

Discernment Group III: Conway Institute Advisory Group

Report of Activities

May 18, 2012

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Executive Summary

Discernment Group III was formed in 2010. Its overarching charge is to further “deepen our commitment to our Jesuit Catholic mission, identity, vision and values in everything we do and enhance our leadership in mission and identity work across the Jesuit network.” Under this charge, the committee also has three goals: Goal I - to provide faculty an opportunity to deepen their understanding of Xavier’s Ignatian heritage; Goal II – to build upon and extend the work of Discernment Group I, specifically as it relates to the shaping of the Conway Institute; and Goal III – to develop formal and informal relationships to benefit the working of the University.

Our discernment process and ultimate development of this report involved several aspects: group and subgroup meetings, Retreat I with Discernment Group II, Retreat II to the Jesuit Spiritual Center at Milford, group and individual participation in the Spiritual Exercises, and an immersion trip to the University of Dayton. We developed recommended actions related to each of our three goals. In all, we recommend 24 specific actions, which we have numbered in this report for the sake of clarity. Our recommendations appear below in the text of the report and are listed together in Appendix III.

Our Goal 1 recommendations (1-8) involve mission-driven actions related to the University core curriculum, assessment, hiring, and faculty evaluations. Our recommendations for core curriculum and assessment call for strengthening how mission—as articulated especially in the university Mission Statement and Academic Vision Statement—is included in both of these critical activities. We also describe processes that will help us hire for mission, specifically as it relates to tenure track faculty hires. In addition, we provide many ways in which mission can enhance faculty evaluation. Xavier’s faculty members have been active leaders in articulating the university’s mission, identity, vision, and values. Our recommendations related to Goal I suggest ways that Xavier faculty can be more consistent with and faithful to these mission-related statements in carrying out our critical academic activities.

Our Goal 2 recommendations (9-19) focus on A) the structure of the Conway Institute; B) direct activities of the Conway Institute; and C) activities supported by the Conway Institute. Regarding the structure of the Institute, we recommend a strengthened leadership role for the Director of Faculty Programs and the addition of three new Co-Directors of Faculty Programs, one from each college. Also, we believe the structure of the Institute would benefit from implementation of a Conway Institute Advisory Board, which would begin its activities by overseeing the implementation of the recommendations made by Discernment Group III. We also recommend support of direct activities of the Institute related to the following programs: Ignatian Mentoring, Xavier Mission Academy, Conway Faculty Lunches, Manresa for Continuing Faculty, and Time to Think. With respect to activities supported by the Conway Institute, we recommend the development of mission-specific programs for graduate education and also for adjunct faculty.

Our Goal 3 recommendations (20-23) describe ways that we can develop formal and informal relationships to benefit the working of the University. They focus on the establishment of a

faculty and staff dining room, the provision of on-site child care services, and the development of a plan to evaluate ways to assist Xavier employees who need assistance with adult daycare.

We conclude our report with a final recommendation (24) to evaluate the establishment of an Office of the University Ombudsperson.

Our report is organized as follows: Section I describes our committee's charge. Section II describes the background of the Discernment Groups including a listing of the committee members as well as Xavier's mission and academic vision statements. Section III describes our discernment process of meetings, Spiritual Exercises, retreats, and immersion experience. Section IV includes in detail the background and reasoning for each action we recommended in relation to our overarching goal and three goals. Finally, Section V provides context and recommendations related to the role of a University Ombudsperson. Finally, a list of references and three appendixes provide further information and relevant resources.

Section I. Committee Charge

In 2010, President Michael J. Graham, S.J., invited ten faculty members from the Xavier University community with diverse backgrounds and representing each of the university’s three colleges to be part of the Discernment Group III. In the spirit of the previous Discernment Groups, Discernment Group III is tasked with examining ways to further integrate mission into the academics of the university, including development of a vision and action plan for the Conway Institute for Jesuit Education. The charge of Discernment Group III includes one overarching charge and three more specific goals:

Overarching Charge
To further “Deepen our commitment to our Jesuit Catholic mission, identity, vision, and values in everything we do and enhance our leadership in mission and identity work across the Jesuit network.”

Goal 1

Provide faculty an opportunity to deepen their understanding of Xavier’s Ignatian heritage.

Goal 2

Build upon and extend the work of Discernment Group I, specifically as it relates to the shaping of the Conway Institute.

Goal 3

Recommendations
Beyond the Conway Institute

Section II. Background

Founded in 1831, Xavier University is a Jesuit, Catholic university in Cincinnati, Ohio. Its three colleges offer 85 undergraduate majors, 54 minors and 11 graduate programs to 7,019 total students, including 4,368 undergraduates. The University is the sixth-oldest Catholic university in the nation and one of 28 Jesuit colleges and universities nationwide.

Over the past decade, growing effort has been placed on integrating mission into the activities throughout all divisions of the university. Through activities such as the Ignatian Mentoring Program, Manresa, and the Mission Academy, faculty members are becoming more and more knowledgeable about the mission and are increasingly able to integrate mission into their teaching and research. The Discernment Groups were established to build upon these efforts. Discernment Group III, in particular, was formed to focus on mission integration into academics.

The Ruth J. and Robert A. Conway Institute for Jesuit Education at Xavier University is a center of distinction, assisting educators in transforming students intellectually, morally, and spiritually in the Jesuit Catholic tradition, while appropriating Ignatian pedagogy and spirituality in today's world. The Institute reaches beyond the Xavier campus with pedagogical innovations communicated locally, nationally, and internationally.

From February 2007 through May 2009, Discernment Group I undertook the task of shaping “a new division whose purpose will be to advance our Jesuit Catholic mission among the faculty, staff and administration of Xavier University so as to maximize the fulfillment of our mission in the place where it matters most: in the hearts, in the minds, in the actions—in the very spirits—of our students.” To the members of Discernment Group I, this was an opportunity to promote a plan that would create a culture in which everyone at Xavier would come to understand and contribute to the core mission in ways that are authentic, innovative, and intentional.

One of the recommendations from Discernment Group I was to create a council that would further the mission through a similar discernment experience. The creation of Discernment Group III, an advisory board for the Conway Institute for Jesuit Education, would help achieve the vision of mission building within the academic realm through the coalescing of faculty with a diverse set of skills and life experiences, both personal and professional.

Members

The members of Discernment Group III are faculty members from all three colleges representing a wide variety of departments and majors. The group also represents a diversity of personal backgrounds, professional training and religious persuasions. In addition, George Traub, S. J. participated in the process as an advisor and consultant to the group. Below is a list of the members.

Co-Chair: David J. Burns, Marketing, Co-Chair and Director of Faculty Programs, Mission & Identity

Co-Chair: Ginger Kelley McKenzie, Education, Co-Chair

Committee Members:

Amy Bosch, Physics

Christian End, Psychology

Margo J. Heydt, Social Work

David C. Mengel, History

Adekunle Okunoye, Management Information Systems

Kelly Phelps, Art

Sandra B. Richtermeyer, Accountancy

Xavier's Mission

Discernment Group III is driven by the mission of the institution. Currently, the University is rewriting its mission statement. Following is the Xavier University Mission Statement that has been in place since 1987:

Mission Statement (1987 to 2012)

Xavier's mission is to educate. Our essential activity is the interaction of students and faculty in an educational experience characterized by critical thinking and articulate expression with specific attention given to ethical issues and values.

Xavier is a Catholic institution in the Jesuit tradition, an urban university firmly rooted in the principles and conviction of the Judeo-Christian tradition and in the best ideals of American heritage.

Xavier is an educational community dedicated to the pursuit of knowledge, to the orderly discussion of issues confronting society; and, as would befit an American institution grounded in the humanities and sciences, Xavier is committed unreservedly to open and free inquiry.

Xavier, while primarily an undergraduate institution emphasizing the liberal arts, is also committed to providing graduate and professional education in areas of its demonstrated competence and where it meets a particular need of society, especially of Xavier's regional constituency. Faculty members, moreover, are strongly encouraged to engage in

research outside the classroom in order to maintain the professional standing of the institution.

With attention to the student as an individual, Jesuit education seeks to develop: 1. Intellectual skills for both a full life in the human community and service in the Kingdom of God; 2. Critical attention to the underlying philosophical and theological implications of the issues; 3. A world view that is oriented to responsible action and recognizes the intrinsic value of the natural and human values; 4. An understanding and communication of the moral and religious values through personal concern and lived witness, as well as by precept of instruction; and 5. A sense of the whole person- body, mind, and spirit.

In keeping with the Jesuit tradition, Xavier believes that religious insights are complementary to the intellectual life, and that a continuing synthesis of the Christian perspective with all other forms of human knowledge is conducive to wisdom and understanding. Xavier shares in worldwide Jesuit commitment to a creative and intelligent engagement with questions of peace and justice.

Xavier aims to provide all students with a supportive learning environment which offers opportunities for identifying personal needs, setting goals, and developing recreational and aesthetic interests and skills for daily living and leadership. The self-understanding and interpersonal development that result are vital corollaries to a student's academic development.

Xavier believes that these goals can be achieved only through academic programs of high quality that are served by faculty devoted primarily to excellence in teaching, are nurtured by scholarship and research and are supported by a broad range of university and student life programs. (<http://www.xavier.edu/about/university-mission-statement.cfm>)

Proposed University Mission Statement

Following is the draft of the proposed new mission statement that is under review at the time of this report:

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is diverse, complex and increasingly interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

Discernment Group III followed the guidance of the 1987 version of the mission statement, and we believe that our recommendations stated in this report are also consistent with the proposed mission statement, which is expected to be finalized in the spring of 2012.

Xavier's Academic Vision Statement

Xavier's Academic Vision Statement and Core Values are presented below:

Xavier University, a comprehensive university in the Jesuit tradition, excels at educating students intellectually, morally and spiritually by challenging them to become men and women of integrity and compassion. We inspire one another to achieve our full potential and to engage in society as competent, thoughtful, and responsible global citizens. We value academic rigor, research, reflection and the integration of knowledge and action that works toward the betterment of society.

Core Values:

Xavier University is committed to:

Academic Excellence: *A rigorous, analytical and reflective learning community led by an accomplished faculty engaged in creative scholarly activity.*

Ignatian Tradition: *Education of the whole person intellectually, morally and spiritually through lives of solidarity and service, with sensitivity to issues of social and environmental justice.*

Integrity: *A climate of academic freedom, professionalism, collegiality, and mutual respect throughout a diverse University community operating according to our principles of shared governance.*

Discernment Group III followed the mission, values, and vision of the university in its processes over the past two years. These processes are explained more fully in the following section.

Section III. Discernment Process

Objective of the Process

An initial primary objective of the discernment process was to explore readings on Ignatian spirituality and the meaning of Jesuit education with a particular focus on relating the readings to practices presently pursued at Xavier. The process also involved becoming aware of Ignatian philosophy as a lens through which the education process can be better understood. Specific attention was placed on examining how the Xavier environment can be affected to improve mission integration.

The Process

Meetings

During the first year, the meetings focused on immersion into the existing literature on Jesuit education. Many of the readings were taken from George Traub's collections, *An Ignatian Spiritually Reader* and *A Jesuit Education Reader*. The discussions were lively as the group began to gain an understanding of the ideals of Jesuit education and how it differed from education as in a strictly secular environment. As the ideals were compared with the environment existing at Xavier, it quickly became apparent that views of the university's mission and its appropriate manifestations differ widely across the campus.

Retreat I

During the Fall Break of 2010, [members of Discernment Group II and III travelled together to Hueston Woods to engage in a retreat](#). The objectives of the retreat were to:

- Gain a better sense of what we mean by “discernment”
- Reflect as individuals and a group together about the charge
- Get to know one another better

Michael J. Sheeran, S.J., President of Regis University, provided a history of the group discernment process as practiced by the Society of Friends (Quakers) and the Society of Jesus, and he offered insight into effectively utilizing the communal discernment process to achieve the Discernment Groups' objectives.

Throughout the retreat, those in attendance were provided opportunities to reflect individually on their group's charge and how they might apply the discernment process. Prompts, such as “Why did I come to Xavier?” and “Where do we want Xavier to be in ten years?” and “How to best include people across campus?” directed our reflection sessions. After such periods of individual reflection, members of Discernment Groups II and III reconvened into their respective groups to continue the discernment process.

Joint sessions, meals, and a post-dinner social allowed all of those in attendance to get to know each other better and establish relationships across Discernment Groups II and III.

Retreat II

During the summer of 2011, members of Discernment Group III travelled to the Jesuit Spiritual Center at Milford, Ohio for a two-day retreat. The objectives of the retreat were:

- To discuss and orient ourselves to the Spiritual Exercises of Ignatius Loyola
- To reflect on and organize the Group's progress toward our charge
- Discuss the goals and potential locations for the Group's immersion trip
- Plan for the upcoming semester

George Traub, S.J., provided an overview of the Spiritual Exercises. In addition to describing the process, he invited each group member to consider whether to participate in the Exercises as a group or individually with a spiritual director. This retreat also provided an extremely valuable opportunity to review and organize the group members' thoughts and reflections after the first year. These discussion sessions helped to prioritize the group's goals and plan the discernment process for the following academic year.

Spiritual Exercises

The Spiritual Exercises were offered to all the participants of Discernment Group III during Fall 2011 and Spring 2012. Several members chose to participate as a group with Father George Traub, S.J. as the spiritual director. Father Traub provided several readings and guided the group through several chapters of the book *Moment by Moment: A Retreat in Everyday Life* by Carol Ann Smith and Eugene F. Merz, S.J. Other Discernment Group III members engaged the Spiritual Exercises separately, with individual spiritual directors. Reflections from several participants follow:

- "...contemplating the teachings of Ignatius of Loyola was an enlightening experience that was instrumental in my participation in Discernment Group III. Setting aside time several times a week to meditate on the Moments from the Spiritual Exercises gave me the opportunity to consider how I am living the Jesuit mission in both my professional life and my personal life. Working with Father George Traub, and meeting with several other members of DG III to share and discuss our reflections on the Moments was an enriching experience. In addition to our cooperative goal of making recommendations regarding the mission of Xavier University, the Spiritual Exercises added a remarkable depth to our communal work."
- "I found the Spiritual Exercises, as an integral part of DG III, to exemplify the ideal of *cura personalis*, the care of the whole person. By focusing on my own spiritual

journey, I have been more aware of living the mission in my teaching. Regardless of the impact of DG III on the university as a whole, this experience has been personally enriching to me, and is having a positive effect on the students in my classes.”

- “Participating in the spiritual exercises deepened my perspective of prayer. It was very special to take part in this activity with my colleagues. The guidance provided by George Traub, S.J. was very helpful and a key part of this rewarding and meaningful experience. The spiritual exercises helped me recognize how to pause and reflect on how I can incorporate prayer in different ways than I was used to and in a refreshed way in various aspects of my life. I am thankful for this gift of participation in the exercises.”

The opportunity to participate in the Spiritual Exercises enriched our conversations and helped us reflect on our prayer experiences. It added depth to our communal work, keeping us mindful of God’s presence in our deliberations.

Immersion Trip

As a part of the discernment process, the group took a two-day trip in October 2011 to the University of Dayton, a private Catholic, Marianist institution. The focus of the trip was to explore how a benchmark institution understands and integrates its mission. The group met with leaders from several principal areas. Following is a summary and description of the individual meetings.

1. Bombeck Family Learning Center, Diana Smith

A university child daycare facility, the Bombeck Learning Center serves both the university and surrounding community with a special commitment to the poor and marginalized, as reflected in the student population: 40% children of faculty and staff, 40% from the community, and 20% subsidized from the community. The Bombeck Learning Center also produces, distributes and in some cases sells training modules and religious education materials.

2. Vice President for Mission, James Fitz

Staffed with five administrators, the Office for Mission provides leadership to enhance the Catholic and Marianist character of the University by forming people and communities committed to the Catholic and Marianist tradition of education. Its programs target both faculty, such as its retreat for second year faculty, and students.

3. Women’s Center, Lisa Rismiller

The Women’s Center seeks to advance the full and active participation of university women, including students, staff, and faculty, and promotes conversations on the role of women in society and the world.

4. *Dean of the College of Arts and Sciences, Paul Benson*

The largest college at the University of Dayton, with 28 departments and 310 full-time faculty, the College of Arts and Sciences supports the mission in a wide variety of ways. These include the endowed university professorships of Faith and Culture and of Social Justice, a regular faculty forum on the Catholic intellectual tradition, a leading role in the university's required annual off-campus retreats on hiring for mission for all hiring departments and search committee chairs. The college also supports the extensive Learning-Living Communities program, in which 40-45% of each incoming undergraduate classes participate. Some of these communities are directly aligned with mission-specific topics. The college is currently in the midst of a major curriculum revision to redesign the common academic program for undergraduates, to be completed in the next two years. Among its components is the establishment of six university-wide learning goals. The college also supports a year-long Leadership UD program for faculty and staff.

5. *Director of Student Engagement, Office of Student Engagement and Parent Engagement, Kathleen Henderson*

The office was established in 2009 as a one-stop shop to provide answers to questions from students and parents. In addition to dealing directly with students and parents, this office supports faculty seeking to engage students more effectively.

6. *Director of Core Program, Una Cadegan*

A specialized, mission-oriented general education program distinct from the university's common academic program, the Core Program serves a small (~150), self-selected group of undergraduates. Its interdisciplinary foundation courses focus on the question of what it means to be human and intentionally engage the Catholic intellectual tradition. Team teaching is a hallmark of this program, which also supports faculty seminars on the Catholic intellectual tradition.

7. *Center for Integration of Faith and Work, Victor Forlani*

A part of the College of Business, this center brings together students and local business leaders in a variety of activities that seek to add social and civic responsibilities to the customary business-school concentrations on profitability, legal compliance and ethics. Its staff includes a director, secretary and graduate assistant; a faculty committee advises it. Its programs include "Walk the Talk Lunches" that bring together students and business professionals, a mission-based component of the business capstone course, a course on "Business as a Calling," an annual Christmas luncheon focused on faith-based business, and a one-credit first-year orientation class.

8. *ArtsStreet Living and Learning Center, Susan Byrnes*

ArtsStreet is a living and learning arts complex that incorporates a student Living Learning Community, art studios, a student-run coffee shop, classrooms, music practice and performance spaces, the student-run radio station, and public space. The entire complex of buildings is integrated into the university-owned student neighborhood on the edge of campus. Its development represented an intentional collaboration between numerous faculty and students.

9. *Fitz Center for Leadership in Community, Dick Ferguson*

With eight full-time staff members and a total staff of 28 (including graduate students and student interns), the Fitz Center also provides numerous student leadership opportunities in community building activities. 140 students at a time are engaged in its programs, which involve a lot of mentoring. Strongly committed to asset-based community engagement, the Fitz Center emphasizes the mutual self-interest of the university and its surrounding community rather than a focus on service projects. Its collaborations with faculty include its credit-bearing, interdisciplinary River Institute course.

Section IV. Goal-Based Recommended Actions

Overarching Charge – Further “Deepen our commitment to our Jesuit Catholic mission, identity, vision, and values in everything we do and enhance our leadership in mission and identity work across the Jesuit network.”

Xavier’s Jesuit Catholic mission, identity, vision, and values provide the foundation for all of its activities. Consequently, Xavier’s mission should be embodied by all divisions and permeate the culture of the institution. This goal has guided the work of Discernment Groups I, II, and III. We believe that our overarching charge will best be met through our 24 recommended action items presented under Goals 1, 2 and 3 below.

Goal 1 – Provide faculty an opportunity to deepen their understanding of Xavier’s Ignatian heritage.

The primary avenue to effectively integrating mission into academics is through the faculty. To encourage increased faculty identification with the mission, we make the following recommendations related to core curriculum, assessment, hiring, and faculty evaluation.

Core Curriculum

The Fall 2010 issue of the *Conversations* magazine (“Core Wars”) provides a model for the role of centers similar to the Conway Institute in core curriculum evaluation and assessment processes. Furthermore, several mission-centric universities have recently revised their core offerings while keeping mission central to the process. For example, Discernment Group III learned from its meeting with the Dean of the College of Arts & Sciences at the University of Dayton that it is currently in the process of a major revision to its common academic program (core curriculum). Dayton’s College of Arts & Sciences has led this process with careful attention to the critical link between core curriculum and the mission. They are taking a deliberate, grassroots approach that involves the development of consensus around six university-wide learning goals, the piloting new courses by more than 100 faculty, and the hiring of 45 new positions (primarily tenure track).

Recommended Action (1 of 24):

- Discernment Group III recommends that the charge of any university academic committee established to assess and/or revise the core curriculum explicitly includes the commitment to integrate mission in its deliberations.
 - This may be accomplished by having a faculty member associated with the Conway Institute (Mission & Identity) serve as a liaison between the Institute and the committee. Further, the Conway Institute may offer retreats to support these committees. In such a context it could, for example, provide historical context for mission-related discussions by

discussing Jesuit documents and histories, including the *Constitutions* and other writings of Ignatius Loyola, accounts of early Jesuit history (such as John W. O'Malley's *The First Jesuits*), recent General Congregations of the Society of Jesus (such as 32, 34 and 35), and key addresses by Superiors General Pedro Arrupe (Valencia 1973), Peter-Hans Kolvenbach (Santa Clara 2000), and Adolfo Nicolas (Mexico City 2010).

- Based on its immersion experience, Discernment Group III underscores the value of learning from mission-centric curriculum revision efforts at benchmark universities.

Assessment

We propose that the mission component of the university-wide assessment process for departments, majors, and programs be strengthened and extended. Hence, we suggest that mission should be an important component of the proposals of any new programs and assessment of existing departments, majors, and programs.

Recommended Action (2 of 24): Discernment Group III proposes clear identification of a well-defined link between mission and assessment by departments, majors, minors and programs. In order for this to be effective, an intentional, universal process that values ongoing discussion and discernment can be implemented. The process will be enhanced by the inclusion of input from all affected stakeholders, including students and employers of graduates. Consistent documentation formats will help facilitate this university-wide process.

Note: The new Co-Directors of Faculty Programs (described below under **Goal 3**) may serve as facilitators for the assessment process. These tenured faculty members may have the relevant background to effectively provide instruction on assessment of learning outcomes consistent with our Jesuit Catholic mission.

Hiring

Recognizing the critical role of hiring for mission, Discernment Group I recommended in its final report the “recruitment and retention of faculty and other employees who manifest Ignatian values in their personal and professional conduct, including their commitment to the development of students” as a way to maintain the university culture. During Discernment Group III’s immersion trip, we were impressed by the University of Dayton’s mandatory hiring retreat. Before a faculty search, chairs of hiring departments and search committee chairs participate in an in-depth, faculty-led, offsite discussion of the university mission and receive an overview of the hiring process that includes relevant legal and other policies. This retreat is not facilitated by their Human Resources Department; rather, it is sponsored jointly by the University of Dayton’s office of the Provost and the Office for Mission and Rector.

Recommended Action (3 of 24): We recommend that one or more faculty representatives from the Conway Institute work in conjunction with the Office of Human Resources and the Provost's office to develop a consistent, mission-driven process for use when hiring tenure track faculty. The process may include:

- A common template describing Xavier's mission that can be used in position postings.
- A list of standardized, mission-focused questions for all personnel involved with the tenure track hiring process.
- A training video developed by the Conway Institute and Human Resources available for chairs and other administrators to guide them through key stages of the tenure track faculty hiring process.
- Required training for department chairs and/or search committee chairs who are new to the tenure track hiring process or who have not hired in three to five years.
- Guidelines and "how to" resources/video for search committee chairs to ensure tenure track hiring practices encourage diverse candidates.
- Develop practical guidelines consistent with the above that can be used for Hiring Full-Time Instructors, Clinical Faculty and Adjunct Faculty.

Discernment Group III believes that through these recommendations, we can make great improvements in supporting the university mission through the process of hiring faculty. We realize that some of the above items may already be available in part, but the group agrees that the connection between tenure-track faculty hiring and the mission is not universally clear. The goal would by no means be to reduce diversity among the faculty or to restrict faculty hires to individuals of any single background, identity, or religious belief. Instead, we believe that a more intentional hiring process can help departments to recruit an increasingly diverse faculty composed of individuals who will engage and support the university mission in a variety of important ways.

Faculty Evaluation (teaching/scholarship/service)

Discernment Group III supports the incorporation of mission into faculty evaluation in the annual review as well as rank and tenure processes.

Recommended Actions (4 - 8 of 24):

4. As a part of the annual review process, we suggest that faculty may be encouraged to reflect upon and report how their activities during the previous year relate to the mission of the university, as articulated in the Faculty Handbook and expressed in the University Mission Statement and Academic Vision Statement. This is a common practice at institutions of all types, and should not be misconstrued as an attempt to encourage uniformity of thought or belief.
5. We recommend a clearer and more universal identification in course syllabi of the links between mission and specific courses. Note: the new mission statement is expected to be one paragraph in length, which may be practical to include on each syllabus.

6. We recommend the establishment of a faculty committee charged with considering a university-wide teaching evaluation component that incorporates an assessment of the role of mission in teaching.
7. We recommend a review of the *Faculty Constitution* for references to and support of the University mission. The word “mission” does not appear in this critical document. We recommend that the University Faculty Committee consider the reasons for and implications of this omission.
8. We suggest that departments and colleges may have discussion among their faculty to determine how mission can be incorporated into rank and tenure decisions. This is consistent with Xavier University’s Faculty Handbook:

SECTION III - OBLIGATIONS OF THE PRINCIPAL FACULTY (page 8-9/24/10 version)

A. Participation in Mission

Xavier shares many of the purposes of all universities and has some distinctive ones of its own. These purposes are articulated in the University Mission Statement. The Mission of the University is enlightened by the documents of the Second Vatican Council and by recent General Congregations of the Society of Jesus. Faculty members participate in the Mission through their teaching, scholarship, and service. In their teaching, they encourage critical thinking and articulate expression with special attention given to ethical issues and values. In their service to the institution and to the broader community they give evidence of a commitment to others and of a sharing of one’s gifts. In their scholarship, they seek to better society and enhance their teaching by advancing knowledge.

B. Duties and Responsibilities

To further the Mission of the University the duties of a faculty member include teaching, scholarly activity, advising students and service to the University. Faculty members are expected to demonstrate their commitment to Jesuit, Catholic, liberal education by their acceptance of the Mission Statement and to promote the principles and ideals upon which the University stands, without prejudice to academic freedom. Faculty members should avoid actions which could bring reproach or criticism upon the faculty or University except as the principles of academic freedom may affect such matters.

Each year a faculty member’s responsibilities will be specified by the Dean through the Department Chair. The full-time teaching responsibility is a maximum of twelve credit hours per semester. A faculty member whose scholarly activities meet the norms of scholarship given in Section VI- Norms for Evaluation of Faculty, as judged by the Dean, is eligible to receive a reduced teaching assignment.

A faculty member who chairs a Department, directs a University program, or undertakes other administrative duties such as significant curricular development is eligible to receive a reduced teaching assignment.

The Conway Institute for Jesuit Education and the Center for Teaching Excellence will provide critical support by providing information, expertise, and development opportunities. The Conway Institute should also provide mentoring to interested faculty members about the integration of the mission into teaching.

Goal 2 – Build upon and extend the work of Discernment Group I, specifically as it relates to the shaping of the Conway Institute.

The Conway Institute for Jesuit Education was founded with the intent to play a significant and critical role in the advancement of integrating mission into academics at Xavier University. Consequently, the Institute should be led and staffed by members of the academic community of Xavier. Our recommended actions involving the Institute focus on the following areas:

- 2A. Structure of the Conway Institute**
- 2B. Direct activities of the Conway Institute**
- 2C. Activities supported by the Conway Institute**

Each of these proposals is explained below in items A, B and C.

2A. Structure of the Conway Institute

The Ruth J. and Robert A. Conway Institute for Jesuit Education at Xavier University is a center of distinction, assisting educators in transforming students intellectually, morally, and spiritually in the Jesuit, Catholic tradition, while appropriating Ignatian pedagogy and spirituality in today's world. The Institute reaches beyond the Xavier campus with pedagogical innovations communicated locally, nationally, and internationally.

The Conway Institute is expected to provide leadership for the integration of mission throughout the academic side of the university. Furthermore, the Institute should be structured to ensure a strong faculty focus and to ensure the influx of new ideas while maintaining a sense of continuity. It is critical to note that the mission of the Conway Institute specifically mentions reaching beyond the Xavier campus. In the recommendations below, we describe examples of connecting our work to those outside of our campus community.

Present Structure of Institute

As presently structured, the Director of Faculty Programs, a half-time (50/50) position staffed by a tenured and/or experienced clinical faculty member on a rotating basis, has initiated additional integration of mission on the academic side of the university. The potential of the position is constrained, however, by the size of the faculty and its diversity.

Changes to Existing Structure of Institute

To maximize effectiveness, we propose a change in the structure of the Institute. Below, we recommend structural changes as follows: 1) Strengthen the leadership role for the Director of Faculty Programs; 2) add three new Co-Directors of Faculty Programs and 3) implement a Conway Institute Advisory Board.

Recommended Action (9 of 24): Strengthen the leadership role for the Director of Faculty Programs.

Although the Conway Institute will continue to be overseen by the Assistant to the President for Mission and Identity, Discernment Group III proposes that the position of Director of Faculty Programs provide leadership of the Institute. The Director of Faculty Programs will remain a 50/50 position to be filled by a Xavier faculty member on a rotating basis. Currently, the position is a one-year appointment with the option to renew up to three years. The Director of Faculty Programs will be responsible for the maintenance of campus-wide, mission-oriented programming for faculty, the development of new programming consistent with the endeavors recommended in this document, and providing guidance and support to three new 50/50 faculty positions in the Institute. These positions are described below.

Recommended Action (10 of 24): Add three new Co-Directors of Faculty Programs.

Discernment Group III proposes that three half-time (50/50) positions be added to the Institute from current faculty to further facilitate the integration of mission in each college. These three positions will be held by tenured members from each of the three colleges for staggered three-year terms, and have the following titles:

- Arts & Sciences Co-Director of Faculty Programs
- Business Co-Director of Faculty Programs
- Social Sciences, Health, & Education Co-Director of Faculty Programs

The responsibilities for the individuals in these positions include collaborating with other university entities, such as the Center for Teaching Excellence and the Ethics, Religion, and Society Program. Co-Directors of Faculty Programs would be responsible to report annually to their college departments and deans as well as to the Director of Faculty Programs and Chief Mission Officer. In addition, they may facilitate integration of mission in the following ways:

- Support department and program colloquia.
- Develop and offer workshops and seminars on Jesuit mission-related topics both at Xavier and other Jesuit universities, nationally and internationally.
- Organize conferences and retreats on the intersection of discipline and mission.
- Provide an “umbrella” for coordination of college programs and initiatives.
- Host a distinguished speaker series and other events for the college and community.
- Investigate and benchmark the “best practices” for mission integration at other colleges and universities.

Recommended Action (11 of 24): Implement a Conway Institute Advisory Board.

We recommend the establishment of an Advisory Board for the Conway Institute to provide overall guidance and support to the Institute. Minimally, the advisory board could be comprised of six faculty members, two representing each of the three colleges, appointed for staggered three-year terms. Additionally, alumni, faculty from other Jesuit institutions, and other stakeholders might be considered for a board position. Advisory board members may be chosen by the President based on recommendations from Faculty Committee and the Assistant to the President for Mission and Identity.

The Conway Institute Advisory Board can also assist with formalizing relationships with the Center for Teaching Excellence, as they have areas distinct, yet overlapping domains. The effectiveness of both centers can be furthered through intentional and continuing collaboration. The Director of Faculty Programs or another member of the Institute Advisory Board may serve as a liaison or as an ex-official member of the Faculty Advisory Board of the Center for Teaching Excellence. Similarly, the Faculty Director of the Center for Teaching Excellence may serve as a liaison or an ex-officio member of the Conway Institute Advisory Board.

2B. Direct Activities of the Conway Institute

In this section, we describe and recommend actions for activities that are directly implemented and overseen by the Conway Institute.

Ignatian Mentoring Program – This program is designed to facilitate the incorporation and assimilation of the Ignatian vision into the professional identities of Xavier faculty. Although not funded by the Conway Institute, we suggest that this successful program continue to be directly supported by the Institute.

Recommended Action (12 of 24): The Conway Institute should continue to support the Ignatian Mentoring Program.

Xavier Mission Academy – The focus of the Academy is to provide middle- and latter-career faculty members with a working knowledge of Xavier’s mission and the tools needed to further integrate that mission into their classes in personally and professionally appropriate ways. Given that participating faculty members will possess significant teaching experience and are very knowledgeable about their disciplines, the academy focuses on building upon this knowledge and providing faculty members with the tools to integrate mission into their classes in positive ways.

Recommended Action (13 of 24): Discernment Group III suggests that the Mission Academy should be examined as a possible offering again in the future when adequate interest and funding are available. In addition, we recommend that the Mission Academy increase its scope beyond teaching to include service and scholarship. Furthermore, participants should be encouraged to share Mission Academy outcomes with colleagues at other Jesuit universities.

Conway Faculty Lunches – Lunches can be an ideal way to engage in conversation about issues of interest for faculty, including issues of mission.

Recommended Action (14 of 24): Co-Directors of Faculty Programs can take the lead in initiating regularly scheduled lunch mission discussions on teaching, scholarship, and service. Guest moderators or facilitators from other Jesuit universities may increase the global focus of the lunch discussions. Technology, such as web-based video conferencing, may be utilized for guest speakers who cannot travel to Xavier.

Manresa for Continuing Faculty – Given the success of the Manresa experience for new faculty, Discernment Group III suggests the availability of follow-up Manresa-like retreat experiences that interested faculty members would have the chance to attend approximately every five years. The retreat could focus on refreshing and furthering knowledge and could provide opportunities to explore new ways that the mission can be integrated into teaching, scholarship, and service. Outcomes from participation in Manresa for continuing faculty may be shared with colleagues at other Jesuit universities.

Given the faculty focus of the experience, the Conway Institute will take a lead role in the implementation of the Manresa for Continuing Faculty, possibly in collaboration with the Center for Teaching Excellence.

Recommended Action (15 of 24): At least one of the Co-Directors of Faculty Programs should participate in Manresa for Continuing Faculty.

Manresa for New Faculty – In order to have synergy with the Manresa for Continuing Faculty, it will be beneficial for one of the Co-Directors of Faculty Programs to participate in the Manresa program for new faculty.

Recommended Action (16 of 24): A Co-Director of Faculty Programs should participate in the Manresa program for new faculty.

Time to Think – This program supports and encourages mid-career faculty reflection on the three primary spheres of professorial activity (teaching, scholarship, and service) within an Ignatian academic context. It incorporates two primary models: partnered conversation and small group sharing, including an overnight retreat midway through the program. Participants are encouraged to reflect on their past experiences as academics as well as to envision and create future goals for themselves. The conversational community developed over the course of the academic year of the program is intended to serve as a longer-term supportive context once participants have completed the program.

Recommended Action (17 of 24): The Time to Think program should be examined as a possible offering again in the future when adequate interest and funding are available. This program would be led by the Conway Institute.

2C. Activities supported by the Conway Institute

Graduate Programs – As the graduate student population at Xavier University has grown over the past several years, there has not been a corresponding emphasis on mission-focused programs for graduate students. Most of the offerings at Xavier, including the programs by Mission and Identity, are primarily focused toward undergraduate students and the faculty members who teach undergraduates.

Recommended Action (18 of 24): The Conway Institute will provide support to graduate programs to develop methods by which mission can be better integrated in graduate education at Xavier. The primary means of doing this would be by providing faculty development opportunities for graduate faculty. The form and nature of the programs will be tailored to the overall structure of graduate programs within the newly established Graduate School at Xavier.

Adjunct Faculty Focus – In 2010, there were more adjunct faculty members teaching at Xavier than full-time faculty members. The Higher Learning Commission expressed concern over the high number of courses taught by adjunct faculty members. Specifically, it states “This trend (the growing percentage of classes taught by adjunct faculty members) can undermine the closeness of student/faculty relationships and weaken the cohesiveness of the campus community. Part-time faculty may be necessary to deliver specialized courses, but over-reliance on their use could diminish the effectiveness of the core curriculum.”

Recommended Action (19 of 24): Develop mission-driven programs by the Conway Institute that focus on the specific needs of adjunct faculty members.

Goal 3 – Recommendations Beyond the Conway Institute

Faculty and Staff Dining Room – Given the importance of developing formal and informal relationships to benefit the working of the University, the absence of a faculty and staff dining room stands out. In view of the emphasis on interdisciplinary efforts, the desire for more collegiality across academic departments, and the influx of large numbers of new faculty and staff members in recent years, the need for a faculty and staff dining room needs to be revisited. Those who have been at Xavier for ten years or more recall Schott dining hall as a place to meet, greet, and build relationships over a healthy lunch. Such a setting resonates with Jesuit values related to “care of the whole person.” Although the new Center for Teaching Excellence Faculty Lounge shows promise as a faculty gathering spot, it does not provide full meal service on a daily bases, does not serve staff members, and thus only partly fulfills this need.

A faculty and staff dining room would facilitate both on-campus and off-campus relationship development. Some faculty and staff have had the pleasure of hosting various external guests as speakers, consultants, etc. and need a place on campus to “entertain” that is not quite as chaotic as the general dining hall. More regular, informal interactions between faculty and staff from departments across campus will also foster the development of trust and strong relationships that are essential for collaboration beyond individual departments and divisions.

At the University of Dayton (UD), Discernment Group III enjoyed a facility that accomplished both. It was an ideal environment for a faculty member or group of faculty members to meet off-campus visitors or a faculty candidate in a professional and discreet setting. Anyone would be proud to entertain guests to the university in such a setting. Although we only saw one example, we were told that the University of Dayton has three such dining rooms on its campus. Xavier could create a similar space by setting aside one seating area within the current dining hall for the exclusive use of faculty and staff. Such a seating area would need full solid walls for noise control. By sharing the same food service areas with the students, this solution would encourage informal interaction between students, faculty, and staff. At the same time, its private seating area would attract more faculty and staff to the dining hall and allow for more substantive faculty and staff interaction. Another option would be to salvage the dining facilities in Cintas and create a faculty and staff dining hall along the window wall.

Recommended Action (20 of 24): Establish a Faculty and Staff Dining Room.

Child/Adult Care for Xavier Employees and Students – Jesuit Catholic values emphasize the importance of family and “care of the whole person.” We believe that these values should be practiced for students as well as for staff and faculty employees. For the past two decades, faculty and staff have repeatedly articulated a desire that these Jesuit values be embodied at Xavier through the provision of university sponsored on-site child care services. In addition, our immersion trip and other research suggests that Xavier lags behind comparable and aspirational peer institutions which already offer such services, including many that do not articulate Jesuit Catholic values. On the other hand, we also believe that Xavier has the opportunity to become a leader and model institution through the provision of adult day care, for which demographic and social changes are creating an increasing need.

Xavier has more than 2000 graduate students, many of whom would benefit educationally and personally from the availability of on-site child care. A full range of year-round day care, evening care, after-school programs, and weekend care would support students, faculty, and staff to fulfill their employment and educational responsibilities without compromising their family responsibilities. It would also attract talented students, faculty, and staff who would not be able to study or work at Xavier without such services.

Many other universities and employers provide such support for students, faculty, and staff. The Ohio State University, a large, public university without any religious affiliation, states the following on their website: “The Ohio State University Child Care Program, a department of the Office of Human Resources, provides quality child care that allows families and the university community to participate in and fulfill their responsibilities to the university.”

Our immersion trip to the University of Dayton, an institution with values more similar to Xavier’s, demonstrated to us how well a child care facility can be integrated into the institution while supporting other university priorities. The Bombeck Family Learning Center there has a beautiful facility providing accredited child care and schooling for infants through third grade. As a demonstration school, it provides internship opportunities for education students. It also serves both university employees, who receive a 15% discount, and families from the surrounding community. It seeks to reserve 20% of its spaces for poor and marginalized community members, with the other spaces divided evenly between university members and community members. In this way, it supports the university mission by caring for its own members while engaging and caring for the larger Dayton community.

Below are two lists of universities that currently provide on-site child care. For the purposes of this report, only Ohio and Jesuit institutions were included. The first list includes fifteen Ohio institutions (in addition to The Ohio State University and University of Dayton) and the second includes nine Jesuit institutions that indicate on their websites that on-site child care is provided in some manner. This does not include those institutions that have schools, like our Montessori lab school, but no other child care facilities. The websites for each of the programs in the lists can be found in Appendix I.

Ohio SchoolsJesuit Schools

- | | |
|-----------------------------------|-------------------------------|
| 1. University of Dayton | Boston College |
| 2. The Ohio State University | Creighton University |
| 3. Kenyon College | Fairfield University |
| 4. Bluffton University | Loyola Marymount University |
| 5. Bowling Green State University | Loyola University Maryland |
| 6. Ohio Wesleyan University | Loyola University New Orleans |
| 7. Cleveland State University | Marquette University |
| 8. The College of Wooster | Santa Clara University |
| 9. Dennison University | Seattle University |
| 10. Kent State | |
| 11. Miami University, Middleton | |
| 12. Miami University, Hamilton | |
| 13. Sinclair Community College | |
| 14. The University of Akron | |
| 15. University of Toledo | |
| 16. Wittenberg University | |
| 17. Wright State University | |

The Boston College website cites a newsletter article about Intel that articulates clearly why employer supported child care is critical both to an institution's mission and to its financial well-being. In the provision of child care, high-minded principles also support bottom-line business.

“...employer-sponsored child care is a win-win-win. It's good for our employees and their children, who benefit from easily accessible, high-quality care. It's good for our bottom line, since every dollar we spend on child care saves us at least three dollars in reduced absenteeism, turnover, and work disruption caused by child-care problems. And it's good for our communities, since our programs are designed to benefit both Intel employees and members of the communities where we operate. Providing child care is one way to make Intel a great place to work for our employees while giving something back to our communities.”

The Boston College website specifically states the following:

a. The Boston College Children's Center is a response to a child care need expressed by members of the University community. The program provides a high-quality preschool curriculum and extended day care for children of faculty, employees, and graduate and undergraduate students. When available, spaces are also offered to neighborhood residents.

b. The Center is owned and operated by Boston College and is part of the Human Resources Department of the University. The Director of the Center reports to the Vice President for Human Resources, who approves all Center policies as well as Center tuition and fees.

c. The Center is located in the Haley Carriage House, one block from Beacon Street. This affords parents the convenience of an onsite facility, the ability to visit their child during working hours, and the beauty and comfort of a neighborhood setting that is close enough to feel part of the University community.

These institutions represent action that supports Jesuit “care of the whole person” and Catholic family values for all segments of the university. In addition to “talking the talk” by teaching students about these values, these universities are “walking the walk” by visibly demonstrating commitment to the same.

Recommended Action (21 of 24): Establish university sponsored on-site child care services.

Beyond child care, more and more employees and graduate or non-traditional undergraduate students are members of the “sandwich” generation that cares for children at home while becoming primary caregivers for an older adult. Numerous reports and studies predict a “silver tsunami” of baby boomers living into their 80s and 90s. Supporting students, faculty, and staff who are committed to caring for aging relatives while continuing their own education and work would seem to be a strong embodiment of Xavier’s Jesuit Catholic values. It would also distinguish Xavier as a leader in caring employment practices. Given the increasing need for adult day care, it seems wise and prudent to begin evaluating ways in which Xavier might provide adult day care and similar services in the future.

Recommended Action (22 of 24): Evaluate the establishment of university sponsored adult day care.

Parental Leave Policies

Closely related to child care concerns are issues related to maternity/paternity or parental leave. Parental leave presents a special challenge for faculty members in particular. First, traditional, 12-week Family Medical Leave Act (FMLA) options do not fit well into 16-week semesters. Secondly, FMLA is unpaid leave, making the new expenses associated with raising a new baby particularly difficult. Finally, faculty responsibilities involve more than teaching. Expectations regarding service and scholarship during a family leave are often unclear, creating potential problems for tenure and promotion.

At Xavier, these issues have become enough of a concern that they were addressed by one of the new Faculty Learning Communities (FLCs) sponsored by the Center for Teaching Excellence. The FLC that met in the 2010-2011 academic year produced a white paper entitled “Sustaining Faculty Excellence at Xavier University: A Report by the Mid-Career Faculty Learning Community.” Pertinent sections of their report are included here in italics (the entire report is in Appendix II).

The ‘work-life balance’ issue has profoundly impacted the lives of many, if not most, faculty who make it to mid-career.... Though parental and family leave issues impact all of us at some point regardless of gender or age (birth of a new child, elder care, onset of disability, etc.), there is a measurable and statistically significant impact on young women in academia in particular. When the tenure system was established on campuses in the late 1930’s and 1940’s, the academic work force consisted primarily of heterosexual men (whose wives were stay-at-home mothers). At Xavier, presumably the culture has also been informed by a clerical model of the priest without familial obligations. But women now make up a considerable portion of the faculty in many U.S. institutions of higher learning. And the academic work model, in particular the tenure system, puts undue stress upon women’s choices and opportunities at high-stakes moments in their careers. “[T]he average academic woman earns her PhD at thirty-four and goes up for tenure at forty;” clearly child-bearing, child-rearing and earning tenure are at odds. Only “one in three women who starts down the tenure track ... without a baby will ever have one” and, compared to their male peers, female academics are “significantly more likely to experience marital instability, to have fewer children than ... wanted, to remain child-free, and to divorce.” Those women with children who do receive tenure often find their career tracks stalled, hindering progress toward promotion and perpetuating salary disparities between male and female faculty of the same rank.

The report goes on to describe Xavier’s current policy, which treats parental leave as “sick leave.” Five major concerns related to the current policy are explicated in the full report. The report concludes with the following recommendations.

To address the problems enumerated above, we propose the following new maternity/parental leave policy, applicable to principal faculty members only and in keeping with comparable benchmark institutions, such as John Carroll University, and area competitor institutions, such as Wright State University:

Paid maternity/parental leave is available to University Faculty employed on a full-time basis determined by length of University service. For those with less than one year of service no leave is granted. After one year of service to the University, the faculty member is entitled to one semester leave at full pay, to be taken any time during the first year of care for a new child. This policy includes both pregnancies and adoptions. To ensure the continuation of quality instruction, faculty members requiring parental leaves should give notice to the Department Chair as soon as practical, so that the faculty member’s Chair and Dean may make appropriate arrangements.

Discernment Group III supports the findings of this 2010-2011 Mid-Career FLC. Even though their report does not explicitly ground its recommendations in Jesuit values and the Mission Statement, the connection to Xavier’s Jesuit Catholic mission is very clear. We believe that recommendations such as this, which in the FLC white paper are specific

to principal faculty, should also be reviewed to ensure fairness and consistency with policies for other faculty and staff. Additional options similar to sabbaticals might be considered; leave time at half-time or half-pay for two semesters might be offered as an alternative to full-time leave at full pay for one semester. Clearly, extending this leave to any parent, no matter the gender, and applying it to adoption rather than just birth, would reflect Xavier's Jesuit Catholic values.

Based on the findings of the FLC, our immersion experience and our analysis, Discernment Group III has the following recommendation for parental leave:

Recommended Action (23 of 24): Reevaluate parental leave policies to better accommodate the structure of 16-week semesters.

Section V. Other Recommendations

Ombudsperson

The recommendations presented above are intended to strengthen our mission, support our university professional life, improve our work-life balance, and empower our teaching, scholarship and service. The university has recently experienced tremendous growth with accompanying changes to university culture and has gone through a significant structural reorganization. In such a period of transformation, there are inevitably challenges to maintaining our focus on embodying our Jesuit Catholic values in all we say and do.

Recommended Action (24 of 24): Evaluate the establishment of an Office of the University Ombudsperson.

Ombudspersons have a long history in academic institutions, but their primary purpose has been to provide university members with a voice and as a mechanism through which any concerns and problems identified by students, faculty, and staff can be addressed and rectified (Harrison 2007). In this context, an ombudsperson is a neutral, independent, and confidential person charged with facilitating fair and expeditious resolutions to concerns and problems related to the mission of the institution when they are raised by members of the university (Bloch, Miller and Rowe 2009).

Discernment Group III envisions the appointment of a well-respected senior or emeritus faculty member to serve in this role. The appointment of an ombudsperson could more strongly establish the importance of mission to Xavier University.

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http://www.xavier.edu/provost_office/faculty-handbook.pdf

Appendix I. Selected Universities Offering Child Care

Jesuit Universities

Boston College

<http://www.bc.edu/content/bc/offices/hr/employees/all-cc-docs/cc-history.html>

Creighton University

<http://www.creighton.edu/childdevelopmentcenter/whatparentsaresaying/index.php>

Fairfield University

http://www.fairfield.edu/gseap/elc_index.html

Loyola Marymount University

<http://bellarmine.lmu.edu/faculty/othersupport/Childcare.htm>

Loyola University Maryland

<http://www.loyola.edu/About/prospective-faculty-and-staff/child-care-and-education.aspx>

Loyola University New Orleans

<http://finance.loyno.edu/human-resources/human-resources-manual-child-care>

Marquette University

http://www.marquette.edu/grad/resources_childcare.shtml

Santa Clara University

http://www.scu.edu/provost/facultyresources/work_life/family/childcare.cfm

Seattle University

http://www.law.seattleu.edu/Office_and_Administration/Admission/Seattle_Living/Childcare.xml

Ohio Universities

University of Dayton

<http://www.udayton.edu/education/bombeckcenter/index.php>

The Ohio State University

<http://hr.osu.edu/childcare/>

Kenyon College

<http://www.kenyon.edu/childcare.xml>

Bluffton University

<http://www.bluffton.edu/audience/campus/facresources/hr/handbook/benefits/>

Bowling Green State University

<http://www.bgsu.edu/colleges/edhd/fcs/hdfs/page57704.html>

Ohio Wesleyan University

<http://ecc.owu.edu/index.html>

Cleveland State University

<http://www.csuohio.edu/services/childcare/faq/>

The College of Wooster

<http://www.wooster.edu/nurseryschool/history>

Denison University

http://www.denison.edu/offices/humanresources/child_care_resources.htm

Kent State

<http://www.kent.edu/ehhs/cdc/philosophy.cfm>

Miami University, Middleton

<http://www.mid.muohio.edu/childcare/>

Miami University, Hamilton

<http://www.regionals.muohio.edu/campuskids/>

Sinclair Community College

<http://www.sinclair.edu/facilities/cec/EarlyChildhoodQuestions/index.cfm?searchTerm=child%20care%20center>

The University of Akron

<http://www.uakron.edu/education/community-engagement/ccd/welcome.dot>

University of Toledo

http://www.utoledo.edu/studentaffairs/appletree/about_us.html

Wittenberg University

http://www5.wittenberg.edu/administration/human_resources_staff_manual/compensation_benefits/childcare.html

Wright State University

<http://www.wright.edu/administration/womensctr/mission.html>

Appendix II. Sustaining Faculty Excellence at Xavier University: A Report by the Mid-Career Faculty Learning Community (2010-11)

The “work-life balance” issue has profoundly impacted the lives of many, if not most, faculty who make it to mid-career. Communication Arts professor and author of “Labor Pains in the Academy” Lisa M. Tillman asks a pressing ethical question: “If we can’t get work-life right in academia – potentially one of the most progressive, holistic, flexible, and autonomous environments – what hope is there to transform systems in solidarity with our billions of sisters and brothers who labor outside the academy?” One step toward achieving this ethical ideal and improving both tenure and promotion rates for women and overall productivity at Xavier University would be to revise our inadequate maternity leave policy.

Though parental and family leave issues impact all of us at some point regardless of gender or age (birth of a new child, elder care, onset of disability, etc.), there is a measurable and statistically significant impact on young women in academia in particular. When the tenure system was established on campuses in the late 1930’s and 1940’s, the academic work force consisted primarily of heterosexual men (whose wives were stay-at-home mothers). At Xavier, presumably the culture has also been informed by a clerical model of the priest without familial obligations. Women now make up a considerable portion of the faculty in many U.S. institutions of higher learning. The academic work model, in particular the tenure system, puts undue stress upon women’s choices and opportunities at high-stakes moments in their careers. “[T]he average academic woman earns her PhD at thirty-four and goes up for tenure at forty;” clearly child-bearing, child-rearing and earning tenure are at odds. Only “one in three women who starts down the tenure track ... without a baby will ever have one” and, compared to their male peers, female academics are “significantly more likely to experience marital instability, to have fewer children than ... wanted, to remain child-free, and to divorce.” Those women with children who do receive tenure often find their career tracks stalled, hindering progress toward promotion and perpetuating salary disparities between male and female faculty of the same rank.

Xavier’s current policy, which falls under the rubric of “sick leave” (there is no family leave policy, per se) is as follows:

Paid sick leave is available to University Faculty employed on a full-time basis determined by length of University service. For those with less than six months of service no sick leave is granted. For those with six months to less than one year of service sick leave is one month at full pay and one month at half pay. For those with one year to less than two years of service sick leave is one month at full pay and two months at half pay. For those with two years to less than five years of service sick leave is one month at full pay and five months at half pay. For those with five years or more of service, sick leave is two months at full pay and four months at half pay.

Pregnancy and childbirth are treated consistently with other medical conditions and female faculty members may use available sick leave for normal childbirth, recovery from childbirth, and medical complications arising from pregnancy or childbirth. To ensure the continuation of quality instruction, faculty members planning maternity leaves or confronting the necessity of

extended sick leave should give notice to the Department Chair as soon as possible, so that the faculty member's Chair and Dean may make appropriate arrangements. Information on paid sick leave is available from the Office of the Academic Vice President.

We note various problems with the current policy:

- The full maternity leave policy does not take effect until one is at five years of service. The average amount of time it takes to earn a Ph.D. is currently seven years. Factoring in postdoctoral and non-tenure track positions, most women will not be applying to Xavier in a tenure-track position until they are in their (very) late twenties or early thirties. To expect a woman to then wait another five years from there to have a child (while fertility rates diminish and the chances of problems increase) is unrealistic and cruel. This is typically also a probationary period, thus creating a situation where faculty members either jeopardize their careers to start families or wait to start their families in order to succeed at work – sometimes waiting until it is too late.
- The maternity leave policy at full force includes two months at full pay and four months at half pay. Again, this is troubling, considering that the average semester lasts sixteen weeks. Since it is not feasible for a faculty member to take half a semester only for maternity leave (this is not fair to the students, the faculty member, or colleagues who could be asked to cover a new parent's teaching duties), the minimum time necessary for a faculty leave would be a complete semester – not the two month period guaranteed by the sick leave.
- At the moment, a full semester off with pay is sometimes available to individual faculty members in consultation with their dean. But this varies by dean and involves the faculty member signing a commitment to do extra service and to continue with a research agenda. This is an enormous burden as, first of all, the faculty member might not have the time to do the additional service, and second, the demands of an infant often preclude one from conducting significant research. Additionally, this policy is at the discretion of the dean in consultation with the chair and can therefore vary widely from case to case.
- Women who give birth over the summer are given no additional maternity leave, thus effectively receive no time off. This creates an equity issue with those who have babies during the nine-month academic year and do receive leave time. Despite faculty members' nine-month contracts, they do not take summers "off." The faculty member who has a child during the summer will need to prepare fall courses while caring for a new baby, and again, no research will be completed during the summer, the time when most "nine-month" employees at teaching institutions engage in their research.
- The policy specifically refers only to women who have given birth, and treats "normal childbirth" as an illness. It does not acknowledge that in most cases leave is necessary for the care of a new child rather than recovery from childbirth, it does not account for adoption, and it does not consider that in some cases, the primary care-giver might not be a "female faculty" member.

To address the problems enumerated above, we propose the following new maternity/parental leave policy, applicable to principal faculty members only and in keeping with comparable benchmark institutions, such as John Carroll University, and area competitor institutions, such as Wright State University:

Paid maternity/parental leave is available to University Faculty employed on a full-time basis determined by length of University service. For those with less than one year of service no leave is granted. After one year of service to the University, the faculty member is entitled to one semester leave at full pay, to be taken any time during the first year of care for a new child. This policy includes both pregnancies and adoptions. To ensure the continuation of quality instruction, faculty members requiring parental leaves should give notice to the Department Chair as soon as practical, so that the faculty member's Chair and Dean may make appropriate arrangements.

Appendix III. Complete List of Recommended Actions

The following list consolidates all of the recommended actions from the Discernment Group III report. For explanations and full details for each, see the page number of the report included in parentheses.

1. Discernment Group III recommends that the charge of any university academic committee established to assess and/or revise the core curriculum explicitly includes commitment to integrate mission in its deliberations (14).
2. Discernment Group III proposes clear identification of a well-defined link between mission and assessment by departments, majors, minors and programs. In order for this to be effective, an intentional universal process can be implemented that values ongoing discussion and discernment. The process will be enhanced by the inclusion of input from all affected stakeholders, including students and employers. Consistent documentation formats will help facilitate this university wide process (15).
3. We recommend that one or more faculty representatives from the Conway Institute work in conjunction with the Office of Human Resources and the Provost's office to develop a consistent, mission-driven process for use when hiring tenure track faculty (16).
4. As a part of the annual review process, we suggest that faculty may be encouraged to reflect upon and report how their activities during the previous year relate to the mission of the university, as articulated in the Faculty Handbook and expressed in the University Mission Statement and Academic Vision Statement. This is a common practice at institutions of all types, and should not be misconstrued as an attempt to encourage uniformity of thought or belief (16).
5. We recommend a clearer and more universal identification in course syllabi of the links between mission and specific courses. Note: the new mission statement is expected to be one paragraph in length, which may be practical to include on each syllabus (16).
6. We recommend the establishment of a faculty committee charged with considering a university-wide teaching evaluation component that incorporates an assessment of the role of mission in teaching (17).
7. We recommend a review of the *Faculty Constitution* for references to and support of the University mission. The word "mission" does not appear in this critical document. We recommend that the University Faculty Committee consider the reasons for and implications of this omission (17).
8. We suggest that departments and colleges may have discussion among their faculty to determine how mission can be incorporated into rank and tenure decisions. This is consistent with Xavier University's Faculty Handbook (17).
9. Strengthen the leadership role for the Director of Faculty Programs (19).
10. Add three new Co-Directors of Faculty Programs (19).

11. Implement a Conway Institute Advisory Board (20).
12. The Conway Institute should continue to support the Ignatian Mentoring Program (20).
13. Discernment Group III suggests that the Mission Academy should be examined as a possible offering again in the future when adequate interest and funding are available. In addition, we recommend that the Mission Academy increase its scope beyond teaching to include service and scholarship. Furthermore, participants should be encouraged to share Mission Academy outcomes with colleagues at other Jesuit universities (22).
14. Co-Directors of Faculty Programs can take the lead in initiating regularly scheduled lunch mission discussions on teaching, scholarship, and service. Guest moderators or facilitators from other Jesuit universities may increase the global focus of the lunch discussions. Technology, such as web-based video conferencing, may be utilized for guest speakers who cannot travel to Xavier (22).
15. At least one of the Co-Directors of Faculty Programs should participate in Manresa for Continuing Faculty (22).
16. A Co-Director of Faculty Programs should participate in the Manresa program for new faculty (22).
17. The Time to Think program should be examined as a possible offering again in the future when adequate interest and funding are available. This program would be led by the Conway Institute (22).
18. The Conway Institute will provide support to graduate programs to develop methods by which mission can be better integrated in graduate education at Xavier. The primary means of doing this would be by providing faculty development opportunities for graduate faculty. The form and nature of the programs will be tailored to the overall structure of graduate programs within the newly established Graduate School at Xavier (22).
19. Develop mission-driven programs by the Conway Institute that focus on the specific needs of adjunct faculty members (22).
20. Establish a Faculty and Staff Dining Room (23).
21. Establish university sponsored on-site child care services (26).
22. Evaluate the establishment of university sponsored adult day care (26).
23. Reevaluate parental leave policies to better accommodate the structure of 16-week semesters (28).
24. Evaluate the establishment of an Office of the University Ombudsperson (29).