



## INSTITUTIONAL PRIORITIES SURVEY (IPS), 2010 COMPARED WITH SSI 2010

### I. INTRODUCTION

The Institutional Priorities Survey (IPS) closely parallels the Student Satisfaction Inventory (SSI). SSI, a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. IPS assesses the priority that faculty, administrators, and staff believe the institution should place on the same range of student experiences.

IPS consists of 50 standard items and 10 additional ones supplied by St. John's University. Each item is expressed as a statement of expectation. As with SSI, two questions are asked for each item. One question is "How important is it that your institution meets the student expectation?" and the other is "What is your level of agreement that your institution is meeting this expectation?" The level of importance is on a 7-point scale (with 1 as NOT IMPORTANT AT ALL and 7 as VERY IMPORTANT), and the level of agreement is also on a 7-point scale (with 1 as STRONGLY DISAGREE and 7 as STRONGLY AGREE).

In Spring 2010, all St. John's full- and part-time faculty, and full-time administrators and staff were invited through email to fill out IPS online. The overall response rate for full-time employees is 33%, with 34% for faculty (Queens 34%, SI 34%), 38% for administrators (Queens 39%, SI 37%), and 24% for staff (Queens 24%, SI 28%). The response rate for part-time faculty is 7% (Queens 6%, SI 8%). The survey respondents are fairly representative of the employee population in terms of gender and ethnicity, and in terms of rank for full-time faculty. The data presented in this are aggregated by campus and by employee status. For Staten Island campus, the data for staff are combined with the data for administrators due to the fact that the number of staff participants (only 16) is too small to generate meaningful results.

Both strengths and challenges for IPS have been identified with the same formula as for SSI. Strengths are the areas of high importance, high level of agreement, and small gaps (gap: importance rating minus agreement rating). Challenges are the areas of high importance, low level of agreement, and large gaps. The data are presented by campus, Queens and Staten Island separately. Within each campus, IPS data are first compared with SSI undergraduate data, and then additional information from IPS is provided.

The identification of challenges and strengths is based on the distribution of ratings on importance and satisfaction (agreement for IPS), and gaps within each category (student, faculty, administrator, and staff) of survey participants, not based on the cross-category comparative data. Therefore, it is meaningful to look at an item identified as a challenge from SSI and then see whether this item is a challenge or a strength from IPS, and it is sometimes misleading to compare a rating from SSI with a rating from IPS (e.g., comparing an SSI satisfaction score with an IPS agreement score to see which category is more satisfied) because the ranges of ratings differ from category to category. The 2010 data indicate that both importance and satisfaction ratings by students (SSI) are fairly lower than by faculty, administrators, and staff (IPS).

## II. HIGHLIGHTS

### 1. Queens Campus

**Faculty, administrators, staff, and students perceive the following to be strengths:**

- Students are made to feel welcome on this campus.
- There is a strong commitment to racial harmony on this campus.

**Administrators, staff, and students perceive the following as strengths:**

- The campus is safe and secure for all students.
- On the whole, the campus is well-maintained.

**Faculty, administrators, and staff agree on these strengths:**

- Security staff respond quickly in emergencies.
- Major requirements are clear and reasonable.
- Nearly all of the faculty are knowledgeable in their field.

**Both faculty and administrators perceive the following to be strengths:**

- There is a good variety of courses provided on this campus.

**Faculty, administrators, staff are in agreement with students on the following as challenges:**

- Students' ability to register for classes they need with few conflicts.
- Students getting the "run-around."

**Administrators and staff agree with students that the following is a challenge:**

- Tuition paid being a worthwhile investment.

**Faculty agree with students that the following is a challenge:**

- Reasonable billing policies.

**Faculty and administrators agree with students that the following are challenges:**

- Financial aid awards being announced to students in time to be helpful in college planning
- Financial aid counselors being helpful.

**Faculty, administrators, and staff perceive the following as a challenge:**

- The quality of instruction students receive in most of their classes.

**Administrators and staff perceive the following as challenges:**

- Faculty caring about students as individuals.
- The excellence of instruction in major fields.
- Faculty being fair and unbiased in their treatment of individual students.

**Faculty and administrators perceive the following as a challenge:**

- A commitment to academic excellence on this campus.

## 2. Staten Island Campus

The following are identified as strengths by students, faculty, administrators, and staff:

- The campus staff are caring and helpful.
- Academic advisors are concerned about students as individuals.
- The campus is safe and secure for all students.
- Academic advisors are approachable.

The following is perceived as a strength by both faculty and students:

- Computer labs are adequate and accessible.

Faculty and administrators agree with the students on the following as a strength:

- Academic advisors are knowledgeable about requirements for majors within their area.
- Security staff respond quickly in emergencies.
- This institution shows concern for students as individuals.
- Students are made to feel welcome on this campus.

Students, faculty, administrators, and staff agree on the following challenges:

- Billing policies being reasonable.
- Tuition paid being a worthwhile investment.
- The variety of courses provided on the campus
- Students' ability to register for classes they need with few conflicts.

Both students and administrators and staff perceive the following as challenges:

- Student activities fees are put to good use.
- Adequate financial aid is available for most students.

Both students and faculty perceive the following as a challenge:

- Financial aid awards are announced to students in time to be helpful in college planning.

## 3. Summary

In general, the IPS results are consistent with the findings from other surveys. Such areas as the availability of faculty, academic advisors being concerned about students' success, and St. John's reputation in the community have been identified as strengths. The challenges include students getting the "run-around" and conflicts in student registration for classes. In addition, the variety of courses has been perceived as a strength on Queens campus, but a challenge on Staten Island campus.

For most areas in IPS, faculty, administrators, and staff agree, or are not in conflict, with students about their experiences. There is a conflict, however, in the following areas: 1) Faculty providing timely feedback, identified as a strength by faculty, but as a challenge by students; 2) Tuition paid as a worthwhile investment, perceived as a strength by the Queens faculty, but as a challenge by students on both campuses, and also a challenge by administrators and staff on Staten Island campus.

It's important to identify strengths and challenges, and it's even more important to find out solutions to the challenges and work hard on them. Enhancing the level of student engagement has been one of St. John's priorities, and it needs the effort from all members of St. John's community – faculty, administrators, and staff.

### III. DETAILED SURVEY RESULTS

Areas of strengths are determined by the importance and agreement ratings by employees on each campus. The criteria for areas of strengths are (in the formula, Imp = Importance rating; Agr = Agreement rating; pt = percentile):

(Imp >= 75th pt & Agr > Median & Gap < 40th pt) or  
 (Imp > Median & Imp < 75th pt & Agr > Median & Gap < 35th pt)

Areas of challenges are determined in a similar way as areas of strengths, i.e., by the importance and agreement ratings within each student group. The criterion for areas of challenge is (in the formula, Imp = Importance rating; pt = percentile; Agr = Agreement action rating):

(Imp > Median & Agr < Median & Gap > 75th pt) or  
 (Imp > 25th pt & Imp <= Median & Gap > 85th pt)

#### A. Queens Campus

##### 1. IPS data compared with SSI Strengths:

Following are the 10 strengths identified by Queens undergraduate students from SSI data, together with perceptions from IPS by full-time faculty, administrators, and staff. The values are item mean scores, strengths are in blue and challenges in red, and a blank indicates that the item is not listed in IPS (In the column headings, I = Importance; S = Satisfaction; A = Agreement).

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
30. Students are made to feel welcome on this campus.	6.6	6.0	6.6	5.9	6.7	6.2	6.1	4.9
42. There is a strong commitment to racial harmony on this campus.	6.6	6.2	6.5	6.0	6.6	6.2	6.0	5.1
6. The campus is safe and secure for all students.	6.8	5.9	6.8	6.1	6.8	5.9	6.4	5.3
49. On the whole, the campus is well-maintained.	6.3	6.0	6.5	5.9	6.6	6.3	6.2	5.2
14. Library resources and services are adequate.	6.5	5.0	6.3	5.4	6.5	5.7	5.9	4.8
44. Faculty are usually available after class and during office hours.	6.5	5.7	6.5	5.1	6.5	5.7	6.2	5.1
19. Computer labs are adequate and accessible.	6.4	5.7	6.2	5.7	6.6	6.0	6.3	5.1
35. This institution has a good reputation within the community.	6.5	5.6	6.4	5.5	6.6	5.8	6.1	5.1
52. There is an adequate variety of events and	6.3	5.7	6.3	5.8	6.5	6.1	5.9	4.9

programs for students to attend on campus.

56. St. John's Central is easy and convenient to use. 6.5 5.4 6.4 5.3 6.5 5.9 **6.3** **5.4**

The above table indicates that the following two items are perceived as strengths by students, faculty, administrators, and staff: 1) Students are made to feel welcome on this campus, and 2) There is a strong commitment to racial harmony on this campus. Students, administrators, and staff agree that the following are strengths: 1) The campus is safe and secure for all students, and 2) the campus is well-maintained. However, students regard library resources and services as a strength while faculty perceive it as a challenge; students perceive “faculty being available after class and during office hours” as a strength while administrators regard it as a challenge.

**Additional strengths perceived by faculty, administrators, and staff:**

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
25. Security staff respond quickly in emergencies.	6.8	6.2	6.7	6.2	6.8	6.3	6.3	5.0
37. Major requirements are clear and reasonable.	6.6	6.0	6.6	5.8	6.6	5.8	6.3	4.9
46. Nearly all of the faculty are knowledgeable in their field.	6.8	6.0	6.6	5.7	6.7	5.9	6.4	4.9
47. There is a good variety of courses provided on this campus.	6.6	5.9	6.5	5.6	6.6	5.9	6.3	4.9
18. Faculty are fair and unbiased in their treatment of individual students.	6.8	6.1	6.6	5.4	6.7	5.7	6.3	4.6
31. Faculty provide timely feedback about student progress in their courses.	6.6	5.8	6.5	5.3	6.5	5.5	6.2	4.6
43. Student disciplinary procedures are fair.	6.5	6.0	6.4	5.6	6.5	6.1	6.0	4.6
51. Students can find quiet places to study on campus.	6.6	5.4	6.5	5.8	6.5	6.0	6.4	5.0

As the above table reveals, faculty, administrators, and staff agree on these strengths: 1) Security staff respond quickly in emergencies, 2) Major requirements are clear and reasonable, and 3) Nearly all of the faculty are knowledgeable in their field. Both faculty and administrators consider variety of courses as a strength. However, “faculty being fair and unbiased in their treatment of individual students” is regarded as a strength by faculty while it is considered as a challenge by administrators and staff. Faculty also perceive “faculty providing timely feedback about student progress in their courses” as a strength, but administrators think of it as a challenge. Administrators regard “students being able to find quiet places to study” as a strength while faculty consider it as a challenge.

**2. IPS data compared with SSI challenges**

Following are the challenges identified by Queens undergraduate students from SSI data, together with perceptions from IPS by faculty, administrators, and staff.

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
23. Students are able to register for classes they need with few conflicts.	6.4	4.8	6.5	4.8	6.6	5.2	6.4	4.3
38. Students seldom get the "run-around" when seeking information on this campus.	6.5	4.4	6.5	4.3	6.6	4.7	6.0	3.9
45. Tuition paid is a worthwhile investment.	6.6	5.6	6.6	5.2	6.6	5.7	6.3	3.7
9. Billing policies are reasonable.	6.4	4.6	6.2	5.1	6.4	5.3	6.2	3.7
10. Financial aid awards are announced to students in time to be helpful in college planning.	6.7	5.0	6.6	5.4	6.6	5.6	6.4	4.3
4. Financial aid counselors are helpful.	6.7	4.8	6.7	5.4	6.7	5.9	6.2	4.3
13. Adequate financial aid is available for most students.	6.5	5.6	6.5	5.6	6.4	5.4	6.4	4.1
26. There is an adequate selection of food available in the cafeteria.	5.8	5.2	6.0	5.0	6.1	5.4	6.1	4.0
36. Faculty take into consideration student differences as they teach their courses.	6.2	5.6	6.3	5.1	6.4	5.6	6.0	4.3
40. This institution shows concern for students as individuals.	6.6	5.5	6.5	5.4	6.6	5.8	6.2	4.3
48. Channels for expressing student complaints are readily available.	6.4	5.4	6.4	5.1	6.4	5.4	6.0	4.0
50. Student activities fees are put to good use.	6.1	5.3	6.3	5.3	6.4	5.7	6.0	4.0
15. The staff in the health services area are competent.							5.9	4.3
40. Residence hall regulations are reasonable.							5.7	3.6

The above table reveals that faculty, administrators, and staff agree on these two challenges: 1) Students being able to register for classes they need with few conflicts, and 2) Getting "run-around" when seeking information on the campus. Administrators, staff, and students agree that "tuition paid being a worthwhile investment" is a challenge. Faculty and students consider Billing Policies to be a challenge. Faculty, Administrations, and Students agree that 1) Financial aid awards being announced to students in time to be helpful college planning and 2) Financial aid counselors being helpful, to be challenges. It's interesting to note that Staff consider the latter item to be a strength.

### Additional challenges perceived by faculty, administrators, and staff:

Item	Faculty		Admin		Staff		Student	
	I	A	I	A	I	A	I	S
39. The quality of instruction students receive in most of their classes is excellent.	6.7	5.3	6.6	5.3	6.6	5.5	6.3	4.7
2. Faculty care about students as individuals.	6.6	5.6	6.6	5.3	6.6	5.6	6.0	4.5
12. The instruction in major fields is excellent.	6.8	5.8	6.7	5.4	6.6	5.5	6.5	4.9
32. Admissions counselors accurately portray the campus in their recruiting practices.	6.5	5.1	6.5	5.3	6.6	5.8	5.9	4.4
41. Adjunct faculty are competent as classroom	6.6	5.1	6.5	5.5	6.5	5.6	6.0	4.8

instructors.

3. Admissions staff are knowledgeable.	6.6	5.0	6.6	5.4	6.7	5.8	6.1	4.6
28. There is a commitment to academic excellence on this campus.	6.7	5.1	6.6	5.3	6.7	5.9	6.2	4.7
51. Students can find quiet places to study on campus.	6.6	5.4	6.5	5.8	6.5	6.0	6.4	5.0
31. Faculty provide timely feedback about student progress in their courses.	6.6	5.8	6.5	5.3	6.5	5.5	6.2	4.6
18. Faculty are fair and unbiased in their treatment of individual students.	6.8	6.1	6.6	5.4	6.7	5.7	6.3	4.6

The quality of instruction students receive in most of their classes is identified as a challenge by faculty, administrators, and staff. Administrators and Staff agree on the following challenges: 1) Faculty caring about students as individuals, and 2) the excellence of instructions in major fields. Faculty members agree with Administrators that the commitment to academic excellence on the Queens campus is a challenge, while Staff consider it to be a strength. Administrators and Staff agree that Faculty being fair and unbiased in their treatment of students is a challenge, while Faculty considers it to be a strength.

## B. Staten Island Campus

### IPS data compared with SSI Strengths:

Following are the 14 Strengths identified by Staten Island undergraduate students from SSI data, together with perceptions from IPS by faculty, administrators, and staff. The values are item mean scores, Strengths are in blue and Challenges in red, and a blank indicates that the item is not listed in IPS. In the column headings, I = Importance; S = Satisfaction; A = Agreement).

Item	Faculty		Admin & Staff		Student	
	I	A	I	A	I	S
1. The campus staff are caring and helpful.	6.7	6.1	6.8	6.6	6.0	5.5
5. Academic advisors are approachable.	6.9	6.2	6.7	6.3	6.3	5.8
6. The campus is safe and secure for all students.	7.0	6.7	6.8	6.4	6.3	5.7
11. Academic advisors are concerned about students' success as individuals.	6.9	6.2	6.6	6.4	6.2	5.5
19. Computer labs are adequate and accessible.	6.8	6.4	6.4	6.1	6.2	5.6
2. Faculty care about students as individuals.	6.8	6.0	6.6	6.0	6.0	5.4
35. This institution has a good reputation within the community.	6.6	5.5	6.6	5.8	6.1	5.6
56. St. John's Central is easy and convenient to use.	6.5	6.0	6.3	5.4	6.2	5.7

32. Tutoring services are readily available.	6.0	5.4
81. The use of technology by faculty in the classroom has been helpful to me.	6.0	5.5

The following are identified as strengths by all four categories of survey participants: 1) The campus staff are caring and helpful, 2) Academic advisors are approachable, 3) The campus is safe and secure for all students, and 4) Academic advisors are concerned about students' success as individuals. Computer labs being adequate and accessible is perceived as strength by both students and faculty.

### Additional strengths perceived by faculty, administrators, and staff:

Item	Faculty		Admin & Staff		Students	
	I	A	I	A	I	S
22. Academic advisors are knowledgeable about requirements for majors within their area.	6.8	6.2	6.7	6.2	6.3	5.6
25. Security staff respond quickly in emergencies.	6.9	6.8	6.8	6.6	6.1	5.2
40. This institution shows concern for students as individuals.	6.8	6.3	6.7	6.2	6.0	5.3
21. Parking lots are well-lighted and secure.	6.7	6.4	6.3	6.1	5.9	5.2
46. Nearly all of the faculty are knowledgeable in their field.	6.9	6.2	6.6	5.8	6.2	5.3
37. Major requirements are clear and reasonable.	6.8	6.3	6.6	6.0	6.1	5.3
30. Students are made to feel welcome on this campus.	6.9	6.4	6.8	6.5	6.0	5.1
13. Adequate financial aid is available for most students.	6.7	6.3	6.7	5.7	6.1	4.8

The above table indicates that Faculty, Administrators and Staff agree on the following three items as strengths: 1) Academic advisors are knowledgeable about requirements for majors within their area, 2) Security staff respond quickly in emergencies, 3) The institution shows concern for students as individuals. The Faculty, Administrators, and Staff also agree that adequate financial available for most students is a strength, students consider this to be a challenge.

### IPS data compared with SSI Challenges:

Following are the challenges identified by undergraduate students from SSI data, together with perceptions from IPS by faculty, administrators, and staff.

Item	Faculty		Admin & Staff		Students	
	I	A	I	A	I	S
9. Billing policies are reasonable.	6.7	4.7	6.5	5.2	5.9	4.4
45. Tuition paid is a worthwhile investment.	6.7	5.4	6.6	5.3	6.1	4.7
47. There is a good variety of courses provided	6.6	4.6	6.5	3.7	6.1	4.7



on this campus.

23. Students are able to register for classes they need with few conflicts.	6.6	4.9	6.6	5.3	6.3	4.9
50. Student activities fees are put to good use.	6.4	5.4	6.3	5.1	5.9	4.7
30. Students are made to feel welcome on this campus.	6.9	6.4	6.8	6.5	6.0	5.1
10. Financial aid awards are announced to students in time to be helpful in college planning.	6.9	5.5	6.7	5.8	6.0	4.9
13. Adequate financial aid is available for most students.	6.7	6.3	6.7	5.7	6.1	4.8
18. Faculty are fair and unbiased in their treatment of individual students.	6.9	6.3	6.7	5.8	6.2	5.0
16. The amount of student parking space on campus is adequate.	6.0	6.0	5.9	5.7	5.9	4.5
24. The assessment and course placement procedures are reasonable.	6.6	5.6	6.2	5.7	6.0	5.1
26. There is an adequate selection of food available in the cafeteria.	6.2	4.8	6.1	4.5	5.8	4.5
31. Faculty provide timely feedback about student progress in their courses.	6.6	6.4	6.5	5.7	6.0	5.1
36. Faculty take into consideration student differences as they teach their courses.	6.6	6.0	6.3	5.6	5.9	5.0
48. Channels for expressing student complaints are readily available.	6.6	5.7	6.3	5.5	5.8	4.8
29. It is an enjoyable experience to be a student on this campus.					6.0	5.1
77. Instruction in the use of library resources has been sufficient for me.					6.1	5.1

All four categories of survey participants view the following as challenges: 1) Billing policies, 2) Tuition being a worthwhile investment, 3) A good variety of courses provided on this campus, and 4) Registration with few conflicts. Student activities fees being put to good use is considered to be a challenge by Students and Administrators and Staff. While faculty, administrators, and staff consider students being made to feel welcome on campus as a strength, students consider it a challenge. Financial aid awards being announced in time to be helpful in college planning is perceived as a challenge by both students and faculty, but a strength by Administrators and Staff. Adequate financial aid being available for most students is perceived as a challenge by students and administrators, but a strength by the faculty.

### Additional challenges perceived by faculty, administrators, and staff:

Item	Faculty		Admin & Staff		Student	
	I	A	I	A	I	S
3. Admissions staff are knowledgeable.	6.8	5.5	6.5	6.0	5.9	5.3
12. The instruction in major fields is excellent.	6.9	6.1	6.6	5.5	6.2	5.4

17. Living conditions in the residence halls are comfortable.	6.6	4.9	6.5	5.2	5.5	4.5
32. Admissions counselors accurately portray the campus in their recruiting practices.	6.6	5.3	6.7	5.2	5.9	5.2
33. There are adequate services to help students decide upon a career.	6.5	5.6	6.6	5.5	6.1	5.2
41. Adjunct faculty are competent as classroom instructors.	6.9	5.8	6.5	6.0	5.9	5.2
4. Financial aid counselors are helpful.	6.8	5.5	6.7	6.6	5.8	5.0

Faculty and Administrators and Staff do not agree on any additional challenges. However, financial aid counselors being helpful, an identified strength by administrators and staff, is identified as a challenge by faculty.

#### IV. Summary and Discussion

The results show that in general, faculty, administrators, and staff agree, or are not in conflict, with students about their experiences. The IPS results are also consistent with the findings from other surveys.

For the Queens campus, faculty, administrators, and staff agree with students on the following strengths: 1) Students are made to feel welcome on this campus and 2) There is a strong commitment to racial harmony on this campus. Administrators and Staff agree with students on the following strengths: 1) The campus is safe and secure for all students, and 2) On the whole, the campus is well-maintained. Additional strengths perceived by faculty, administrators, and staff include 1) Security staff respond quickly in emergencies, 2) Major requirements are clear and reasonable, and 3) Nearly all of the faculty are knowledgeable in their field.

Faculty, administrators, and staff agreed with students on the following challenges: 1) Students' ability to register for classes they need with few conflicts, and 2) Students getting the "run-around." Administrators, staff, and students agree that tuition paid being a worthwhile investment is another challenge. Students and Faculty agree that reasonable billing policies are a challenge, while students, faculty, and administrators perceive the following as challenges: 1) Financial aid awards being announced to students in time to be helpful in college planning, and 2) Financial aid counselors being helpful.

It should be noted that while all surveyed parties generally agree on items of strength and challenge, some conflicts do exist. Students, faculty, and administrators perceive financial aid counselors being helpful as a challenge, while staff consider the item to be a strength. Faculty and administrators consider the commitment to academic excellence to be a challenge, while staff consider the item a strength.

For the Staten Island campus, faculty, administrators, and staff agree with students on the following strengths: 1) The campus staff are caring and helpful, 2) Academic advisors are approachable, 3) The campus is safe and secure for all students, and 4) Academic advisors are concerned about students' success as individuals. Faculty and students agree that the item "Computer labs are adequate and accessible" is a strength.

Additional strengths perceived by faculty, administrators, and staff include 1) Academic advisors are knowledgeable about requirements for majors within their area, 2) Security staff respond quickly in emergencies, 3) This institution shows concern for students as individuals, and 4) Students are made to feel welcome on this campus.

Faculty, administrators, and staff agreed with students on the following challenges: 1) Billing policies being reasonable, 2) Tuition paid being a worthwhile investment, 3) The variety of courses provided on this campus, and 4) Students' ability to register for classes they need with few conflicts. Students agree with faculty that financial aid awards being announced to students in time to be helpful in college planning is a challenge. Students agree with administrators and staff on the following challenges: 1) Student activities fees being put to good use, and 2) Adequate financial aid being available for most students.

While all surveyed parties generally agree on items of strength and challenge, some conflicts do exist. Faculty, administrators, and staff agree that students made to feel welcome on this campus is a strength, while students perceive it as a challenge. Administrators, staff, and students, perceive adequate financial aid being available for most students as a challenge, while faculty consider it a strength.

It should also be noted that part-time faculty were also surveyed. While there were generally no great conflicts in strengths and challenges, part-time faculty consider adjunct faculty being competent as classroom instructors as a challenge while full-time faculty consider it a strength. Part-time faculty also tend to rate items with higher satisfaction.

It's important to identify strengths and challenges, and it's even more important to find out solutions to the challenges and work hard on them. Enhancing the level of student engagement has been one of St. John's priorities, and it needs the effort from all members of St. John's community – faculty, administrators, and staff.