



Saint Martin's
UNIVERSITY



STRATEGY ASSESSMENT REPORT

**Presented to the Board of Trustees
by the Strategic Planning Committee and President's Cabinet**

January 3, 2023

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SECTION 1: INTRODUCTION

In Nov. 2022, Saint Martin's University's (SMU) Board of Trustees (BoT) approved a new [Strategic Planning Process \(SPP\)](#) to guide the University forward in support of its mission and plans for the future. Following this process, SMU's Strategic Plan will be written to address a three-year period (June 2023 – May 2026). To achieve the plan, the SPP will follow a Lean, continuous improvement methodology, therefore three distinct phases will be performed annually, with supporting projects scoped and managed on an annual basis to accomplish the three-year objectives.

The SPP phases and respective timing are as follows:

Phase 1: Strategy Assessment (to be completed by Dec. 23, 2022)

Phase 2: Strategy Development (to be completed by May 30, 2023)

Phase 3: Strategy Deployment + Annual Improvement Projects (June 1, 2023 – May 30, 2024)

The Strategic Planning Committee (SPC) plays a critical role in managing the overall SPP and presenting recommendations and status updates to the President's Cabinet and BoT during each phase of the process. The SPC is a small, agile, empowered group composed of co-chairs (University President and Finance leader) and representatives from the BoT, Abbey, staff, faculty, and administration. SPC representatives are responsible for capturing the voices and priorities of their respective constituents and representing them throughout the process. In addition, the co-chairs are responsible for working with Associated Students of Saint Martin's University (ASSMU) leaders to ensure that students' voices and priorities are appropriately folded into the process. The SPC has developed a detailed project plan for phases 1 and 2 (see Appendix A).

SPC members through May 30, 2024

Co-chairs: President JBR; Ellie Sesin (Finance Controller)

Monastic leader: Father Kilian Malvey, O.S.B. (VP, Mission Integration)

Trustee: Tedi Reynolds '71 (Board Member)

Faculty: Dr. Tam Dinh (Faculty Senate President); Dr. Todd Barosky (Core Curriculum Director)

Staff: Nedra Robertson (HR); Abigail "Abby" Kheriaty (Admissions & Staff Welfare Committee)

SPP & Project Coach: Jenn Christiansen (Consultant)

SECTION 2: STRATEGY ASSESSMENT PHASE

Since Nov. 2022, the SPC has been focused on completing the analyses and deliverables required for the Strategy Assessment phase, which includes three elements 1) Annual Review of Strategic Plan Performance, 2) Institutional Self Assessment, and 3) Industry and Market Environment Analysis. These elements challenge us to think broadly and critically, and to consider many factors that impact SMU's performance such as:

- global social and economic dynamics;
- trends in the higher education industry;
- the changing needs of today's students; and
- SMU's performance in this environment.

The Strategy Assessment phase involves reading, understanding, and interpreting a wide range of internal and external sources of insights and data. This year the SPC considered a variety of internal sources including institutional performance data, results from surveys conducted with students, staff and faculty, as well as insights from listening sessions. The list of internal sources can be referenced in Appendix B.

Likewise, the SPC considered a broad range of external sources including macro-economic indicators/reports, global and U.S. social trends, as well as trends specific to higher education and students' changing needs. A list of external sources can be referenced in Appendix C.

SECTION 3: ANNUAL REVIEW OF STRATEGIC PERFORMANCE

Because this is the inaugural year for this process, the first element of the Strategy Assessment – the Annual Review of Strategic Plan Performance – will be limited to validating our Strategic Foundation statements (mission, vision, values, etc.) and high-level Key Performance Indicators (KPIs) related to student outcomes and institutional performance for the prior year. Going forward, this section will include an assessment of the Strategic Plan's Annual Improvement Projects (AIPs) and overall progress toward the three-year objectives.

3.0 Strategic Foundation

As part of our Annual Review of Strategic Plan Performance, the BoT is responsible for validating and approving the statements that define SMU's strategic foundation, which serve as a "true north" to guide us throughout the SPP. SMU's strategic foundation is captured in the following statements.

3.0.1 Founding Traditions

Saint Martin's University is a Catholic, Benedictine, liberal arts institution.

3.0.2 Mission Statement

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of faith, reason, and service. The University honors both the sacredness of the individual and the significance of community in the ongoing journey of becoming.

3.0.3 Vision Statement

We strive for holistic development, collaborative exchange and an integrated approach to teaching and learning as an exemplary Catholic, Benedictine university.

3.0.4 Institutional Themes

Saint Martin's University's institutional themes include Faith, Reason, Service, Community.

3.0.5 Benedictine Charisms

The charisms that guide Saint Martin's University are based on the Benedictine tradition and include:

- a. Awareness of God
- b. Community Living
- c. Dignity of Work
- d. Hospitality
- e. Justice
- f. Listening
- g. Moderation
- h. Peace
- i. Respect for Persons
- j. Stability
- k. Stewardship

3.0.6 Framework for Strategic Priorities

- a. People
- b. Place
- c. Purpose
- d. Performance

3.0.7 Approval of Strategic Foundation

On behalf of the SPC and the PC, President JBR presents these Strategic Foundation statements to the Board of Trustees Chair and the Abbot and requests approval on Section 3 of this report.

Signature: _____

Date: _____

Signature: _____

Date: _____

Signature: _____

Date: _____

3.1 Institutional Key Performance Indicators

As part of our Annual Review of Strategic Plan Performance, the President's Cabinet is responsible for evaluating SMU's KPIs and presenting this information to the BoT as part of the SPP.

Table 1: SMU's Primary Key Performance Indicators (KPIs)

SMU's Primary Key Performance Indicators			
KPI	SMU Results	SMU Target	Industry Benchmark
Financials (FY22 as provided by SMU Business/Finance)	FY22 Result	FY22 Target	Date Noted
Net tuition revenue	\$29.4M	\$29.4M	n/a
Total revenue	\$48.9M	\$37.9M	n/a
Total expenses	\$45.7M	\$38.1M	n/a
Endowment (invested portion)	\$36M	n/a	n/a
Endowment investment returns	-11.8%	n/a	n/a
Gifts, grants and contracts as a % of total revenue	35%	n/a	n/a
Net tuition as a % of total revenue	60%	n/a	n/a
People (As of Dec. 2022 as provided by SMU HR)***			
% of unwanted attrition/employee turnover	n/a	n/a	n/a
# of approved positions open for 4 months or more	5	n/a	n/a
% of ethnically/racially diverse faculty	13%	n/a	n/a
% of ethnically/racially diverse staff	22%	n/a	n/a
% of ethnically/racially diverse administrators	31%	n/a	n/a

*IPEDS 2021 Report with benchmark using custom comparison group of 25 institutions

** [U.S. Department of Education College Scorecard](#) for Saint Martin's University

*** Goals to be established with results tracked and reported going forward

Table 1: SMU's Primary Key Performance Indicators (KPIs), continued

SMU's Primary Key Performance Indicators			
KPI	SMU Results	SMU Target	Industry Benchmark
Student Success/Outcomes (As provided by OIE, IPEDS, College Board as of dates noted)			
% of applicants who were admitted (Fall 2020)*	94%	n/a	81%
% of applicants who were enrolled FT (Fall 2020)*	18%	n/a	17%
% tuition discount rate (Fall 2022)	60%	52%	n/a
Ave. annual cost (tuition, fees, living, books, supplies minus ave. grants & scholarships)**	\$22,580	n/a	\$19,526
FT, FY, Bachelor's degree-seeking first-term persistence (SMU 2021 result v SMU 2020 result)	87%	89%	n/a
FT, FY Bachelor's degree-seeking one-year retention (SMU 2021 result v. SMU 2020 result)	70%	80%	n/a
FT, FY, Bachelor's degree-seeking 150% of normal time*	61%	n/a	73%
FT, FY, Bachelor's degree-seeking 4-year graduation rate*	49%	n/a	58%
FT, FY, Bachelor's degree-seeking 6-year graduation rate*	62%	n/a	70%

*IPEDS 2021 Report with benchmark using custom comparison group of 25 institutions

** [U.S. Department of Education College Scorecard](#) for Saint Martin's University

SECTION 4: INSTITUTIONAL SELF ASSESSMENT (INTERNAL STRENGTHS & WEAKNESSES)

The second element of Strategy Assessment is the Institutional Self Assessment, which relies on our internal and external sources (See Appendices B and C) and gathering Voice of Community (VoC) using a variety of methods (informal discussions to forced ranking formats) to evaluate our current position by creating a SWOT analysis.

As part of the Institutional Self Assessment, SPC members engaged their respective constituency groups to gather insights and inform their submissions for SMU's Strengths and Weaknesses. In total, more than 70 topics for Strengths and Weaknesses were submitted by the SPC. During the SPC meeting on Dec. 12, 2022, committee members reviewed the Strengths and Weaknesses themes according to the level of agreement (High, Moderate, Low) across the groups, created Affinity Maps for each theme, and then prioritized the themes via a multi-voting exercise.

Through this interactive process, the SPC is proud to present the following institutional-level Strengths and Weaknesses components of the SWOT analysis in the table and descriptions that follow.

Table 2: SMU's Top Five Strengths

SMU's Top Five Strengths	
Rank	Strength Statement
1	SMU's student population represents the diversity and character that reflects SMU's values while enhancing students' learning and social experiences
2	SMU's community and culture values relationships and nurtures interpersonal connections across the campus
3	SMU's traditions (Catholic, Benedictine, Liberal Arts), monastic presence, mission and values are fundamental to the institution
4	SMU's people demonstrate a high level of commitment to the University's purpose, student success, and serving one another
5	SMU encourages high-impact practices to engage students in learning outside the classroom

4.1 #1 Strength

Statement: SMU's student population represents the diversity and character that reflects SMU's values while enhancing students' learning and social experiences

Reference points: A broad description of diversity among our student population (race, ethnicity, age, socio-economic, interests, experiences, political views, religious affiliations, ways of thinking, etc.); students' willingness to connect and collaborate with people from different backgrounds; respect for all people

Evidence: SMU performs 20%+ higher than its peer comparison group for "having discussions with diverse others" about politics, religion, race and ethnicity according to senior year students (NSSE 2019 and 2022); 91% of students are comfortable interacting with students from diverse backgrounds (EBI); 81% of students have discussions with people whose ideas and values are different from their own (EBI)

4.2 #2 Strength

Statement: SMU's community and culture values relationships and nurtures interpersonal connections across the campus.

Reference points: Emphasis on the value of community; being inclusive; investing in personal relationships; spaces and opportunities for gathering; connecting with people in different areas/departments; relationships with the military and our veterans; importance of communication

Evidence: SMU performs better than the peer comparison group (Carnegie Class) with first and senior year students in the category of "Learning with Others" (NSSE 2022); SMU performs better than the peer comparison group (Carnegie Class) for "Student-Faculty Interaction" (NSSE 2022); 73% of students say SMU is welcoming (EBI); SMU's community values regular, transparent communication (Listening Tour theme)

4.3 #3 Strength

Statement: SMU's traditions (Catholic, Benedictine, Liberal Arts), monastic presence, mission and values are fundamental to the institution.

Reference points: Strong sense of mission, purpose and traditions; the vocational nature of our work; commitment to upholding traditions and values; monastic presence on campus; leadership and support provided by the Abbey

Evidence: 76% of first year and 84% of senior year students agree or strongly agree that the founding heritage/founding religious community of this institution is evident (NSSE 2022); SMU's community believes that the intersection of religious traditions (Catholic, Benedictine) and liberal arts creates value for students (Listening Tour theme); people at SMU love and respect one another (Listening Tour theme)

4.4 #4 Strength

Statement: SMU's people demonstrate a high level of commitment to the University's purpose, student success, and serving one another.

Reference points: Demonstrating care for one another; relationship between the Abbey, President and Board provide a moral, ethical and Benedictine faith-based compass for the University

Evidence: Senior year students indicated "perceived gains" from their SMU experience increased in all 10 learning categories (i.e., critical thinking, solving complex real-world problems, developing a personal code of values and ethics, being an informed and active citizen, etc.) (NSSE 2022); 85% of first year and 76% of senior year students agree/strongly agree that social and personal development is an important part of SMU's mission (NSSE 2022)

4.5 #5 Strength

Statement: SMU encourages high-impact practices to engage students in learning outside the classroom.

Reference points: Emphasis on high-impact practices by faculty and academic advisors; service learning; internships; co-ops; study abroad; collaborative research

Evidence: 80% of first year students have participated in one or more high-impact practices; 76% of senior year students have participated in two or more high-impact practices (NSSE 2022); SMU performs 36% higher than its peer comparison group for first year students taking courses that included a community-based project/service learning; note that senior year students' participation in high-impact practices was disrupted by the COVID-19 pandemic

Table 3: SMU's Top Five Weaknesses

SMU's Top Five Weaknesses	
Rank	Weakness Statement
1	SMU's staff, faculty and Board diversity being representative of the region and/or student population
2	SMU's ability to attract, engage, and retain the employees it needs to fulfill its mission due to the institution's total compensation practices and workplace environment
3	SMU's financial position and ability to fund its mission, academic goals, operating goals, and long-term strategic objectives
4	SMU's ability to deliver advising and academic support services to help students succeed and achieve student outcomes that meet (or exceed) SMU's peer groups
5	SMU's ITS infrastructure, security, business systems, student-facing systems to support both students and SMU's operating needs

4.6 #1 Weakness

Statement: SMU's staff, faculty and Board diversity being representative of the region and/or student population.

Reference points: Forms of diversity including race, ethnicity, socio-economic, interests, experiences, political ideologies, religious beliefs, abilities, ways of thinking, etc.; faculty not appreciating students' challenges or perspectives; lack of diversity and inclusivity training for faculty; view that faculty diversity should reflect student diversity

Evidence: 42% of students agree that SMU has faculty, staff and leaders from diverse backgrounds (EBI Student Campus Climate Survey); 47% of students agree that SMU administrators demonstrate leadership that fosters diversity (EBI); 60% of students agree that faculty value different perspectives in the classroom (EBI); students indicate concerning levels of socio-economic, religious, and political discrimination at SMU (EBI)

4.7 #2 Weakness

Statement: SMU's ability to attract, engage, and retain the employees it needs to fulfill its mission due to the institution's total compensation practices and workplace environment.

Reference points: Inequitable and uncompetitive salaries; cost and quality of benefits; competitive job market; unsustainable work/life balance; lack of professional development, campus training; lean teams and unfilled roles cause long hours, overload, and stress; employees' concerns for their physical and mental health; low employee morale; need a culture of greater inclusivity and respect for differences; diminishing allure/prestige of working in higher ed; increase in talent poaching practices

Evidence: 19% of employees agree that SMU provides equitable salary and benefits compared to 45% in the peer comparison group (HERI survey); SMU scores 20% lower than the peer comparison group in the Professional Development category (HERI survey); 39% of faculty report having good or very good morale (Faculty Welfare Survey)

4.8 #3 Weakness

Statement: SMU's financial position and ability to fund its mission, academic goals, operating goals, and long-term strategic objectives.

Reference points: Lack of diverse revenue streams; endowment is insufficient to support SMU's needs; rising operating costs; rising salary costs; more students with financial need; high tuition to keep pace with increasing costs; large debt to be managed; reliance on adjunct faculty; funding for academic strategies and pedagogical development – especially to strengthen liberal arts

Evidence: SMU financial reports; Table 1 Key Performance Indicators; 2023-24 tuition increase

4.9 #4 Weakness

Statement: SMU's ability to deliver advising and academic support services to help students succeed and achieve student outcomes that meet (or exceed) SMU's peer groups.

Reference points: Inconsistent advising; need for clear academic pathways to degree; need for advanced planning and publishing of course offerings

Evidence: SMU performs 23% lower than its peer comparison group for "providing support to help students succeed academically" for first year students (NSSE); SMU must improve the student engagement and outcomes (Listening Tour theme); SMU must provide meaningful support for first-generation and minority students (Listening Tour theme)

4.10 #5 Weakness

Statement: SMU's ITS infrastructure, security, business systems, student-facing systems to support both students and SMU's operating needs.

Reference points: Outdated systems "from the 80s and 90s"; student-facing systems do not meet today's students' needs or expectations – especially in the areas of academics and financial aid; inadequate cybersecurity (technology and people)

Evidence: External evaluation of ITS capabilities and resources (Consultant Lee Reid)

SECTION 5: INDUSTRY AND MARKET ENVIRONMENT (EXTERNAL OPPORTUNITIES & THREATS)

The third element of the Strategy Assessment is the Industry and Market Environment Scan, which relies on external sources (See Appendix C) to frame the full range of trends, then the SPC determines which of these external factors will have the greatest impact on SMU during the next 3-5 years.

We *cast the net wide* so to speak by looking at macro-trends and honing-in on higher education-specific trends. It's important to note that any given trend can be viewed as either an Opportunity or a Threat (or even both) depending on an institution's ability and investment to respond to the trend in an effective and timely manner.

Again, SPC members engaged their respective constituency groups to gather insights and inform their submissions for SMU's greatest Opportunities and Threats. In total, more than 50 external trends were analyzed and ranked by the SPC. During the SPC meeting on Dec. 19, 2022, committee members reviewed the Opportunities and Threats themes according to the level of agreement (High, Moderate, Low) across the groups, created Affinity Maps for each theme, and then prioritized the themes via a multi-voting exercise.

Through this interactive process, the SPC is proud to present the following institutional-level Opportunities and Threats components of the SWOT analysis.

Table 4: SMU's Top Five Opportunities

SMU's Top Five Opportunities	
Rank	Opportunity Statement (Describing the External Trend)
1	Mass adoption of virtual/online and hybrid learning with emphasis on flexible degree pathways
2	Growing importance of self-care, caring for others, advocating for others (family, colleagues, fellow students, social justice)
3	Rising demand for services to support students' basic needs
4	Changing demographics and higher proportion of historically under-represented students attending college
5	Increasing frequency of colleges and universities to forge strategic relationships (alliances, partnerships, mergers, etc.)

5.1 #1 Opportunity

Statement: Mass adoption of virtual/online and hybrid learning with emphasis on flexible degree pathways

Reference points: Represents both an opportunity and a threat; expansion of credible, quality online degree options as competitors; flexibility of virtual learning (esp. for working students); lower cost alternative to traditional 4-year university; high school students' exposure to/comfort with online learning as a result of the pandemic; use of new technologies (augmented reality (AR), virtual reality (VR), artificial intelligence (AI)) to enhance online learning – esp. for virtual labs

Evidence: The online learning industry is expected to reach \$336.98 billion by 2026, at a compound annual growth rate (CAGR) of 9.1% from 2018 to 2026 (Syngene Research, 2019); 83% of university presidents say they will sustain the increased online learning options embraced during the pandemic and by next year 68% of classes will be in-person/32% virtual (Inside HigherEd survey 2022); students rate online learning just as effective as in-person learning and state that online quality is improving over time (Inside HigherEd survey of 2,000 students); More than 50% of college students enrolled in at least one distance course in 2019-20 (Inside HigherEd); 18% of universities and colleges have fully deployed virtual reality (VR) learning, 28% used it to some extent, and 32% were testing the technology (Burroughs, 2018.; Internet2, 2019)

5.2 #2 Opportunity

Statement: Growing importance of self-care, caring for others, advocating for others (family, colleagues, fellow students, social justice)

Reference points: Increase in time and effort devoted to caring for family members and supporting colleagues has increased since the pandemic; stress and mental health issues have increased personal time devoted to self-care; demonstration of collective responsibility to those who are vulnerable in our society; student activism on a full range of issues including racial justice, poverty, inequality, women's health rights, rights of non-citizens, climate change, etc.

Evidence: Student activism increased during the past 5 years (EAB); the health and wellness industry in the U.S. is growing at 10% per year (nutrition, supplements, physical activity services (yoga, meditation), spas, workplace wellness, wearable health trackers, etc.) (Forbes)

5.3 #3 Opportunity

Statement: Rising demand for services to support students' basic needs

Reference points: Difficult economic conditions raise concern about students' food security; homelessness; childcare; access to necessary supplies including computers, software and internet; work/school balance

Evidence: 9% of students have used their university food pantry, 5% reduced-cost dining, 2% to find affordable housing; 18% on-site medical; 12% emergency financial services, 0% on-site daycare (Inside HigherEd pulse survey of 2,000 students); Lack of childcare is a major impediment to student parents' success (SCUP)

5.4 #4 Opportunity

Statement: Changing demographics and higher proportion of historically underrepresented students attending college

Reference points: Opportunity to define and implement a successful experience for underrepresented students; understanding students' expectations and needs

Evidence: By 2036, more than 50% of U.S. high school graduates will be people of color (McKinsey); From 2013 to 2020, only 33% of 4-year institutions improved racial and ethnic representation and completion rates for underrepresented students

5.5 #5 Opportunity

Statement: Increasing frequency of colleges and universities to forge strategic relationships (alliances, partnerships, mergers, etc.)

Reference points: Partnering with area companies and foundations (healthcare, schools, businesses, etc.) for internships, service learning, community-based programming, collaborative research agreements, etc.; partnering with local/regional Catholic education institutions (P-12); consortia with other schools, colleges and universities; national/regional industry associations; civics programming leveraging proximity to state capital; partnering with tech-ed companies like Coursera, edX, Udacity, etc. for online course offerings; public-private partnerships (P3)

Evidence: 71% of university leaders say they expect public-private partnerships to grow on their campuses (Chronicle of Higher Education+P3EDU, Aug. 2022); the Infrastructure, Investment and Jobs Act (IIJA) provides new grant programs for partnerships in research and pilot projects (signed into law Nov. 2021)

Table 5: SMU's Top Five Threats

SMU's Top Five Threats	
Rank	Threat Statement (Describing the External Trend)
1	Rising rate of mental health issues and need for mental health services (students, employees, general public)
2	Continuing lack of representative diversity among university employees (staff, faculty, leaders)
3	Declining college enrollment and perceived value/ROI of a college degree
4	Ongoing economic slow-down (possible mild recession) and inflation expected into 2023
5	Ongoing high rates of employee turnover (The Great Resignation/The Great Re-evaluation)

5.6 #1 Threat

Statement: Rising rate of mental health issues and need for mental health services (students, employees, general public)

Reference points: Mental health crisis on campuses across the U.S.; mental health issues contributing to lower student persistence/retention rates; urgent need to create a network of support and services for first-year students

Evidence: 41% of college students feel depressed and 13% have suicidal thoughts (Healthy Minds Network); 9 out of 10 students agree their campus has a mental health crisis (AGB); 50% of the U.S. population lives in a designated mental health worker shortage area (U.S. Gov); 37% of students would like more on-campus counseling staff (Inside HigherEd); multiple states legislating to allowing public school students five excused absences for mental health reasons (SCUP/NPR); loneliness is at epidemic levels in the U.S. with 42% of adults (18-34) report “always” feeling “leftout” (Cigna Corp)

5.7 #2 Threat

Statement: Continuing lack of representative diversity among university employees (staff, faculty, leaders)

Reference points: Underrepresented populations span ethnic, racial, gender, and socio-economic diversity; ratio of students to employees; ratio of employees to general population; students want to learn from a faculty who represents, understands, and connects with them

Evidence: Considering faculty and students, only 11% of not-for-profit institutions are racially representative of our country (McKinsey); there was effectively no progress for faculty from underrepresented populations (as a %) from 2013 to 2020 (McKinsey); 84% of higher education board members are white and the majority are male (AGB); faculty from underrepresented populations are less likely to ascend the ranks than their White counterparts (McKinsey/multiple sources)

5.8 #3 Threat

Statement: Declining college enrollment and perceived value/ROI of a college degree

Reference points: Rising cost of a 4-year degree; student debt crisis; more than 50% of college students take on debt; average federal student loan debt balance is \$37,787; higher wages cause lower income students to question the value of a degree

Evidence: Only 50% of Americans feel higher education has a positive impact on our nation (AGB); decade-long decline in enrollment continues across higher education with a 4.2% decline in undergraduate enrollment from 2020 to 2022 while graduate enrollment declined 1% (National Student Clearinghouse); institutions who serve low-income students saw the largest declines (i.e., students choosing work over college)(SCUP)

5.9 #4 Threat

Statement: Ongoing economic slow-down (possible mild recession) and inflation expected into 2023

Reference points: Higher operating costs for colleges and universities (salaries/wages, employee benefits, facilities, grounds, maintenance, utilities, scholarships/awards, interest, taxes, etc.); increased cost of living (rent, gas, food, etc.); higher wages not keeping up with the cost of living; higher interest rates for mortgages, car loans, etc., U.S. Gov't shifts away from pandemic relief spending and shifts to infrastructure investment

Evidence: See Economic Outlook 2023 report by JPMorgan (Appendix C) and other economic indicator reports

5.10 #5 Threat

Statement: Ongoing high rates of employee turnover (The Great Resignation/The Great Re-evaluation)

Reference points: In higher education nationwide, causes for high employee turnover include a stressful work environment, overload due to reduced headcount/open positions, uncompetitive salaries, inflexible work practices, retirements, family pressures, etc. (CUPA-HR)

Evidence: In May 2022, 35% of higher ed employees responded they are likely or very likely to look for new employment opportunities in the next year compared to 24% in 2021 (CUPA-HR); one in four employees reported experiencing burnout symptoms driven by toxic workplace behaviors (WorldHealthOrganization); 4-year private institutions reduced headcount by 4% from 2020 to 2021 with part-time faculty and staff being impacted significantly more than full-time counterparts

SECTION 6: MOVING FORWARD

During the Strategy Assessment phase of the SPP, the SPC has explored a wide range of internal voice of community inputs as well as reports, articles and data related to external trends. Committee members explored these topics with open minds, engaged their respective constituencies, and demonstrated a genuine passion for SMU's mission and its students. As a result, SMU's Strategic Foundation, SWOT analysis, and all of the learnings related to defining it, will ground our work during the Strategy Development phase.

Upon submission of this Strategy Assessment report, the SPC will move forward to phase 2 of the SPP – Strategy Development. In parallel, the SPC welcomes questions and comments from the Board related to the results of phase 1 captured in this report. Next steps for Strategy Development involve leveraging the content from this report to define strategic objectives and strategic initiatives that will take SMU forward during the next three years. Specifically, the SPC will be holding two workshops the week of Jan. 16, 2023 to accelerate this effort, so any feedback would be appreciated by Jan. 13, 2023. The SPC plans to present Strategy Development recommendations to the Board during the Feb. Board meeting (Feb. 23-24, 2023).

For details about the SPC's plans for Strategy Development phase 2, please see Appendix A.

APPENDIX A: PHASE 1 & 2 PROJECT PLAN

Strategic Plan - Strategic Planning Process & Committee Project Plan (Phases 1 & 2)



Title: Strategy Assessment & Development Project Plan			Co-chairs: President JBR and Ellie Sesin			Last Updated: Dec 1, 2022	
Objective: To successfully establish and communicate the SPP and role of the SPC; to fulfill the SPP approach (agile inclusive, etc.) and all Phase 1 & 2 deliverables			SPC Members: Fr. Kilian, Nedra Robertson, Abby Kheriaty, Tam Dinh, Todd Barosky, Tedi Reynolds (Consultant Jenn Christiansen)			Measure of Success: SPP implementation criteria (agile, inclusive, transparent, etc.); deliverables and milestones achieved on-time	
Item #	Action	Responsible	Status	Start Date	Target Completion Date	Actual Completion Date	Recovery Plan
Strategy Assessment Phase 1 (Nov. 8 - Dec. 23, 2022) - Deliverables = Internal & External/Industry Trends, SWOT Analysis							
1	Board of Trustees meeting - SPP & SPC approval	JBR			11/4/2022	11/4/2022	
2	Communicate SPP to SMU Community (Email + Zoom)	JBR		11/14/2022	11/28/2022	11/28/2022	
3	SPC + PC meeting #1 (Nov 21)	JBR			11/21/2022	11/21/2022	
3a	Present SPP, roles, timeline	JBR + JC			11/21/2022	11/21/2022	
4	Establish SPP G-drive for SPC & PC	JC		11/22/2022	11/28/2022	11/28/2022	
5	SPC meeting #2 (Nov 28)	JBR			11/28/2022	11/28/2022	
5a	SPC member goals/aspirations	SPC Members		11/28/2022	11/28/2022	11/28/2022	
5b	Internal surveys & VoC summary	JC		11/28/2022	11/28/2022	11/28/2022	
5c	Introduce SWOT exercise & template + readings	JC		11/28/22	11/28/2022	11/28/2022	
6	SPC meeting #3 (Dec 12)	JBR			12/12/2022		
6a	Complete SWOT Part 1 (S/W)	SPC Members		11/29/2022	12/8/2022		
6b	Discuss external environment/trends (O/T inputs)	SPC Members		11/29/2022	12/12/2022		
7	Partial draft of Strategy Assessment (SA) report/preso	JC		12/15/2022	12/17/2022		
8	SPC reviews/comments on partial draft SA report/preso	SPC Members		12/17/2022	12/19/2022		
9	SPC meeting #4 (Dec 19)	JBR			12/19/2022		
9a	Complete SWOT Part 2 (O/T)	SPC Members		12/19/2022	12/19/2022		
10	SPC meeting #5 (Dec 21)	JBR		12/21/2022	12/21/2022		
10a	Discussion/review of SA report/preso	SPC Members		12/21/2022	12/21/2022		
11	PC review/comments on SA preso/report	PC Members		12/22/2022	12/23/2022		
12	Board review of SMU strategic foundation elements + SA preso/report	JBR + JC + BL		1/3/2023	1/13/2023		
Strategy Development Phase 2 (Jan. 3 - May 30, 2023) - Deliverables = Foundation, Strategy Statements/Initiatives/Objectives, AIP RFPs/Prioritization/Funding							
1	SPC strategy mapping & gap analysis workshop (Jan 17, 3 hrs)	JBR + JC onsite			1/17/23		
2	SPC strategy & initiatives statements workshop (Jan 19, 3 hrs)	JBR + JC onsite			1/19/23		
	Board Report - Feb. Mtg Pre-read	JBR		1/20/23	1/23/23		
3	SPC meeting #5 (Jan 31, 90 min)	JBR			1/31/23		
5	Feb. Board Meeting - SPP on Agenda 60 min. (Feb 23-24)	JBR		2/23/23	2/24/23		
6	SPC meeting #6 (Feb 28, 90 min)	JBR			2/28/23		
7	Communicate Board-approved Strategy Statements/Initiatives	JBR + JC + SPC		2/28/23	3/3/23		
8	Communicate AIP request for proposals (RFPs) to Community	JBR + JC + SPC		2/28/23	3/3/23		
9	Develop AIP proposals (Mar 31 deadline)	Community		2/28/23	3/31/23		
10	SPC to review/prioritize/select AIP proposals	SPC		4/3/23	4/14/23		
11	SPC meeting #7 (Apr 17, 2 hrs)	JBR			4/17/23		
12	Validate funding for selected AIP proposals	JBR + ES + CFO		4/3/23	4/19/23		
13	SPC meeting #8 + PC - AIP selections, funding, leaders recommendations	JBR		4/21/23	4/21/23		
14	Present AIP selections, funding, leaders recommendations to Board	JBR		XXX	XXX		
15	Communicate 2023-24 AIPs to Community	JBR		5/10/23	5/11/23		
16	Host AIP leader training (Zoom + recording)	JC		5/15/23	5/15/23		
17	Host AIP leader + team project planning meetings	JC		5/16/2023	5/30/2023		
18	Officially "launch" AIPs for 2023-24	AIP Leaders			6/1/23		
Gray = SPC Meetings Yellow = Board Meetings/Reports Green = On Track/Complete Red = Off Track/Recovery Plan Needed							

Link to SPC project plan for Phases 1 and 2:

<https://drive.google.com/drive/folders/1z5FiJp8VyAGXdwY8y7lyJcNTMWgdixQ6>

APPENDIX B: PRIMARY INTERNAL VOICE OF COMMUNITY SOURCES

NSSE Student Survey 2019

NSSE Student Survey 2022

EBI/Skyfactor Student Campus Climate Survey 2021-22 (Safety and Sexual Assault modules)

HERI Climate Survey (Staff and Faculty) 2017-18

Faculty Wellness Survey 2020

President JBR's Listening Tour Themes

Note: SMU is administering a supplementary, internally-prepared Student Experience Survey and the HERI Climate Survey (Staff and Faculty) in Jan. 2023 to provide more quantitative insights from members of the community.

APPENDIX C: PRIMARY EXTERNAL TRENDS SOURCES

AGB Strategic Issues for Boards Summary

<https://drive.google.com/drive/folders/1g0T9xgMLFL6MlxHVxHY8ifsXySK-o1Si>

Racial & Ethnic Equity in Higher Ed (McKinsey)

https://www.mckinsey.com/industries/education/our-insights/racial-and-ethnic-equity-in-us-higher-education?utm_campaign=Webinar%3A%20Duke%20FGLI%2011%2F30&utm_medium=email&_hsmi=234218941&_hsenc=p2ANqtz-8kzb--1Yu31V_YYR1YfDARlvYdvkEeo5_OiBlgkwSHSmAioY-OdjCt-ISWLkEofNR3m_A7-G2eF90FgLIJO7CxUPEmgQw&utm_content=234218941&utm_source=hs_email

The Evolving Conversation About Learning Online (Inside HigherEd)

<https://drive.google.com/drive/folders/1g0T9xgMLFL6MlxHVxHY8ifsXySK-o1Si>

Making Partnerships Work (AASCU)

<https://www.aascu.org/policy/publications/Partnerships.pdf>

CUPA-HR Survey on Employee Retention in 2022

<https://www.cupahr.org/surveys/research-briefs/higher-ed-employee-retention-survey-findings-july-2022/>

Higher Ed: Handle with Care (Accenture)

<https://www.accenture.com/us-en/blogs/voices-public-service/higher-education-handle-with-care>

Fjord Trends 2022 - Macro Business Trends (Accenture)

https://www.accenture.com/us-en/insights/interactive/fjord-trends-2022?c=acn_glb_fjordtrends2022google_12677820&n=psgs_1221&gclid=Cj0KCQiA4uCcBhDdARIsAH5jyUnUGPrtesYczM9TMZDoiGcexs-lhZoElyAAxZPq9YdPIZEYfGMjtwUaAhB7EALw_wcB&gclsrc=aw.ds

Connected Student Experience Report (Salesforce)

<https://drive.google.com/drive/folders/1g0T9xgMLFL6MlxHVxHY8ifsXySK-o1Si>

Higher Education in Motion: Digital & Cultural Transformations Ahead (Educause)

https://er.educause.edu/articles/2022/10/higher-education-in-motion-the-digital-and-cultural-transformations-ahead?utm_source=Western+Today+distribution&utm_campaign=20d08a423c-WTemail_COPY_4_9&utm_medium=email&utm_term=0_bd027a69be-20d08a423c-223355336

Economic Outlook 2023: Trends to Watch (JPMorgan)

<https://www.jpmorgan.com/commercial-banking/insights/economic-trends>

Collecting Student Perspectives to Drive Support (Inside HigherEd)

<https://drive.google.com/drive/folders/1g0T9xgMLFL6MlxHVxHY8ifsXySK-o1Si>

Why Companies and Universities Should Forge Long-term Collaborations (Harvard Business Review)

<https://hbr.org/2018/01/why-companies-and-universities-should-forge-long-term-collaborations>

Trends Inside Higher Ed Spring 2022 (SCUP)

<https://drive.google.com/drive/folders/1g0T9xgMLFL6MlxHVxHY8ifsXySK-o1Si>

Trends Outside Higher Ed Fall 2022 (SCUP)

<https://drive.google.com/drive/folders/1g0T9xgMLFL6MlxHVxHY8ifsXySK-o1Si>

Note, additional reports and articles were reviewed by President JBR and Consultant Jenn Christiansen throughout the process.