



# PREPARING PEOPLE OF THE WORLD - FOR THE WORLD

Strategic Plan 2022 - 2027



**ST. JEROME'S  
UNIVERSITY**  
*Federated with the University of Waterloo*

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(\*Credit: Title of Strategic Plan by St. John Henry Cardinal Newman)

# LAND ACKNOWLEDGEMENT

**We acknowledge, with respect, that St. Jerome's University and the University of Waterloo reside and operate on the traditional territory of the Attawandaron, Anishinaabeg, and Haudenosaunee peoples.**

Our University is situated on the Haldimand Tract, the land Frederick Haldimand granted to the Haudenosaunee of the Six Nations of the Grand River in 1784 that includes 10 kilometers on both sides of the Grand River and extends from its source to Lake Erie.

We give thanks for the privilege to work and live on this land, and we are committed to building respectful relationships with Indigenous people and communities, to enhance our knowledge, and learn how we can have an active role in reconciliation.



## OBJECTIVES

- To advance learning and disseminate knowledge in a manner consistent with Roman Catholic tradition and the honest pursuit of wisdom and understanding; and
- To encourage the intellectual, spiritual, social, moral, and personal development of the members of the University community and the betterment of society consistent with the ideals of the contemporary Roman Catholic Church.

## MISSION

St. Jerome's University is a public Roman Catholic university federated with the University of Waterloo and historically associated with the educational vision of the Congregation of the Resurrection. We are committed to learning and academic excellence; the gospel values of love, truth, and justice; and the formation of leaders for the service of the community and the Church. In all of our activities and practices, St. Jerome's University functions within the context of the Roman Catholic tradition and the principles of academic freedom.

## VISION

At St. Jerome's University we steward each student's unique talents, nurture their ability to think critically, and inspire them to become life-long learners who seek knowledge and truth, act with compassion, and advocate for human dignity for all. We educate our students to become informed, courageous citizens who have the humility to work together for the common good and the courage to lead by example to build a more just society.

## VALUES

- The Gospel values of love, truth, and justice
- Enthusiasm for learning and discovery in the pursuit of truth
- Collegial, compassionate leadership
- Respect for human dignity, liberty and diversity
- Inclusion and collaboration in working with others

# A MESSAGE FROM THE PRESIDENT

**The first members of the Congregation of the Resurrection who founded St. Jerome's understood the value of planning and preparation to realizing their goal to provide secondary and tertiary Catholic education in this part of pre-Confederation Ontario.**

Here, inspired by his students' "enthusiasm for the truth", Fr. Louis Funcken laid the foundation for St. Jerome's University with his plans for a college program that combined service to others with the rigorous academic study and critical inquiry that are hallmarks of the Catholic Intellectual and Liberal Arts Traditions. Federation to the new University of Waterloo, followed by the arrival of the School Sisters of Notre Dame added to this a powerful commitment to the higher education of women and

helped to refine the University's mission commitment to learning and academic excellence, to the Gospel values of love, truth, and social justice and to the formation of leaders for service to the community and the Church. It is a mission that has now left its mark on generations of St. Jerome's graduates.

Grounded on the firm foundation of this mission, and on the importance of planning and preparation, St. Jerome's now looks to its future. This Strategic Plan, which will guide us in an

age of many uncertainties, asks us to consider the importance of change as it will be essential to defining *how* St. Jerome's will be a Catholic university. Our students today grapple with many of the challenges of social injustice left to them by previous generations, including the increasing gap between rich and poor, the importance of equity, diversity and inclusion, justice and reconciliation for Indigenous people, and sustainability and its implications for the very future of our planet.

They are in search of authenticity and community, and of something to believe in and to be a part of in a time characterized by self-interest, polarizing political divisions, and an endemic distrust of leaders and institutions. If we are to serve our mission today, we must do so with an openness to meeting our students 'where they are'. To this end, we can take inspiration from the Church's emphasis on *Synodality* - the process of walking together rooted in the spirit of the Second Vatican Council. This calls on us to see the importance of encounter and dialogue to making changes that will be meaningful and lasting.

In this way, we are committed to Integral Human Development (IHD), an important aspect of Catholic social doctrine focused on preparing leaders who are conscious of the diversity, complexity and richness of the human experience and are formed here to contribute thoughtfully, creatively and positively to the common good of society. IHD also emphasizes how we relate to and think about others, rooted in the importance of vocation - the understanding that each of us has a calling, which attaches meaning and purpose to what we do.

IHD underlines the importance of the

goal resting at the very centre of this Strategic Plan, our desire to become Canada's premier Catholic undergraduate university. In this way we know that we bring to our valued federation to the University of Waterloo the desire not to

'fit in' but to 'stand out' by understanding the importance of education and human formation together, we seek to bring a Catholic-Christian view of human anthropology to our students, regardless of their background, that emphasizes



the importance of their education in the context of a world that desperately needs leaders of vision, conscience and service.

The plan's first priority underlines St. Jerome's reason for being – its Catholic mission and identity. St. John Henry Cardinal Newman declared the proper work of a university was to “prepare people of the world, for the world.” For Catholic universities this has always meant attending to the needs of the ‘whole person’ through education and formation. As a model for Catholic universities and colleges that exist in federated or affiliated relationships with public university partners, we seek to bring the best of this mission and identity to the life of the University of Waterloo. In this context, St. Jerome's will *not* define itself by the number of Catholics we count among our faculty, staff and students, but we *will* be a university that is animated and informed by a living Catholic tradition and a mission that is shared in by all members of its community, regardless of their religious or non-religious beliefs.

Our desire to foster an outstanding culture of research and learning is also connected to our commitment to advancing the common good of society. We seek to do

this by nurturing a scholarly community that will bring thought leadership to addressing the challenges of the times, and by educating and forming students to become leaders of conscience who will think critically and act ethically. In keeping with our commitment to students as ‘whole persons’, we emphasize the importance of learning as a complex phenomenon that also takes place in our programs of service and experiential learning, in academic advising and counselling, in campus ministry, in our residence life, and in the other forms of community we celebrate here. Motivated by the pursuit of truth that is fundamental to the Catholic Intellectual Tradition, and by our confidence in the compatibility of faith and reason, the “two wings on which the spirit rises to contemplation of the truth” (*Fides et ratio*, 1998), St. Jerome's is committed to freedom of expression and to the protection of academic freedom. Academic freedom also has a special importance for our Catholic character and identity, which demands that we support our faculty in their “lawful freedom of enquiry and of thought, and of freedom to express their minds humbly and courageously about those matters in which they enjoy competence” (*Ex corde*

*Ecclesia*, 1991).

Building an equitable, diverse, inclusive and just community is a natural expression of St. Jerome's mission identity. Essential to this is the understanding that “God is no respecter of persons” (Acts 10:34) and that every human being possesses an inalienable dignity that must be respected regardless of our diversities. We are committed to the importance of dialogue and to creating what Pope Francis has referred to as a “culture of encounter” to overcome the blindness that has allowed structural barriers to full inclusion in our community, and to our responsibility as a Catholic university to Reconciliation with Indigenous people. Aligned with our commitment to the education and formation of leaders, we see the ideal community as a place that nurtures and attends to the intellectual development of students, as well as to their physical, mental and spiritual health. In this way we will create opportunities for students to “learn to be themselves without constraint,” and thereby to discover their calling and purpose. For young people at the start of their life journeys, these underscore the difference between making a living and making a life.





Finally, in his social encyclical *Laudato si* which addresses “care for our common home”, Pope Francis warns that “[t]he time has come to pay renewed attention to reality and the limits it imposes; this in turn is the condition for a more sound and fruitful development of individuals and society.” This speaks poignantly to the importance of sustainability, in its broadest sense, that runs across all aspects of St. Jerome’s mission. In its most immediate sense, this includes the understanding that all members of our community, who value the privilege of working, studying, teaching and researching here, share in ensuring the University’s future by participating in the responsible stewardship of its mission, vision, and assets. The importance of sustainability also extends to nurturing our federated relationship with the University of Waterloo, through which St. Jerome’s receives its public financial support and serves its diverse educational mission, and to relationship-building across the broad spectrum of networks and partners who help contribute to building our reputation and our visibility, both locally and abroad. That St. Jerome’s both needs and is worthy of support from donors to address its differentiated mission at the University of Waterloo underlines the importance of creating a culture of philanthropy

here that will make a compelling case to a variety of existing and potential donors, Catholic and otherwise. In its broadest sense, we see sustainability in the context of St. Jerome’s commitment to ethical investment strategies, as well as to ensuring the future of the planet through our prioritization of renewal, re-use and recycling, and where possible, through our use of renewable sources of energy.

The Strategic Plan for St. Jerome’s University in the University of Waterloo (2022-2027) is truly the ‘work of many hands.’ I want to offer my sincere thanks to the members of the Steering Committee who have guided its work, including Michael Pautler (Board Chair), Mary Ellen Cullen (Past Chair), Jane Nicholas and Ryan Devitt (Academic and Contract Academic Staff Representatives), Cristina Vanin (Interim Vice President Academic and Dean) Carol Ann MacGregor (Vice President Academic and Dean), Sue Brubacher (Registrar), and Katrina Kaczala and Tracy MacDonald (Staff Representatives). We also received valuable feedback and responses from many members of our internal and external communities through surveys and community presentations. Input from alumni, board members, faculty, staff,

and students has made this plan much stronger.

In the hope that this Strategic Plan will guide all in our community to find renewed focus and purpose in their work, its effective execution will also need to be the work of many hands. It will require a plan of accountability that will define success and routinely update stakeholders on progress towards our ambitious shared goals that build institutional data infrastructure and rely on best practices in measurement. While this Strategic Plan addresses these specific priorities within the scope of the next five years, its aim is much larger. It proposes a renewal of its identity to emphasize the breadth of its Catholic mission to all, regardless of background, and thereby to service to the common good of society. As the University of Waterloo looks to its one hundredth anniversary in 2057, this plan positions St. Jerome’s University to bring to its federation a renewed commitment to its mission and identity that will strengthen and embolden both universities in the years to come.

# A BRIEF HISTORY

**Members of a new religious Order, the Congregation of the Resurrection, arrived in the town of St. Agatha in Wilmot Township in 1857 to serve the largely German-speaking Catholic population living on the Haldimand Tract in Canada West (modern-day southwestern Ontario), land granted to the Six Nations and the traditional territories of the Anishnaabeg and Haudenosaunee Indigenous peoples.**

It was here that Fr. Louis Funcken, focused on the mission of his Order to bring about the resurrection of society, founded St. Jerome's College in 1865. Quickly outgrowing its first log cabin school, the next year, Funcken relocated St. Jerome's two miles east to a building on Duke Street in the nearby Village of Berlin and secured its first Act of Incorporation, which prescribed its role in "the education of youth in the usual branches of a Collegiate Education".

During these early years, St. Jerome's attracted a diverse student body, including German and Irish Catholics as well as those from other Christian denominations. Inspired by his

students' "enthusiasm for the truth", Funcken further clarified St. Jerome's mission to "educate young men in the spirit of Christianity; to prepare them for higher professional studies in Seminaries and Universities, and to qualify them for commercial life". With the creation of separate high school and college divisions, Funcken laid the foundation for the future work of a Catholic university with his development of a four-year classical program in the liberal arts (leading to university studies or preparation for the priesthood), and a two-year commercial studies program. With time, both the high school and the college established St. Jerome's as an educational bastion, shaping the lives of countless civic, social,

industrial and religious leaders who would go on to transform the region during the first half of the next century.

The next significant turning point in St. Jerome's history occurred in the aftermath of the Second World War. Returning veterans served as a catalyst to the expansion of postsecondary education in Ontario, inspiring a St. Jerome's graduate, Joseph Ryan, the Bishop of Hamilton, to pursue the idea of an independent Catholic liberal arts university for his diocese. This led the Resurrectionists to sign an affiliation agreement in



1947 with the University of Ottawa, administered by the Oblates of Mary Immaculate (OMI), permitting St. Jerome's College to offer its first university degree programs. The arrangement was the most recent example of what has become the distinctive feature of Canadian Catholic higher education: universities and colleges federated or affiliated with public universities. These include: the University of St. Michael's College in the University of Toronto (1910), Assumption College and the University of Western Ontario (1919), Brescia (formerly Ursuline College) and the University of Western Ontario (1919), St. Peter's Seminary and the University of Western Ontario (1923), St. Joseph's College and the University of Alberta (1926), St. Peter's College and the University of Saskatchewan (1926), St. Paul's College and the University of Manitoba (1931), St. Thomas More College in the University of Saskatchewan (1936), King's University College and the University of Western Ontario (1954), St. Mark's College and the University of British Columbia (1956), the University of St. Jerome's College in the University of Waterloo (1960), Assumption University in the University of Windsor (1962), St. Augustine's Seminary and the University of Ottawa (1962), Université St. Paul in the University of Ottawa (1965) and the University of St. Michael's College, Regis College and St. Augustine's Seminary and the University of Toronto (graduate theological), 1970.

With this new agreement, steps were taken to separate the high school, which remained at the

Duke Street location, and the college, which opened a new campus in 1953 at Kingsdale, a site purchased by the Resurrectionists on the eastern boundary of Kitchener. This new St. Jerome's College included academic and residence buildings to serve degree students, those in the pre-seminary program, and for the first time, women. With the continued expansion of Ontario's higher education sector during the 1950s, St. Jerome's also became a founding partner in a new venture: the University of Waterloo. In 1956 Fr. Cornelius Siegfried, CR, Rector of St. Jerome's College, joined a group from nearby Waterloo College, the Waterloo Associated Faculties and a consortium of business and industrial leaders to propose a new provincial university that would serve as a centre for learning, innovation and entrepreneurship in the applied sciences. Following the formal creation of the University of Waterloo the next year, St. Jerome's received a new Act of Incorporation from the province in 1959, recognizing it as the University of St. Jerome's College. On July 1, 1960, St. Jerome's formally ended its affiliation with the University of Ottawa when it signed Articles of Federation as the founding university partner of the University of Waterloo.

University federation changed St. Jerome's arc in higher education in important ways. Firstly, it was now able to receive funding to offer a variety of general arts and mathematics courses at the University. Secondly, St. Jerome's agreed to hold its degree-granting authority in abeyance, to allow its graduates to receive University of Waterloo degrees. Thirdly, St. Jerome's, as well as three newly affiliated denominational university colleges, Renison (Anglican), St. Paul's (United Church) and Conrad Grebel (Mennonite), were given properties on the campus of the new University. It was here that the new St. Jerome's College, including administrative, academic and residence buildings, opened on its current site 'across the creek' from the University in 1962. That year the Resurrectionists were also joined by the School Sisters of Notre Dame (SSND) who, led by Sister Leon White, the first Director of Notre Dame College women's residence, Dean of Women and Associate Professor of English, pioneered the education of women at the University of Waterloo.

From the outset of its relationship with Waterloo the Resurrectionists and School Sisters, joined by increasing numbers of lay faculty and staff, embraced

St. Jerome's mission to educate and form students for service to the Church and the world. Together they offered students a unique community experience at the University of Waterloo, characterized by smaller classes, accessible, teaching-focused faculty, as well as programs in campus ministry, residence life, service-learning and leadership development. Over time, St. Jerome's also became home to other important programs, including the Lectures in Catholic Experience, featuring scholars, activists and social leaders addressing the critical issues of the age. Entrenching its place as the Catholic centre of the University, the Resurrectionists also encouraged the development of a robust Campus Worship Community, which served the broader Catholic community of the Waterloo and its hinterland and made St. Jerome's the spiritual and Sacramental home for generations of Kitchener-Waterloo families.

2014 the St. Jerome's Board turned its attention to the renewal of the University's fifty-year-old buildings and infrastructure, approving a \$47 Million campus redevelopment project. This included the renovation of Notre Dame College, renamed Sweeney Hall, to







University of Waterloo Library. Special Collections & Archives. Kitchener-Waterloo Record Photographic Negative Collection. 61-1434\_002. University of Waterloo department is checked by (left to right) M.R. Good, chairman of Conrad Grebel College; Ross Morrison, chairman of St. Paul's United College; Dr. J.G. Hagey, university president; Rev. C.L. Siegfried, president of St. Jerome's College, and Dr. Wyn Rees, principal of Renison College

provide 23,000-square-feet of office, research, and meeting spaces to support our full-time and contract academic staff. Changes to Siegfried Hall at the southeast entrance to the campus included the Fr. Bob Liddy, CR Spirituality Centre, a Multi-Faith Centre adjacent to the new Notre Dame Chapel, which honours the many contributions of the SSND to St. Jerome's, as well as modernized classrooms and a new library. New construction included a 28,000-square-foot Academic Centre and the Siegfried Hall and Ryan Hall residence buildings which, along with renovations to the J.R. Finn Building, allow St. Jerome's to offer accommodations to nearly four hundred students per semester. In December 2022, the Congregation of the Resurrection, who continue to be represented on the SJU Board of Governors by their Provincial Superior, gifted their last building on the SJU campus, Louis Hall, to the University.

The period of the 1980s marked yet another period of changes at St. Jerome's, aligning it with important developments in both the Church and the world. The election of J. Frank Clifford as the first layperson to serve as Chair of the Board in 1984, anticipated new amendments to St. Jerome's Act of Incorporation in 1988, including that (i) the Bishop of the

Diocese of Hamilton was no longer the presumed Chancellor of the College and (ii) the President was no longer required to be a member of the Congregation of the Resurrection. With the retirement of the last Resurrectionist president, Rev. Norman Choate CR, in 1989, Dr. Douglas Letson became St. Jerome's first lay President, followed in 1991 by the appointment of John R. Sweeney as the College's first lay Chancellor. In 2000 the passage of a Consolidated Act of Incorporation established the current structure of its Board of Governors and formally changed the institution's name to St. Jerome's University, clarifying its status as a founding university partner in the creation of the University of Waterloo.

Today, grounded in our nearly 160-year history and animated by the charisms of our founders, St. Jerome's is a vibrant, mission-driven, federated Catholic university community at the University of Waterloo. We are a full member of Universities Canada (UC), "the voice of Canadian universities, at home and abroad", the Association of Catholic Colleges and Universities (ACCU), the International Federation of Catholic Universities (IFCU) and a founding member of the Association of Catholic Colleges and Universities of Canada (ACCUC). With this

new Strategic plan, we look forward to an exciting future in which we will continue to encourage an "enthusiasm for the truth" in our students, and to realizing St. Jerome's goal to become Canada's premier Catholic undergraduate university.

*(\*Credit Kenneth McLaughlin, Gerald Stortz and James Wahl, CR, Enthusiasm for the Truth – An Illustrated History of St. Jerome's University, 2002)*

# HIGHLIGHTS

## Founding of St. Jerome's College

In January, founded by Fr. Louis Funcken of the Congregation of the Resurrection. In July named College of St. Jerome.

1865

## Act of Incorporation

The College of St. Jerome's was granted an Act of Incorporation "for the education of youth in the usual branches of a Collegiate Education" and moved to the village of Berlin.

1866

## University of St. Jerome's College

The new Act of Incorporation changed the name to the University of St. Jerome's College.

1959

## Federation with the University of Waterloo

In June, Federation with the University of Waterloo was completed, with the University of St. Jerome's College identified as the founding college of the University of Waterloo.

1960

## New home at the University of Waterloo

A new College administration and academic building, as well as a men's residence, were opened; the School Sisters of Notre Dame established a women's residence (Notre Dame College), which existed at the institution until 1996.

1962

## Modernizing St. Jerome's Governance

A new Act of Incorporation introduced two noteworthy changes: someone other than the diocesan bishop was eligible to serve as Chancellor and the elimination of the requirement that the president be a member of the Congregation of the Resurrection.

1988

## Consolidated Act of Incorporation

In December, the province granted the Consolidated Act of Incorporation for St. Jerome's University, which established the current composition of the Board and officially changed the name to St. Jerome's University.

2000

## Introduction of first Graduate Program

Launched the Master's of Catholic Thought, the first graduate studies program.

2005

## Campus Renewal

(Started in 2014)  
Completion of the campus renewal project, included the new Ryan Hall and Siegfried Hall Residence Buildings, the new Academic Centre, renovations of Sweeney Hall, the Community Centre, the J.R. Finn Building, and Notre Dame Chapel, as well as a complete renovation and expansion of the Library.

2014 - 2020

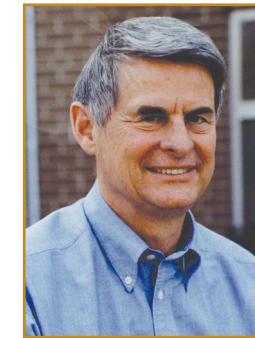
## Launch of the new Strategic and Academic Plans

Launch of 2022 - 2027 Strategic Plan and the launch of 2023 - 2026 Academic Plan.

2022 - 2023



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# STRATEGIC PRIORITIES

**Fr. Louis Funcken**

*This memorial to Fr. Louis Funcken, who founded St. Jerome's College in 1865, was unveiled in 1907 by the Alumni of St. Jerome's College at the laying of the cornerstone of the new SJU building in Berlin (now Kitchener). The statue originally located on the site of St. Jerome's College was commissioned in 1903 and designed by the Italian sculptor, Raphael Zaccagnini. It depicts Fr. Funcken in traditional religious habit holding an open book teaching a young St. Jerome student, Reinhold Lang.*

The text reads:  
LOUIS FUNCKEN, C.R., D.D. FOUNDER OF ST. JEROME'S COLLEGE ERECTED BY THE GRATEFUL ALUMNI A.D. 1907

**GOAL:** To become Canada's premier Catholic undergraduate university, committed to outstanding student experiences of education and Integral Human Development.

**CATHOLIC MISSION & IDENTITY**

Strengthen our understanding and appreciation of our Catholic mission and identity

**ACADEMIC EXCELLENCE**

Guided by our commitment to academic freedom, foster an outstanding culture of research and learning that inspires commitment to the common good

**WELLNESS & COMMUNITY-BUILDING**

Build an equitable, diverse, inclusive and just community

**SUSTAINABLE FUTURE**

Pursue a sustainable future



## CATHOLIC MISSION & IDENTITY

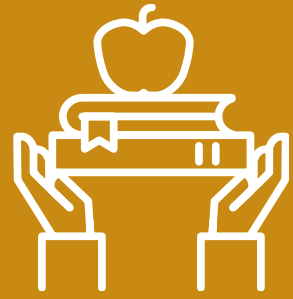
Build support for and alignment with our Catholic Mission and identity.

Demonstrate that a commitment to social justice, equity, diversity, inclusion and reconciliation is an integral expression of our faith tradition.



## OBJECTIVES

- ◆ Provide opportunities for faculty, staff and students to understand the importance of the Catholic Intellectual Tradition and modern Catholic thought to realizing St. Jerome's Mission, Vision and Values.
- ◆ Engage in dialogue with the University of Waterloo about the unique role and value of St. Jerome's as a Catholic university partner.
- ◆ Develop compelling ways of articulating that the dignity of all human beings is central to our mission and faith tradition.
- ◆ Work with Indigenous communities to advance our commitment to reconciliation.



# ACADEMIC EXCELLENCE

Champion the value and importance of mission-driven education in the humanities and social sciences.

Enrich students' learning experience through distinctive and complementary courses and programs.

Invest in and enhance our compelling faculty research in the humanities and social sciences.

Elevate our reputation for excellence in teaching and learning.



## OBJECTIVES

- ◆ Communicate SJU's role at the University of Waterloo as a centre for exceptional humanities and social science research and education.
- ◆ In partnership with the University of Waterloo, become an exemplary model of best practice in federated and affiliated university college relations.
- ◆ Develop an innovative and attractive Academic Plan for the University that accentuates our course and program offerings, their content and delivery.
- ◆ Expand mission and community-oriented experiential service-learning programming.
- ◆ Develop an Academic Plan that leverages and builds upon existing scholarship, research and creative activities to establish SJU as a centre of excellence.
- ◆ Raise the profile of faculty research through a communication plan that works to highlight its quality and significance, and, where possible, its relationship to our mission of service in support of the common good.
- ◆ Recognize, communicate and celebrate the University's commitment to teaching excellence and innovation.



# WELLNESS & COMMUNITY-BUILDING

Address structural injustices and seek to achieve equity at the University.

Foster a strong sense of community for all.



## OBJECTIVES

- ◆ Implement the SJU Equity, Diversity, and Inclusion Action Plan, including its recommendations for curriculum and programming, hiring, board and student recruitment, campus culture and facilities.
- ◆ Engender a culture that values the importance of inclusivity, encounter, dialogue, accompaniment and hospitality.
- ◆ Foster shared purpose at the University among students, staff, faculty, contract academic staff, alumni, board and the community by addressing structural barriers to full and equitable inclusion.
- ◆ Support and promote the wellness and mental health of students, staff, faculty and contract academic staff at the University.



# SUSTAINABLE FUTURE

**Develop strategic relationships that will advance SJU's mission.**

**Achieve growth in enrolment, retention, and engagement in our student and alumni population.**

**Strengthen and demonstrate a mission-driven commitment to caring for the environment.**

**Maintain our commitment to mission by ensuring the ongoing financial health of the University.**



## OBJECTIVES

- ◆ Pursue opportunities for new and strengthened partnership and collaboration with the University of Waterloo, the Affiliated and Federated Institutions of Waterloo (AFIW), Catholic education partners and other community stakeholders.
- ◆ Nurture relationships between SJU departments to advance the University's mission and identity.
- ◆ Grow the number of students who benefit from our distinctive university experience, which is rooted in a commitment to holistic personal formation and development.
- ◆ Increase engagement with upper-year students, recent graduates, and all alumni.
- ◆ Increase awareness and practice of sustainable initiatives, including energy conservation, the use of renewable sources of energy and reduction, responsible investing, and reuse and recycling within our campus planning and facilities management.
- ◆ Increase loyalty and generosity to the University by building a culture of philanthropy that will be attractive to donors and other supporters who understand and align with our vision of inclusive Catholic higher education.
- ◆ Develop and implement a strategy to diversify our revenue sources and manage our resources responsibly.

# APPENDIX

## Strategic Planning Process:

**January 2021:** Obtained the services of Dr. Rebecca Sutherns at Sage Solutions, an independent consulting firm which has facilitated strategic planning for several large non-profits, universities, philanthropic organizations, and various levels of government.

**February 2021:** Assembled the Strategic Plan Steering Committee consisting of members of the senior administration, staff, faculty, contract academic staff, and Board of Governors:

- **Peter Meehan**, President and Vice Chancellor
- **Mary Ellen Cullen**, Chair, Board of Governors, and
- **Michael Pautler**, Board of Governors
- **Cristina Vanin**, Interim Vice President Academic and Dean
- **Carol Ann MacGregor**, Vice President Academic and Dean
- **Mike Gourlay**, Executive Director, Finance and Administration
- **Sue Brubacher**, Director, Enrolment and Upper-Year Transitions
- **Jane Nicholas**, Associate Professor, Department of History
- **Ryan Devitt**, Contract Academic Staff, Department of English
- **Katrina Kaczala**, Executive Assistant, Office of the President
- **Tracy MacDonald**, Operations and Project Coordinator

## Phase 1

### Environmental Scan & Stakeholder Engagement (Winter 2021):

With Dr. Sutherns, the Steering Committee reviewed comparative research to increase the group's understanding of strategic planning within the Canadian university sector, specifically similar-sized and value-based institutions.

The Steering Committee engaged in informal meetings with key stakeholders internal and external to the University to gather information on areas of focus they would like to see within a new strategic plan.

Various key stakeholders were invited to attend one of three 2-hour listening sessions hosted and facilitated by Dr. Sutherns to gather content that helped guide the creation of the Strategic Plan goals and objectives.

Sixty participants joined the listening sessions with attendance consisting of members of the Board of Governors, Senate Council, students, alums, staff, faculty, contract academic staff, and other community members.

Feedback was additionally collected from the Board of Governors through a session facilitated by Dr. Sutherns.



## Phase 2

### Creating the Plan (Winter – Spring 2021):

Considering the insights from community members who provided feedback, the Steering Committee engaged in three 2-hour workshops to develop draft strategic priorities, goals, and objectives.

## Phase 3

### Strategy Validation & Refinement (Spring – Fall 2021):

Using the workshops' strategic priorities, goals, and objectives, the Steering Committee worked in small groups to refine and develop a draft Strategic Plan.

Feedback on the draft Strategic Plan was collected through a community survey and meetings with community stakeholder groups including the Board of Governors, Senate Council, Administrative Leadership Group, SJU Students' Union, and the SJU Assembly.

All feedback was reviewed and taken into consideration in revising and finalizing the Strategic Plan.

## Phase 4

### Roll-out & Progress Tracking (Winter 2022 - 2027):

On April 7, 2022, the final Strategic Plan was approved by the SJU Board of Governors, following which it was presented to the rest of the University community. To track the progress of the Strategic Plan and maintain accountability, the President and University leadership team will deliver regular reports and presentations to the Board and University community, including:

- o A midterm update and final annual report to the Board of Governors regarding the year's progress towards achieving the plan.
- o An Annual General Report to the University's community and partners which will include a review of the previous year.
- o Periodic updates given to various internal community bodies including at the SJU Assembly and Senate Council.



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