Leigh Anne Prugh

AFMIX Capstone Project

Reflection:

Over the past two years, my AFMIX journey has significantly reshaped my understanding of my role at Xavier University. Engaging deeply with Xavier’s Values and Vision and Mission statements, I have come to appreciate more fully that our work is situated within a broader horizon — one that seeks the formation of individuals committed to service, justice, and the greater good. Through AFMIX, I now view my responsibilities not merely as functional or operational, but as vital contributions to Xavier’s mission of fostering individual development, academic excellence, and societal transformation in the Ignatian tradition.

One concrete outcome of this renewed perspective is a desire to recalibrate existing programs, particularly our academic advising practices. Advising, as it currently stands, largely addresses academic progression and administrative requirements. However, in light of my AFMIX experience, I see advising as a strategic space to integrate Ignatian values such as *cura personalis* (care for the whole person), discernment, and a commitment to the service of faith and the promotion of justice. By intentionally embedding these values into advising conversations, we can transform routine administrative interactions into opportunities for reflection, formation, and holistic student development.

To operationalize this vision, collaboration with like-minded colleagues is essential. I intend to work closely with peers who share an understanding of and commitment to Ignatian pedagogy, developing common advising approaches that prioritize deep listening, personalized guidance, and ethical reflection. Such collaboration would not require large-scale programmatic changes but would instead focus on shared practices and ongoing dialogue within our academic units, ensuring that the spirit of the Jesuit educational mission animates even our most routine engagements with students.

Finally, working at Xavier University, a Jesuit, Catholic institution carries particular meaning. It entails a commitment to intellectual rigor deeply rooted in ethical responsibility, to excellence pursued not for personal achievement but for common good, and to education that transforms both mind and heart. It demands that we see our students not merely as learners but as persons in formation, deserving of accompaniment as they discern their place and purpose in a complex world. In this context, my work becomes not only a profession but a vocation, aligned with the university’s enduring call to be agents of hope, and justice.