision was to provide education, skill development, safety, health care and support to those with few options. Catherine McAuley died in 1841, leaving a community with convents and ministries in Ireland and England, and with nascent invitations to go to other lands. -- Catherine's history is one of joys and sorrows, deep prayer and faith, and respectful, warm relationships in her leadership and fostering of community. In addition, she trusted in the wisdom of others to lead in Mercy wherever they are planted.

The **Sisters of Mercy** of the Institute of the Americas sponsor Mercy colleges and universities through the work of the **Conference for Mercy Higher Education (CMHE)**. Their spirituality, charism, history and ongoing presence and ministry as a Roman Catholic religious group of women inspires the character, vision, and mission of Mercy higher education institutions and their communities at all levels.

The agreement and relationship between the Institute and each college or university is described as a **Covenant**.

The Covenant speaks of the desire and commitment to carry on the mission of higher education as a Mercy Catholic institution and to CMHE's commitment to support their mission and identity in the context of each college or university's distinct culture and location.

The Constitutions of the Sisters of Mercy regarding institutional sponsorship contextualize the spirit of this Covenant in their Mercy community Constitution:

"As Sisters of Mercy we sponsor institutions to address our enduring concerns and to witness to Christ's mission.

Within these institutions, we, together with our co-workers and those we serve, endeavor to model mercy and justice and to promote systemic change according to these ideals."

(Constitutions 5)

The Catholic Church's Tradition, culture and documents, such as ***Ex corde ecclesiae***, issued by Saint John Paul II, and **Core Principles of the Catholic Intellectual Tradition** contextualize and inform our identity and mission. -- Mercy colleges and universities drink from the well of the Catholic Intellectual Tradition (CIT).

--CIT is accumulated wisdom of the past and contemporary scholarship across all disciplines, studied in ways that encourages dealing with life's challenges and questions with a sense of the Transcendent, the belief that creation is good and beautiful, and that humans are called to participate and contribute to this evolving goodness and beauty.

--CIT supports a rigorous search for truth, asserting that coming to know truth, at least very good approximations of truth, is possible and to be respected. It supports a lively, dynamic relationship between reason and faith, because reason alone is not complete, and faith without reason can be superficial. Today, CIT

represents an integrated approach to learning that values inclusiveness and diversity in a pluralistic world, with respectful dialogue that goes across disciplines and activities, even engaging in critical critique of itself. Philosophy, theology, and Mission content, questions and processes can act to facilitate a lively relationship between reason and faith. -- One does not have to be Catholic to appreciate CIT and to contribute to the dialogue. In fact, this participation makes it all the richer. CIT is a means to seek truth together.

Core Principles of the Catholic Intellectual Tradition as listed by the Association of Catholic Colleges and Universities:

1. A Commitment to Universal Truth
2. Faith and Reason
3. Integral Relationship to the Catholic Church
4. Hospitality and Tradition
5. A Sacramental Vision
6. The Power of Beauty
7. An Appreciation of Creation
8. The Dignity of the Human Person
9. Innovation for the Common Good

The Catholic Intellectual Tradition (CIT) affirms and appreciates:

- **Transcendancy** - broad horizon that calls us forward.
- **Sacramental Vision** – dynamic inter-relatedness of life, whose meaning and beauty can never fully be captured.
- **All Creation is good** - humans are inherently good, though we sin, personally and collectively.
- **Community** - essential at all levels, constantly forming and reforming.
- Christian story of the **Paschal Mystery** and how we might see the world and ourselves in and through this story.
- **Seeks truth and meaning** through reason & faith, all disciplines, traditions, and our experiences, questions and doubts.
- **Ethical systems of thought** ask “how should we act and why?” – Guiding Principles of **Catholic Social Teaching (CST)**.
- Sense of **Vocation in life** to be about the common good in the world in ways that are just and values key of qualities of **beauty**.

Principles of Catholic Social Teaching (CST)

Principles of Catholic Social Teaching are active in decision-making processes. Within CIT, diverse ethical systems of thought come into dialogue, engaging Philosophical and Theological theories and principles, including Principles of CST. The list of principles is sometimes listed slightly differently.

- Life and Dignity of the Human Person
 - Call to Family, Community, and Participation
 - Common Good
 - Subsidiarity
 - Rights and Responsibilities
 - Preferential Option for the Poor and Marginalized
 - Dignity of Work and Rights of Workers
 - Solidarity
 - Care for Creation
- See also: Just War Theory*



Mercy Critical Concerns

Non-violence

Earth

Women and those who are marginalized

Immigration and Migration

Anti-Racism

How would you re-word the Works of Mercy, mindful of the need for systemic responses to suffering and injustice?
Works of Mercy are a means of grace, ways to love our neighbor in light of the Gospels?
(Matt. 5:3-12 & Luke 6:20-22)

Corporal Works of Mercy (traditional wording)

- Feed the hungry
- Give drink to the thirsty
- Shelter the homeless
- Clothe the naked
- Visit the imprisoned
- Visit the Sick
- Bury the dead
- Care for the Earth (added by Pope Francis)

Spiritual Works of Mercy (traditional wording)

- Counsel the doubtful
- educate the ignorant
- Convert the sinner
- Comfort the sorrowful
- Forgive offenses willingly
- Bear wrongs willingly
- Pray for the living & the dead
- Care for the Earth (added by Pope Francis)

Some Common Focus Areas and Characteristics of a Mercy College / University

Focus on Mission Collaboration Hospitality Compassion / Action Holistic Approaches	Future Relationality Excellence Humility that Stands Up	Mercy Justice Systemic Just Laws and Policies Prayer Reflection	Discernment Faith Dignity & Respect Seeking Truth Questions	Learning & Discovery Beauty Joy Simplicity Perseverance ...
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Mission Questions to be mindful of when deliberating and making decisions: (composed with the wise input of many)

1. Whose voices are/are not at the table of decision making? - Are there people at the table who are silent?
Are those present sensitized to the complexities of biases, prejudices and racism and able to speak-up when needed?
2. What values are expressed in our particular response/action?
3. How does this decision/action reflect our mission?
4. Who will benefit? Who will pay or lose some benefit or value, and who will carry the work of this decision/action?
5. How do our Mission Integration Core Areas influence our decisions? How are these areas impacted?
6. Given present constraints, opportunities, and learnings, is there a way to more deeply align our action/response with our Mission?
7. How are our partners, and those we contract with for services, aligned with our values?
8. At the close of a Board Meeting, consider asking: How well did we integrate our values into our deliberations and decisions?



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USJ MISSION INTEGRATION COUNCIL

Report to the Board of Trustees - April 30, 2021

Mission Integration Council Charge

The Mission Integration Council reports to the President of the University and the Chair of the Board of Trustees and is charged with:

1. Identifying policies and procedures at USJ that ensure the continued integration of the University's mission and Catholic and Mercy Identities. The Council will assess policies and procedures related to:
 - a) Curricular and co-curricular development and integration;
 - b) Hiring, orientation, onboarding, and ongoing mission development of faculty, staff and Trustees;
 - c) Space, art, symbolism, and environment;
 - d) Inclusive worship, reflection, and ritual;
 - e) Engagement in community and celebrations; and
 - f) Catholic social teaching and critical concerns in action.
2. Evaluating how effective current policies and procedures are, and will continue to be, in ensuring mission integration.
3. Making recommendations for changes in policies and procedures to promote greater or more effective mission integration.
4. Making an annual presentation to the Board of Trustees to report on its evaluation and recommendations.

The Mission Integration Council is composed of:

- Two faculty members with doctorates in Theology or Religion
- One Sister of Mercy who is a USJ faculty or staff member
- Director of Campus Ministry
- One member of the Board of Trustees

Mission Integration Council Members

- Lynnette Colón, LPC – Director of Campus Ministry
- Sr. Beth Fischer, RSM – Director of Community Engagement
- Sr. Patricia Rooney, RSM- Trustee Emerita
- Gerri Roberts- Trustee
- Fr. Joseph Cheah, Ph.D.- Professor of Religious Studies and Theology (currently on sabbatical, and being represented by Nancy Billias, Ph.D. – Professor of Philosophy and Chair, Department of Philosophy, Theology, and Religious Studies)

USJ Mission Integration Council's Current Call by the Board of Trustees:

The Mission Integration Council was charged to start with assessing the policies and procedures related to the first two Mission Integration Core Areas:

- Developing a systematic approach to Mission Integration in the curriculum; and
- Mission orientation process for new hires/ongoing mentorship for faculty and staff.

The first Core Area already integrated:

- <https://www.usj.edu/academics/areas-of-study/general-education-requirements/>
- [Guidelines for New or Modified Graduate Course Syllabi \(Revised December 8, 2020\)](#)

USJ Mission Integration Council's Current Findings

- Developing a systematic approach to Mission Integration in the curriculum. A focus on **INTD 100 - First Year Seminar** and **INTD 301 - Mercy Integrative Seminar**:
 - **INTD 301** could focus more on the Mercy Critical Concerns and Catholic Social Teachings. A grounding focus can be on the Human Dignity theme.
 - There was the suggestion of an instructional video and a consultant for this course who could specifically support the Critical Concerns and the Catholic Social Teachings (CST).
 - There is a concern if faculty teaching **INTD 301**, with no theological training, are willing to commit to learning Catholic Social Teachings. There is a goal to provide additional instructional materials in the form of recorded webinars, faculty development workshops, and readings about CST that can be used across a wide variety of topics. Ideally, instructional materials can be accessible in our library for the instructors.

USJ Mission Integration Council's Current Findings

- Developing a systematic approach to Mission Integration in the curriculum. A focus on **INTD 100 - First Year Seminar** and **INTD 301 - Mercy Integrative Seminar** (continued):
 - For FYS, it is important to have consistency with the Mission being clearly identified. It may be helpful to faculty to have a context that they can all follow when developing the curriculum.
 - In relation to Student Affairs co-curricular activities integrating Mission, the recommendation at the time was that they could benefit from identifying how their activities support Catholic Social Teachings and the Critical Concerns.

USJ Mission Integration Council's Current Findings

- Additional and/or reiterated findings and recommendations on **INTD 301**, **INTD 100**, and **INTD 116**:
 - More staff members are expected to teach up to 40% of their time for this coming year. A few are scheduled to teach a section of **INTD 301** along with a section of **INTD 100 First Year Seminar**. There is the concern around limited training they have around CSTs and the Critical Concerns. It may be beneficial to provide opportunities for faculty and staff to develop knowledge about the CST and Mercy Mission. Perhaps offering an annual one- or two-day workshop to **INTD 301** instructors on this topic.
 - Develop a rubric or some assessment tool that can measure how much students have learned about the Mercy mission.
 - Provide opportunities for faculty and staff to develop knowledge about the CST and Mercy Mission. Perhaps offering an annual one- or two-day workshop to **INTD 301** instructors on this topic.

USJ Mission Integration Council's Current Findings

- Additional and/or reiterated findings and recommendations on **INTD 301**, **INTD 100**, and **INTD 116** (continued):
 - Explore further the overload support limitations within the Gen Ed budget to increase faculty availability. Only one full-time faculty overload can be authorized per semester.
 - Having Campus Ministry visit FYS sections to, specifically, talk about Mercy Values & Mission.
 - **FYS II – INTD 116**: Support faculty & staff in making sure the Mercy Mission is clear in the service learning experience that is being introduced to students.
- Progress:
 - Fr. Joe put together a PowerPoint on the CST for each instructor to share with each class. A similar PowerPoint is available on the Sisters of Mercy and the Mercy Mission.
 - [Student Perception Survey of INTD 301](#)

USJ Mission Integration Council's Current Findings

- Second Charge: Mission orientation process for new hires/ongoing mentorship for faculty and staff:
 - An Onboarding packet is sent to all new employees prior to their beginning at USJ: The Mission, Core Values & Mercy Path are included in the packet.
 - All new employees attend a half-day orientation meeting which addresses the Onboarding packets, shows three YouTube videos featuring what the Mission & Core Values mean to students and faculty. There is also a video from an alumna, Lois Luddy, who talks about her journey and the Mercy Mission.
 - Trustee orientation is conducted by the Board of Trustees Committee of Trustees and Governance in conjunction with the sitting President.

USJ Mission Integration Council's Current Findings

- Recommendation at this time:
 - HR was found to be supportive to the Mission. It was noticed that there is a need to add more Mission focused interview questions in the hiring process.

The background of the slide features a faded image of a banner hanging from a pole on the left. The banner has a colorful geometric pattern at the top and text below. In the background on the right, there is a faded image of a large, multi-story building with a prominent dome and classical architectural features.

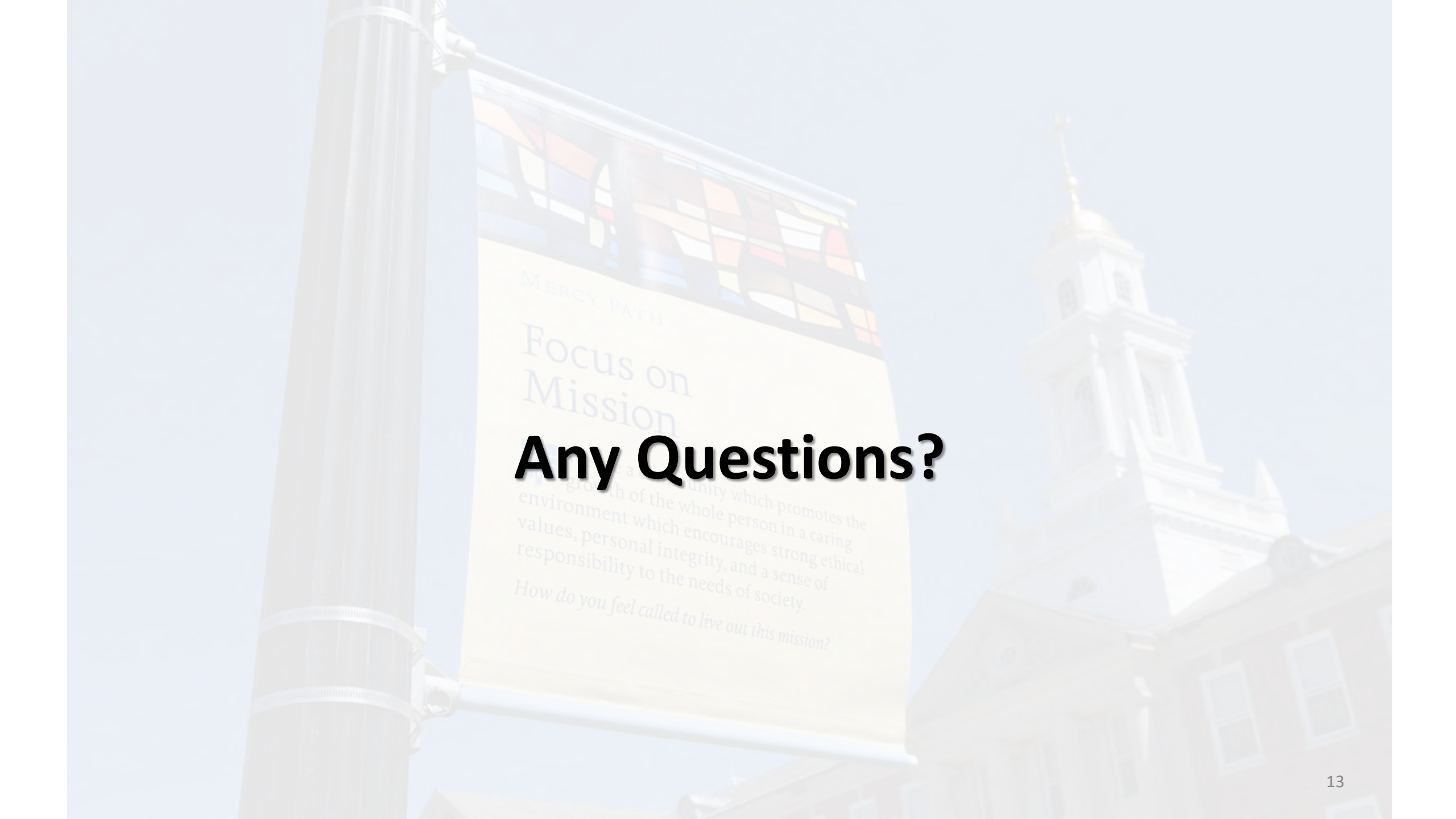
Focus on
Mission

 We are a community which promotes the growth of the whole person in a caring environment which encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

How do you feel called to live out this mission?

Next Steps:

- Follow up with any assessment recommendations by the Board of Trustees in connection to these first two charges.
- Mission Integration Council will meet on June 2 to identify the next one or two charges to address.
 - Ongoing Formation of Mission
 - Space, Art, Environment, and Symbolism
 - Inclusive Worship/Ritual and Reflection
 - Engagement in Community and Celebrations
 - Catholic Social Teaching/Critical Concerns in Action



Any Questions?



UNIVERSITY OF
SAINT JOSEPH
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USJ MISSION INTEGRATION COUNCIL

Report to the Board of Trustees – May 5, 2023

Mission Integration Council Members

- Lynnette Colón, LPC – Associate Director of Student Activities for Faith and Service
- Sr. Beth Fischer, RSM – Director of Community Engagement
- Dr. Benjamin Peters – Professor of Religious Studies and Theology
- Gerri Roberts, J.D. – Trustee
- Fr. Joseph Cheah, Ph.D. – Professor of Religious Studies and Theology

➤ The Mission Integration Council assessed the policies, procedures, and/or activities related to the following Mission Integration Core Areas:

- Engagement in Community and Celebrations.
- Catholic Social Teaching and Critical Concerns in action.

➤ Questions used to assist in the assessment:

- What policies and/or programs are in place that support the Critical Concerns of the Sisters of Mercy?
- What policies and/or programs are in place that support the Mission and Core Values?
- What are activities/events that involve the general community and support the Mission and Core Values?
- What are some community partnerships that support the Mission and Core Values?
- What planning documents are there to support the Mission and Core Values?

Departments/Programs Assessed:

- Athletics
- Institutional Advancement/Alumni Relations
- Common Read Committee
- Department of Philosophy, Theology, & Religious Studies (PTRS)
- Diversity and Inclusion/Title IX
- Faculty/Co-Curriculum
- Financial Aid
- SALD (Student Activities Leadership Development- under Student Affairs)
- Community Engagement
- Student Activities for Faith & Service

MIC's Current Findings: Athletics

- Provides students the opportunity to participate in intercollegiate team sports with the goal of developing students academically, competitively, physically, and emotionally, including the development of leadership skills.
- Offers programs with content related to stress management, study skills, tutoring, and diversity & inclusion with the goal of enhancing student-athlete success.
- Supports USJ's Core Value of compassionate service by hosting a number of food, personal care product, and diaper drives for community partners including Hands on Hartford, Mercy Housing & Shelter, and Malta House of Care.

MIC's Current Findings: Common Read

Builds community among students, faculty, and staff, helping people get to know one another and connect to the University's Mission and Core Values.

All first-year students read the book as part of their courses; the rest of the USJ community is invited to read along. Everyone may attend events that dig deeper into the topics and themes of the chosen book.

The Common Read is selected by a committee of faculty, staff and students who consider the Critical Concerns of the Sisters of Mercy and the Mission and Core Values when choosing a book. As a whole, the program supports the Core Values of Academic Excellence and Development of the Whole Person, encouraging students to think deeply about current issues, make connections to their lives and the world around them, and gain familiarity with the expectations of college work.

Recent Selections:

2020: *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson

2021: *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City* by Mona Hanna-Attisha

2022: *Sitting Pretty: The View from my Ordinary Resilient Disabled Body* by Rebekah Taussig

MIC's Current Findings:

Institutional Advancement | Alumni Relations

Alumni Relations has supported the Mission and Core Values by participating a variety of events, including:

- Mercy Day
- Chapel Bells
- 90th USJ Anniversary Mass
- Distinguished Alumni Awards
- Reunion Weekend food drive
- Mercy Mission lectures and programs
- Reading/discussion groups related to social justice
- Partnering with Campus Ministry to support a Mass for Ukraine

Some Community Partnership examples:

- I.A. served as a bridge for a community partner to deliver unused food from the dining hall to a nearby soup kitchen.
- I.A. has partnered with Women's Leadership Center for educational programming that addresses the development of women.

I.A.'s financial planning supports the Mission and Core Values in the following ways:

- Raising nearly \$73 thousand for Catherine's Fund, which addresses students' urgent needs.
- Making scholarship funds a "top priority," raising millions of dollars to support students.

MIC's Current Findings:

Dept. of Philosophy, Theology, & Religious Studies (PTRS)

An external review of the Department cited the following:

- “Through coursework (both in the classroom and online), internships, guest speakers, and field experience, the department fulfills the mission’s call to impart ‘ethical values, personal integrity, and a sense of responsibility to the needs of society.’
- Faculty members, in their role as educators and scholars, are uniquely qualified to provide the Scriptural and theological bases for these values.
- In 2017, the department received a generous grant from the Teagle Foundation to develop a certificate of Interfaith Leadership. It employs notions of mercy and servant leadership as it explores issues and concepts involved in effecting personal and social change through interfaith leadership.
- Core Values are incorporated into the classes in “Food Ethics” and “Women’s Philosophers” and are discussed —along with the life and accomplishments of Catherine McAuley and the Sisters of Mercy —in the PHIL 120 (Discovering Philosophy) course.

MIC's Current Findings: Diversity & Inclusion and Title IX

The Office maintains and enforces policies that cover the following Critical Concerns:

Women

Policies: Title IX policy, Parenting and Pregnancy, Employee Handbook, and Lactation Room locations, non-discrimination statement.

Programs: Day of Beauty, colorism awareness, What were you Wearing, IPV awareness programming,

Racism

Policies: Student Code of Conduct and Employee Handbook, non-discrimination statement

Programs: Panels and discussions on minorities in professions, Immigration panels, Notable professionals from underrepresented communities

Immigration

Policies: Student Code of Conduct and Employee Handbook, non-discrimination statement

Programs: The West Indian Experience Panel, Asian-American discrimination, Ramadan dinner observation, programs about underrepresented groups

Non-Violence

See all programs listed above. The Office seeks to educate and promote compliance within these areas in an effort to stem violent acts that arise out of them.

MIC's Current Findings: Diversity & Inclusion and Title IX

Mission and Core Value Policies and Programs:

- Policies: Crown Act, paid pregnancy leave, civility clause of the Student and Employee handbook. Investigations into claims of disparate treatment.
- Programs: Investigations for claims of disparate treatment, training and education for campus policies and practices under the office's authority, panels and lectures on/from underrepresented groups.

General Community Activities/Events and Community Partners:

- MLK community celebrations.
- This office maintains MOUs with CT Coalition Against Domestic Violence and CT Alliance to End Sexual Violence. This office has regularly engaged outside individuals for panels and programs.

MIC's Current Findings: Faculty/Core Curriculum

- Developing a systematic approach to Mission Integration in the curriculum.
- For **INTD 301 - Mercy Integrative Seminar:**
 - Focus more on the Mercy Critical Concerns and Catholic Social Teachings (CST), with a grounding focus on Human Dignity.
 - Create an instructional video for this course to specifically support the Critical Concerns and the Catholic Social Teachings.
 - Provide additional instructional materials in the form of recorded webinars, faculty development workshops, and readings about CST that can be used across a wide variety of topics (Ideally, instructional materials can be accessible in our library.)
- For **INTD 100 - First Year Seminar:**
 - Ensure that consistency with the Mission is clearly identified. It may be helpful for faculty to have a context that they can all follow when developing the curriculum.

MIC's Current Findings: Faculty/Core Curriculum

- Additional findings and recommendations for **INTD 301 and INTD 100**:
 - Suggest providing opportunities for faculty and staff teaching sections of **INTD 301** and sections of **INTD 100 First Year Seminar** to develop knowledge about CST and the Critical Concerns, perhaps through an annual one- or two-day workshop for **INTD 301** instructors.
 - Develop a rubric or some assessment tool that can measure how much students have learned about the mission.
- Progress:
 - This year, the one staff member who taught INTD 301 attended the faculty development training for INTD 301 instructors. It was held in June 2022, funded by the Buckley Fund, and included presentations on Catholic Social Teaching, using the documents of CST, and the Critical Concerns in relation to CST. Funding was received for another workshop this summer.
 - There is a concern that funding for faculty development for INTD 301 is not a regular part of the General Education budget; however, using the Buckley monies also ensures that a main focus of the faculty development is on CST.

MIC's Current Findings: Faculty/Core Curriculum

- Additional findings and recommendations on **INTD 301**, **INTD 100**, and **INTD 116** (continued):
 - Explore further the overload support limitations within the Gen Ed budget to increase faculty availability. Only one full-time faculty overload can be authorized per semester.
 - Having Campus Ministry visit FYS sections to, specifically, talk about Mercy Values & Mission.
 - **FYS II – INTD 116**: Support faculty & staff in making sure the Mission is clear in the service learning experience that is being introduced to students.
- Progress:
 - Fr. Joe put together a PowerPoint on the CST for each instructor to share with each class. A similar PowerPoint is available on the Sisters of Mercy and the Mission.

MIC's Current Findings: Student Financial Services (SFS)

Offer Proactive Financial Services:

- SFS staff counsel students at each stage of the process, offering support around financial literacy and debt management, including:
 - Participating in all New Student Orientation programming for undergraduate and graduate students;
 - Using a proactive financial planning model to assist students in planning for the cost of a USJ degree, rather than planning one year at a time; and
 - Offering federal exit counseling to all students upon graduation or withdrawal USJ.
- Institutional grant aid awarded at time of enrollment is renewed annually for up to eight semesters/four years when satisfactory academic progress is made.

MIC's Current Findings: Student Financial Services (SFS)

Scholarships for qualified undergraduate students:

- **Honors Scholarship:** \$25,000 annually for up to four consecutive years for students who join the Honors Program.
- **Academic Merit Scholarship:** up to \$20,000 annually for up to four consecutive years based on a student's high school academic record.
- **Phi Theta Kappa Scholarship:** up to \$15,000 annually for up to four consecutive years awarded to community college transfer students who are members of the Phi Theta Kappa Honor Society.
- **Campus Visit Scholarship:** \$1,000 toward tuition for full-time students who make an official campus visit scheduled through the Office of Admissions.
- **USJ Grant:** varies in amount and is awarded to full-time students who demonstrate financial need.
- **Mercy Values Scholarship** recognizes enrolling students who embody USJ's Mission and Core Values with \$1000 to \$10,000 annually.
- The **Catholic Promise Scholarship** is part of an aggressive recruitment effort to attract and enroll Catholic high school graduates. Qualified students receive a \$25,000 scholarship annually (\$100,000 total over four years).

MIC's Current Findings: Community Engagement

The role of the Office of Community Engagement is two-fold:

- to promote and facilitate compassionate service as part of the teaching and learning experiences; and
- to provide students with service opportunities to enhance their educational experience.

The goal is to fully engage students in the USJ experience and to show the interconnectedness between curricular and co-curricular activities.

USJ has developed ongoing partnerships with a number of faith-based and mission-focused organizations to offer students “hands-on” experiences. These partnerships include The Franciscan Center for Urban Ministry, Malta House of Care, Mercy Housing & Shelter, and Hands on Hartford.

MIC's Current Findings:

Student Activities, Residential Life, and Wellness

The **Office of Student Activities** helps students develop socially, emotionally, and intellectually through active involvement in student clubs and organizations as well as diverse program planning.

Residence Life has programming that is hosted by the Resident Assistants (RA) on the topic of Diversity and Multiculturalism. All RAs and professional staff are trained on how to handle and report incidents of bias and discrimination so that they can be addressed in our residence hall community should it occur.

The **Wellness** Coordinator & Educator works to enhance students' well-being and resiliency; cultivate empathy, compassion, and kindness; and build trust and connection within the community. There is a designated "Wellness Room" where students can go for relaxation & de-stressing.



A vibrant yellow poster with a large white circle in the center. The circle contains the event title, date, time, and location. To the right of the circle is a list of activities. Below the circle is a graphic of two red tickets with the text 'RAFFLES - ENTER TO WIN' curved around them. At the bottom center, text lists prizes. At the bottom right, a red circle contains text about free meal vouchers.

USJ CARES WELLNESS FAIR

Feb. 15, 2023
11 a.m. - 1 p.m.
McGovern

Visit:

- USJ Clubs/ Departments
- Free Massages (from 11-3pm)
- Animal Therapy
- JiuJitsu
- Life Coach
- Art Therapy
- Free Food
- And More!

RAFFLES - ENTER TO WIN

TICKET 2179264

PRIZES INCLUDE:
WEIGHTED BLANKET,
MASSAGE GUN, THERAPY
LAMP & MORE!

FREE MEAL
VOUCHERS FOR
COMMUTERS!

While Supplies Last

MIC's Current Findings: Student Activities for Faith & Service

- Faith & Service works closely with Community Engagement to connect the USJ Community to compassionate service experiences. Faith & Service has also been working on creating a service page that will allow the general community to reach out when seeking volunteers, and to allow the USJ Community to communicate its service needs to this office.
- Survey results indicate that Campus Ministry programming does support the Mission, Core Values, and Critical Concerns. Program success increases when programs:
 - are organized in collaboration with faculty and/or other departments;
 - Include arts and crafts activities and/or music;
 - offer multicultural opportunities, especially for students from diverse backgrounds; and
 - Take place on weekdays, with mid-morning and afternoon timeframes preferred.

CMHE Biennial Conversation with USJ

Following the April 18, 2023, conversation, CMHE:

- commended the thoughtful integration of the Catholic, Mercy identity into the curriculum, particularly in the first-year and the interdisciplinary senior-year capstone, and the fact that new academic program proposals must highlight their mission-fit;
- appreciated the conversation and context regarding the work of the Mission Integration Council;
- encouraged USJ to be open to the recommendation to establish the position of mission officer to further integrate the ownership for mission into all segments of campus;
- cited the strategic planning process as a key example of the involvement of diverse stakeholders on campus as well as allowing mission to guide the work, and appreciated the attentiveness to the continued integration of male students into the life of University of Saint Joseph; and
- encouraged continued progress on the 2019 Team Report recommendations regarding strategic resources and planning.

MIC Recommendations:

- Have the Department of Philosophy, Theology, & Religious Studies (PTRS) develop a video on the deeper connection of the Mercy Values to their biblical and theological sources in a way that students can easily understand. The Offices for Faith & Service and Community Engagement can show some of the outreach programs currently in place that fit the value.
- Develop workshop opportunities for faculty and teaching staff that center on the Catholic Social Teachings, the Critical Concerns of the Sisters of Mercy, and the USJ Core Values. Workshops can provide guidance on how to incorporate these themes into curriculum.
- The Mission Integration Council has decided that it will be a benefit to expand this Council with a subcommittee that will assist in the follow-through of recommendations.
- The University would benefit from reviewing and updating policies and facility capacities that support enhancing the engagement of community partners.



Questions?

University of Saint Joseph
West Hartford, CT

Proposal to Institute a New Program/Major

Please include forms for any Special Topics, Independent Study and/or Internship courses that need to be a part of your program/major.

_____ General Education approval for some courses in the program/major is sought. A form for each course proposed for approval of liberal arts distribution requirements is appended. (This approval comes from the Gen Ed Committee. UCC does not approve this.) These courses are:

•Briefly describe the effect this new program will have on existing USJ programs:

•Briefly describe the rationale/need for this program/major and how it fulfills University's goals.

•List and describe financial implications of this proposal (e.g. faculty, laboratory expenses, library/technology resources):

Approvals:

I certify that this proposal has been discussed and approved by department members.

Signature of Department Chair

Date

_____ I have reviewed this proposal with department chair.

_____ I assure that open hearings were held.

_____ I recommend approval of this proposal.

Signature of School Dean

Date

_____ Recommended to FCW

_____ Not recommended to FCW (reasons attached)

Signature of Chair, Curriculum Committee

Date

_____ Recommended

_____ Not recommended (reasons attached)

Signature of Chair, FCW

Date

_____ I support this proposal.

_____ I do not support this proposal (reasons attached)

Signature of Provost

Date

Original to:
Office for Academic Affairs

Cc to:

- ☐ Applicant
- ☐ Department Chair
- ☐ Division Chair
- ☐ FCW Chair
- ☐ UCC Chair
- ☐ Archives
- ☐ Registrar
- ☐ Catalogue Committee
- ☐ Director of Advising
- ☐ Chair, Academic Sub-Committee P&B

WELCOME TO THE UNIVERSITY OF SAINT JOSEPH

Mission-related Excerpts



UNIVERSITY OF SAINT JOSEPH
1678 Asylum Avenue West Hartford, CT 06117

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Our Mission

The University of Saint Joseph, founded by the Sisters of Mercy in the Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population in an inclusive environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

Our Core Values

Catholic Identity

The University of Saint Joseph is grounded in its heritage as a Catholic institution, expressing the Catholic tradition in an ecumenical and critical manner.

Development of the Whole Person

The University of Saint Joseph encourages, inspires, and challenges all students to fully develop their intellectual, spiritual, social, emotional, physical, and leadership potential.

Compassionate Service

The University of Saint Joseph promotes, supports and facilitates caring service as an integral part of all teaching and learning experiences.

Academic Excellence

The University of Saint Joseph provides a value-centered education that prepares students as global citizens, lifelong learners, and informed decision makers.

Respect/Integrity

The University of Saint Joseph demonstrates respect and reverence for all people and fidelity in personal witness.

Hospitality

The University of Saint Joseph is a welcoming community where its relationships are based on openness, inclusivity and mutual respect.

Multiculturalism/Diversity

The University of Saint Joseph is committed to fostering the growth of an inclusive community that welcomes differences among community members and benefits from them.

“It’s not hard to make decisions when you know what your values are.” – Roy Disney



UNIVERSITY OF
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MERCY PATH

“Each day is a step we make towards eternity and we shall continue thus to step from day to day until we take the last step, which will bring us into the presence of God.”

– Catherine McAuley
Foundress of the Sisters of Mercy



THE USJ MISSION

The University of Saint Joseph, founded by the Sisters of Mercy in the Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population in an inclusive environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

How do you feel called to live out this mission?

How are you becoming a global citizen?

How will your decisions affect people who are in need of health care, education, and basic human respect?

How are you willing to be witness to a deep reverence for all people?

How can you best respond?

How have you been personally encouraged, inspired, and/or challenged?

How have you felt welcomed? How are you willing to reach out to others who are “different” from you?

How have you experienced the expression of the Catholic tradition in an ecumenical manner?

How are you willing to extend yourself in welcoming others?

UNIVERSITY OF SAINT JOSEPH CORE VALUES



Catholic Identity: The University of Saint Joseph is grounded in its heritage as a Catholic institution, expressing the Catholic tradition in an ecumenical and critical manner.



Development of the Whole Person: The University of Saint Joseph encourages, inspires, and challenges all students to fully develop their intellectual, spiritual, social, emotional, physical, and leadership potential.



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Multiculturalism/Diversity: The University of Saint Joseph is committed to fostering the growth of an inclusive community that welcomes and benefits from differences among community members.

Dear New Colleague:

Congratulations on joining the University of Saint Joseph (USJ)! On behalf of our faculty, staff, and leadership team, I am delighted to welcome you to our vibrant learning community. At USJ, you are joining an organization with a culture of values and value.

Now that you are part of our University, founded in 1932 by the Sisters of Mercy, you will experience our long-held mission to provide a rigorous liberal arts and professional education for a diverse student population in an inclusive environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

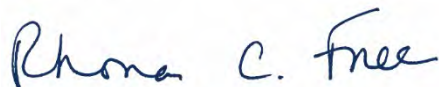
Our University has changed over time. Originally Saint Joseph College, the institution has adapted through the years to ensure that we meet evolving societal demands and effectively educate the next generation of global changemakers. Developments have included the creation of a nursery school (School for Young Children) and a school for special-needs children from ages 5-21 (Gengras Center) – both of which also serve to educate USJ students – to the launch of graduate masters and doctoral programs, the expansion of undergraduate programs to include men, and many campus upgrades to our facilities.

All of these investments in resources support our strategic commitment to the University's academic excellence, research, diversity, and community service and engagement. Whatever your role, I'm confident that your expertise and support will help shape the future of the University.

As you begin your time at USJ, we have prepared a variety of resources to assist you. The New Employee section of MyUSJ provides information, our strategic goals, important policies and procedures, and your employee benefits. To really integrate yourself into USJ, I encourage you to connect with your colleagues; we are here to help you learn and acclimate to your new role.

I am so pleased that you have chosen to join us. Welcome to USJ!

Sincerely,

A handwritten signature in blue ink that reads "Rhona C. Free". The signature is fluid and cursive, with the first name "Rhona" being more prominent.

Rhona C. Free, Ph.D.
President



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

Trustee Expectations

Approved by the Board of Trustees, 5/1/2015

1. Exercise fiscal responsibility on behalf of the University of Saint Joseph through approval of the annual operating budget, oversight of the financial statements and ensuring the University's fiscal stability through long-range financial and strategic planning
2. Support the University of Saint Joseph's mission, vision, and critical success factors.
3. Promote the goals of the University of Saint Joseph through active participation in the work of the Board and by service on one or more committees.
4. Serve as an enthusiastic ambassador to the community on behalf of the University of Saint Joseph, making certain that the mission and vision are understood and that information from the community is shared with the management and Trustees of the University.
5. Regularly attend committee meetings and meetings of the Board of Trustees.
6. Identify and recruit future Board members.
7. Attend University events; encourage others in the community to do the same.

Your Philanthropic Commitment to the University of Saint Joseph

- While you are a Trustee, it is hoped that the University of Saint Joseph will be among your top three philanthropic priorities.
- It is expected that every Trustee will make some contribution to the Annual Fund, since 100% participation by the Board is necessary to generate support in the community and from other funders.
- Trustees are encouraged to make a meaningful, regular contribution to the University through some combination of their dollars, talent, contacts, or personal fundraising outreach* to total a minimum value of \$5,000/year. Trustees are expected to support any capital campaign during their term of service.

*Personal fundraising outreach can include: willingness to participate in and support capital requests and special fundraising initiatives; bequests/planned giving; securing a company gift, if applicable; supporting the USJ Gala and other special event fundraisers.

Boards of Trustees -- Reflection & Dialogue

ABC / Year C segment 3

January 3, 2023

	Year A	Year B	Year C
1. Autumn	Mission, Covenant and Characteristics	Building on Mission, Covenant and Characteristics	Building on Mission, Covenant and Characteristics
2.	C / U chooses Theme	C / U chooses Theme	C / U chooses Theme
3. Spring	Mercy Leadership Service in Higher Education & Critical Decision Making as Mercy Board Members	Mercy and Catholic Intellectual Tradition/Catholic Social Teaching/ Critical Concerns	Mercy and Catholic Intellectual Tradition/Catholic Social Teaching/ Critical Concerns
4.	C / U chooses Theme	C / U chooses Theme	C / U chooses Theme

Time: Approximately 15 minutes. Video is about 8 minutes.

First, let us recall that we decided to focus the prayer/reflection time at the beginning of the board meetings on a cycle of topics in order to deliver a program whereby board members across the network are sharing in a common learning experience.

- In light of the fact that some boards meet three times a year and others meet four times, CMHE will highlight and develop materials for two of the yearly board meetings that each college and university may adjust and shape to its particular setting.

- For the other meetings, each c/u and their Mission Officer develops Mission related process and reflection materials.

Process:

1. Material is designed for the beginning of the board meeting where prayer/reflection customarily begin the meeting and its agenda.
2. PAUSE the process at the Question / Dialogue.
3. At the close of your meeting you may wish to ask:
 - How well did we integrate our values into our deliberations and decisions?

VIDEO link = <https://youtu.be/OgKT1NZm0I0>

A copy of the text for this video is below.

Text of the video:

Slide 1

Mercy and a Commitment to Learning

Slide 2

Together, we go forward in our Mission of higher education in the spirit of Mercy as part of the Catholic tradition. We look to the heritage, spirituality, and work of the Sisters of Mercy, as the sponsor of our institutions, both for dialogue and inspiration.

In the spirit of Catherine McAuley, they, in turn, seek to support and empower the wider circle of Mercy in the needed works of Mercy in the world today.

Slide 3

This year the Sisters of Mercy of the Americas will be convening their governing meeting called a Chapter, which happens every six years. Delegates to the Chapter will be meeting during the days of April 12th to the 22nd in St. Louis. They will examine where Mercy has been in the last six years, take stock of the present moment, elect a new leadership team, and set direction for the path ahead in terms of priorities and attention to the spiritual life of Mercy as contemplation and action, or contemplation in action.

Aware of Mercy higher education's part in the broader circle of Mercy, we support them in their process and join the Sisters of Mercy mindfully during the coming days in April.

Slide 4

As a broad community of Mercy, we are not alone in our work of higher education. Certainly, we stand with streams of laborers throughout history and heritage, with people committed to the vital need and gift of education and research, and to the very wonder of learning, which is elemental to the nature of being and developing as communities of human beings.

Learning is a response to curiosity, to a thirst to understand and to connect with more of life, and it has an innate sense of hope, of future, about it. It also requires, no, it demands commitment.

The Catholic Tradition's dedication to Learning, its pursuit of ethical principles associated with Catholic Social Teaching and other collections of principles continues to rest not in abstract, out-of-reach ideas, but in the heart and soul of curiosity, thirst for knowledge and connection, and in hope. Together, we explore what it means to be human in the broader creation and we ask, how can we live fairly and well as a society, as communities, families, and individually?

Learning involves contemplative and experiential processes. These processes are both with others and alone. – For centuries reading has been a crucial tool in the learning process, and as with reading, skimming or constant scrolling is not adequate.

Learning requires time, effort, focus, and habit, life-long commitment to building and growing integrated abilities, skills, and understandings, bases of knowledge that lead to *thinking well* and doing so in an ethical, relational context. We observe this wonderful, developmental process happening with our students, and hopefully with ourselves, as well.

A love of learning, life-long learning, is essential to society and to our commitment to helping to grow a more just and kinder world, and not just a sustainable Earth environment, but one that is healing and regenerative.

Slide 5

Without a passion for learning, deep learning that engages and touches mind, heart, body, and soul, how can we be about Mercy? Learning is not separate from ethical questions but is a robust, integrated adventure.—When Catherine McAuley was developing the program at the House of Mercy, she traveled to France to learn all she could about new teaching methods. She always had mentors and guides, and dialogue partners, throughout her life, and in turn, she was for others.

Slide 6

We, each, are part of the Catholic Intellectual Tradition and the Mercy higher education tradition, which bequeath to us vital treasures, such as the love of learning and sharing in the great dialogue, which always aims for goodness and truth in a world that is at its core sacred and beautiful. How do we model this adventure for our learning communities?

Slide 7. ----

--What learning adventure have you been on lately?

--Where did your learning process take you to last year? ... What do you hope for this year?

Slide 8. Questions for Dialogue **PAUSE THE VIDEO**

Where do you see a fear of learning, and/or a lack of experience with habits that foster learning?

How can we better create cultures of learning?

Slide 9. Book Recommendation Show final slide or just mention the recommended book.

Reader, Come Home: The Reading Brain in a Digital World

by Maryanne Wolf, scholar-in-residence at UCLA

FACILITATOR READS to close - (no slide)

Spirit of the Living God, guide us in our Mission in the spirit of Mercy. -- AMEN



UNIVERSITY OF SAINT JOSEPH

CONNECTICUT

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June 19, 2024

Mission Integration Council

Report to the Board of Trustees

UNIVERSITY OF
SAINT JOSEPH

USJ

Mission Integration Council Members

- **Lynnette Colón, LPC** - Director, Community Engagement & Spiritual Life
- **Sr. Beth Fischer, RSM** – Special Advisor to the President For Mission.
- **Benjamin Peters, Ph.D.** – Professor of Religious Studies and Theology
- **Gerri Roberts, J.D.** – Trustee
- **Fr. Joseph Cheah, Ph.D.** – Professor of Religious Studies and Theology
- **Janet Knecht, Ph.D.** -Associate Professor, Director of Traditional Pre-Licensure Program (Nursing)
- **Kaitlin Walsh, Ph.D.** - Assistant Dean for Academic Affairs, Teaching and Learning Center/Office of Institutional Effectiveness





Mission Integration Core Areas:

Space, Art, Symbolism and Environment

Goals and Outcomes

Space, symbols, art and the physical environment cultivate inspiration of the ever-present Holy and Sacred in ways that reflect our Mission Identity and Story.

Strategic Integration

- Dialogue about and consideration of the contribution to human development and well-being that space, art, symbol and the environment provide are encouraged.
- Periodic Review of environment to enhance symbols, art, space, etc.



Mission Integration Core Areas:

Inclusive Worship, Reflection, and Ritual

Goals and Outcomes

Worship, ritual practices, and reflection are inclusive of all and tie to the ministry identity of the university. Catholic Sacramental life is understood as essential at the university.

Strategic Integration

- Campus Ministry responds to all students, providing liturgical opportunities, prayer, and spiritual reflection including ecumenical and interfaith care for the pastoral and faith journeys of all students.
- Worship, reflection, and ritual opportunities offered for all members of the campus community and reflect a spirit of inclusion.

Tactical Information

Includes prayer and rituals done during Mercy Week activities.

Space, Art, Symbolism, and Environment

- Mercy Crosses
- John J. Stack Teaching Excellence Award
- USJ Core Value Banners
- Chapel
- Art Museum
- Common Theme
- Environment:
 - Embracing our Environment
 - Environmental Science Graduate Certificate
- Undergraduate Awards
- Lectures



Embracing
OUR *Environment*
INTEGRATING THE NATURAL WORLD WITH THE ARTS



Embracing our Environment

- Focused on empowering students' understanding, empathy and connection to the environment.
- Speakers and events of diverse lenses: Sciences, Humanities, Arts, Religion.
- Supports Mercy Mission and Core Values of Respect/Integrity, Multiculturalism/Diversity, and Compassionate Service.

At the Core of a lot of environmental thought is the idea of the Gaia hypothesis which basically states that the planet Earth is in itself an organism and entity and that all of its species- humans, plants, animals, and bacteria are all part of the body of the Earth. And so, if you disrespect any component of the Earth, in essence, you are disrespecting yourself.

- Dr. Kirsten Martin, Associate Professor of Biology

Embracing
OUR Environment
INTEGRATING THE NATURAL WORLD WITH THE ARTS



Inclusive Worship, Reflection, and Ritual

- Interfaith Commencement Blessing
- Academic Rituals
 - Commencement
 - Pinnings and Hoodings
 - Blessing of Hands - Nursing
 - White Coat Ceremonies
 - Convocation
 - Investiture
- Faith Formation: NetVUE grant, “Fostering Leadership for Communities of Faith” (\$36,663)



Inclusive Worship, Reflection, and Ritual

- Ecumenical Celebrations
 - Festival of Lights
- Catholic Worship
 - Sunday Evening Masses
 - Adoration Wednesdays (Lent 2024)
 - Ash Wednesday Mass
 - Feast Days: All Saints Day Mass, Immaculate Conception
 - Baccalaureate Mass
- Islamic Celebrations
 - Ramadan Celebrations/Dialogues Panel (2024)
 - Iftar Dinner
- Hindu Celebrations
 - Holi
 - Diwali Celebration



Recommendations

Space, Arts, Symbolism, and Environment

- Voices of Mercy Book
- Sr. Mary Joan Cook Book
- Mercy Cross Focus
- Increased engagement with Art Museum campus sculptures
- More visible USJ historical display, including “explainers” around campus buildings
- Sr. Mary Ellen Murphy Faculty Scholarship Award Display
- PRAISE Awards Display
- CMHE Higher Education Institution Map
- Do an audit of University Archives

Recommendations

Space, Arts, Symbolism, and Environment

- Exploring Mercy Associates & Mercy Volunteers
- Having a Mission Integration Council-sponsored event
- Creating resources on USJ history for student leaders and campus tour guides
- Framed portraits of the McGoverns
- Catherine McAuley Lecture
- Enhanced support for Embracing Our Environment programming





Recommendations

Inclusive Worship, Reflection, and Rituals

- Explore needs from our Jewish community members for additional support/resources
- Increase connections with community faith-based resources and organizations
- Increase or encourage the creation of diverse religious-affiliated groups
- Promote the Multifaith Prayer Room (Mercy 304)
- Identify outdoor spaces that can be used as multifaith gathering sacred spaces.



Questions?

Thank you!

lcolon@usj.edu





RANDOM ACTS OF MERCY

Nomination Guidelines

Purpose

The Staff Recognition Committee and the President's Cabinet are pleased to sponsor a Random Acts of Mercy Employee Appreciation "Wall" on the Employee tab of MyUSJ. The Random Acts of Mercy Employee Appreciation Wall is an opportunity to contribute to a culture of positivity and raise awareness about the good work being done on a daily basis throughout the USJ community.

Eligibility

Any USJ employee who has contributed to a positive, constructive work and/or educational environment at the University is eligible for inclusion on the Random Acts of Mercy Employee Appreciation Wall. No random act of mercy or other kindness is too small for the wall!

Process

- Nominations should be submitted electronically to staffrecognition@usj.edu. Nominations may be submitted on the Random Acts of Mercy nomination form, available on MyUSJ, or simply by an email with the subject line "Random Acts of Mercy."
- For people without electronic access, paper nominations can be submitted to HR. The Random Acts of Mercy nomination form is available on MyUSJ.
- When possible, the nomination should reference the specific aspects of the USJ Mission and/or Values that are embodied by the nominee's actions. The Mission Statement and Core Values are listed at the end of this document.
- Human Resources will review all nominations and post all submissions.
 - New submissions will be posted on at least a bi-weekly basis.
 - HR reserves the right to edit submissions for space (and spelling) prior to posting.
 - Postings may be removed periodically for space reasons, but not before they have been posted for at least three months.
- Random Acts of Mercy recipients will receive a voucher for one lunch at the McGovern Dining Commons.
- All employees are encouraged to check the Random Acts of Mercy Employee Appreciation Wall frequently!

PRESIDENT’S RECOGNITION AWARD for INSPIRING STAFF EXCELLENCE (PRAISE)

Nomination Guidelines

Purpose

To recognize an individual employee and a team who have performed above and beyond expectations, and who have made an extraordinary contribution to University of Saint Joseph during the past year.

Eligibility – Individual Award

- Staff employed at least 20 hours per week and 10 months per calendar year (“benefits-eligible”) and who have been employed at least one year.
- The following staff are not eligible for the Staff Recognition Award. Nominations for people in these categories will be accepted and filed in the employee’s personnel file, but the nomination will not be placed in the selection pool.
 - Directors (grade 40) and above;
 - Members of the Staff Recognition Committee;
 - Any employee who has won the PRAISE award within the past 5 years.

Eligibility – Team Award

Definition of “Team” for the purposes of PRAISE:

- A group of people working together toward a common goal on behalf of the University
- A department or a team comprising members of multiple departments
- 3 to 15 members
- Team must include a minimum of two staff employees; it may also include faculty and students

Criteria

Nominations will be based on the following description of the award’s intent:

A University of Saint Joseph employee is expected to be a good team player; have a good attitude; show consistent, reliable performance of job duties throughout the year; and function within the University in a manner consistent with the Mission and Core Values (below). A nominee for a recognition award is expected to have excelled in these areas, in addition to having achieved extraordinary one-time results or made a continuous contribution by demonstrating one or more of the following:

- *Implemented ideas with significant results (e.g., program innovation or improvement, time or money saving ideas);*
- *Demonstrated dedication, leadership, or creativity;*
- *Worked outside specific job responsibilities;*
- *Boosted morale;*
- *Functioned in a manner which demonstrated excellence in promoting the University’s mission and core values.*

- **Mission Statement**

The University of Saint Joseph, founded by the Sisters of Mercy in the Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population in an inclusive environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

- **Core Values**

- **Catholic Identity:** University of Saint Joseph is grounded in its heritage as a Catholic institution, expressing the Catholic tradition in an ecumenical and critical manner.
- **Development of the Whole Person:** The University of Saint Joseph encourages, inspires, and challenges all students to fully develop their intellectual, spiritual, social, emotional, physical, and leadership potential.
- **Compassionate Service:** University of Saint Joseph promotes, supports and facilitates caring service as an integral part of all teaching and learning experiences.
- **Academic Excellence:** University of Saint Joseph provides a value-centered education that prepares students as global citizens, lifelong learners, and informed decision makers.
- **Respect/Integrity:** University of Saint Joseph demonstrates respect and reverence for all people and fidelity in personal witness.
- **Hospitality:** University of Saint Joseph is a welcoming community where its relationships are based on openness, inclusivity and mutual respect.
- **Multiculturalism/Diversity:** University of Saint Joseph is committed to fostering the growth of an inclusive community that welcomes differences among community members and benefits from them.

Nomination Process

- All staff, faculty and students (undergraduate and graduate) are invited to nominate individuals and/or teams.
- The PRAISE nomination form is available on MyUSJ.
- No one may nominate him/herself for an individual award. An individual may nominate a team of which s/he is a member, but must then abstain from voting in the team category.
- Nominations should be submitted electronically to staffrecognition@usj.edu. For people without electronic access, paper nominations can be submitted to HR.
- Members of the Staff Recognition Committee can submit nominations, but will abstain from discussion of their own nominees during the selection process.

Selection Process

- The Staff Recognition Committee will review all nominations and select 10 eligible staff members and 5 eligible teams to be voted upon.
- All staff, faculty and students (undergraduate and graduate) will be invited to vote for their top three choices, using a rank-order system. SurveyMonkey or a similar web-based tool will be used to facilitate voting. People without electronic access can submit paper ballots to HR.

- The award criteria and nomination paragraphs will be communicated to all voters, and community members are encouraged to consider how each nominee best fits the criteria.

Awards

The PRAISE Individual winner will receive:

- Cash Award of \$500
- A plaque to be displayed in a public area, with annual award recipient's name added each year

Members of the winning PRAISE Team will receive:

- Reimbursement of up to \$500 used toward a Team celebratory activity

The PRAISE Individual winner and two runners-up and members of the winning PRAISE Team will receive:

- Recognition at the Employee Recognition Ceremony
- Announcement in Outlook Magazine
- Certificate of Achievement (suitable for framing)

All nominees will have a copy of their nomination(s) placed into their personnel file. In addition, copies of each nomination will be sent to the nominated employee and their supervisor.

NEW STUDENT PLEDGE

As a student at the University of Saint Joseph, I
commit myself to the community of the University of
Saint Joseph freely and eagerly.

I embrace its commitment to be a community which
promotes the development of the whole person,
strong ethical values, personal integrity, a caring
environment, and a sense of responsibility to the
needs of society.

I promise to embody this commitment to the best of
my abilities in all my endeavors, both in and out of
the classroom.

Blessing of Educators by Students

O God, from one generation to the next you raise up
servants to teach and to guide, to counsel and to heal.

Bless our teachers and all who labor for our sake.

Enlighten their minds, strengthen their hearts,
bind up their wounds, refresh their souls.

For all our days together, we give you thanks.

May your peace rest upon this campus,
and may it remain with your servants always. Amen.

Blessing of Students by Educators

O God, from one generation to the next, your children
hunger for knowledge and thirst for truth.

Bless our students and all their efforts.

Grant them bread for the journey, wise counselors
to support them, friends to sustain them,
and your own grace to protect them.

For all our days together we give you thanks.

May your peace rest upon this campus,
and may it remain with your servants always. Amen.

From Investiture Program

Honorary Degree Awards (2013)

I. PURPOSE

The University of Saint Joseph may award, upon the recommendation of the President and acceptance by the Board of Trustees, the honorary degree of Doctor of Humane Letters to outstanding leaders on the basis of meritorious service and contributions to society and education.

II. CRITERIA

The Committee shall consider each candidate's suitability based on the following criteria:

- Personal and professional achievements
- Eminent scholarship and/or research accomplishments
- Notable creative work
- Outstanding public service
- Leadership in his/her profession and/or the community
- Regional, national or international prominence that will bring favorable attention to the University
- Demonstrated or potential service to the University
- Demonstrated commitment to education
- Reflection of the University's Mercy Mission and Core Values and its underlying Catholic intellectual and spiritual values

A candidate for an honorary degree will generally have demonstrated excellence in at least one, but preferably more than one, of the criteria listed above.

III. PROCEDURES

- A. In the fall of each year, the President will convene a committee co-chaired by the Provost and the Vice President for Institutional Advancement. The Honorary Degree Award Nomination Committee will be made up of campus constituents including, but not necessarily limited to, the following individuals:
 - Faculty Committee of the Whole (FCW) Chair
 - A staff member appointed by the President
 - Associate Vice President of Marketing and Communications
- B. Nominations for honorary degree recipients may come from any member of the University community including the Trustees, faculty and staff, students, alumni, and the Sisters of Mercy. Calls for nominations will be made in appropriate University of Saint Joseph publications annually.
- C. The Nominating Committee will present a list of recommendations to the President.
- D. The Chair of the Academic Affairs Committee will present a list of recommended names to the Academic Affairs Committee and, if approved, to the full Board for its acceptance.

Degrees Awarded

Department	Degree	Program Detail	2023-2024 Completions
Biology	BS	Biology	9
Biology	GC	Emerging Infectious Diseases	7
Biology	GC	Environmental Sciences	3
Biology	GC	Integrative Genomics	6
Biology	MS	Biology online	24
Business Administration	BS	Accounting	12
Business Administration	BS	Management	4
Business Administration	BS	Sport Management & Promotion	10
Business Administration	CT	Business Management	2
Business Administration	CT	Contemporary Athletic Coaching Practices	3
Business Administration	GC	Contemporary Project Management	8
Business Administration	GC	Health Care Systems Management	6
Business Administration	MS	Management	18
Chemistry	BS	Biochemistry	2
Chemistry	BS	Chemistry UG program	2
Chemistry	MS	Biochemistry online	15
Chemistry	MS	Chemistry online	17
Culture, Arts & Languages	BA	Sport Concentration	1
Culture, Arts & Languages	BA	English	3
Education	BS	Special Ed with Elementary Grade 1-6 licensure	7
Education	GC	Autism Spectrum Disorders	11
Education	MA	Curriculum & Instruction	39
Education	MA	Early Childhood Ed/Special Education	4
Education	MA	Education w Arts Integration	7
Education	MA	Instructional Technology	15
Education	MA	Literacy	7
Education	MA	Special Ed	15
Education	MA	Special Ed Advanced Teaching	5
Education	MA	1 yr program	2
Education	MA	TESOL Ed with licensure	9
Education	MAT	Comprehensive Special Ed with licensure	18
Education	MAT	with teacher licensure Nursery-Grade 3	8
Education	MAT	Elementary Education	12
Education	MAT	Secondary Teaching with traditional format	3
Education	MAT	Secondary Teaching with Reach to Teach format	11
History & Political Science	BA	History	2
History & Political Science	BA	Political Science	1
Mathematics & Computer Science	BS	Computer & Data Science	4

Mathematics & Computer Science	BS	Mathematics	2
Mathematics & Computer Science	BS	Math with Computer Science Conc.	1
Mathematics & Computer Science	BS	Math with Actuarial Science Conc.	1
Mathematics & Computer Science	CT	Data Analytics	2
Not Applicable	BA	Interdisciplinary Studies	1
Counseling & Applied Behavioral Studies	MA	Clinical Mental Health Counseling	15
Counseling & Applied Behavioral Studies	MA	School Counseling	7
Counseling & Applied Behavioral Studies	MS	Applied Behavior Analysis	10
Nursing	BS	Traditional 4-yr Nursing program	49
Nursing	BS	Accelerated Second Degree Nursing program	17
Nursing	DNP	with no concentration	6
Nursing	MS	Nursing with Psych Mental Health Practitioner	16
Nursing	MS	Nursing with Family Nurse Practitioner pathway	20
Nursing	PG	Orthopedics	4
Nursing	PG	Psychiatric Mental Health Nurse Practitioner	9
Nutrition & Public Health	BS	Exercise Science	5
Nutrition & Public Health	BS	Pre-PA track (7 terms)	13
Nutrition & Public Health	BS	General track (8 terms)	8
Nutrition & Public Health	BS	3+3 with Pharmacy	2
Nutrition & Public Health	BS	Nutrition & Wellness	4
Nutrition & Public Health	BS	Didactic program	2
Nutrition & Public Health	BS	Public Health	3
Nutrition & Public Health	CT	Sports Nutrition	3
Nutrition & Public Health	GC	Dietetic Internship	7
Nutrition & Public Health	GC	Sports Nutrition	8
Nutrition & Public Health	MPH	Public Health	8
Nutrition & Public Health	MS	online	8
Nutrition & Public Health	MS	MS + DING combined	5
Psychology, Family & Justice Studies	BA	Child Study	9
Psychology, Family & Justice Studies	BA	Psychology	11
Psychology, Family & Justice Studies	BS	Criminal Justice	8
Psychology, Family & Justice Studies	CT	Expressive Therapy	4
Social Work & Equitable Community Practice	BS	Social Work Completion	3
Social Work & Equitable Community Practice	BS	Social Work	5
Social Work & Equitable Community Practice	MSW	Social Work student without Advanced standing	28

Social Work & Equitable Community Practice	MSW	Social Work student with Advanced standing	26
Pharmacy	PharmD	Pharmacy	35
Physician Assistant Studies	MS	Physician Assistant Studies	39
		Total	736

Comments from Faculty

- The ideas and values in the mission and Mercy Values, etc, are present in my courses, but I don't state that explicitly to students.
- Maternal health and pathophysiology and pharmacology Antiracism Social determinants of health Social justice
- I can say how my courses fit into the mission/core values/mercy values but I don't incorporate them on purpose
- All these core values are part of my MGMT 210 course and some are part of my MGMT 250
- I teach a FYS II course which allows me to connect the USJ mission, the core values, and the Critical concerns to our service project, writing assignments and readings. I do the same in my departmental teaching. I integrate the Catholic Social teachings by emphasizing our campus Easter break and Christmas events but also by helping students take notice of the design of our campus. Our Catholic identity is embedded in the crosses in the classrooms, the statues of Mary, the meditation room in Mercy, the signs that prompt us to "Pause & Reflect" and other concrete markers.
- RELS 125: USJ Mission, Core Values, Critical Concerns, and CST are required topics for this course RELS 258: CST is part of the readings and writing in this course. INTD 301: Mercy Core Values, Critical Concerns, and CST are integral parts of this course.
- I might inadvertently design my course around core values and the mission/mention them in the syllabus, but it's not purposeful. I honestly wasn't aware of this. Same for the other two, though I definitely don't incorporate Catholicism
- into my courses.
- FYS Mercy Seminar INTD Dance Courses assignments and discussions around core values Projects and choreography projects around core values
- Social work and the mercy values and mission align quite well. If anything, I try to tie in real time exemplars and ask my students to consider our values as individuals, a profession, and as a school and how they intersect with the case and how it should be addressed. This includes looking deep within our own social ethos.
- I teach INTD 301 Mercy Integrative Seminar on occasion, which revolves around the mission and CST. In other courses, I do varying things -- list the mission on the syllabus (PHIL 120) and include discussions about the intersection of the ideas of the mission, Critical Concerns, and the concept of Mercy and various course topics, particularly in ethics
- I am less aware of the general meaning of Catholic Social Teaching (which I associate with the US Bishops Conference in the 1980's) but feel more aware of the values and critical concerns of the Sisters of Mercy as the way Catholic Social Teaching may be operationalized at USJ. I frequently invoke the Sisters of Mercy and USJ Mercy values into my teaching and recruitment of students.
- While I don't incorporate these values explicitly. I do so implicitly. My explicit incorporation of these values are done at orientation at the beginning of the school year. I also focus on the values of our discipline/program, which is consistent with the USJ mission, core values and those of the Sisters of Mercy and Catholic Teachings.
- I appreciate efforts to keep these issues about Mission, Values, Concerns and Catholic Teaching front and center at USJ.
- The extent to which I incorporate the mission, core values, and critical concerns depends heavily on the class - some lend themselves better than others. Current classes don't include these as strong components, but previous classes have heavily included them.
- All are incorporated into my core graduate courses in nursing, especially ethics, nursing theory, and psych mental health clinical courses. Attention is paid in assignments, oral discussion, and patient assessment and treatment.

- Course discussions, role-plays, and policy assignments around barriers and issues which influence women- racism/antiracism, non-violence, immigration and environmental concerns impacting person, individual and macro challenges in our professional lives and work.
- Reflection papers, discussion
- I incorporate these very directly in my FYS courses, but less so (or more indirectly) in my discipline-related courses.
- The mission and core values align with those of the profession and this is how we discuss them. However, I have brought mission and values discussion into special events.
- I incorporate these in my FYS class only.
- I focus on the academic excellence value and responsibilities and state that this is part of the values of USJ.
- I have incorporated service projects in my class with local high schools
- I include a section on my syllabi about inclusivity for our class and how to create/maintain a supportive environment.
- I feel like the core values shape how I think about courses but outside of when I've taught FYS, I'm not usually super overt about their inclusion.

University of Saint Joseph
Board Retreat
June 12, 2019



UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

1

University of Saint Joseph Board Retreat

8:30 Welcome

Beth Barton

8:35 Opening Prayer

Sr. Elaine Sweeney

**8:45 Introduction of New Board
Members**

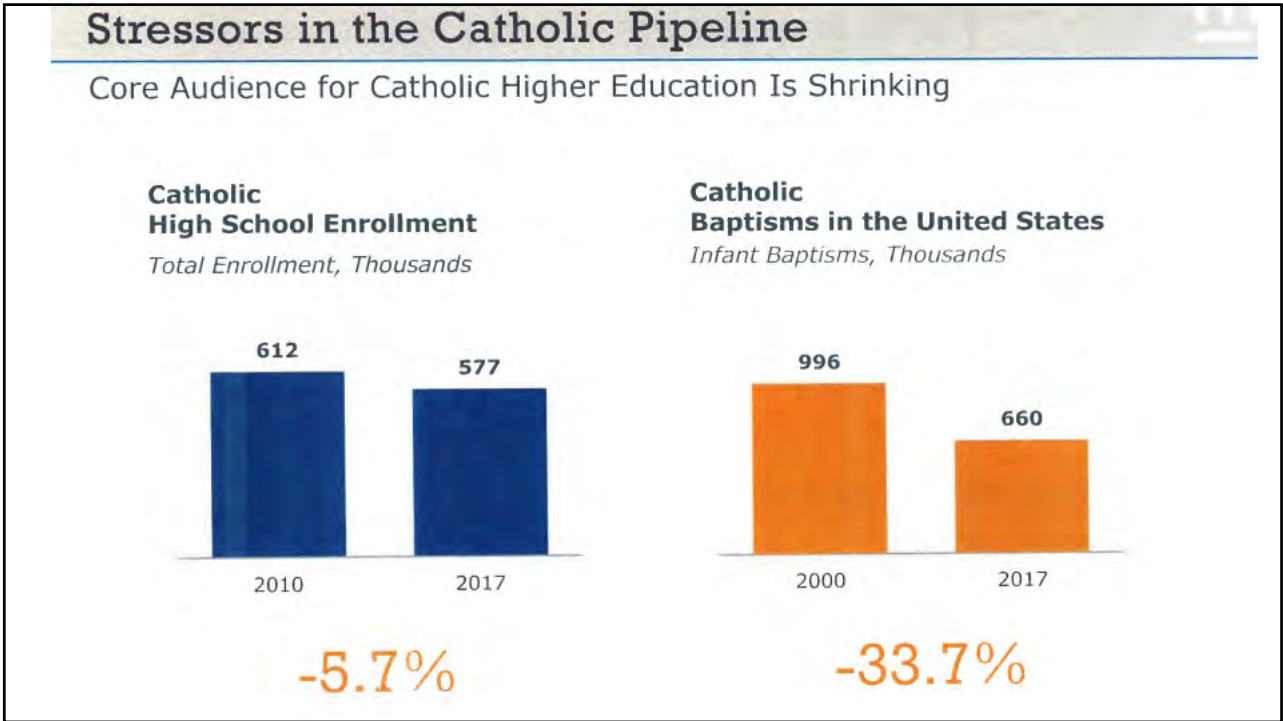
Beth Barton



2



3



4

CIRP Survey: Percent of first-year students who attended a Private/Religious High School

	2013	2014	2015
University of Saint Joseph	7.7%	6.2%	4.4%
Catholic four-year Colleges, medium selectivity	16.6%	17.3%	17.7%

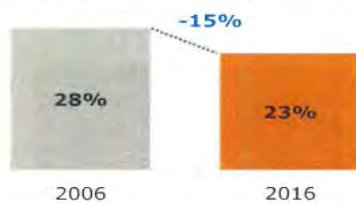


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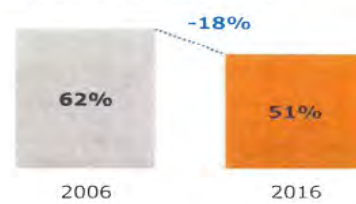
Shrinking Core Audience Reflected in College Enrollment

Catholics as Percentage of:

Overall College Enrollments

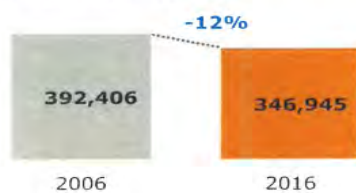


Catholic College Enrollments

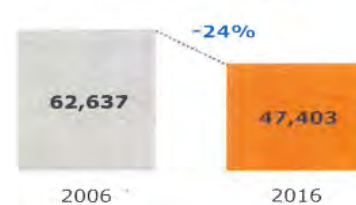


Total Catholic Students Enrolled:

At Any Four-Year College



At Catholic Four-Year Colleges

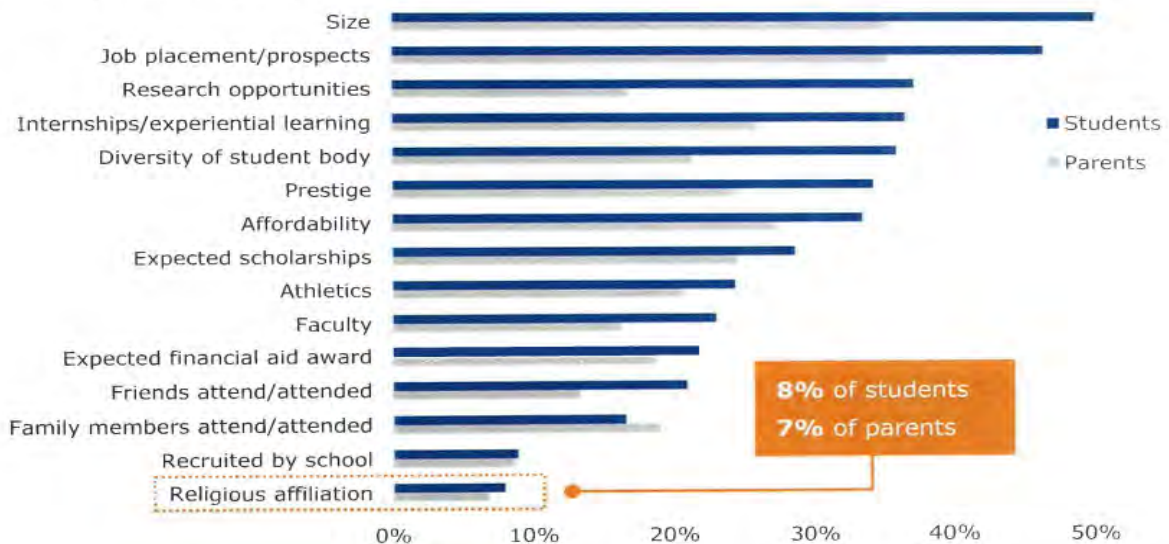


6

Religious Affiliation Does Not Influence Most Students' School Selection

Factors Impacting School Choice

Percentage of Survey Respondents



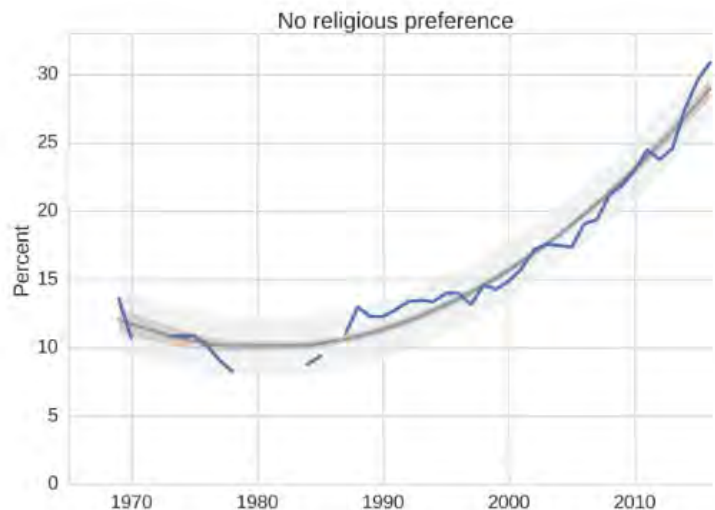
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"... the number of students whose religious preference is "None" has changed over time. The retreat from religion starts around 1990 and accelerates, averaging almost 1 percentage point per year...

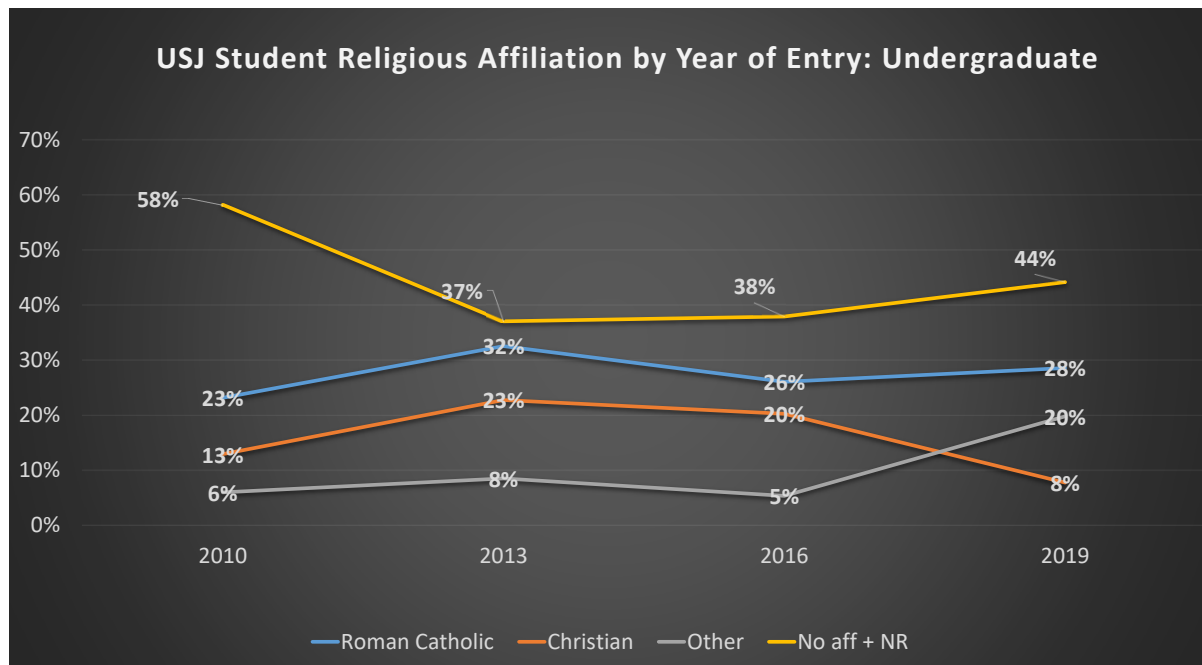
Most of this growth comes at the expense of Catholicism, which dropped from 32 percent to 23 percent, and mainstream Protestant denominations including Baptists (from 17 percent to 7 percent), and Methodists (from 9 percent to 3 percent). At the same time the number of students choosing "Other Christian" increased from 5 percent to 13 percent."

College Freshmen Are Less Religious Than Ever:
Data from a nationwide survey shows students who list their affiliation as "none" has skyrocketed

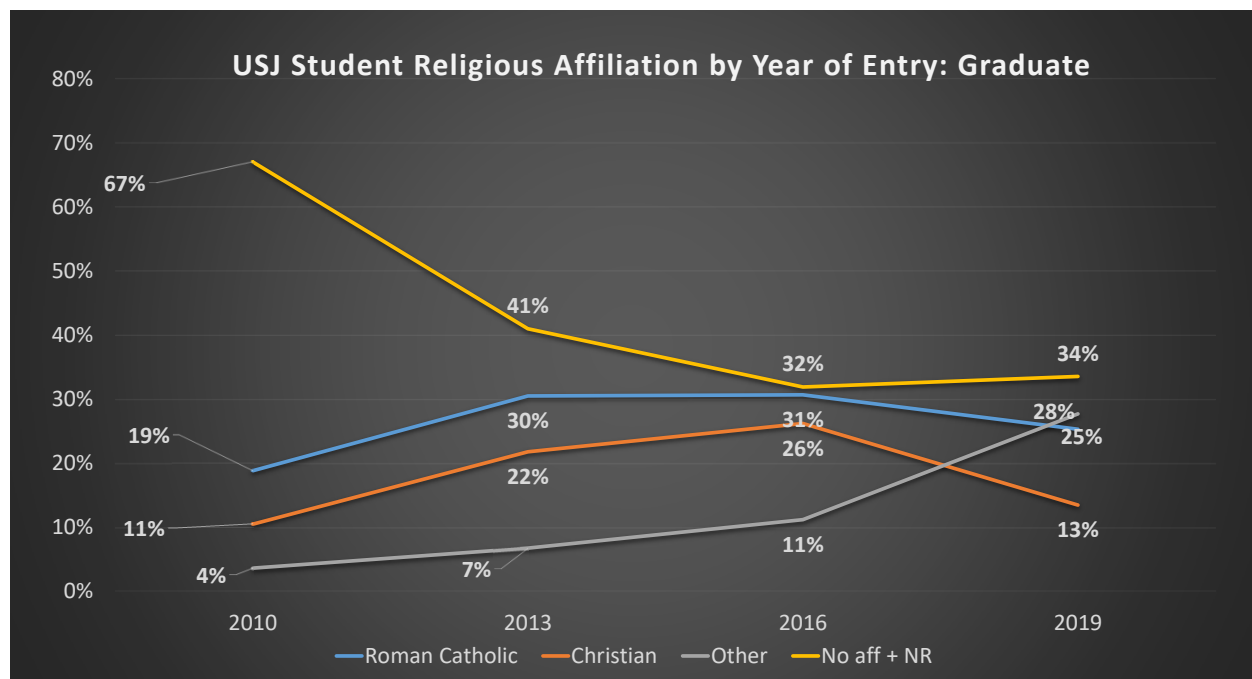
•By [Allen Downey](#) on May 25, 2017, Scientific American



8



9



10



How 2,600+ students and parents perceive Catholic colleges today

10:04 AM on February 4, 2019

by Sarah Parrott

And overall, fewer than one-third of parents and one-quarter of students are currently considering a religiously affiliated institution. Not unexpectedly, students and parents who identify as Catholic are significantly more likely to be considering at least one religiously affiliated institution (30% and 43% respectively).

Three student recruitment tactics *all* colleges can use

Influencing student and parent perceptions might seem daunting, but there is an opportunity for Catholic institutions to both articulate their values within the context of their Catholic identity while better reaching prospective students.

The first strategy is to **articulate authentic values**. We've already mentioned that Gen Z students are pragmatic and cost-conscious. However, they also possess other core values that align naturally with the values of most Catholic colleges:

- **Purpose-driven**: College-bound students are looking to make a difference in the world and lives of others. Making money takes a backseat to idealism, they are more motivated by mission than by financial gain
- **Socially responsible**: Today's students are aspiring social entrepreneurs who look to social influencers for guidance
- **Culturally open**: Raised in a multicultural world, today's college-bound students are the most culturally diverse generation in recent history

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Elizabeth "Elly" Vozzola, Ph.D

Professor of Psychology

Joined USJ: 1994

Dr. Vozzola is the author of Routledge Press's *Moral Development: Theory and Applications* (2014) and, with Sharon Lamb, the invited annotated bibliographic entry for moral development (2011) in *Oxford Bibliographies Online* (OBO).

A Passion for Mercy Values and Social Justice

USJ's support of women and ethical values has always been of great significance to Vozzola: "I am not Catholic myself, but I love the Sisters of Mercy commitment to social justice – they truly walk the walk! Faculty are encouraged to integrate Mercy values and we take it seriously.



12

Religion in a Lockbox: Faith Development in the College Years

ELIZABETH (ELLY)
VOZZOLA, PH.D.,
DEPARTMENT OF
PSYCHOLOGY, USJ
PI: AMIE SENLAND, PH.D.,
DEPARTMENT OF
PSYCHOLOGY, TRINITY
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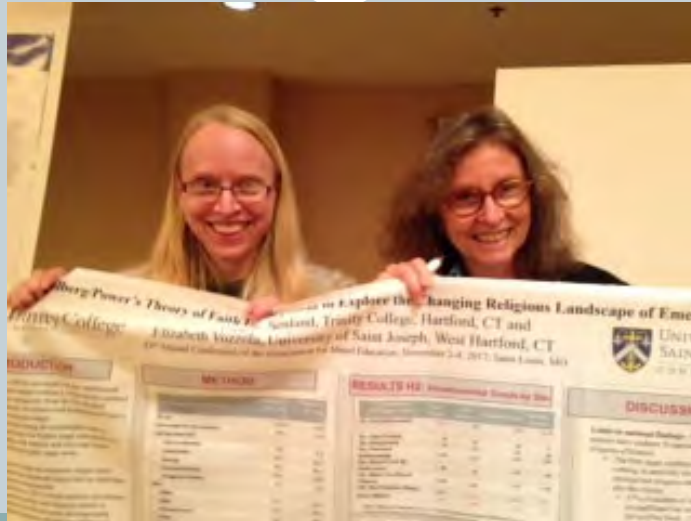
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On Beyond Harry & Dumbledore 2004



14

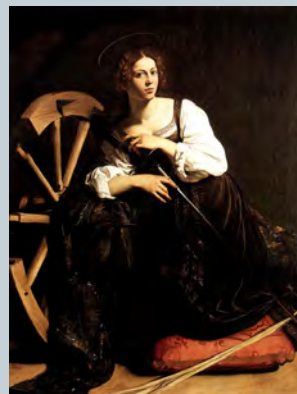
How it began: A devout Christian and a secular humanist walk into a research question. . 2017



15

Motivation for Original Study: USJ Strat Plan

- Goal: to “explore facets of spirituality and integrate Mercy values more fully in student life and community engagement.”



16

Our Original Big Question

- Who are our students and how do they conceive of a higher power? How much do they reflect national trends?



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2015 PEW Study: Rise of “Nones”



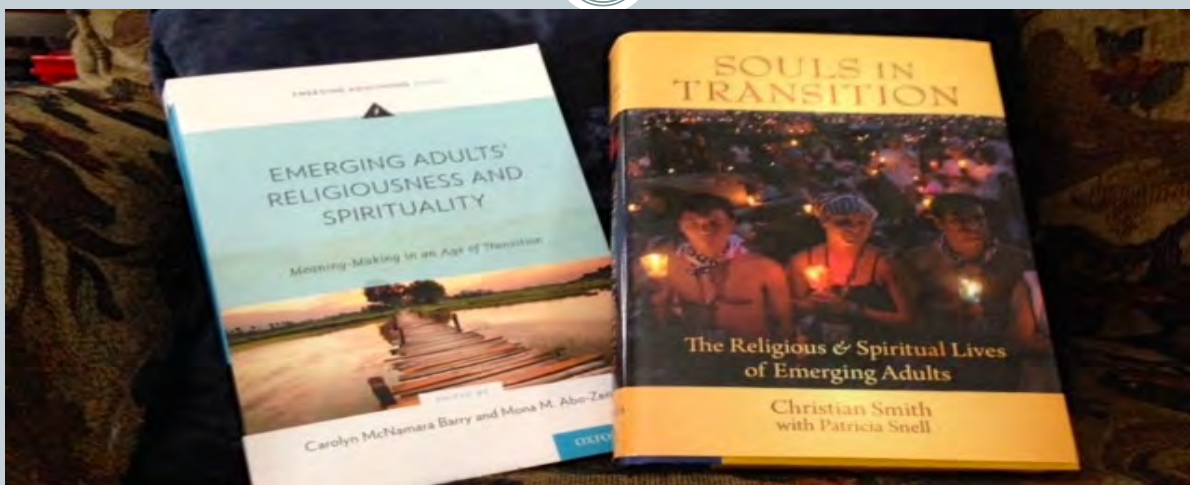
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America's Changing Religious Landscape

- Key points/table PEW findings
 - Pronounced drop in Christian affiliation among young adults
 - Largest decline in mainline Protestantism and Catholicism
 - Unaffiliated Americans (Atheist, Agnostic “nothing in particular” up 6.7% since 2007 (now 22.8%)
 - But, fully 36% of 18-24 year olds are religiously unaffiliated
 - **16% are Catholic**, 11% mainline Protestant—
 - 1 in 5 18-24 year olds are evangelical Protestants

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Other Major National Studies



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Emerging Adults Religiousness & Spirituality

“A most untethered time” in which many young adult put religion in a “lockbox”—just not all that important
(McNamara-Barry & Abo-Zena, 2014)

- Recent studies show college does not change WHAT students think: has little overall impact on:
 - Religious affiliation
 - Standard religious practices
 - Content of religious belief
 - Only difference college vs. non-college EA: religious service attendance drops for both during EA but college youth rebound at a higher level.

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Souls in Transition: Smith's 2009 Study

Six major Religious types include:

1. Committed Traditionalists (15%)
2. Selective Adherents (30%)
3. Spiritually Open (15%)
4. Religiously Indifferent (25%)
5. Religiously Disconnected (5%)
6. Irreligious Emerging Adults (10%)

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Moralistic Therapeutic Deism

- God exists who created and orders the world and watches over human life on earth.
- God wants people to be good, nice, and fair to each other, as taught in the Bible and by most world religions.
- The central goal of life is to be happy and to feel good about oneself.
- God does not need to be particularly involved in one's life except when God is needed to resolve a problem.
- Good people go to heaven when they die. (Smith, 2009, p. 154)

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MDT: Dominant View of Emerging Adults (Still)

- What seems right to me is authority.
- Take or leave what you want
- Evidence and proof trump blind faith.
- Mainstream religion is fine, probably. (It is what it is)
- Religion is a personal choice—no one should tell anyone else what to do or believe—up to individuals what they practice and how much.
- There is no way to finally know what's true.

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Conceptions of God/Higher Power Measure

Stage	Statement Describing Conception of Higher Power
S1**	I see God/a higher power as all powerful; makes everything happen.
S1	God/a higher power will reward me when I obey Him/Her but punish me when I disobey His/Her rules.
S2	When I am good to God/a higher power, God/that higher power is good to me.
S3	God/a higher power wants me to have personal trusting relationship with Him/Her.
S4	God/a higher power has given us His/Her laws and it is my duty to live by those laws.
S5	God/a higher power has given me the responsibility to make good moral choices.
S6	There is a Supreme Being who is known to all the major faiths and there are many ways to relate to Him/Her.

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Main Findings Study 1-Mission U

- Results suggested strong developmental trends in students' preference for higher stage conceptions of a supreme being, with seniors and first-year honors students consistently preferring higher stage items
- No overall relation between religious affiliation and conceptions of a higher power
- But--race appeared to be correlated with specific kinds of religious backgrounds (e.g. biblical/fundamentalist churches) and preference for lower stage conceptions of a higher power

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Study 2: Highest & Lowest Ranked Items (1-5)

Kohlberg & Power Faith Development Stage	Mission U Frosh	Mission U Seniors	Selective U Frosh	Selective U Seniors
Stage 1: God/a higher power will reward me when I obey Him/Her but punish me when I disobey His/Her rules.	.83	.31	.34	.29
Stage 2: When I am good to God/a higher power, God/that higher power is good to me.	.56	.38	.83	.31
Stage 5 God/a higher power has given me the responsibility to make good moral choices.	1.61	1.90	1.69	1.44
Stage 6 There is a Supreme Being who is known to all the major faiths and there are many ways to	1.01	3.21	1.31	1.62

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Findings of Conceptions of God Measure

- **For TC students**
- NO developmental trends on the conception of God measure
- NO race trends on the conception of God measure
- NO religious affiliation trends on conception of God measure
- NO SES trends
- Atheism
 - Males versus females: 34% of Males versus 10% of Females identity as atheist
 - Males are significantly more likely than females to claim that they do not believe in a higher power Kruskal Wallis

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Mission U vs. Selective U Samples

- Trinity = less religious than USJ and PEW study
 - Trinity: 19% atheist, 14% agnostic, 4% spiritual not religious (total = 37%)
 - USJ: 1% atheist, 9 agnostic, 4% spiritual not religious (total = 14%)
 - PEW study: 3% atheist, 4% agnostic, 16% nothing in particular (total = 23%)
- Trinity freshman and seniors significantly more likely to claim that they do not believe in a higher power, compared to USJ freshman and seniors
- **Compared to Trinity freshman, USJ freshman more likely to endorse the statement God is all powerful (Low stage???)**
- Compared to Trinity seniors, there is a trend toward USJ seniors being more likely to endorse the statement about having a personal relationship with God ($p = .057$)
- **Compared to Trinity seniors, USJ seniors significantly more likely to endorse the statement about belief in one supreme being ($p = .005$) Highest stage item in Kohlberg/Power model**

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Study 1 & 2 Implications

- Context matters, but not necessarily in the way that we expected.
- We expected Trinity students to look more like USJ honors students and to show developmental growth on the faith developmental scale.
- Rather, while our results were correlational, they suggested that something about the USJ environment actually facilitated spiritual/religious growth.
- Or having a faith/belief in God leaves one more open to developmental growth in religion/spirituality in college.
- It seemed as though religion/spirituality WAS put in a "lock-box" at Trinity whereas more students at USJ continued to grapple with religious/spiritual concepts.

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Does college change HOW students think?

- Recent research finds **slight** increases in spirituality. By end of junior year students score modestly higher on spiritual constructs:
 - Questing
 - Ecumenical worldview
 - Ethic of caring
 - Equanimity

National data suggest: Most students arrive on campus without strong religious commitments, place their religious identity in a “lockbox” safely set aside for a few years. Cohort script: “Religion has very little to do with this phase of your life.”

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Time to Recruit New Participants



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Time to ask about influences of moral development and specific college experiences

- STUDY 3—MIXED METHOD
- Faith Development/Religious Affiliation Survey
- Defining Issues Test (Moral Complexity)
- Measure of Religious Practice
- Interview:
 - Q 3: Has your college experience influenced your faith at all? What about your college experience at this school has fostered or impeded your religious or spiritual growth? For example, think about your friends, classes, teachers, staff, religious groups on campus, residential life, etc.
 - Q 4: To what extent do you follow the rules of your faith tradition and are there any that you struggle with? How have you resolved that struggle? Can you give an example?

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Some Preliminary Findings

- Using Smith's religious types categories of **Irreligious, Religiously Indifferent, Selective (in practice), Spiritually Open, and Committed Traditionalist**, we analyzed relationships between religious types, moral reasoning complexity, and faith development stage.
- Only marginally significant relationship between religious types and moral reasoning scores.
- **The hypothesis of a positive correlation between moral reasoning and preference for high stage faith development statements was not supported.**
- Analysis of interview data on specific aspects of college that fostered or impeded faith development in process.

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What we learned about college students' faith development

- Context matters—we can't just assume students fit national profiles/data. Especially true for very religious students.
- Development matters--Something goes on between first year and senior year in *some* settings that causes students to move away from lower stage conceptions of a higher power and to an embrace of more complex and universal perspectives. **Some colleges (e.g. USJ) do change how students think about faith.**
- Race *may* matter—At USJ, it appears to be correlated with specific kinds of religious backgrounds (e.g. biblical/fundamentalist churches) that may place students in conflict with (and perhaps resistant to) complex course material that challenges their religious teachings.

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What are the implications for colleges?

- Implications of our study and related ones of very religious youth for programs and curriculum: Always consider: For which person? Under which circumstances?



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3 Generations of Moral Scholars



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CMHE Report: Key Findings and Recommendations



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CMHE: Mission Integration Core Areas



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CMHE: Mission Integration Core Areas

- **Curricular / Co-Curricular Development and Integration:** The faculty and staff are aware of and committed to the Catholic and Mercy mission and identity of the university and are able to explore these within their teaching and learning experiences.
- **Hiring, Orientation, Onboarding and Ongoing Mission Development:** Orientation of staff, faculty, students and new Board members provide the university community a shared understanding of and engagement in the mission and ministry identity.
- **Ongoing Formation for Mission:** Formation experiences deepen leaders' understanding of the Catholic and Mercy identity and engage individual commitment to and accountability for a flourishing mission.



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CMHE: Mission Integration Core Areas

- **Space, Art, Symbolism and Environment:** Space, symbols, art and the physical environment cultivate inspiration of the ever-present Holy and Sacred in ways that reflect our Mission Identity and Story.
- **Inclusive Worship, Reflection, and Ritual:** Worship, ritual practices and reflection are inclusive of all and tie to the ministry identity of the university. Catholic Sacramental life is understood as essential at the university.
- **Engagement in Community and Celebrations:** College-wide celebrations provide opportunities to engage the campus community in the expression of our Catholic, Mercy identity. Community partnerships and relationships value mutuality and service and give corporate witness to the fostering of peace, justice, human dignity and development of the human family.



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CMHE: Mission Integration Core Areas

- **Sponsorship, CMHE and Ecclesial Relations:** Regular communication with CMHE and ongoing dialogue with Church authorities foster relationships that enhance the Catholic and Mercy identity.
- **Catholic Social Teaching and Critical Concerns in Action:** CIT and CST and the Sisters of Mercy Critical Concerns are integrated throughout the routines of the university and are expressed in action in pedagogical resources, service learning and community conversations.



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University of Saint Joseph Mission Peer Review: Towards a “Beloved Community” in the Spirit of Mercy



UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

March 5-7, 2019

Team Members:

Dr. Margaret Carney, OSF (President Emerita, Saint Bonaventure University), Chair

Sister Victoria Battell, RSM (Senior Vice President, Chief Mission Officer, Dean of Students, Maria College)

Dr. Mary-Paula Cancienne, RSM (CMHE Associate Director, Mission Integration and Support)

Dr. Moya K. Dittmeier (CMHE Executive Director)

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CMHE Mission Peer Review: Commendations

1. The **deliberate and inclusive manner** with which the University entered the decision to become fully **coeducational**.
2. The **current Strategic Plan** has three over-arching themes related to mission and references the Catholic, Mercy traditions and values that have guided the University.
3. The **Women’s Leadership Center**, which offers programming for women of all ages to enhance their leadership skills and optimize career success.
4. The category of **required courses that fall under “Understanding Mercy” in the Gen Ed requirements** and explicitly link content to the Sisters of Mercy Critical Concerns.
5. The **attention to the whole person** given through the **proactive financial services in concert with the Financial Aid and Admissions Office**.



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CMHE Mission Peer Review: Commendations

6. The newly-established **Office of Diversity and Inclusion**.
7. The support offered to students through the **Academic Advisement Center, the Interdisciplinary Writing and Reasoning Center, the Career Development Center, the Center for Academic Excellence, the Teaching and Learning Center, and the Library** as well as **Study Abroad** and **experiential learning opportunities**.
8. The identification and on-going development of the University's **Core Values** approved to reflect "**Development of the Whole Person**" as a core value.
9. **Aggressive recruitment of potential students at Catholic high schools**, with the aim of targeting students who value service, and the offering of "Mercy Merit Scholarships" awarded to those students who "will make a difference."
10. The **Restorative Justice** approach within the Criminal Justice program.



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CMHE Mission Peer Review: Commendations

11. The **Certificate of Interfaith Leadership**.
12. The adoption of a **common reading** that may reflect the Critical Concerns.
13. Faculty professional development activities that relate to the **infusion of Mission throughout the curricula**.
14. The **integration of the holdings and services of the on-campus museum with specific courses and academic programming** — this is the Catholic Intellectual Tradition truly at work.
15. The **Munger Lecture series, the McAuley Lecture Series, the Buckley Lecture Series, and the recent addition of the Hesburgh Lecture series** offer commendable opportunities for students, faculty, staff and administrators to be invited into **a deeper conversation about Catholic higher education** and its place in an increasingly complex society and world.



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CMHE Mission Peer Review: Recommendations

- Give high priority to the work needed to establish the position of mission officer.
- Consider the development of a deep and systematic approach to mission integration, following the CMHE Mission Integration Core Areas document.
- Develop ongoing mentorship for faculty and staff.
- Develop a process for mission orientation for new hires.
- Strive for continued efforts to include all constituent groups in appropriate levels of the process of decision-making and activity touching on their responsibility or expertise.
- Take advantage of the opportunity presented by the new male students to strive for a leadership role among small Catholic colleges in providing curricular and co-curricular programming aimed at overcoming the documented trend among young adult males of failure to reach expected levels of maturity in the college years.



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CMHE Mission Peer Review: Remaining Questions

- **Role of Catholic theology in the curriculum:** Much of the conversation with faculty centered on service learning, which is a substantial contribution to the Catholic, Mercy mission. The larger question, however, has to do with the way that Catholic theology—and, in a related vein, Mercy spirituality—are taught as academic subjects in their own right and as disciplines that integrate other disciplines. Do all students have substantial, sustained, critical engagement with the Catholic theological tradition and its manifestation in Mercy spirituality? How might the core curriculum—not only theology and philosophy courses-- be reflective of the Catholic intellectual tradition?
- **Understanding of the campus community with respect to mission.** While the team encountered several faculty and staff who are deeply committed and involved in expressing Mercy through their work in and beyond the classroom, the team encourages a fuller, campus-wide conversation, or a series of conversations, that would encourage an understanding of mission at all levels, across all cohorts, and in all programs and policies of the University.



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CMHE Mission Peer Review: Remaining Questions

- **Outside contractors:** How do contracts with outside vendors manifest a commitment to mercy and justice? How are long-time staff of those vendors (for example, food service personnel who have regular contact with students) welcomed into the community? Are there policies and procedures for helping contract workers understand the mission of the University?
- **Athletics Staff:** How do coaches and their staffs inculcate a commitment to the social justices teaching of the Church as it relates to collegiate athletics? What opportunities are provided for their own formation and growth in this area?



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Judith A. Carey, RSM, M'72, H'91, Ph.D.

Vice President of Mission Integration (retired)
Saint Francis Hospital and Medical Center



Sr. Judy currently provides training and consultation in areas of mission development, sponsorship, board development, conference facilitation, leadership and management development. In addition to the USJ Board of Trustees, Sister Judy currently serves on the boards of Trinity Health of New England, Hartford, CT; Connecticut Hospital Association, Wallingford, CT; and The Foundation of Possibilities, Glastonbury, CT. She received her doctoral degree in educational psychology from the University of Connecticut.



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Panel Discussion: Mission Integration at Three Catholic Colleges

- Sr. Victoria L. Battell, Senior Vice President, Chief Mission Officer, and Dean of Students – Maria College
- Theresa Ladrigan-Whelpley, Ph.D., Vice President for Mission Integration – Salve Regina University
- Marc Tumeinski, Ph.D., Assistant Professor of Theology and Member of Mission Committee – Anna Maria College
- Moderator: Michelle Kalis, Ph.D., Provost – University of Saint Joseph



Diversity, Equity, and Inclusion at the University of Saint Joseph



UNIVERSITY OF
SAINT JOSEPH

OFFICE OF
INSTITUTIONAL
EFFECTIVENESS

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Introduction

Welcoming a diverse student population and enabling all students to thrive in an inclusive community is central to the University of Saint Joseph's Mission and Core Values. Achieving these goals requires acknowledging that, broadly, and historically, members of different groups have had different access to educational opportunities and outcomes in the United States. With USJ's commitment to diversity, equity, and inclusion, we strive to close gaps between groups in experiences and outcomes, and ensure that students with different identities all feel welcome, encouraged, inspired, and challenged to reach their goals.

This report introduces a set of measures that quantify students' experiences and outcomes in terms of diversity, equity, and inclusion at the University of Saint Joseph. The Office of Institutional Effectiveness and Office of Diversity and Inclusion gathered this information during spring, summer, and fall, 2023. This initial set of measures seeks to generate ideas and conversations about how to support the USJ community more equitably. We welcome the community's feedback and ideas for continued research and reporting. As we learn more about students' experiences and outcomes over time, we hope to add more specific goals and measures. We also hope to add goals and measures that speak to diversity, equity, and inclusion for University employees, additional measures for graduate students and transfer students, and measures of experiences and outcomes for additional kinds of identities, in subsequent reports.

By gathering and reporting these measures, the Office of Institutional Effectiveness seeks to identify ways to improve student experiences and provide the right support so that members of all groups can thrive and succeed at the University of Saint Joseph.

Sincerely,

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University of Saint Joseph's Mission and Core Values

Our Mission

The University of Saint Joseph, founded by the Sisters of Mercy in the Catholic tradition, provides a **rigorous liberal arts and professional education** for a **diverse student population** in an **inclusive environment** that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

Core Values

Development of the Whole Person

The University of Saint Joseph **encourages, inspires, and challenges all students** to fully develop their intellectual, spiritual, social, emotional, physical, and leadership potential.

Compassionate Service

The University of Saint Joseph promotes, supports and facilitates **caring service** as an integral part of all teaching and learning experiences.

Academic Excellence

The University of Saint Joseph provides a value-centered education that **prepares students** as global citizens, lifelong learners, and informed decision makers.

Respect/Integrity

The University of Saint Joseph **demonstrates respect and reverence for all people** and fidelity in personal witness.

Hospitality

The University of Saint Joseph is a **welcoming community** where its relationships are based on **openness, inclusivity and mutual respect**.

Multiculturalism/Diversity

The University of Saint Joseph is committed to fostering the **growth of an inclusive community that welcomes differences among community members and benefits from them**.

Catholic Identity

The University of Saint Joseph is grounded in its heritage as a Catholic institution, expressing the Catholic tradition in an **ecumenical and critical manner**.

Importance of Assessing Diversity, Equity, and Inclusion

As our University Mission reminds us, *the University of Saint Joseph, founded by the Sisters of Mercy in the Catholic tradition, provides a rigorous liberal arts and professional education for a diverse student population in an inclusive environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.*

To live up to USJ's mission, the University community needs to understand where we stand today: how diverse is the USJ student population? How inclusive is the USJ environment? Does USJ provide a rigorous education to all of its students equitably, and do students face barriers to success? Looking to our core values, to what extent is USJ a welcoming and inclusive community that appreciates, respects, and values differences among community members? This report provides an initial set of answers to these important questions, so that the University community can understand where we stand today, how USJ is currently working to improve diversity, equity, and inclusion, and USJ's next steps to build on this work by understanding more about experiences and outcomes for USJ students and employees.

In addition to fulfilling its mission, the University of Saint Joseph aligns with its founders, the Sisters of Mercy, in working to eliminate racism and dismantle oppression, named among the Sisters' Critical Concerns. Racism and oppression continue to cause harm across society in the United States, and higher education is no exception. From day-to-day interactions with peers and teachers, to large-scale educational achievement gaps, members of marginalized groups face barriers to thriving and success that must be removed. In beginning to measure how students' identities relate to their experiences and outcomes, this work seeks to identify barriers as a first step toward intervening to remove them.

Lastly, members of the USJ community agree that diversity and inclusion are important, and that USJ can improve diversity and inclusion. In a climate survey conducted on campus in 2023, respondents across racial and ethnic identity groups agreed diversity and inclusion are "central to all aspects of the University community" (Figure 1) and that "USJ could improve diversity and inclusion" by focusing effort on several areas (Figure 2).

Living our University Mission and Core values, working to address the Critical Concerns of the Sisters of Mercy, and supported by the University community, assessing diversity, equity, and inclusion at USJ is a first step toward understanding and improving community members' experiences.

Definitions

This section defines Diversity, Equity, and Inclusion within the scope of the current work.

Diversity: How well does the campus community welcome differences among community members? To what extent do members of different groups feel represented?

Equity: Do members of all groups have the support they need, to reach important outcomes? Are there disparities between groups that suggest some groups may face barriers to success?

Inclusion: Do group members feel a sense of belonging? Does the community actively engage group members for growth opportunities? Does the community actively engage with diversity?

Figure 1. The USJ community agrees that diversity and inclusion are central. Source: 2023 USJ Climate Survey.

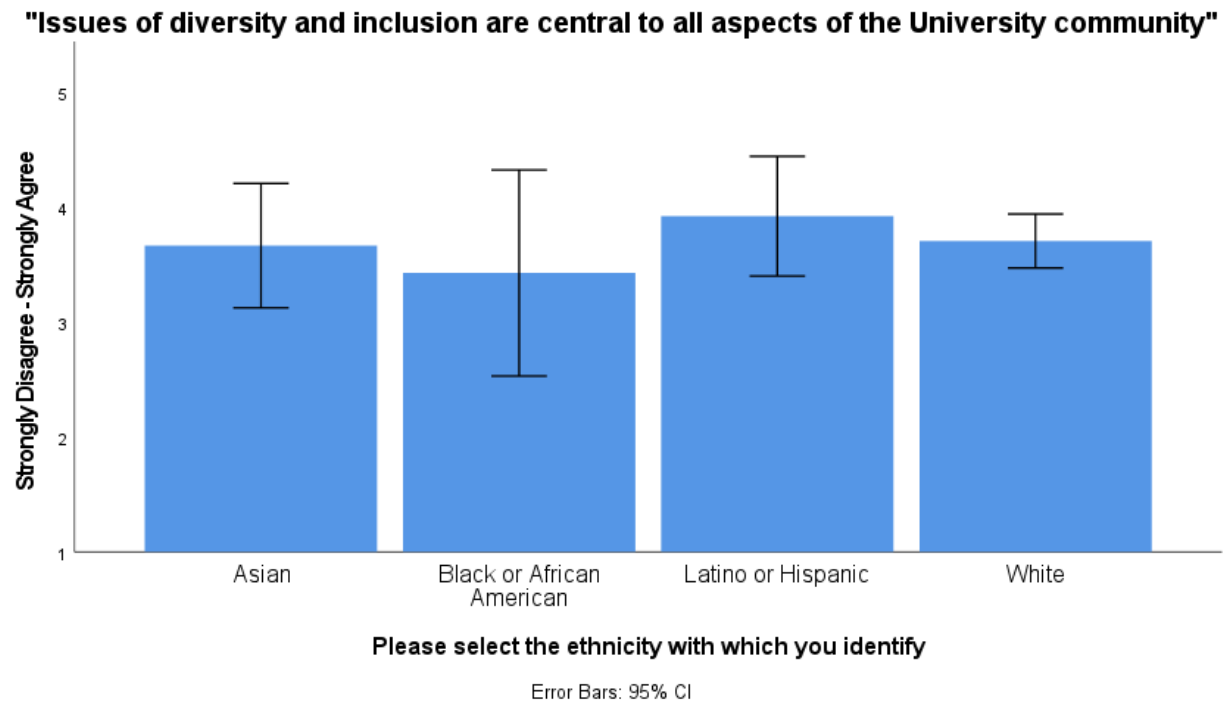
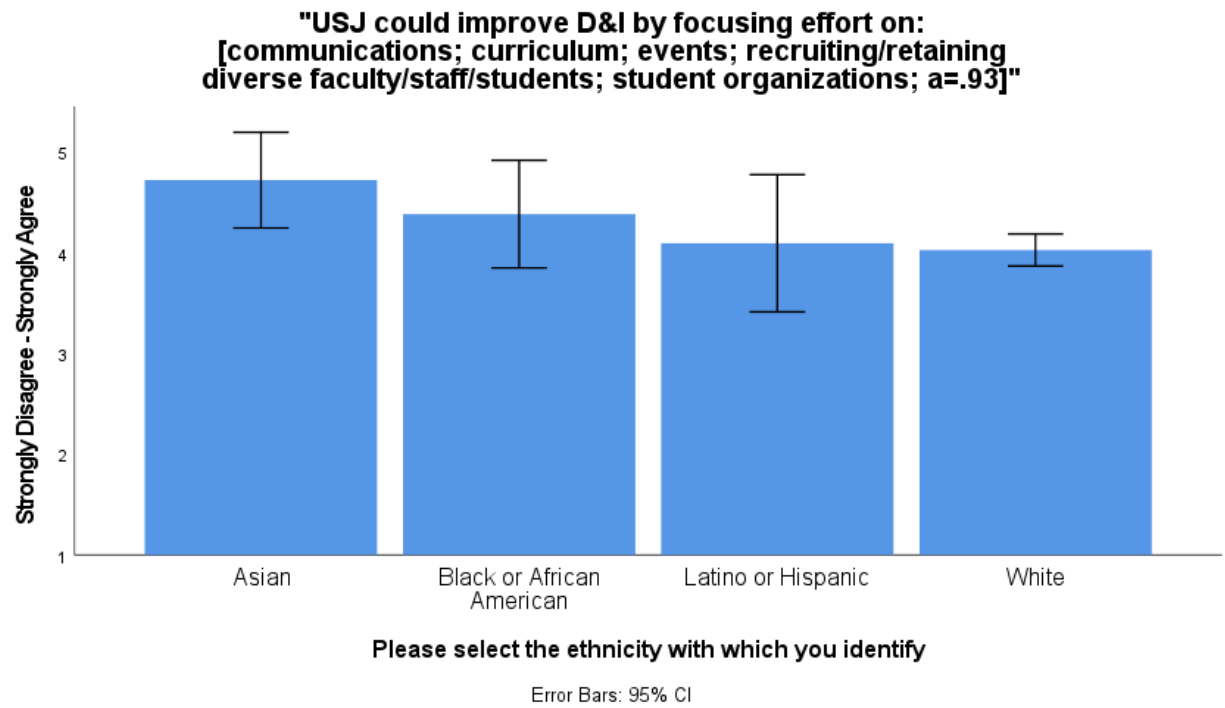


Figure 2. The USJ community agrees that USJ can improve diversity and inclusion. Source: 2023 USJ Climate Survey.



Method

The current report measures students' experiences and outcomes, to understand to what extent there are gaps related to marginalized racial and ethnic identities. Historically, in the United States, Black students and Latino or Hispanic students have faced barriers to success, compared to White students and Asian or Asian-American students. A goal of the current work is to measure these achievement gaps, to understand more about what kind of support may be needed to help close these gaps.

This first report focuses on understanding community members' experiences and outcomes associated with racial, ethnic, and gender identity – an important start – while recognizing that additional identities will be important to learn about, too. For example, disability status, LGBTQIA+ identities, and socioeconomic status may also relate to community members' experiences and outcomes, including their intersection(s) with racial, ethnic, and gender identities. In future reports, we hope to learn more about additional dimensions of identity and experience, to help make USJ as inclusive as possible.

This report draws on two sources of information to measure community members' experiences and outcomes: University administrative data describing undergraduate student enrollment, retention, and graduation, and the University's Diversity Climate Survey, conducted during the Spring 2023 semester by the USJ Office of Diversity and Inclusion.

University records

To measure group representation and equity in educational outcomes, we used USJ administrative records of undergraduate characteristics, enrollment, retention, and graduation. These analyses include all USJ undergraduates who started as full-time, first-year students. For retention analyses in this report, we included all students who matriculated as first-year, full-time undergraduate students at USJ starting in 2016, 2017, 2018, 2019, 2020, 2021, and 2022 – yielding the benefit of observing retention data for students who have started at USJ even very recently.

For four-year graduation analyses, we included all students who matriculated as first-year, full-time undergraduate students at USJ starting in 2016, 2017, 2018, and 2019 – because students who started in 2020 or later have not yet been at USJ for four years. Aggregating data across a number of class years can make it more challenging to observe specific changes that may have occurred within a given year. However, aggregating across years is also very helpful in stabilizing observations by including a greater number of students in these analyses.

For all analyses by department, the department listed is the major/department chosen by undergraduate students during their first year. In these analyses, "Another department" includes English, Culture, Arts & Languages, History & Society, History & Political Science, and Philosophy, Theology & Religious Studies.

Charts based on University records appear as horizontal bar charts in this report. Each group is represented by a horizontal bar that indicates a group percentage. A gray dotted line indicates the overall average percentage in each chart.

Diversity climate survey data

To measure USJ community members' experiences of diversity, equity, and inclusion, the USJ Office of Diversity & Inclusion contacted students and employees via email and asked them to participate in an anonymous online survey about the campus climate. 132 USJ community members completed the

Spring 2023 Diversity Climate Survey. Respondents included 70 students (36 undergraduate and 34 graduate students) and 62 employees (16 faculty and 46 staff/administrators). Respondents described their racial identity: 6 Asian or Asian-American respondents, 14 Black or African American respondents, 13 Latino or Hispanic respondents, and 99 White respondents. The survey included 108 women, 23 men, and one non-binary respondent. Respondents described their present religion, if any: 27 respondents identified as Catholic; 48 respondents identified as Christian; 42 respondents identified as atheist, agnostic, or no affiliation; 4 respondents identified as Jewish; 3 respondents identified as Muslim; 7 respondents identified as another religion; one respondent did not answer this question. Respondents also identified their sexual orientation: 3 respondents identified as asexual; 12 respondents identified as bisexual; 7 respondents identified as gay or lesbian; 98 respondents identified as heterosexual; 4 respondents identified as pansexual; 8 respondents did not answer this question.

Charts based on Climate Survey data appear as vertical bar charts in this report. Each group is represented by a vertical bar. The height of each bar indicates that group's average response to a set of survey questions. On Climate Survey charts, error bars represent the 95% confidence interval for each group. In frequentist statistics, a confidence interval is a range of estimates for that group's entire population, based on a sample of community members who completed the survey. With 95% probability, the true average falls within this interval.

Together, University records and Climate Survey data provide a strong starting point to measure community members' outcomes and experiences related to diversity, equity, and inclusion on campus.

Diversity

- *How well does the campus community welcome differences among community members?*
- *To what extent do members of different groups feel represented?*
- *How is USJ approaching diversity?*

Diversity and multiculturalism are part of USJ's Mission and Core Values, and are central to all aspects of the University community, as community members reported in the 2023 Climate Survey. How well is USJ achieving its goals of educating **a diverse student population**, and **welcoming differences among community members**?

Historically, majorities of USJ employees and students have identified as White. While not intentional, this pattern can cause minoritized, non-White community members to feel under-represented and even unwelcome. *Representation* is a feature of diversity that means the experience of being among others with a shared identity. Feeling represented can help improve experiences and outcomes. In addition, for students with marginalized identities, it can be especially helpful to have role models, like professors, with shared identities – enabling them to see what is possible in the future.

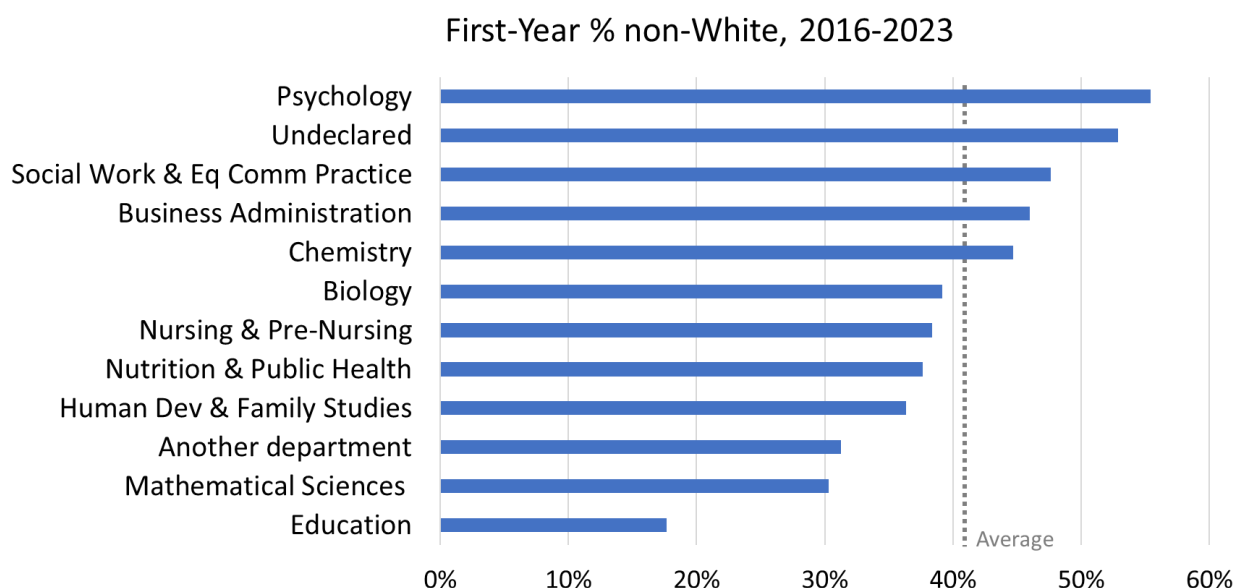
With its long history as primarily a women's college until 2018, USJ continues to provide women-identifying students and employees the experience of being very well-represented, even in traditionally male-dominated academic fields like Business and Mathematics and Computer Science.

In this section, we looked to USJ's enrollment records to learn about representation of racial/ethnic and gender identities across different academic departments. Next, we looked to USJ's 2023 Diversity Climate Survey to learn about experiences of diversity at USJ, and how well-represented community members feel.

Group Representation by Department

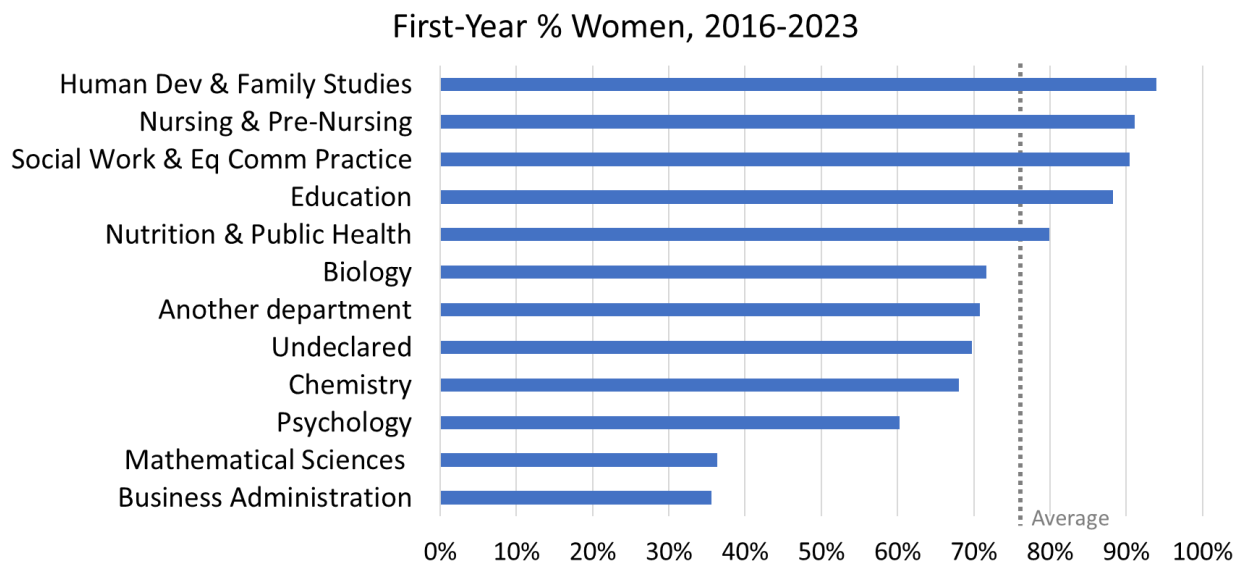
First, we measured representation of minoritized, non-White racial identity groups across academic departments, to assess the experience of representation in different departments. Undergraduate representation of non-White racial and ethnic identity groups varies across different departments, ranging from 18% non-White (Education) to 55% non-White (Psychology) (Figure 3). There are likely various reasons representation varies across departments. Even so, it is important for our university community to consider students' experiences in departments in which their identities are less well-represented.

Figure 3. Representation of racial identity groups varies across departments. Source: University records.



Representation of students' gender identities also varies across departments, reflecting societal norms and associations with career paths (Figure 4). Yet, with USJ's origin as a women's college and continued commitment to women, undergraduate women benefit from substantial gender representation even in typically male-dominated fields of study like mathematics and computer science (36% women at USJ) and business (36% women at USJ).

Figure 4. Gender representation varies across departments. Source: University records.



Experiences of Diversity and Representation

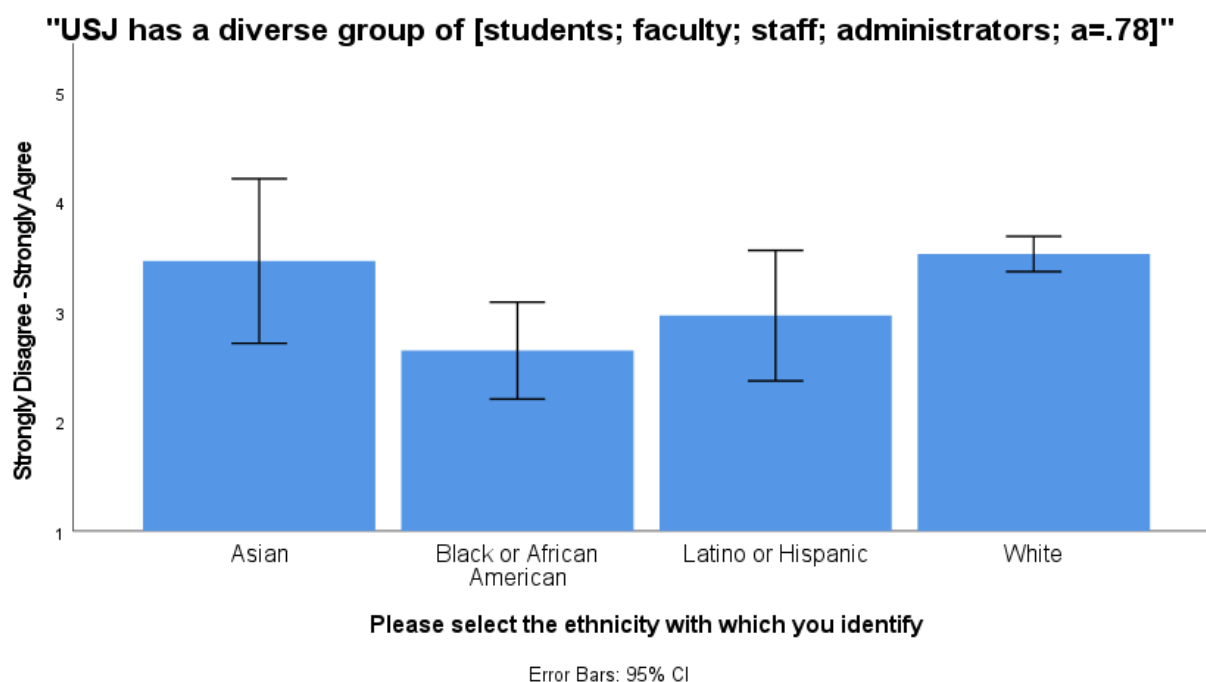
In addition to directly observing group representation in terms of student enrollment, community members may also have different day-to-day experiences of how diverse the university community feels. In particular, the same level of diversity may be perceived as more, or less, diverse, depending on whether a community member feels well-represented, or often feels like few if any others in class or their residence share their identities. To measure experiences of diversity and representation, we looked to community members' responses to the 2023 Diversity Climate Survey.

Perceived Diversity

To assess how diverse the USJ community feels to members of different racial and ethnic identity groups, the survey asked respondents about their agreement with the statements that “USJ has a diverse group of students”; “USJ has a diverse group of faculty”; “USJ has a diverse group of staff”; and “USJ has a diverse group of administrators”. Respondents rated their agreement on a scale of 1 (strongly disagree) to 5 (strongly agree). These four survey questions showed high internal consistency ($\alpha=.78$) and were averaged to form a composite measure of perceived diversity on campus.

On average, White and Asian or Asian American community members described USJ as more diverse than did Black or African-American and Latine¹ or Hispanic community members (Figure 5).

Figure 5. White and Asian or Asian American community members described USJ as more diverse than did Black or African-American and Latine or Hispanic community members. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



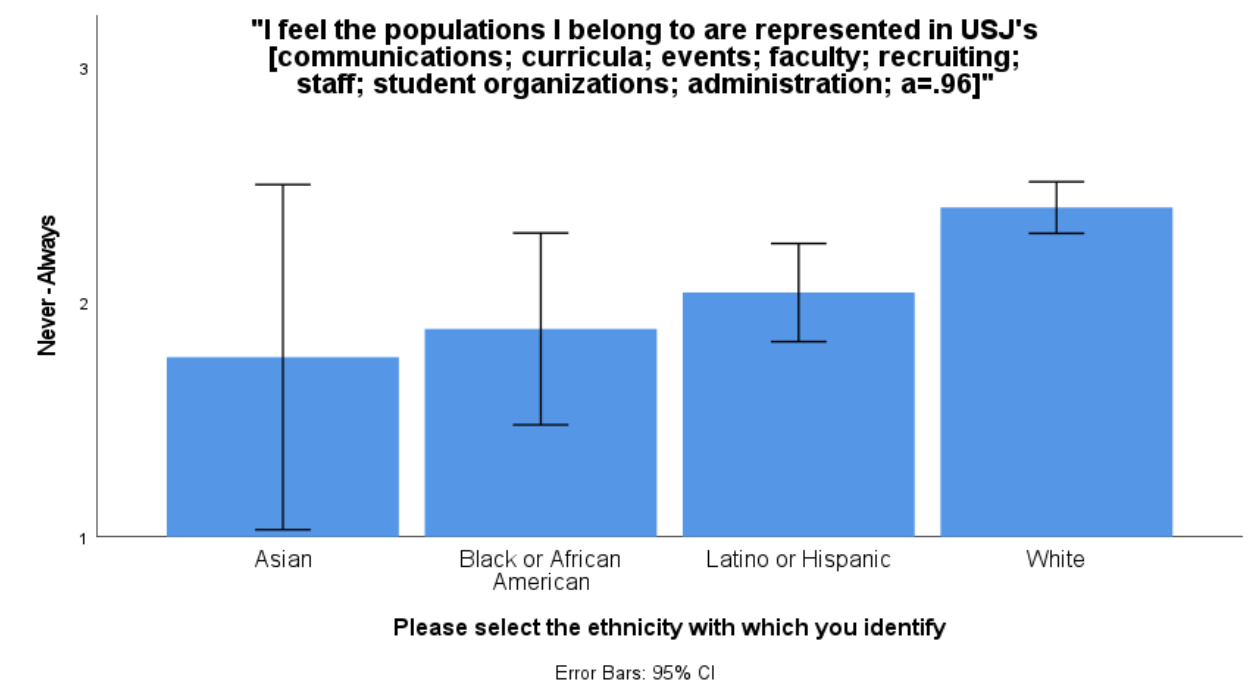
¹ This report uses *Latine* to include men, women, and nonbinary gender identities. Different community members who identify as Latine/Latino/Latina/Latinx may prefer different words to describe their racial/ethnic identities.

Perceived Representation

In addition to perceived diversity on campus, the survey also asked respondents about how well-represented they feel. The survey asked respondents whether they Never (1), Sometimes (2), or Always (3) “feel the populations I belong to are represented in USJ’s communications”; “feel the populations I belong to are represented in USJ’s curricula”; “feel the populations I belong to are represented in USJ’s events”; “feel the populations I belong to are represented in USJ’s faculty”; “feel the populations I belong to are represented in USJ’s recruiting”; “feel the populations I belong to are represented in USJ’s staff”; “feel the populations I belong to are represented in USJ’s student organizations”; and “feel the populations I belong to are represented in USJ’s administration”. These eight survey questions showed high internal consistency ($\alpha=.96$) and were averaged to form a composite measure of perceived representation on campus.

On average, White community members reported feeling more well-represented on campus than did members of other racial and ethnic identity groups, including Asian or Asian-American, Black or African-American, or Latine or Hispanic community members (Figure 6).

Figure 6. White community members feel like they are more well-represented on campus than Asian or Asian-American, Black or African-American, or Latine or Hispanic community members do. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



Current USJ initiatives to improve diversity

The University of Saint Joseph has several programs and initiatives underway with goals of educating a diverse student population, and welcoming differences among community members. These include:

- Transfer and aid agreements with CCCs
- Partnerships with college access programs and youth organizations
- Campus ministry interfaith programming

Equity

- *Do members of all groups have the support they need, to reach important outcomes?*
- *Are there disparities between groups that suggest some groups may face barriers to success?*
- *How is USJ approaching Equity?*

The University of Saint Joseph seeks to **provide a rigorous liberal arts and professional education** to all of its students, and holds among its core values to demonstrate **respect and reverence for all people**. How well has USJ been able to ensure that members of all different groups have the support they need to reach important educational outcomes, and that members of the community are treated equitably?

This section looks to University records to understand the extent to which different groups may face barriers to success during the early college years (retention), and to finishing college (graduation). This section also looks to USJ Climate Survey data to assess community members' experiences of equitable treatment on campus.

These analyses assess the scale of retention and graduation gaps for different groups of students in different contexts, and measure community members' sense of equitable treatment on campus. More research will be needed to learn about what specific kinds of barriers students may be facing throughout their college experience, and what kinds of inequitable experiences are happening on campus, to develop actionable approaches to better support members of all groups.

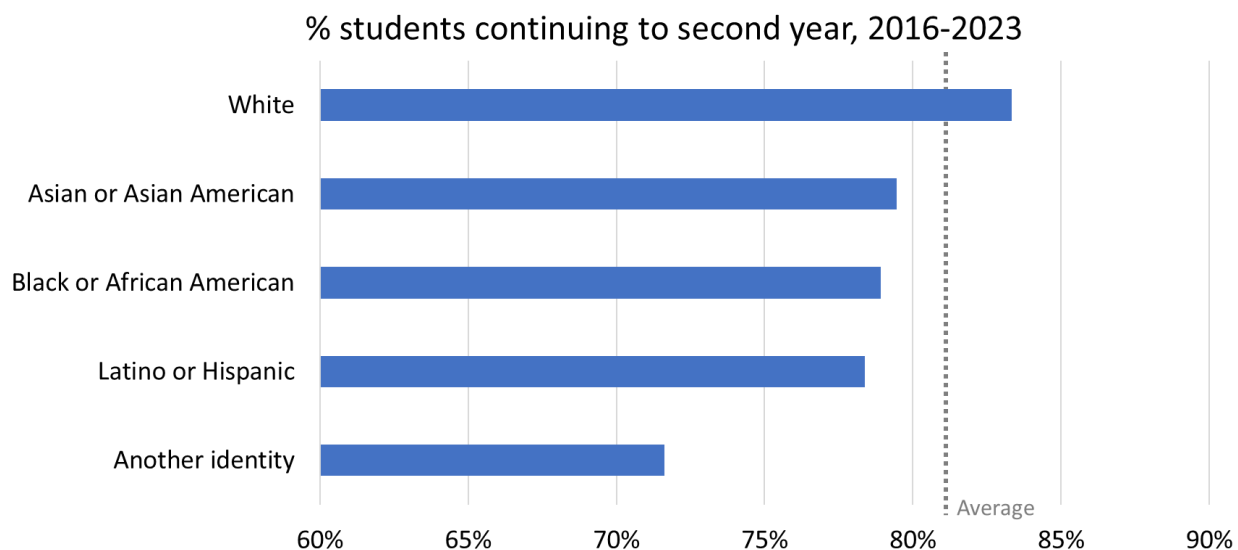
Equity in Retention Outcomes

To understand the extent of barriers to student success early in college, we measured undergraduate student retention for different racial and ethnic identity groups using university records. Retention is the percentage of students who continue to a second year of undergraduate study.

Consistent with broader patterns, university records do show disparities, also known as gaps, in undergraduate retention by racial and ethnic identity in 2016-2022 starting cohorts (Figure 7). Specifically, White students (83%) had a higher retention rate than did non-White students (78%), including Asian or Asian-American students (79%), Black or African-American students (79%), Latine or Hispanic students (78%), and students with another racial or ethnic identity (72%). These gaps in retention between White and non-White students likely have many causes, and also, suggest non-White students face barriers to success during the early college years. The University community must learn more about these retention patterns and work to reduce barriers for non-White students, in alignment with our mission and core values, ensuring all students have the support they need to reach important educational outcomes.

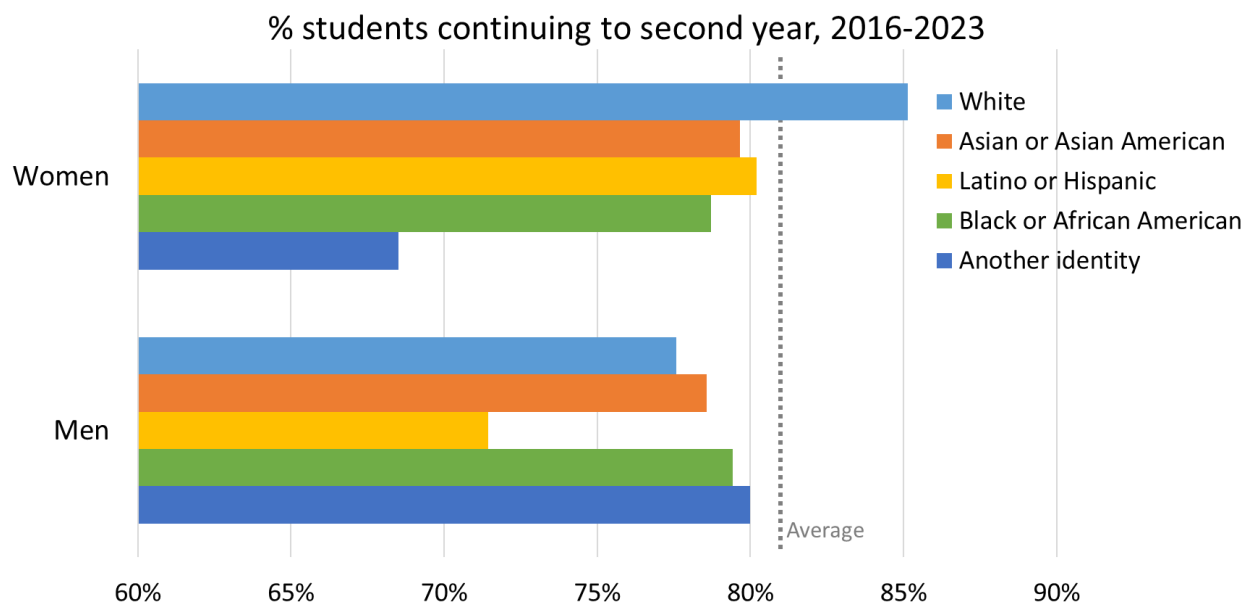
In these analyses, “Another identity” includes students who identified as American Indian or Alaska Native; Native Hawaiian or Pacific Islander; two or more races; non-United States residents, and race/ethnicity unknown.

Figure 7. Retention is higher for White students relative to Asian or Asian-American students, Black or African-American students, Latine or Hispanic students, and students with another identity. Source: University records.



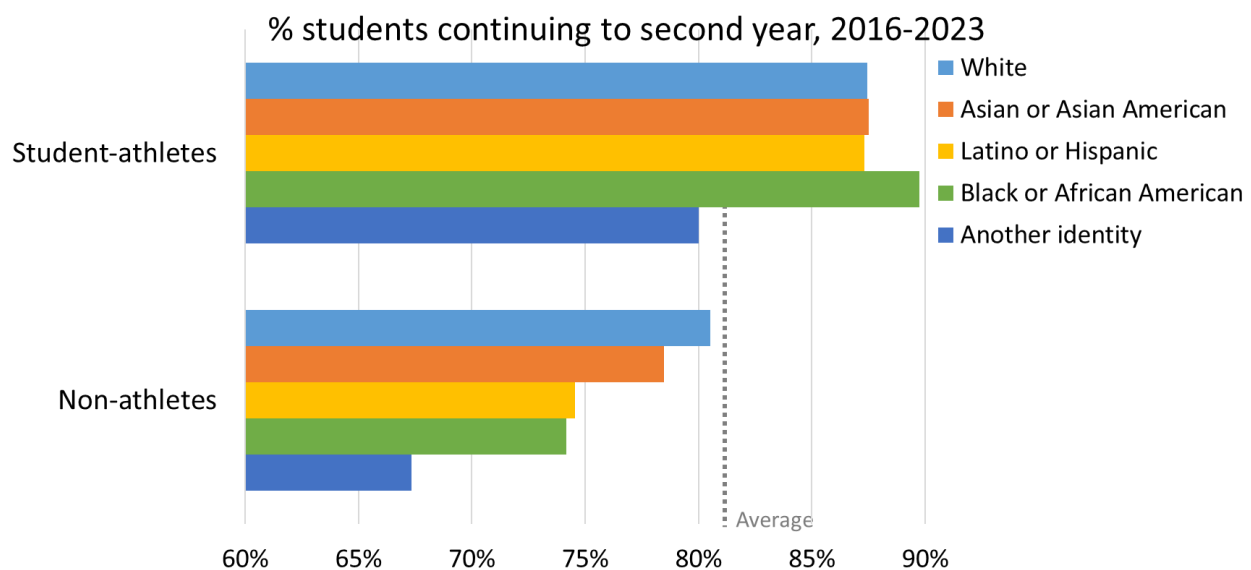
To learn more about the retention gap, we observed student retention rates by both racial/ethnic identity and gender identity (Figure 8). This analysis shows that overall, women (82%) continue to a second year at higher rates than men (77%). Looking at the intersection of racial/ethnic and gender identity, 85% of White women undergraduate students continue to a second year of study, while members of all other groups continue to a second year at rates ranging from 69% to 80%. This suggests conditions are relatively favorable for White women to continue to a second year of study. Undergraduate men of all racial/ethnic identities, and non-White undergraduate women, may face barriers to continuing their studies.

Figure 8. 85% of White women students continue to a second year, while members of all other groups continue to a second year at rates ranging from 69% to 80%. Source: University records.



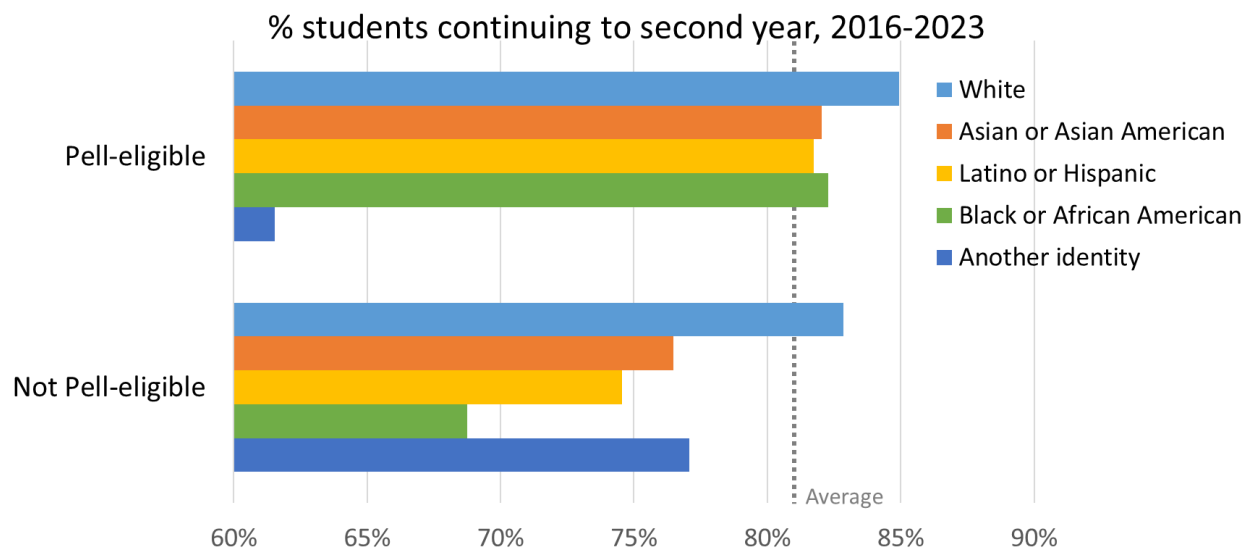
Next, we observed undergraduate student retention rates for both student-athletes and non-athletes, by racial-ethnic identity (Figure 9). Students' team membership is recorded during their first year of undergraduate study. This analysis shows that overall, student-athletes (87%) continued to a second year of undergraduate study at higher rates than did non-athletes (78%). Student-athletes also show a narrower retention gap by racial/ethnic identity than do non-athletes: Among student-athletes, Asian or Asian-American students, Latine or Hispanic students, and Black or African-American students continued to a second year at rates as high as White students. Student-athletes with Another identity did continue at a rate (80%) that was relatively lower than other student-athletes, and similar to White non-athletes (81%). Among non-athletes, White non-athletes (81%) continued at a higher rates than did Asian or Asian-American non-athletes, Latine or Hispanic non-athletes, Black or African-American non-athletes, or non-athletes with another identity, ranging from 67% to 78%. These patterns suggest something about athletics, and/or about student-athletes, that supports students' ability to continue to a second year of study.

Figure 9. Higher retention, and narrower retention gaps by racial/ethnic identity, for student-athletes than for non-athletes. Source: University records.



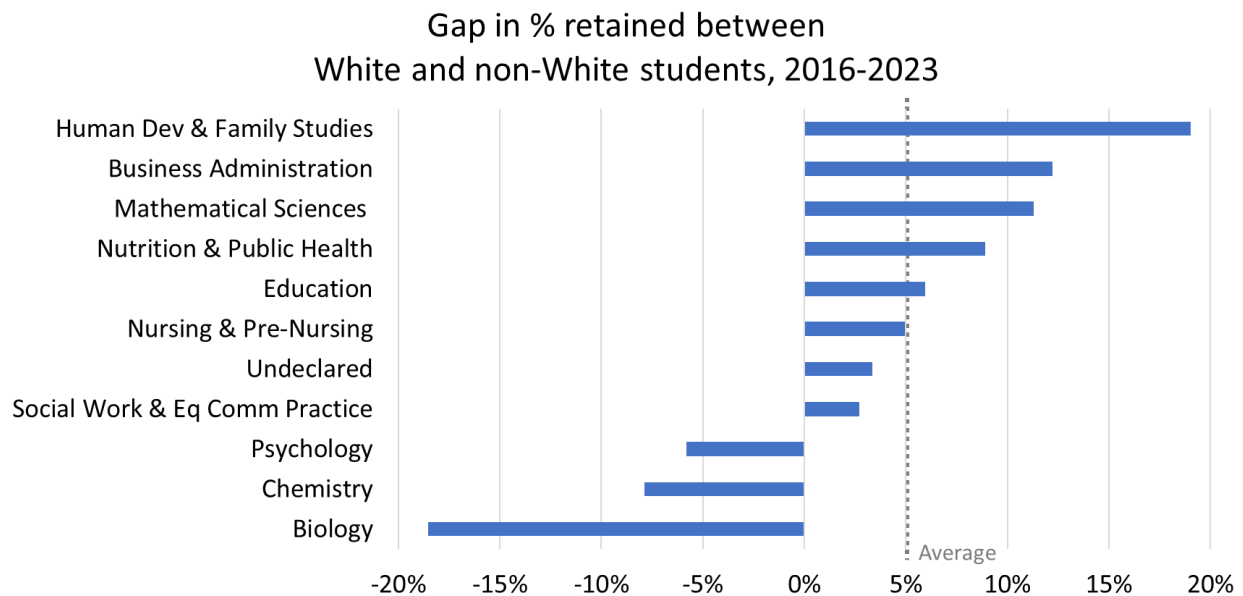
We also observed undergraduate student retention rates for both Pell-grant-eligible, and Pell-grant-ineligible students (Figure 10). Pell grants are a form of federal financial aid available to students with low income. Overall, Pell-eligible students (82%) continued to a second year at similar rates to non-Pell-eligible students (80%). Retention gaps by racial/ethnic identity were mostly narrower for Pell-eligible compared to non-Pell-eligible students. While White students are retained at similar levels whether they were Pell-eligible (85%) or not (83%), Pell-eligible Asian or Asian American students (82%), Pell-eligible Latine or Hispanic students (82%), and Pell-eligible Black or African-American students (82%) continued to a second year at rates almost as high as White students, while non-Pell-eligible Asian or Asian American students (76%), non-Pell-eligible Latine or Hispanic students (75%), non-Pell-eligible Black or African-American students (69%), and non-Pell-eligible students with another identity (77%) continued at rates lower than White students. Of note, the retention rate of Pell-eligible students with another identity was relatively very low (62%).

Figure 10. Higher retention, and narrower retention gaps by racial/ethnic identity, for Pell-eligible relative to non-Pell-eligible students. Source: University records.



Next, we observed how undergraduate retention gaps between White students and non-White students vary between departments (Figure 11). Overall, across 2016-2022 starting cohorts, 83% of White students continued to a second year, and 78% of non-White students continued to a second year, an average retention gap of 5%. Most departments showed a retention gap between White students and non-White students, but in three departments (Biology, Chemistry, and Psychology) non-White students continued to a second year at higher rates than White students did. There may be characteristics of these departments, their faculty, or students that support non-White students in continuing their studies.

Figure 11. Retention gaps vary by department. Source: University records.

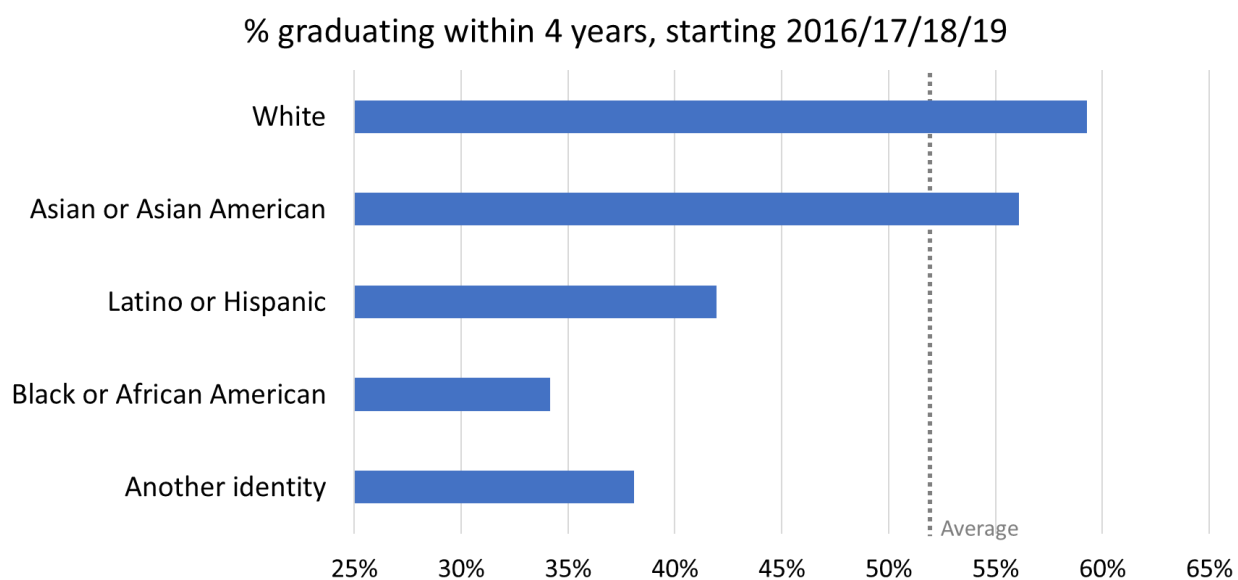


Equity in Graduation Outcomes

Next, we measured undergraduate four-year graduation rates by racial/ethnic identity groups. The graduation measures are based on first-year, full-time undergraduate cohorts that started in 2016, 2017, 2018, and 2019, because the cohorts that started in 2020, 2021, and 2022 have not yet been at USJ for four years. Across all racial/ethnic identity groups, 52% of students in the 2016-2019 starting cohorts graduated within four years, similar to the 53% National Center for Education Statistics benchmark for private four-year colleges.

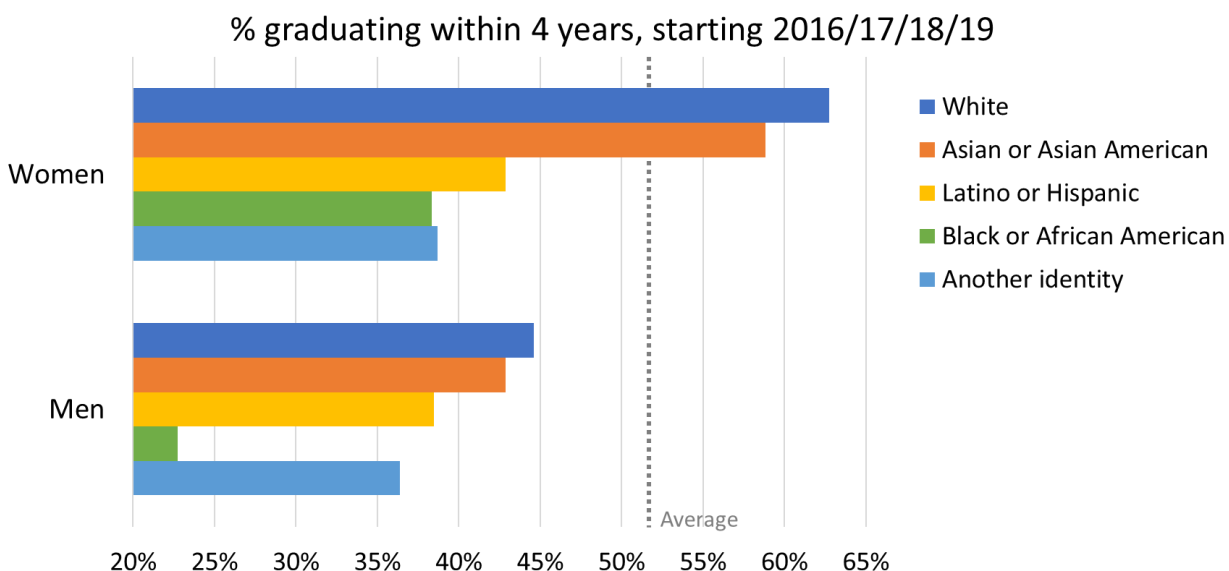
Graduation outcomes are also different for students with different racial/ethnic identities, with wider gaps than the gaps observed in second-year retention (Figure 12). While 59% of White students graduated within four years, 41% of non-White students graduated within four years, including 56% of Asian or Asian-American students, 42% of Latine or Hispanic students, 34% of Black or African-American students, and 38% of students with another identity. These patterns suggest, again, that non-White students, especially Black or African-American students, Latine or Hispanic students, and students with another identity face barriers to success, compared to White students.

Figure 12. Graduation rates are higher for White students than for Asian or Asian-American students, Latine or Hispanic students, Black or African-American students, and students with another identity. Source: University records.



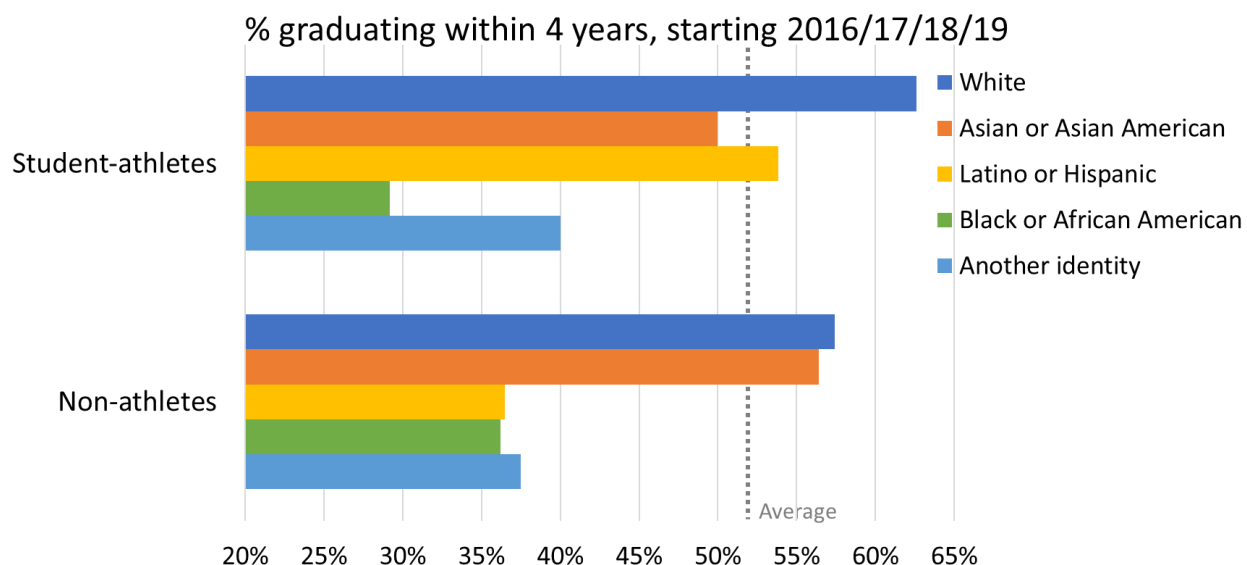
Echoing retention patterns, gaps in four-year graduation outcomes by racial/ethnic identity also differ for women and men (Figure 13). Overall, women (55%) graduate within four years at higher rates than men (39%). Looking at the intersection of racial/ethnic and gender identity, 63% of White women and 59% of Asian or Asian-American women graduate within four years, while members of all other groups graduate at rates ranging from 23% to 45%. This suggests conditions are relatively favorable for White and Asian or Asian-American women to graduate in four years. The picture is more concerning for Latino or Hispanic women, Black or African-American women, and women with another identity, and men in all racial/ethnic groups, especially Black or African-American men (23%). Continued research is needed to understand more about the barriers that students in these groups face, in particular their experiences in the years leading up to graduation, with the goal of providing necessary support to all students.

Figure 13. Gender relates to graduation gaps. Source: University records.



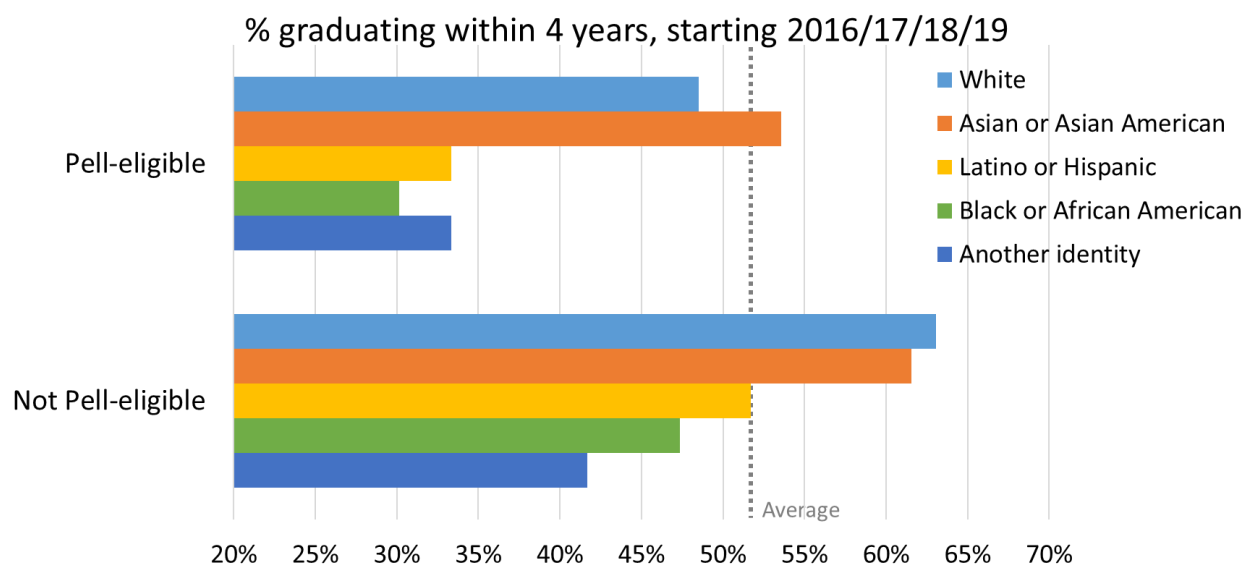
Looking to athletics and graduation outcomes, overall, student-athletes (56%) graduate at higher rates than non-athletes (49%) (Figure 14). However, in the years between retention and graduation, gaps by racial/ethnic identity emerge, with White students (59%) and Asian or Asian-American students (56%) graduating at higher rates than Black or African-American students (34%) and students with another identity (38%), for both student-athletes and non-athletes. Latine or Hispanic student-athletes (54%) did graduate at higher rates than Latine or Hispanic non-athletes (36%). Continued research could help to understand how athletic programs support students through graduation, and what barriers may still affect Black or African-American student-athletes and student-athletes with another identity.

Figure 14. Higher overall graduation, but gaps do emerge for student-athletes. Source: University records.



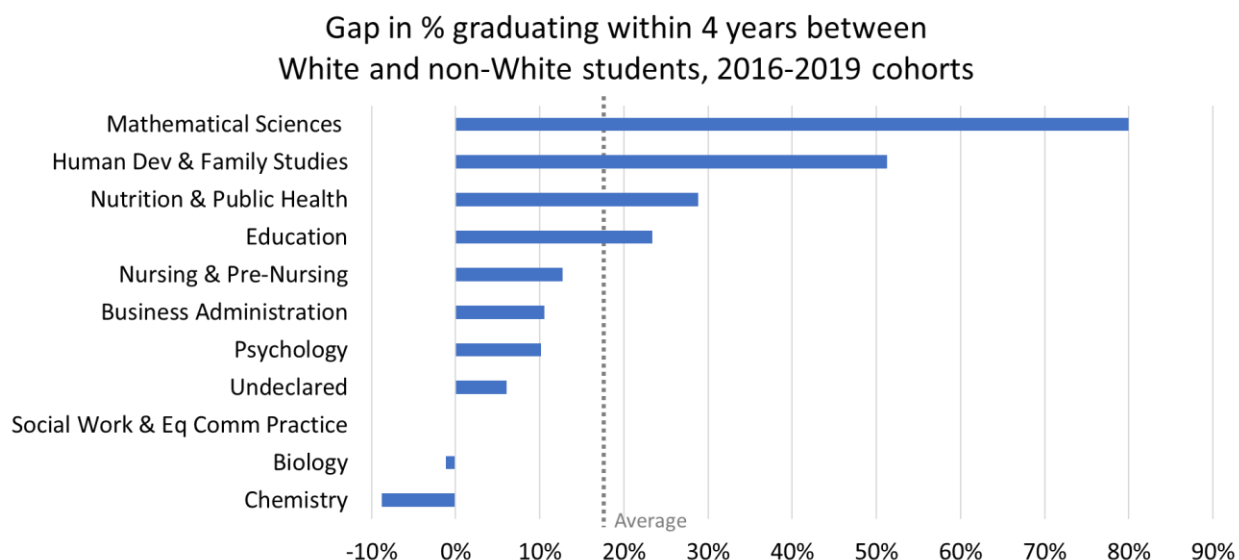
While Pell-eligible students continued to a second year at higher rates than non-Pell-eligible students, that pattern reverses in the years between retention and graduation, with overall 59% of non-Pell-eligible students graduating in four years, and 40% of Pell-eligible students graduating in four years (Figure 15). Graduation gaps by racial/ethnic identity also emerge for both Pell-eligible and non-Pell-eligible students. Of Pell-eligible students, White students (49%) and Asian or Asian-American students (54%) graduated at higher rates than Latine or Hispanic students (33%), Black or African-American students (30%), or students with another identity (33%). Of non-Pell-eligible students, too, White students (63%) and Asian or Asian-American students (62%) graduated at higher rates than Latine or Hispanic students (52%), Black or African-American students (47%), or students with another identity (42%). These patterns suggest that in addition to graduation gaps by racial/ethnic identity, financial need presents its own considerable challenges that affect members of all racial/ethnic groups.

Figure 15. Lower graduation and wider gaps for Pell-eligible students. Source: University records.



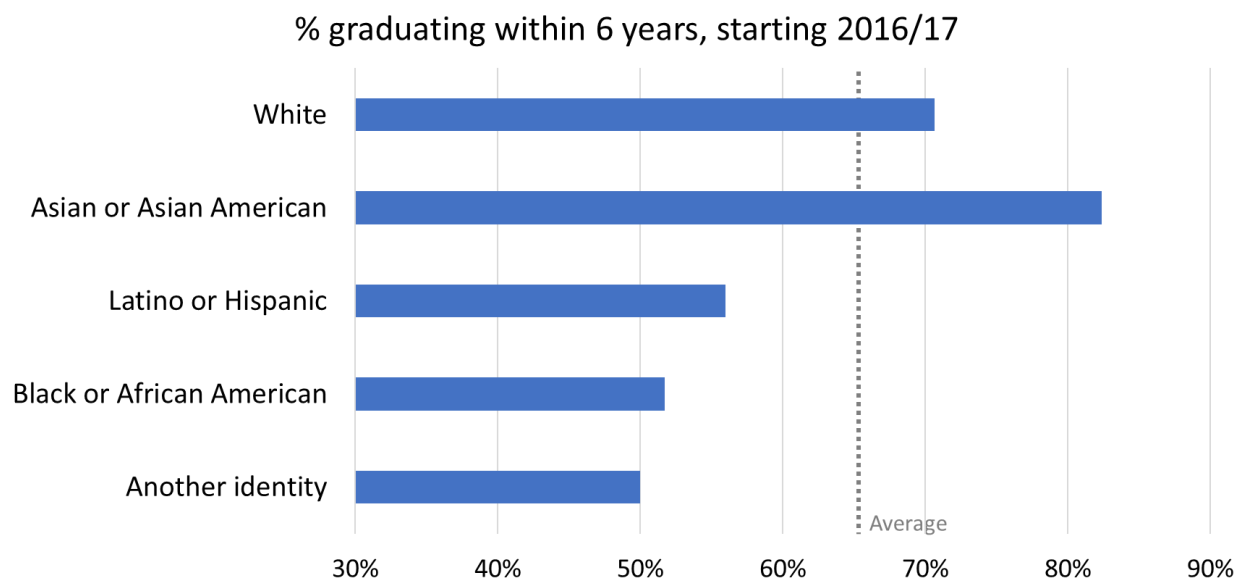
Next, we observed how undergraduate graduation gaps between White students and non-White students vary between departments (Figure 16). Overall, across 2016-2019 starting cohorts, 59% of White students graduated within four years, and 41% of non-White students graduated within four years, an average graduation gap of 18%. Most departments showed a graduation gap between White students and non-White students, but in three departments (Biology, Chemistry, and Social Work), non-White students graduated at equal or higher rates than White students did. These departments also showed relatively small or nonexistent retention gaps, suggesting again that these departments, their faculty, and/or students may provide forms of support that reduce barriers for non-White students throughout their undergraduate experience. Psychology, Business, and Nursing & Pre-nursing also showed graduation gaps that were smaller than the overall average graduation gap between White students and non-White students.

Figure 16. Graduation gaps also vary by department. Source: University records.



Do graduation gaps narrow by six years after starting college? Observing outcomes for the 2016 and 2017 cohorts (cohorts 2018 and later have not yet had 6 years), overall 65% of USJ students graduated within six years, matching the NCES benchmark of 65% graduation within six years for private four-year colleges. Though this analysis is based on fewer cohorts, we observe that graduation gaps are still present, but narrower by the six-year mark. By six years, 71% of White students, 82% of Asian or Asian-American students, 56% of Latine or Hispanic students, 52% of Black or African-American students, and 50% of students with another identity have graduated (Figure 17).

Figure 17. Graduation gaps narrow by the 6-year mark. Source: University records.

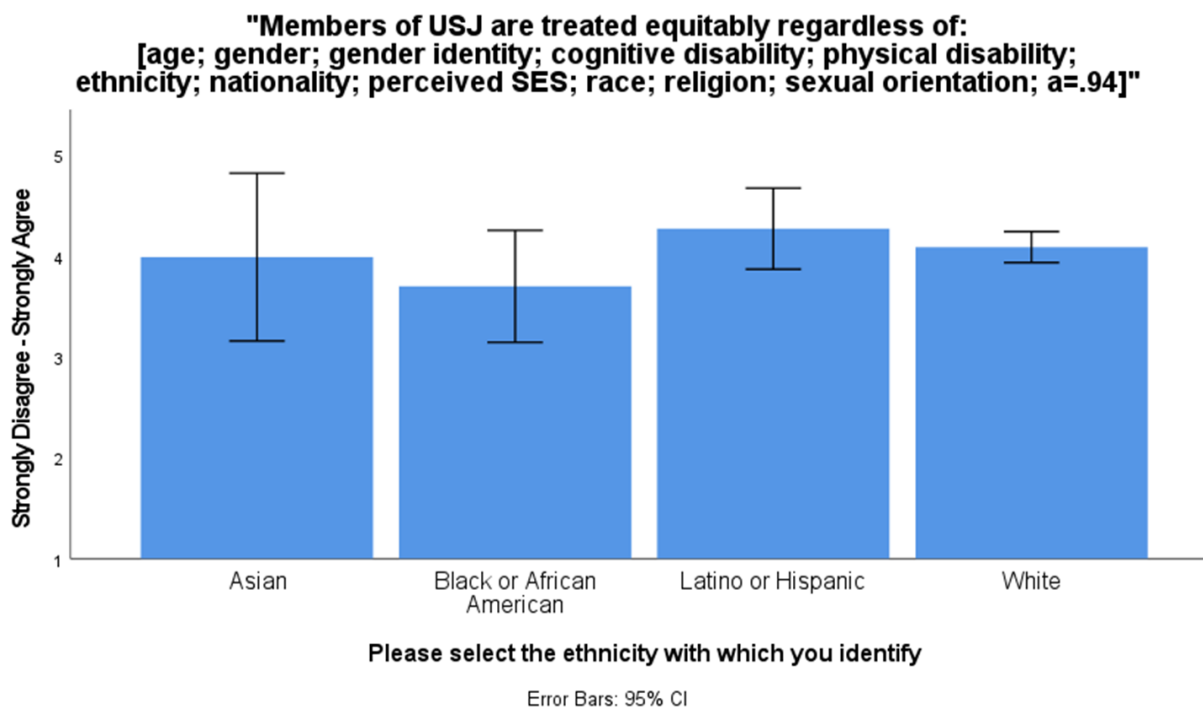


Experiences of Equitable Treatment

What is community members' experience of equity on campus? To assess equitable treatment at USJ for members of different racial and ethnic identity groups, USJ's Diversity and Inclusion Climate Survey included a scale measuring perceived equity (Figure 18). The survey asked respondents about their agreement with the statements that "Members of USJ are treated equitably regardless of: [age]; [gender]; [gender identity]; [cognitive disability]; [physical disability]; [ethnicity]; [nationality]; [perceived socioeconomic status]; [race]; [religion]; and [sexual orientation]". Respondents rated their agreement with each statement on a scale of 1 (strongly disagree) to 5 (strongly agree). These eleven items showed high internal consistency ($\alpha=.94$) and were averaged to form a composite measure of perceived equity.

White and Latine or Hispanic community members perceived slightly higher levels of equity than did Asian or Asian-American and Black or African-American community members.

Figure 18. White and Latine community members perceive slightly higher levels of equity than do Asian or Asian-American or Black or African-American community members. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



Current USJ initiatives to improve equity

USJ is working to reduce gaps in outcomes, and provide needed support to members of the campus community. These initiatives include:

- Revitalizing Advising, CAE and Career Services programs
- Teaching & Learning Center (TLC) Workshops & Common Read
- Improve faculty training on early alert and midterm grade systems
- Improve information sharing: CAE, Advising, Library, Career Services
- Strengthen Accessibility Services; Xenia Program pilot
- Add accessibility language to events, programs (2023-24)

Inclusion

- *Do group members feel a sense of belonging?*
- *Does the community actively engage with diversity, and actively engage group members for growth opportunities?*
- *How is USJ approaching Inclusion?*

USJ strives to foster the **growth of an inclusive community**. Creating an inclusive community means not ignoring differences, but rather actively engaging with them, so that community members can feel that they truly belong – not *despite* differences, but *because* different identities and life experiences are valuable, help make people who they are, and help community members learn from each other.

In addition, inclusion requires an active effort to counteract societal tendencies toward bias. For example, when recommending a student or employee for an important opportunity like a fellowship or promotion, an inclusive approach would be to evaluate all students on a class list, or a list of eligible employees, as objectively as possible on a common metric, rather than automatically recommending the first person who comes to mind. This approach helps to include members of all groups despite the pervasive and sometimes unintentional effects of racial, ethnic, gender, and other forms of bias.

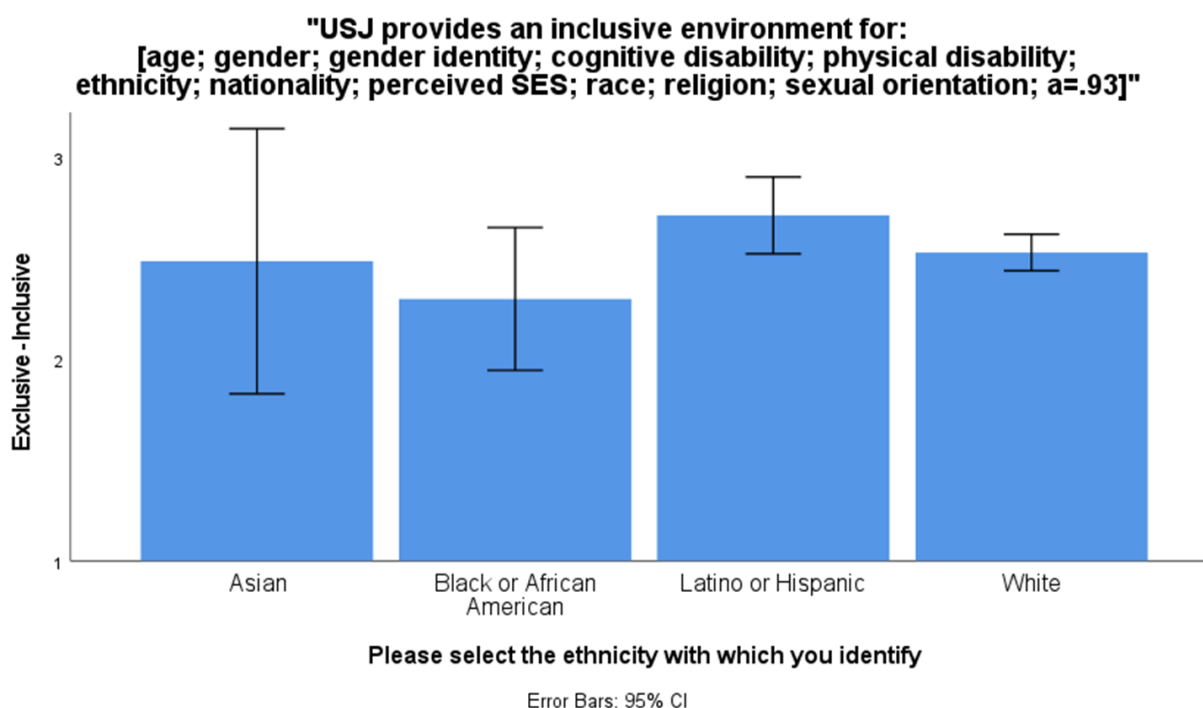
How well is USJ fostering an inclusive environment? To assess USJ community members' experiences of inclusion on campus, we used Climate Survey measures of perceived inclusion, engagement with diversity, feeling respected, and personal experiences of exclusionary behavior.

Experiences of Inclusion

To measure perceived inclusion, the Climate Survey asked respondents whether “USJ provides an inclusive environment for: [age]; [gender]; [gender identity]; [cognitive disability]; [physical disability]; [ethnicity]; [nationality]; [perceived socioeconomic status]; [race]; [religion]; and [sexual orientation]”. Respondents rated inclusivity on a scale of 1 (exclusive) to 3 (inclusive). These eleven items showed high internal consistency ($\alpha=.93$) and were averaged to form a composite measure of perceived inclusion.

White and Latine or Hispanic community members perceived slightly higher levels of inclusion than did Asian or Asian-American and Black or African-American community members (Figure 19).

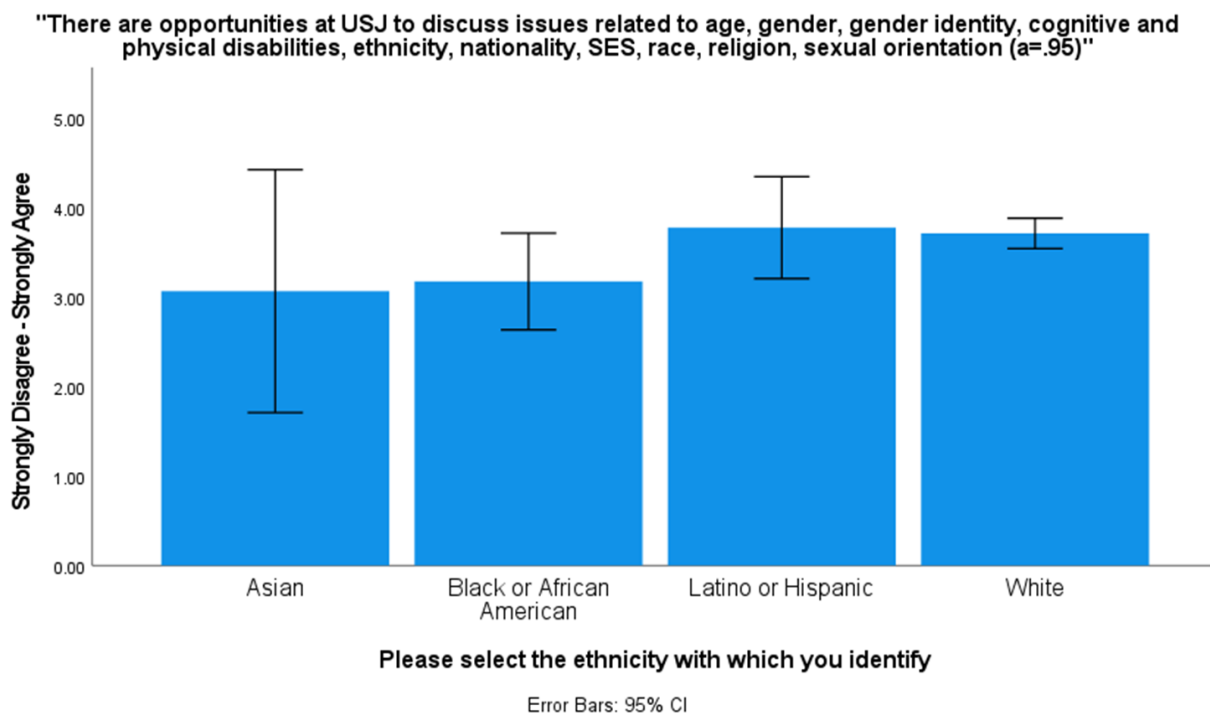
Figure 19. White and Latine community members experience relatively higher levels of inclusion than do members of other groups. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



To measure perceived community engagement with diversity, the Climate Survey asked respondents about their agreement with the statements: “There are opportunities at USJ to discuss issues related to: [age]; [gender]; [gender identity]; [cognitive disability]; [physical disability]; [ethnicity]; [nationality]; [perceived socioeconomic status]; [race]; [religion]; and [sexual orientation]” (Figure 22). Respondents rated their agreement with these statements on a scale of 1 (strongly disagree) to 5 (strongly agree). These eleven items showed high internal consistency ($\alpha=.95$) and were averaged to form a composite measure of perceived community engagement with diversity.

White and Latine or Hispanic community members reported experiencing more opportunities to engage with diversity, compared to Asian or Asian-American and Black or African-American community members (Figure 20).

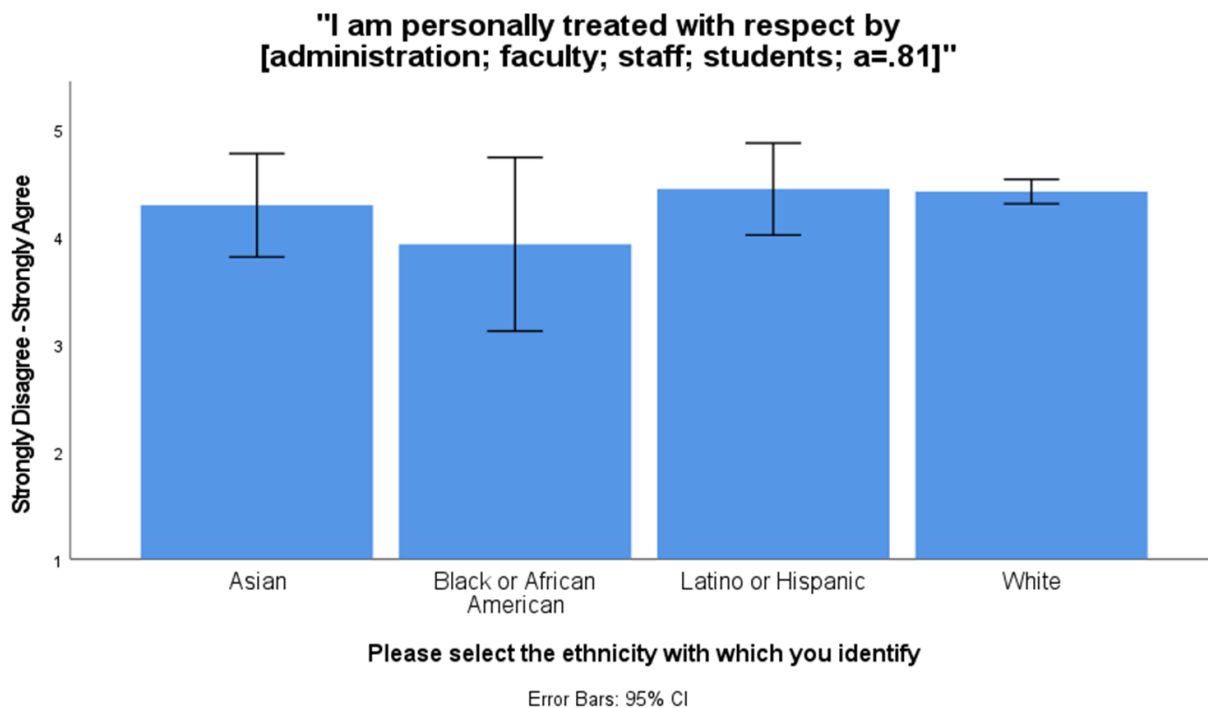
Figure 20. White and Latine community members report higher levels of community engagement with diversity than do members of other groups. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



To measure how respected community members feel on campus, the Climate Survey asked respondents about their agreement with the statements: “I am personally treated with respect by: [administration]; [faculty]; [staff]; and [students]”. Respondents rated their agreement with these statements on a scale of 1 (strongly disagree) to 5 (strongly agree). These four items showed high internal consistency ($\alpha=.81$) and were averaged to form a composite measure of feeling respected.

Members of all groups felt respected above the midpoint of the scale, with White, Latine or Hispanic, and Asian or Asian-American community members feeling slightly more respected than Black or African-American community members (Figure 21).

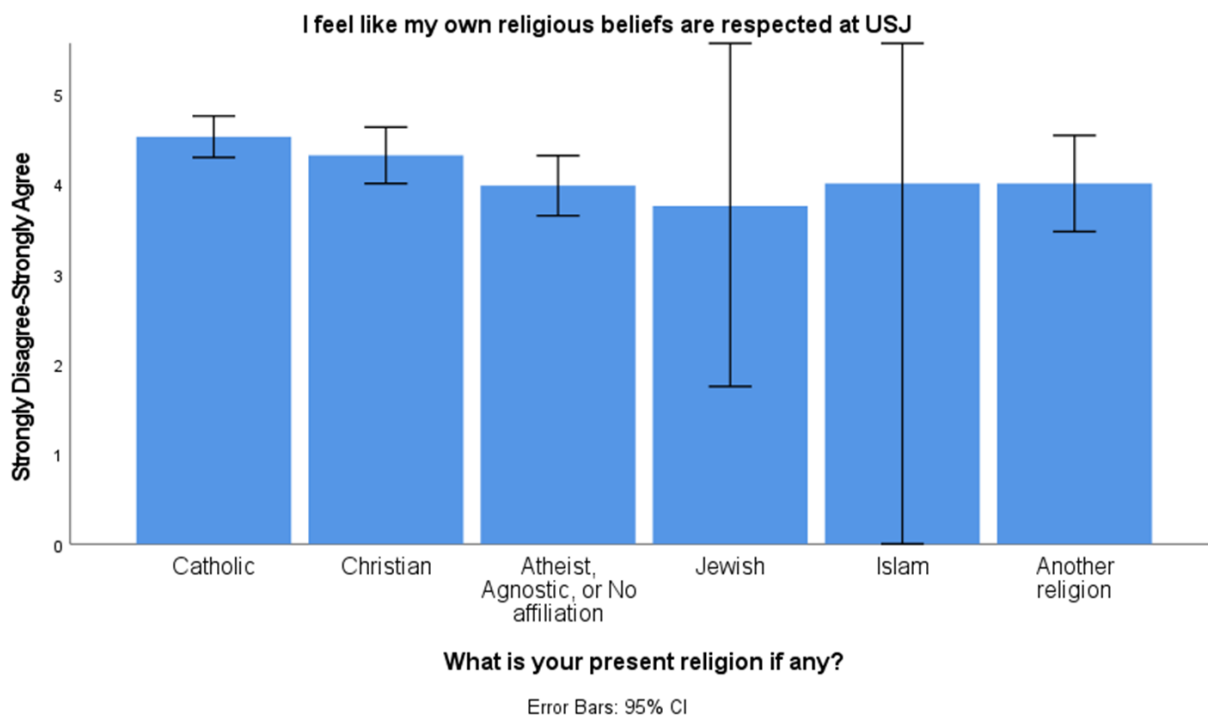
Figure 21. White, Latine, and Asian community members feel more respected than Black community members. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



The Climate Survey also asked respondents to what extent they feel like their own religious beliefs are respected at USJ, on a scale of 1 (strongly disagree) to 5 (strongly agree) (Figure 24).

Feeling respected varied by respondents' religious identity, with Catholic and Christian community members reporting their religious beliefs were slightly more respected than Atheist/Agnostic/Unaffiliated community members, Jewish community members, Muslim community members, or community members with another religious identity (Figure 22).

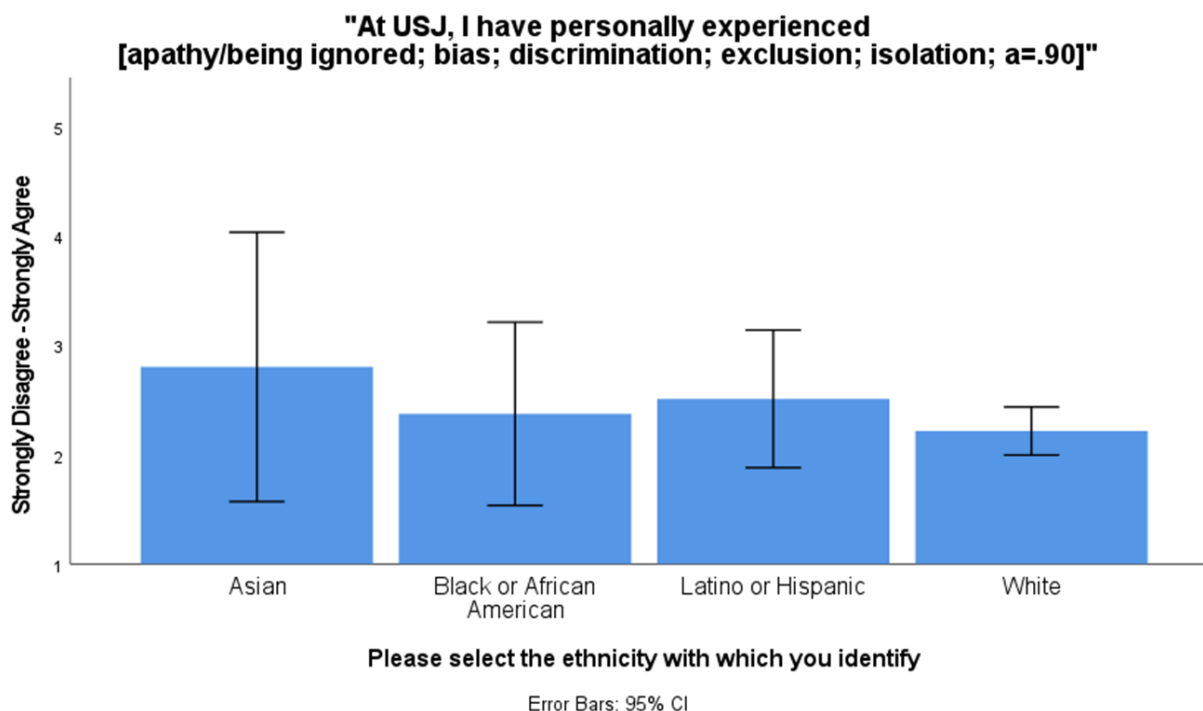
Figure 22. Feeling respected also varies by community members' religious identity. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



Lastly, the Climate Survey asked respondents about experiences of apathy, bias, discrimination, exclusion, and isolation, all experiences that contribute to a non-inclusive environment (Figure 25). Respondents rated their agreement that they had personally experienced these behaviors, on a scale of 1 (strongly disagree) to 5 (strongly agree). These five items showed high internal consistency ($\alpha=.90$) and were averaged to form a composite measure of experienced exclusion.

Members of all groups reported relatively low levels of exclusionary experiences, below the scale midpoint, with Asian or Asian-American community members experiencing slightly higher levels of exclusion than Black or African-American, Latine or Hispanic, or White community members (Figure 23). While these levels are relatively low, these exclusionary experiences are important to learn about, to inform efforts to reduce them as much as possible for members of all groups.

Figure 23. Members of all groups have experienced relatively low levels of exclusionary experiences. Error bars represent 95% confidence intervals. Source: 2023 USJ Climate Survey.



Current USJ initiatives to improve inclusion

USJ is working to ensure community members feel a sense of belonging, to strengthen the community's active engagement with diversity, and to improve how the community engages group members for growth opportunities. These initiatives include:

- Programming via Office of Diversity & Inclusion and Student Affairs
- Student Activities: Groups and programming
- Accessibility Office
- Campus Ministry events for diverse faith backgrounds
- Bilingual documents and publications (2023-24)
- Commuter parking, activities, access
- Employee task force on inclusion – fall 2023/ongoing
- Gather information on staff experiences – spring 2024
- Training on mitigating bias – spring 2024

Summary

Living our University Mission and Core values, and working alongside the Sisters of Mercy to eliminate racism and oppression, assessing diversity, equity, and inclusion at USJ is a first step toward enabling all community members to thrive and excel at USJ. In this report, we established a set of measures as an initial assessment of diversity, equity, and inclusion at USJ. These results illustrate several of the University's strengths, as well as opportunities for growth and improvement, beginning with continued research about experiences and outcomes in the campus community.

Assessing experiences of diversity, we found that undergraduate representation of non-White racial and ethnic identity groups, and representation of women, both vary across different academic departments. Across the campus community, survey responses showed that White and Asian or Asian American community members described USJ as more diverse than did Black or African-American and Latine or Hispanic community members – suggesting asymmetric experiences of diversity. White community members also reported feeling more well-represented on campus than did members of other racial and ethnic identity groups, again suggesting different experiences of diversity. These findings do not indicate exclusionary intention, and these patterns may not be unusual, however they do suggest continued attention to community members' experiences, to help ensure community members feel welcome and valued.

Measuring equity in educational outcomes, we analyzed undergraduate retention and graduation rates by students' racial, ethnic, and gender identities, and contexts including involvement in athletics, Pell grant eligibility, and academic department/major. We do find gaps in student retention and graduation by racial/ethnic identity, with White students, especially White women students, continuing to a second year at higher rates than students in other groups, and White and Asian-American students, especially women, graduating at higher rates than students in other groups.

Participation in athletics may help attenuate some of the barriers faced by first-year students, perhaps through social support, structure, and/or connection with campus resources, as suggested by student-athletes' higher retention rates and smaller retention gaps by racial/ethnic identity, compared to non-athletes. In parallel, Pell grant-eligible students continue to a second year at rates higher than non-Pell-eligible students, with smaller retention gaps by racial/ethnic identity. These patterns are not necessarily causal, and learning more about the underlying reasons will require continued research.

Later in college, student-athletes benefit from higher graduation rates than non-athletes, though graduation gaps by racial/ethnic identity emerge for both athletes and non-athletes. Gaps by racial/ethnic identity also emerge for Pell-eligible students by graduation, and non-Pell-eligible students graduate at higher rates overall than do Pell-eligible students, suggesting Pell-eligible students may need more support continuing through the later college years. Gaps in retention and graduation also vary across different academic departments. Looking to experiences of equitable treatment, survey responses showed that White and Latine or Hispanic community members perceived more equitable treatment than did Asian or Asian-American and Black or African-American community members. More research is needed to understand community members' experiences, and learn more about what kinds of barriers students may be facing both early and later in their college careers.

Last, we assessed USJ community members' experiences of inclusion. We found that White and Latine or Hispanic community members perceived both higher levels of inclusion, and more opportunities to engage with diversity, compared to Asian or Asian-American and Black or African-American community

members. We also found that White, Latine or Hispanic, and Asian or Asian-American community members felt more respected on campus than did Black or African-American community members. Feeling respected also varied by respondents' religious identity, with Catholic and Christian community members reporting their religious beliefs were more respected compared to community members with other religious identities. Members of all groups reported relatively low levels of exclusionary experiences, with Asian or Asian-American community members experiencing higher levels of exclusion than members of other groups. It will be important to learn more about these concerning differences, to inform programs or policies to improve experiences of inclusion and engagement with diversity.

Strengths

These analyses, alongside the University's current and planned initiatives to improve diversity, equity, and inclusion, illuminate several strengths. The Sisters of Mercy founded USJ with "a commitment to women" – to create opportunities for women in higher education, when those opportunities were scarce. Nearly a century after founding USJ, the Sisters of Mercy persist in their commitment to equity and social justice – working for racial and gender justice, immigration justice, climate justice, and nonviolence. Aligned with the Sisters of Mercy, USJ is committed to equity and justice – both in eliminating racism and exclusion in community members' experiences and outcomes, and in preparing students for a life of caring service and responding to the needs of society. USJ's commitment is evident in our Mission and Core Values, and reflected in the University's Strategic Plan and current and planned initiatives.

Growth opportunities

These analyses also help to illuminate opportunities for growth. First, the current findings show the need for continued research into specific experiences on campus that may relate to group members' different experiences of diversity and representation, different educational outcomes, and different experiences of inclusion on campus. Understanding specific experiences is critical to informing strategies to improve experiences and outcomes. For example, what factor(s) contribute to student-athletes' higher retention, and can similar supports be provided to non-athletes?

Second, USJ's current and planned initiatives to improve diversity, equity, and inclusion reflect the University's commitment – and more research is needed to assess their results, enabling continued refinement and innovation. Third, more research is needed to learn about experiences and outcomes for additional campus groups and identities, including graduate students, transfer students, employees, first-generation and low-income status, disability status, LGBTQIA+ identities, and intersections with racial, ethnic, and gender identities.

Fourth, as a small university, it can be challenging to gather enough data to assess outcomes and experiences, especially for groups that are relatively small. One approach to address this limitation, used in the current report, is aggregating University records over several years. One limitation of this approach, however, is that including multiple years of student records means including different campus contexts in our analysis. For example, University records in this report include some data from 2016 and 2017, before undergraduate men began enrolling at USJ, so estimates include different campus contexts. Climate Survey response rates have also been lower than ideal. We will aim to shorten future Climate Surveys, which may help increase sample size. These issues require continued consideration.

Last, USJ will need to maintain its commitment and continue to develop actionable approaches and capacity to improve diversity, equity, and inclusion, and continue assessment and reporting to measure and share continued progress.

Conclusion

Aligned with the University Mission, and with the Sisters of Mercy, the University of Saint Joseph is committed to *provid[ing] a rigorous liberal arts and professional education for a diverse student population in an inclusive environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society*. To work toward achieving these important goals, this report establishes a set of measures to assess diversity, equity, and inclusion in our campus community. These measures are a first step, with the intention to spark conversation and ideas, continued research, action, and information sharing.

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Sisters of Mercy, Mercy for Justice. Accessible at: <https://www.sistersofmercy.org/mercy-for-justice/>

US Census Bureau, Connecticut QuickFacts: census.gov/quickfacts/fact/table/CT/PST045222

NSSE 2023 Frequencies and Statistical Comparisons
University of Saint Joseph

First-Year Students

First-Year Students		Frequency Distributions ^a										Statistical Comparisons ^b					
		Your first-year students compared with															
		USJ		New England Private		Carnegie Class		NSSE 2022 & 2023		USJ		New England Private		Carnegie Class		NSSE 2022 & 2023	
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e

First Year Students

12. About how many of your courses at this institution have included a community-based project (service-learning)?

servcourse	1	None	2	6	4,018	51	16,756	48	73,542	48	2.2	▲	1.6 ***	.89	1.7 ***	.73	1.6 ***	.77
	2	Some	23	74	2,994	40	15,504	41	65,432	41								
	3	Most	4	14	581	7	3,203	8	12,583	8								
	4	All	1	6	119	1	868	3	3,195	2								
	Total	30	100	7,712	100	36,331	100	154,752	100									

Seniors

12. About how many of your courses at this institution have included a community-based project (service-learning)?

servcourse	1	None	3	8	2,555	41	17,456	39	70,574	41							
2	Some	26	78	3,275	50	23,608	47	89,711	47								
3	Most	5	14	553	8	5,503	11	19,025	10								
4	All	0	0	109	2	1,555	3	5,089	3								
	Total	34	100	6,492	100	48,122	100	184,399	100								

NSSE 2023 Frequencies and Statistical Comparisons
University of Saint Joseph

First-Year Students

First-Year Students				Frequency Distributions ^a										Statistical Comparisons ^b							
														Your first-year students compared with							
				USJ		New England Private		Carnegie Class		NSSE 2022 & 2023		USJ		New England Private		Carnegie Class		NSSE 2022 & 2023			
Item wording or description	Variable name ^c	Values ^d	Response options	Count	%	Count	%	Count	%	Count	%	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e		
c. Doing community service or volunteer work	Intservicelhrs (Recorded version of Intservice created by NSSE. Values are estimated number of hours per week.)	0	0 hrs	12	36	5,287	69	23,221	65	97,188	64	3.3	1.9	.33	2.3	.20	2.2				
		3	1-5 hrs	14	44	1,610	22	8,343	23	38,414	24										
		8	6-10 hrs	3	15	313	4	2,037	6	7,952	5										
		13	11-15 hrs	1	6	175	2	957	3	4,178	3										
		18	16-20 hrs	0	0	105	1	542	2	2,176	2										
		23	21-25 hrs	0	0	72	1	257	1	1,238	1										
		28	26-30 hrs	0	0	15	0	100	0	347	0										
		33	More than 30 hrs	0	0	18	0	192	1	619	0										
Total				30	100	7,595	100	35,649	100	152,112	100										

NSSE 2023 Frequencies and Statistical Comparisons
University of Saint Joseph

Seniors

Item wording or description		Variable name ^c		Frequency Distributions ^a										Statistical Comparisons ^b							
				USJ		New England Private		Carnegie Class		NSSE 2022 & 2023		Your seniors compared with									
												USJ		New England Private		Carnegie Class		NSSE 2022 & 2023			
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e			
c. Doing community service or volunteer work	tmsservicehrs	0	0 hrs	17	47	3,919	61	27,026	58	100,801	56	3.8	2.5	.27	3.0	.15	2.9	.16			
	(Recorded version of Inservice created by NSSE.	3	1-5 hrs	10	32	1,711	27	12,793	26	53,060	28										
	Values are estimated number of hours per week.)	8	6-10 hrs	2	6	382	6	3,513	7	13,300	7										
		13	11-15 hrs	3	7	204	3	1,751	4	6,749	4										
		18	16-20 hrs	2	8	109	2	1,083	2	3,785	2										
		23	21-25 hrs	0	0	56	1	481	1	1,786	1										
		28	26-30 hrs	0	0	21	0	251	1	838	0										
		33	More than 30 hrs	0	0	43	1	468	1	1,583	1										
		Total	34	100	6,445	100	47,366	100	181,902	100											

University of Saint Joseph
Board Retreat
June 12, 2019



UNIVERSITY OF SAINT JOSEPH
CONNECTICUT

1

Campus Updates

- Facilities
- Enrollment
- Staff and faculty hires and retirements
- Program updates
- Budget update
- Gala



2

“These Millennials Got New Roommates. They’re Nuns”

Bowles. N. (2019, May 31). These Millennials Got New Roommates. They’re Nuns: A project called Nuns and Nones moved religion-free millennials into a convent. *New York Times*. Retrieved from <https://www.nytimes.com/2019/05/31/style/millennial-nuns-spiritual-quest.html>.

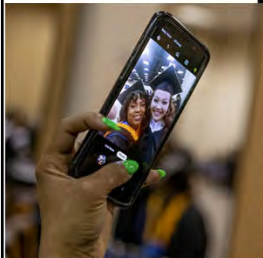
- “The sisters began to see that the millennials wanted a road map for life and ritual, rather than a belief system. On one of the first nights, Sister Judy Carle said, one of the young people casually asked the sisters, “So, what’s your spiritual practice?” ... “That’s the first question, not, ‘What do you believe?’” she said, noting that throughout history, the specifics of belief were so important that people fought wars about it. ... “So many of the millennials would say, ‘I’m looking for rituals...”
- “Mr. Muller said another benefit for young activists is to learn to avoid burnout by studying the sisters, who have made social change a lifestyle. “The call itself is very similar,” Mr. Muller said. “The sisters have been doing radical social justice work for forever.”



3

Mission Integration Discussion

Facilitated by Beth Barton



4

SJC Mission Effectiveness Committee

The Mission Effectiveness Committee of the Board of Trustees is responsible for ensuring that the mission is a basis for planning, decision-making, and action within the College community. The Committee will:

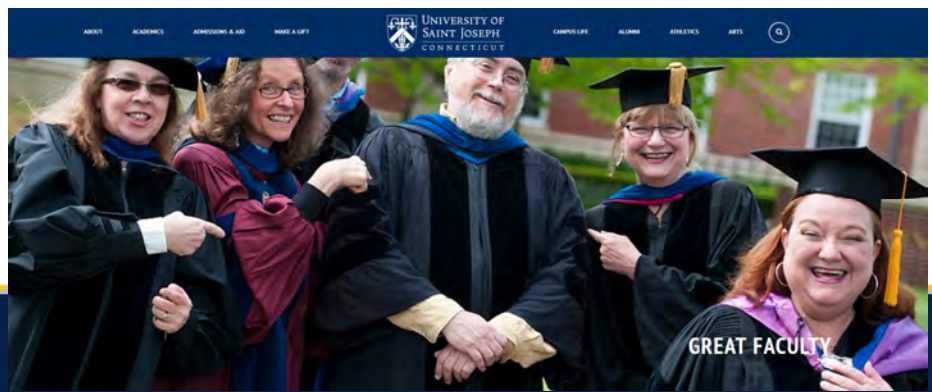
- Develop and maintain an action plan for mission integration on an annual basis;
- Involve the College community in the development of statements that elaborate on important aspects of the mission;
- Develop strategies to keep the mission statement a meaningful document; and
- Provide the mission reflections for each Board meeting.



5

Follow-up to Executive Session Discussion from May Board meeting

- Issues raised
- Faculty salaries
- Strategies to promote faculty morale



6