**Successes and Challenges Regarding Mission Integration/Effectiveness**

**in Each of Five Areas at UMI Universities**

Reports for the USA UMI Province assembly

of University Presidents, Rectors, Provosts, Mission Officers and Board Chairs

October 29, 2018

**I. BOARD OF TRUSTEES**

**CREIGHTON UNIVERSITY**

As most of our colleagues will attest, the members of the Board of Trustees at any Jesuit University are men and women who are deeply engaged in business, educational, health sciences or political leadership responsibilities according to their own personal vocations. The non-Jesuit members of the Board serve voluntarily as board members and contribute significantly of their time, knowledge, fiduciary and business talent, and their material resources. Our lay board members at Creighton have been open and responsive to mission initiatives and have been concerned to maintain our character as Jesuit and Catholic – even among those who are not Catholic themselves. The Jesuits on the Board have been most generous and helpful in building personal relationships with their Board colleagues and witnessing to their own deep appreciation of the Jesuit Mission of Higher Education in the business discussions and social activities.

**Challenges**

But these men and women are “movers and shakers” in a very secularized, international culture that does not encourage identity with religious values much less Catholic and Jesuit values of privileging the poor and marginalized. These are people who “captain their own ships” and must be very gently invited to participate in opportunities that will benefit them personally and challenge them spiritually by forming them toward a relationship with the person of Jesus and the values of the Gospel.

**Successes**

Several Board members have participated in campus-based programing in the Catholic Jesuit Mission through the Higher Education Seminar. Their participation gave them a much greater appreciation of the Jesuit history and the various core values of Jesuit higher education, as well as gave them an opportunity to get to know faculty members and administration leaders more personally.

Participation in the Jesuit Mission and Identity subcommittee has assisted other board members to know the practical work of forming men and women as partners in carrying on Jesuit education, and to appreciate our mission effectiveness with faculty, staff and students. This service offers a good opportunity to engage and support specific areas of mission and identity as board members.

Friendship with Jesuits on the Board and in the administration such as Fr. Andy Alexander, Fr. Larry Gillick, Fr. Dick Hauser and Father Don Doll, among others have been prominent in the personal care and cultivation of mission consciousness.

In recent years, Father Daniel Hendrickson has built in information/formation sessions for new board members on the mission and identity of the University, and the Mission Division is frequently invited to present projects and successes in the context of board meeting times. Father always includes mission-centric topics in his reports and specifically represents the work of higher education to be grounded in arts and humanities education integrated with our other strengths of health science, business, and legal education.

The most successful Board Mission formation to date is the Pilgrimage of 13 board members and their spouses to northern Spain, and Rome last summer in early June. The group spent a week together at various key Ignatian sites, praying the Mass each day with one another in places special to Ignatius, and had an opportunity to meet with Father Sosa for a group conversation that was very fruitful. A short video was prepared as a memento for the participants which can be viewed here: <https://youtu.be/nIEETuKpitY>**.**

**JOHN CARROLL UNIVERSITY**

Among our greatest successes in recent years is the creation and maturation of the Board Committee on Mission and Identity, which oversees the mission effectiveness of the University, particularly with regard to the formation of students, staff, and faculty. The charge was expanded last year to include responsibility for the formation of the Board itself. To that end, the Committee designed, proposed, and is now implementing a formation program that includes: a customized mission-orientation for new Directors with the VP for Mission, regular mission reflections at each meeting by one of the directors, an annual evening lecture on mission, an annual retreat at the May meeting time, and periodic opportunities for mission trips, such as immersions, retreats, and/or pilgrimages. The Mission Committee also dedicates time at each of its meetings to discuss progress on one (or more) of the mission priorities articulated in the Mission Examen process.

It is worth noting that the success of the Mission Committee is tied to the mission commitment and competency of the past and current Board chairs, who each chose to participate in the Ignatian Colleagues Program, as well as, campus immersion trips. Similarly, the Chair of the Board of Directors has a deep commitment to the mission and regularly meets with the Provincial Assistant for Higher Education during his annual visit.

The greatest challenges for the Board regarding mission effectiveness are related to the multiple demands on their time and the demands of their committee assignments. These realities limit, to some degree, participation on the Mission Committee and the time that can be allotted to engage in ongoing formation efforts.

**LOYOLA UNIVERSITY CHICAGO**

As Chicago’s Catholic and Jesuit University, Loyola Chicago was founded and still flourishes as a result of collaborative and sustaining relationships with our sponsors, the Midwest Jesuit Province, and the Board of Trustees. The Jesuit and Catholic Committee of the Board of Trustees continues to review and advance the mission of the University. Additionally, this year the Jesuit and Catholic Committee is taking a very active role in coordinating the Board of Trustees participation in the Mission Priority Examen. Trustees take their fiduciary responsibilities for the care of Loyola’s Catholic, Jesuit mission seriously, with a recent example being the conversations around the proper response to non-tenured faculty unionization. This required candid inquiry and careful consideration of the church’s social teaching and its desired end for the common good. The trustees understand that they deeply own the mission and have just placed the university’s commitment to diversity squarely in the care of the Jesuit and Catholic Identity Committee of the Board of Trustees. This year, in addition to the Examen, the committee is also engaging in discussions on diversity and inclusion, aspects of our University life that is clearly part of the Catholic, Jesuit mission.

A challenge would be that among lay trustees there is sometimes still a quickness to defer on matters of Catholicity and mission without a concomitant desire to be better informed. For example, in discussions around the unionization efforts, when it was posited that church teaching required us to immediately recognize a union for non-tenured faculty many trustees were silent rather than exploring the basis of the church’s teaching or ability to explain it in a context with other competing values. We are finding some of the same reactions to initial discussions about diversity and inclusion. While trustees do not need to be experts on Catholic social teaching, they would be more effective and engaged if they were familiar with its basic tenets.

**MARQUETTE UNIVERSITY**

Formation for Mission and an introduction to the tradition and history of Catholic and Jesuit Higher Education is essential for new Trustees to assist them in understanding the unique differences between the “way of proceeding” at Marquette vs another university or corporate board process.

Our Ignatian Colleagues Program (ICP) program, through the Office of Mission and Ministry, has sponsored one Trustee who completed the 18-month formation program. She was so inspired by what she experienced and learned about regarding Jesuit Higher education, that she developed a framework for Trustee Formation and Orientation based on Mission and Catholic Identity in the Ignatian Tradition. We currently have a university leader going through ICP, who supports the work of the Board of Trustees at Marquette and is very interested in implementing the framework for Mission Formation and Orientation that our Trustee herself proposed.

Challenges to Trustee work include the lack of time that many of our Trustees have to orient deeply to our spiritual and mission roots as a Catholic and Jesuit university. An Ignatian Pilgrimage and Retreat to Spain this fall did not generate much positive response. That has been a powerful formation tool at other AJCU schools and will be planned for the future.

**UNIVERSITY OF DETROIT MERCY**

**Greatest Successes**:

In 2010, then Detroit Mercy Board of Trustees Chair John Lewis asked me (John Staudenmaier) to design a board formation program to strengthen trustee self-awareness and understanding of the university’s mission and identity. Two aspects of the program have proven particularly successful: a one-hour conversation with the Mission Officer based on the “Detroit Mercy is a university” website pages (<http://udmercy.edu/about/mission-vision/mission-identity/university/index.php)>; and new trustees being invited to make the “Half-Day Mission Retreat” with employees. To date, 14 trustees have participated; all report that conversations with faculty, administrators and staff provide them with an in-depth understanding of the university’s convictions and commitments. The Board of Trustees is regularly informed about activities sponsored by the Office of Mission and Identity with a written report submitted by the Special Assistant to the President for each Board meeting. This report is included with Board materials. Board members are invited and attend University events, including Celebrate Spirit, a Mass of the Holy Spirit, at the start of the academic year. One trustee, Mr. Brian Cloyd, also participated in the AJCU Ignatian Colleagues Program. Finally, as Board members end their terms, newer trustees appear more committed to supporting the University and its mission financially.

**Greatest Challenges**:

The Board of Trustees is committed to working with the leadership to maintain fiscal integrity and strength. A challenge in the climate of fiscal effectiveness and efficiencies is balancing the University’s mission and goals we want to achieve with the realities of fiscal challenges. As the University leadership seeks to meet the goals of its Detroit Mercy 2020 Plan and achieve financial health, a tension exists. Efforts to achieve financial health may involve discontinuing programs or activities that contribute to our mission or terminating individuals that are integral to the mission.

**XAVIER UNIVERSITY**

**Success:** **XU has an in-depth orientation and on-going educational program.**

For close to 2 decades, Xavier’s Board has had a Jesuit Mission and Identity Committee (JM&IC) of which new members serve for their first two years and may choose to continue as veteran members; it is chaired by a lay person.

Every meeting of the Committee includes a “Mission Moment” to deepen each individual’s understanding of the University’s Jesuit Catholic identity. The Moments typically include a video, narrated by Xavier trustees, a brief reading, and reflection questions relating the content to the experience and relevance as a trustee. Discussion on the questions occurs in both pairs and full group. To illustrate, topics include: *St. Ignatius Loyola, Ignatian Spirituality, Jesuit Core Values, The Jesuit Tradition in Today's World, Joy and Challenges for Jesuit Education.* See much of the program at <https://www.xavier.edu/mission-identity/trustees/>.

A special Moment was developed for all committees of the Board to engage in some time during the years 2013-1015; the topic was *“Leadership in the Ignatian Tradition: Personal and Communal Discernment.”* One tangible outcome was the revision of all committee charters to include a clear articulation of the connection of the specific committee to the University’s Jesuit identity and an enhanced attention to the process of Ignatian communal discernment in the decision-making process. Another all-committee Moment is currently being developed for use in 2019 on the topic of *Governance: Discernment, Collaboration and Networking.*

At the request of trustees, Mission Moments have been offered and engaged in at every full Board meeting since fall 2016.

Evidence of Xavier trustees’ support of—and commitment to—the mission can be found in the 2012 results of the AJCU’s Survey of Trustees. Xavier board members, in relation to the grand mean of Jesuit trustees, are “very satisfied” that:

• Board members actively support the Jesuit mission of the college/university

(85% vs 60%).   
• Board policy decisions reflect the Jesuit mission of the college/university

(85% vs 62%).   
• The board ensures that the institutional policy and practices are consistent with Jesuit

Catholic mission (70% vs 53%).   
• Board members are familiar with the Jesuit mission of the college/university

(61% vs 48%).

**Challenge:** Mission stewardship is an on-going process that is ever more critical; it must be institutionalized and embedded into the culture to withstand changes in Board leadership and membership.

**II. ADMINISTRATION**

**CREIGHTON UNIVERSITY**

**Context and Challenges**

The Administration of the University involves professionals in areas of discipline specific higher education, finance, research, philanthropy, media relations etc. All the administrative leadership, except the President, are lay men and women. The majority are Catholic, many have come to work, or have remained to work, at Creighton in no small part, because of the mission and identity as Jesuit and Catholic, and the average length of service supports the fact that administrators like their work and are committed to Creighton’s identity.

Similar to the challenges of the members of the board of trustees, academicians, administrators, finance managers, IT specialists etc. operate in highly secularized cultural settings that discourage religious faith and that promote personal financial success and positive notoriety at all costs to themselves and others. Adapting to a culture that values human dignity, religious faith and active commitment, service of the poor and marginalized and pursuit of the common good while challenging values of riches, success and honors is not simple. Making decisions that privilege Jesuit values does not flow naturally from many of their experiences or formation prior to working at Creighton.

A second, and very significant challenge is the cost in use of time that mission focused formation takes. Learning to make discernment a habit in order to make good choices for the University and its constituents demands some ability to discern almost before they can learn to discern!

**Successes**

A significant group of the President’s Cabinet and Council, as well as the Provost Council and Deans’ Council have participated in the ICP. Creighton has sent at least two persons, generally administrators, to participate in every cohort – occasionally sending 3. Others have participated in either the Creighton Higher Ed Seminar for a year or in the Creighton Colleagues Program, begun by Fr. Andy and continued to the present. Nearly all these officers have helped with other campus programs in formation – either in their own division or schools or in the on-going programs sponsored by Mission and Ministry but led by volunteers from across campus. All of these administrative bodies begin their meetings with reflection and have periodic experiences of deeper formation. All are strongly encouraged to participate in mission-centric activities of service, justice, and faith, and all were consulted for the Mission Examen process. The Catholic, Jesuit character of the mission and the identity of Creighton are addressed in all decision-making situations.

**JOHN CARROLL UNIVERSITY**

The greatest successes regarding mission effectiveness in the administration are threefold. First, there is the ongoing practice of sending key administrative leaders to national formation programs such as the Ignatian Colleagues Program (ICP), the Institute for Administrators in Catholic Higher Education at Boston College, and the AJCU Leadership Seminar. Second is the creation of the position of Director of Ignatian Formation in the Office of University Mission and Identity, who coordinates formation efforts for administrators, staff, and faculty. Third is the development of a New Administrator Workshop that takes place each fall to introduce administrative leaders to key aspect of our mission and identity.

The greatest challenges facing administrators are those related to helping our faculty, staff, and students address the rising number of economic, social, political and ecclesial realities that relate to our mission and identity, often because they pertain to matters of faith and justice. How do we respond with integrity and authenticity, for example, to issues related to racial tensions, immigration, gender and identity, affordability and access, and the sexual abuse crisis?

**LOYOLA UNIVERSITY CHICAGO**

The Administration of Loyola University, under the leadership of President Dr. Jo Ann Rooney, continually demonstrates how the mission inspires, sustains and permeates every corner of the University. Whether in clearly articulated and widely distributed statements, in strategically developed questions, in carefully articulated policies, or in prayerful invocations, Dr. Rooney uses the Loyola mission as a focal point. She also challenges all members of her administrative team to design and implement strategic initiatives that clearly are aligned with mission, sustained by our vision and are evaluated within the context of mission. The Administration has also built assessments based on mission into the review and analysis of every strategic initiative delivered through the University’s Strategic Plan 2020 and will clearly be the basis as we move into crafting our next strategic plan.

A challenge for administrators at Loyola is that many of them do not have a direct experience of the Spiritual Exercises, and it is difficult to find the time to make that commitment. For example, President Rooney has noted that for lay presidents, there is not the kind of automatic presumption that she would go on an 8-day retreat that there would be for a Jesuit president. While it can be argued that a lay president needs to plan a retreat into her/his calendar, there is something helpful for us to consider how we support lay directors of works. The same could be said for other administrators, the vast majority of whom are lay people.

**MARQUETTE UNIVERSITY**

**(Senior Leadership Team- The MU University Leadership Council)**

In the past 2 years, there has been a specific focus on Ignatian Leadership Formation with senior leaders. The Leadership team represents nearly 25 plus new senior hires, with many having no experience with working in a Jesuit or Catholic institution. It is imperative that these leaders have support in understanding the Characteristics of Catholic, Jesuit Higher Education, and it is necessary that our senior leaders understand the culture of a Catholic institution, including the unique history and vocational call the university plays in the life of the larger social project of influencing the social common good according to Catholic Social Teaching and the Gospel

The Faber Center has also reported success in collaboration with the Provost office in sponsoring a *Lunch and Reflection for Academic Administrators* once a semester. This event creates the opportunity to connect with fellow colleagues and reflect more deeply on who they are and how they lead. A challenge for Senior Leaders’ engagement at the Faber Center is experiencing on-going spiritual direction and making the Spiritual Exercises.

Our leadership team is very open and interested in our unique tradition, yet their capacity to participate in multiple formation events offered is limited.

**UNIVERSITY of DETROIT MERCY**

President Garibaldi has recruited a leadership team, the President’s Council, that is committed to the mission of the University. His engagement with the Detroit Metropolitan community, especially the neighborhood that is adjacent to the University, demonstrates a mission-driven priority. The Provost has also recruited Deans that are committed to the mission of the University and the Jesuit and Mercy charisms. Deans of the colleges and schools, with their faculty, have demonstrated through their teaching, research and service activities a commitment to providing student-centered education in an urban context. For example, the university was the recipient of a five-year, $21.2 million NIH grant focused on recruiting and supporting underrepresented students in the STEM fields. Each college and school throughout the academic year serves the metropolitan community in activities ranging from offering income tax assistance to residents to staffing dental and medical clinics, thereby enhancing access to oral and general health care. And specific mission-oriented questions are included as part of all employee searches.

**Greatest Challenges**:

Detroit Mercy has a diverse faculty, staff and student population. A challenge is engaging the entire university community in activities that celebrate our Catholic, Mercy and Jesuit heritage. Although there are concerted efforts to engage employees, e.g., in a fall Celebrate Spirit liturgical celebration, attendance does not meet expectations. University Ministry and the Office of Mission and Identity, with support from the President’s Office, continue to work on strategies to enhance participation in events and activities that integrate social, spiritual and ethical development.

**XAVIER UNIVERSITY**

(SENIOR) ADMINISTRATION

**Success:** **As with trustees, significant time and attention is apportioned to mission formation at the senior administrative level.***Note: as mentioned under ‘STAFF,’ unless focused on teaching and pedagogy, ALL programs and activities engage staff, administrators and faculty together.*

Similarly, to the Board of Trustees and its JM&IC, the President’s Direct Reports and vice presidents, engage in a Mission Moment at every weekly meeting and the Cabinet at each of the monthly meetings. A sample of topics that are reflected-on and discussed include: Xavier’s Mission Statement, GC 24 Decree 14 on women, Images of Xavier’s Identity, Fr. Kolvenbach’s 2000 address, Fr. Nicolas’ 2010 address, writing a personal examen, developing a professional coat of arms/crest (below), etc. (See all at: <https://www.xavier.edu/mission-identity/programs/supporting-presidential-leadership>. )

Within the context of social justice and as part of the University’s strategic focus on Diversity & Inclusion efforts, the President’s Direct Reports participate in quarterly Diversity Circle readings and discussion with members of the Cincinnati community. The President’s Cabinet, associate deans and vice presidents, and executive directors engages in a diversity retreat each semester. These are coordinated by the Chief Diversity & Inclusion Officer and the Office of Diversity and Inclusion as ways to enhance awareness; see The 2017-22 Plan at: <https://www.xavier.edu/diversity/reports-and-updates>

Also, in addition to programs coordinated by, and offered at Xavier, the University supports administrator (faculty and staff) delegates to the network offered activities, including The Ignatian Pilgrimage, The Ignatian Colleagues Program, the AJCU Summer Leadership Seminar, and the ACCU’s Collegium.

**Challenge:** Senior administrators and supervisors are key to effective mission integration. They need to be continually supported in their role (and reminded of their critical role) as a mission leader.



**III. FACULTY**

**CREIGHTON UNIVERSITY**

**Context and Challenges**

Historically faculty members are hired, recognized and promoted for their expertise in their discipline, the quantity and quality of research publications, and for their ability to teach well. While this fits well with the Magis characteristic of the mission, it can work against some of the other dimensions. Only recently has Creighton begun to explore ways to reward faculty for investing personally and professionally in the Catholic Jesuit Identity and mission either through their pedagogy or content and nature of their research (or both) and in the service that they render both on and off campus. Once again, the challenge of an a-religious, if not anti-religious, culture, especially in the disciplines of the hard and social sciences, and libertarian values in both Business and Law set up social ideologies that work strongly against the mission and identity of a Jesuit apostolate. The public perception that the Catholic Church disvalues women and their significant contributions to public leadership has greatly influenced the academic culture, and young faculty, especially women, often find association with faith structures difficult.

**Successes**

Creighton has had significant success in enabling **faculty formation** in the mission and identity of the University. Here, as with the Board of Trustees, the personal relationship of faculty to Jesuit colleagues has been very important. A sponsored faculty seminar in Jesuit Higher Education begun by lay faculty nearly 14 years ago is overtly valued by the deans and other administrators and has served more than half of the total faculty with all schools and colleges represented over the last 14 years. A new department of faculty and staff ministry and mission, developed in the last two years in the Mission and Ministry Division, has reached out to employees across campus and has served faculty very well in times of loss of both students and faculty in recent semesters. The new department is also supportive in times of campus stress so that many faculty have been won over to the authenticity of the University’s stated values.

Fr. William Harmless led a core revision group six years ago to develop the **Magis Core** for the three undergraduate colleges. The core requires mission awareness in the contents of the syllabus and in the pedagogical method for each course. The Magis core supports the development of service learning courses in every discipline, which also build in Ignatian reflection in the pedagogy of every discipline.

The movement of global education at Creighton away from popular “study abroad” programs to serious international service learning immersions, has been another faculty success. Participation by faculty in these efforts has altered attitudes and values.

A recently inaugurated Certificate Program in the Ignatian Tradition invites both faculty and staff to learn more deeply about the Spiritual Exercises, the history of the Jesuits and other Ignatian groups, and make a pilgrimage or retreat in Spain, Rome and Paris in the footsteps of Ignatius. Begun last year, this program has had a huge impact on the first cohort to participate, in some cases awakening leaders to the apostolic character of the mission, and in other significantly deepening an already awakened appreciation of our Jesuit heritage.

Greater emphasis on mission-centric research seed grants by the University has caused faculty to reshape their research goals and means to be more mission focused within their own disciplinary specialties.

Finally, a newer program for both first-year faculty and staff, called NOVICE (Newcomer Orientation Valuing Ignatian and Creighton Engagement) has enrolled nearly 100 faculty and staff this year after an inaugural year with 48 participants. Almost half of the group is faculty from all the different schools and colleges. An on-line version for participants in Phoenix is also being developed for new faculty/ staff there. This program grounds all our other formation programs and allows us to develop a “tiered approach” to a whole curriculum of faculty and staff formation across the schools, colleges and support divisions. The entry level, which this program is at the center of, also includes short programs in Ignatian prayer, introduction to discernment and an introduction to social concerns.

At the Deepening level the tiered program challenges employees to undertake a broader appreciation of Ignatian values, spending more time on thinking through their own disciplinary competence in light of Ignatian values, participate in two and three-day guided retreats and experience a kind of orientation to the marginalized in the city of Omaha. In this tier, as well we have enrolled a year-long seminar cohort in 9 sessions on Catholic Social Teaching to add to the CCP and Higher Ed Seminar already mentioned. The Mastery level at the top tier will include options such as ICP, an eight -day directed or full experience of a directed 19th Annotation retreat option, participation in one of two immersion trips (to the DR or Northeast India) to research a specific issue of social concern. At every level we are teaching units on reflection, Ignatian pedagogy, Ignatian discernment and servant leader values. Presently there are 213 faculty and staff enrolled in one extended program or another for this academic year. That is close to 10% of our total employees in Omaha.

**JOHN CARROLL UNIVERSITY**

Our greatest successes among faculty include their participation in national formation programs like ICP and Collegium as well as in our own Companions in Mission Program. Faculty can also apply for grants to develop courses related to our Jesuit heritage and to Catholic Social Thought. Last year, we developed a series of introductory seminars on Ignatian Pedagogy for full time and then part-time faculty. This year, we are developing a second-level of workshops to deepen their understanding and enable them to apply it to their coursework and research. Finally, to complement the traditional First Year Faculty Seminar, we are developing a Second Year Faculty Seminar devoted exclusively to “Teaching and Learning in the Ignatian Tradition.”

One of the greatest challenges among faculty is to get those teaching in seemingly unrelated disciplines to recognize the myriad of ways they can and do contribute to the mission. As with staff, some non-Catholic or non-believing faculty might imagine they are not welcome at or cannot participate in mission events or programs.

**LOYOLA UNIVERSITY CHICAGO**

Loyola University has included the focus on our mission in the recruitment and hiring of resourceful and transformative faculty members for many years. Guidelines for “Hiring for Mission” are used in reviewing written application documents and in behavioral interviewing for new faculty. All new faculty participates in a four-day University-wide orientation wherein orientation for mission is a central focus. The Loyola Faculty Handbook clearly situates mission and vision as the foundation for educational and transformational responsibilities of our faculty. Department Chairs consistently invite faculty to commit to excellence, the promotion of justice, service of faith and values-based leadership. Hundreds of our faculty, professional students and staff have grasped opportunities presented by programs (i.e. Physicians Vocation Program, the Ignatian Seminar, programs sponsored by the Hank Center, the Center for Ignatian Pedagogy, the Gannon Center, the Center for Urban Research and Learning, the Baumhart Center for Social Enterprise and Responsibility to deepen and particularize their understanding and practice of mission.

One of the challenges faced by those faculty in their first years of tenure is how to balance their time between too many competing priorities. Their quest for research and publication in peer reviewed journals with their teaching responsibilities, and other University and departmental requirements pose severe limitations on leading a life characterized by *cura personalis*. We have begun sponsoring cohorts focused on research/writing support groups; writing/editing/publication boot camps that also incorporate some time for reflection and prayer to address some of the imbalances, but they persist nonetheless.

**MARQUETTE UNIVERSITY**

Our goal is to work directly with faculty to increase knowledge and integration of Mission into classroom work, research projects, curriculum development, service learning, and community service to the university for the common good. A main component of this growing formation rests in the understanding that social justice work at Marquette is rooted in the Gospel and Catholic Social Teaching and is not simply an artifact in the disciplinary specialty of the faculty member. Specific related programing related to these successes and challenges is rooted in the Spiritual Exercises as noted below.   
  
The Office of Mission and Ministry has found great success in having the first four tenured faculty go through the Ignatian Colleagues’ Program (ICP) and developed a comprehensive Mission Integration program for faculty beginning with the first all-day faculty retreat. An interdisciplinary committee featuring members from the Office of Mission and Ministry, Human Resources, Diversity and Inclusion, the Provost, among others, evaluated hiring practices related to hiring and retaining faculty colleagues for mission awareness/effectiveness and diversity and inclusion at the university. This group met with the intended goal of ensuring that all faculty hired at Marquette had a basic understanding of the Catholic and Jesuit Mission and Identity of the University. We believe that this focus on hiring and retention also led to the development of New Faculty Orientation in the Provost’s office, which has strengthened the participation of new faculty in the Mission Convocation for new employees.   
  
The Faber Center for Ignatian Spirituality has also partnered with the Office of the Provost to sponsor and facilitate four lunches each semester exploring faculty life. These gatherings create the space for faculty to connect with colleagues across the university, deepen their vocational call to teach, and reflect more on how they are contemplatives in action.

The Center for Peacemaking is providing more than 45 faculty members with community engagement opportunities, research funds, and scholarship support through PARC (Promoting Assets and Reducing Crime), Peace Works, and the CRS (Catholic Relief Services) Global Campus Partnership. These partnerships address pressing community and world problems. The Center is active in providing a peacemaking-related scholarship for Marquette University faculty to serve as catalysts for action. Research topics range from immigration, evictions, civic engagement, interfaith dialogue, Gospel nonviolence, peace education, and more.

While there is much success in developing deeper mission-effective partnerships with faculty, there are continued scarce financial and personnel resources available to do so. This results in an inability to work more deeply with faculty to understand and support the relationship of their work and the mission of the University. In addition to scarce resources, there is a lack of support or process for recognizing mission engaged faculty work in the promotion and tenure process, which can limit tenure track faculty’s engagement in mission, even when there is interest and desire.

**UNIVERSITY of DETROIT MERCY**

**Greatest Successes:**

With few exceptions over the past several decades, faculty that join the university are talented educators and researchers coupled with a passion for Detroit Mercy’s commitment to the rebirth of Detroit and success of Detroit Mercy students. Many senior faculty also demonstrate these qualities. Faculty are committed to service-learning, with more than 85 service-learning courses offered on an annual basis. In addition, faculty and staff are recognized for their commitment to mission by an annual Agere ex Missione Award that recognizes two individuals who “do the mission” and meet one or more of the following criteria at an exceptional level: education of the whole person; community within diversity; service that leads to justice; and recognition of the sacred in all. Another example of success is the Mission Micro-Grant Program. For the last 11 years there has been an annual call for submissions for small but impactful projects. Approximately 35 faculty and staff submit proposals for projects ranging from supporting the university’s food pantry to supporting a women’s prayer group.

Within the shared governance model at Detroit Mercy, there is a specific team, the Mission Effectiveness Team, comprised of faculty, staff and administrators that is charged with several tasks focused on programming, resources identification, and faculty and staff orientations about the history of our two founding sponsors. This Team consists of elected and appointed members who serve as an important voice about Mission within the university community.

**Greatest Challenges**:

Faculty do not always choose to participate in mission-focused events, e.g., it has been difficult to get faculty to commit to half-day retreats or participate in Celebrate Spirit. Also, engaging three campuses to participate in events is difficult because of varying academic schedules.

**XAVIER UNIVERSITY**

**Success: Faculty-specific professional development on Jesuit education and Ignatian pedagogy is offered in the endowed *Ruth and Robert Conway Institute for Jesuit Education*, which is housed within the Center for Mission and Identity. Peer assistance is offered by a Director of Faculty Programs in Mission and Identity, a three-year, half-time position for a tenured member of the faculty.**

Two highly impactful faculty activities are:

\* The Ignatian Mentoring Program for Faculty  
Originally supported with a grant from the Lilly Fellows Program in the Humanities and Arts, and now by the Cincinnati Jesuit Community, has the goal of “affirming excellence in teaching, scholarship and mission consciousness.” The pedagogy of the early career participants is available in book form: Teaching to The Mission and web-based resource format by discipline.

\* Faculty Fellows

Annually, a Conway Fellowship is offered to a tenured faculty member for release time to advance a project that “makes a significant mission-related impact on the educational endeavor at Xavier and beyond.” To illustrate, this year’s fellow, a professor in the School of Education is developing a spring break opportunity for students, titled "The Jesuit Gifts: The Differentiation of Jesuit Pedagogy, Purpose and Mission."

Similarly, a Jesuit Fellowship is offered through Xavier’s Faculty Development Committee and Office of the Associate Provost for Academic Affairs for scholarly work on mission-relevant issues.

As evidence for mission formation effectiveness with faculty (and staff and administrators), Xavier received a 2017 ACCU-grant to support a *Survey on Jesuit Catholic Identity for faculty, staff and administrators*; a replication from 2013. Results found that Xavier had higher mean scores on:

\* 20/20 of the 2017 over the 2013 commitments (with the greatest increase on ‘*Actively working toward a more inclusive community’*).

\* 19/20 mission commitments as compared to the aggregate of the 12 participating Jesuit institutions.

**Challenge:** If our students are to receive a Jesuit education it rests upon what happens in the classroom setting and Ignatian pedagogy offers effective support for faculty.

**IV. STAFF**

**CREIGHTON UNIVERSITY**

**Context and challenges**

“Support employees” in all areas of the University come from the same secular culture that shapes board, administrators and faculty. Additionally, a number of the house-keeping, grounds-keeping and other hourly staff members are men and women of poorer economic means, less formal education, and often people of various ethnic backgrounds with languages other than English. Some are from other world religions and have little or no exposure to Catholicism, or even the Christian faith. Further, many of the hourly employees work several jobs, have young children at home, and have a more limited use of their own time. Access to many of these employees, in order to introduce them to the Jesuit mission in any depth, is limited by supervisors who may not themselves be fully comfortable with the Catholic Jesuit identity of Creighton. Because they are hourly employees, anytime spent in mission formation or service projects takes away from their work responsibilities.

**Successes**

Despite the challenges reported above, the staff are consistently more willing to try new programs, are more enthusiastic about engaging service projects, open to discovering their own inner lives more fully, and courageous about the cultural challenges that being a Jesuit institution poses for us in contemporary U.S. Culture. The members of the staff are more open to learning and practicing discernment skills in their regular work for the University. On a fairly regular basis 3 out of five staff members will show up for a training, prayer event, town hall, service opportunity, other mission centric program, but fewer than one out of five faculty will attend. The staff population is higher than faculty, but in terms of percentage they are more faithful about service with the marginalized, willingness to enroll in and complete more demanding formation programs, participate in directed retreats of various lengths, and speak in enthusiastic ways about the faith that does justice. Staff are almost always at the heart of efforts at reconciliation on campus and with the broader constituency. In his role as Vice President for Mission six years ago, Fr. Andy Alexander started the Creighton Colleagues Program. The first four cohorts have been oversubscribed by staff. Most of the staff do not have the amount of direct contact with students that the faculty have, but they are more willing to work on formation programs and projects for students. In every area, staff are very hardworking about sustaining the mission and identity of the University.

Staff are encouraged to participate in all the programs that are not specifically teacher or research oriented and they are especially encouraged to participate in courses designed to teach Ignatian Leadership in managing the apostolate (with emphasis on discernment skills and assessment of programs in light of social need). The staff and administration enrollment numbers remain consistently high is short and longer programs.

**JOHN CARROLL UNIVERSITY**

The greatest successes we are experiencing among our staff relate to their participation, alongside faculty and administrators is the Companions in Mission (CIM) Program, which is a scaled-down version of the Ignatian Colleagues Program. The CIM introduces a cohort of colleagues to our mission and identity over the course of a semester though a variety of sessions and activities. We also encourage staff to participate in a Mission Leave program that enables them to take up to three and a half days of work time to participate in university sponsored mission activities, such as service, retreats, and days of reflection. Another success is the decision to work more collaboratively with the Staff Council committee on Mission and Advocacy by collaborating with them on programs that they suggest and allocating them annual funds to do mission programming that has meaning for them and over which they take ownership.

The greatest challenge for some staff members is that they sometimes feel unable to participate in certain mission activities or formation efforts because their jobs do not allow them enough flexibility or time to do so, or because they do not feel as welcome since they may be neither Catholic nor religious.

**LOYOLA UNIVERSITY CHICAGO**

Recruiting, hiring and evaluating mission-focused staff throughout the University has been a priority throughout the University, especially in those areas with direct responsibility for the development of our students as “men and women for others.” In addition to the two-day overall Orientation to the University which includes a focus on mission, each newly hired staff member participates in a half-day “Partners in Mission” engagement. Staff Council recognizes and awards (on a monthly and annual basis) staff members who clearly demonstrate their lived commitment to our mission. Many staff have taken opportunities to intentionally engage in programs to deepen their experience of the service of faith and the promotion of justice. Each year cohorts of faculty and staff participate in SEEL (Spirituality for Everyday Life) and many programs which promote service/advocacy for Justice.

As with our faculty, one of the challenges emerging is the seeming disconnect between the service of faith and the promotion of justice. Many of our staff (faculty and students as well) are animated by the pursuit of justice without grasping how faith can animate and inform the understanding of social justice and the importance of engaging in the struggle for a faith that does justice. More on-going formation in both the practice of faith and the entire arc of social justice implementation is essential if we wish to deepen our understanding, appreciation and assimilation of relationship between faith and justice.

**MARQUETTE UNIVERSITY**

Value based leadership among the Marquette staff is one of our greatest assets. The Office of Mission and Ministry developed a new position to help increase outreach and support for employees with an emphasis on staff. The Coordinator of Mission Programs provides support to the Marquette Colleagues’ Program and Ignatian Colleagues’ Program and works with the University Staff Senate. Other programs include the Marquette Mom’s Employee Research Group which supports over 100 working mothers on campus. The New Employee Initiative ensures that all new employees hired each month meet and engage in a 45-minute presentation on the history, mission, and guiding values of Marquette. Subsequent to this initial meeting, all new employees are connected to an online community group where they continue to receive communication monthly featuring articles and events regarding Mission to help further their understanding of the Catholic and Jesuit Mission and Identity at Marquette University.  
  
The Marquette Colleagues Program for staff is a semester long mission formation effort that teaches employees about the Ignatian roots, Catholic identity, and charism through social justice found in Jesuit Higher Education. The Mission office is currently working with the President to develop a Mission professional development opportunity for employees, the Presidential Guiding Values Badge.   
  
The Faber Center for Ignatian Spirituality continues to serve staff through retreats, books discussions, Women’s Lunch and Reflections, Men’s Spirituality Forum, and diversity offerings.

A challenge to mission effectiveness with staff is a perception that administrative staff do not feel supported by their supervisors in attending Mission sponsored events. Engaging in Mission programs can be seen as a “luxury” in some areas, rather than as a key formative opportunity to support our Jesuit and Catholic university culture.

**UNIVERSITY of DETROIT MERCY**

**Greatest Successes**: Staff, like faculty, are committed to the Mission of the University. There is a supportive climate for new staff that are often mentored by seasoned employees. The University hosts an annual Colleague Development day that provides an opportunity for networking and participating in activities that encourage collegiality and teamwork. A good number also share the experience of the “Work Day/Hard Time” Poetry list. Staff, as noted earlier, are eligible to be nominated for the Agere ex Missione Award as well as participate in the Mission Micro-Grant program. An example of staff commitment to mission was when a staff person in Financial Aid started a food pantry to assist students experiencing food insecurity and worked tirelessly to get both food and cash donations. This is just one of many examples of staff supporting the University’s mission.

**Greatest Challenges**: When the mission-centered culture of work just described fails, its troubles tend to show in high turnover and anxieties about job security. High turnover among young staff can foster a culture that runs counter to the mission-centric vision so important to staff culture.

**XAVIER UNIVERSITY**

Staff, faculty and administrators too.

**Success: Xavier is effective at creating a culture in which everyone knows they are a part of the campus’ mission and identity; they recognize that it is in the various and diverse ways that each person connects with the mission and brings it to life (in ways fitting their faith, professional guild, academic discipline, personal interests, etc) makes Xavier the best it can be.**

**Also, unless focused on teaching and pedagogy, ALL programs and activities engage staff, administrators and faculty. This reflects our belief that we are ‘all in this together.’**

Two noteworthy foundational opportunities lay the groundwork for a career at our Jesuit University**:**

\* The Manresa Orientation Program for New Faculty and Staff  
All staff, faculty and administrators hired within the previous 12 months are invited to The President’s Luncheon. With all Cabinet members welcoming the new hires too, the President shares his vision for Xavier. The newly hired are invited to 1 or 2 orientations on Jesuit identity- either an off campus overnight retreat or three on-campus lunch sessions. The sole focus of the Manresa program is Xavier’s Jesuit identity and how it is animated though the University’s mission. Presentations and facilitation– even preparing the dinner- are led by veteran staff, faculty, and administrators; this reflects our philosophy (that everyone is a mission leader) and shows our culture of hospitality.

\* The endowed Assuring the Future Mission and Identity at Xavier (AFMIX)

This two-year program for faculty and staff meets weekly during the academic year. Participants learn about and discuss Jesuit/Ignatian history, spirituality, education and its contemporary application on both an institutional and personal level. The program includes a semester-long, small group experience of the Spiritual Exercises of St. Ignatius. Now in its 19th year, 10th cohort, the Program’s current cohort has 45 participants representing every division and college of the University.

By popular demand, a unique 6-week program was offered for AFMIX grads, as well as AJCU Ignatian Colleagues Program and Summer Leadership Seminar grads. DeepMIX (deepening the mission and identity at Xavier) offered a deeper reflection on each of the University’s values. Meetings included interactive activities and presentations offered by, and for-, the grads themselves.

**Challenge:** All of the Center for Mission and Identity’s programs are voluntary. Thus, we are challenged to ensure high quality and appeal and to recognize participation (which we do annually at the President’s Celebration of Excellence and by encouraging area supervisors to note participation in Annual Performance Reviews).

**V. STUDENTS**

**CREIGHTON UNIVERSITY**

**Context and challenge**

The Mission statement of the University asserts that we exist for students and learning. Our attention to student formation is central to all the other work that we do. We form Board and Administration in order that they will make key decisions about money and human capital used on behalf of our students. We form faculty and staff to directly form our students in Jesuit values. Students are challenging because our time with them is limited and their maturity levels vary greatly both within the undergraduate population and between the undergrads and the professional, and graduate population. One challenge of our undergraduate student population is its homogeneity of cultural background. A challenge in our health science schools is the wide diversity of cultures. What both populations share is the same culture as described above about faculty and staff – American secular culture that is more and more a-religious and in some limited quarters anti-religious. The rising a-religious culture of the undergraduates warns of greater challenges to come for faith-based education institutions.

The Catholic Church’s neglect of the leadership of women is especially problematic when the undergraduate student body has an increasingly higher population of women. One of the most important challenges is to demonstrate that women can be effective faith leaders in a Jesuit university, and that lay women and men have primary responsibility for the mission of justice and reconciliation at the heart of the Jesuit Apostolic work Higher Education.

**Successes**

The Magis core of the undergraduate schools.

The work of the Schlegel Center for Service and Justice and the Spring and Fall Service trips, as well as the advocacy work for political change on key “Catholic” issues such as Immigration, Undocumented Peoples, and Sustainability have been successful in forming men and women for and with others.

The work of the Student Life Leadership Initiative that works with Campus Ministry to form all identified leaders in the undergraduate student body in Ignatian servant leadership.

The Global Engagement programs in the DR and in other countries that help students understand the importance of global relationships of peace and justice.

The work of the Health Science Schools to initiate Ignatian Pedagogical models, journal keeping, deeper reflection on health care disparities in the population etc.

The list of very successful efforts to work with our students at all levels and in all schools to be excellent in their scholarship and professional performance while they look to serving the underserved is extensive.

This section invites the most diverse, expansive and complex success reporting. The university supports so many programs and opportunities for Ignatian formation and decision making from an Ignatian set of values that it would be impossible to describe them in a few paragraphs. We are reaching not just to natural leaders but to every student. All of the permanent constituencies of Board, Administration, Faculty and Staff are aimed toward supporting the mission among our students. Developing a community of mutual care, reconciliation and justice so that students have those tools to take into their families, work places and future lives as political, economic and social leaders is a central, and much reflected upon criteria for all Creighton students.

**JOHN CARROLL UNIVERSITY**

Our greatest successes among students are the opportunities they have to participate in and lead a wide variety of mission-related activities, ranging from nearly 140,000 hours of community-based service and advocacy internships though the Center for Service and Social Action to faith sharing groups, retreats, and immersion trips offered in campus ministry. In recent years, we have been partnering more intentionally with the Diocese and Catholic Charities as well as other faith-based social service agencies to establish paid internships that enable students to serve, to learn, and to discover vocational possibilities within the Church.

The new core curriculum has both an Ignatian Heritage Component and an Issues in Social Justice Component that are explicitly designed to enhance mission effectiveness from a curricular perspective. Another important academic success has been the development of an Ignatian Model of Reflection that is being used in and outside the classroom to help standardize the way we understand, practice, and capture student reflection. Finally, academic programs such as Catholic Studies, Peace Justice and Human Rights, and Social Entrepreneurship focus study squarely on mission.

The greatest challenge we see with students these days is that all too many of them are coming to college “unchurched” and “uncatechized,” such that they lack a foundation of faith on which to build their commitment to justice and their sense of vocation, for example.

**LOYOLA UNIVERSITY CHICAGO**

In generating Loyola’s Student Promise, Loyola students delineated and expanded upon our mission in terms of their lived experience. During their First Year Convocation and every year following, students promise to reflect on their growth as persons of compassion and integrity, as leaders who strive for excellence in all they do, to value human dignity, to embrace diversity, to be persons with and for others, and to work toward a more just world. Our robust student development and campus ministry programs generate student engagement in mission centered initiatives and empowers them to be agents of restorative justice. Our students have wholeheartedly participated in long-term experiences of solidarity with the poor and marginalized through several of our programs (Labre, ABI experiences in Chicago, throughout the U.S. and international programs) and in policy advocacy and development for resolving social justice issues, (I.e., Magis Scholarships for undocumented students, Stritch School of Medicine commitment to DACA-eligible students, Arrupe College).

One of the major challenges we and our student face is providing access to a financially diverse student body in an age when public sources of revenue for college tuition is increasingly unstable if not diminishing. While the whole burden for funding Catholic and Jesuit higher education does not fall only on our student body, many of them perceive its burden. We continue to engage students and families in developing financial planning on the micro level and to manage costs at the University, while we are also developing strategies to increase non-tuition revenue streams.

Lastly, we would be remiss to ignore the recent challenges regarding sexual abuse in the Church and the inadequate responses by many in church leadership positions which has resulted in the disillusionment expressed by many Catholic and non-Catholic students and parents.

**MARQUETTE UNIVERSITY**

The Mission and Ministry division serves Marquette students by assisting in increasing their experiences of faith through transformational leadership and worship/service experiences. We are committed to serving all students from diverse faiths.

The Office of Mission and Ministry plans to reissue the Marquette Prayer Book, which will be given to each new student in the class of 2023. The Mission Office is also planning Mission Week 2019, with an eye towards maximum student participation by including mission-responsive programing in core classes and inviting alumni experts to campus to model a mission-centered way of living beyond the College experience. Mission week will specifically focus on Marquette’s Catholic identity.

The Center for Peacemaking has organized "Making a Living, Making a Difference" events focused on helping students discern how to live out the mission of Marquette in their careers. Additionally, the Center has engaged in introducing students to Ignatian and Catholic thought through lecture series, professional development for student staff, and providing opportunities for students to discern ways to live out their faith through high-impact educational experiences. Students can participate in summer fellowships and community engagement through research and service opportunities in Milwaukee’s Near West Side, Milwaukee Public Schools, Milwaukee Catholic Schools, India, and Detroit. The Center for Peacemaking experiences their largest challenges in the lack of human and fiscal resources to serve all the students. For instance, the course to expose students to the Kohima Jesuits had nearly 30 applicants for 10 spots. They consistently turn students away from involvement on our key initiatives because they do not have staffing resources to support students.

Campus Ministry inspires leadership and continued participation through the multiple years of a student’s enrollment, including retreats, liturgy, Ignite, Camino RCIA (Rite of Christian Initiation of Adults), Midnight Run, MAP (Marquette Action Plan), IMAP (International Marquette Action Plan). Campus ministers observe daily student desire and commitment to justice, faith and service. Students find campus ministry a place of community to ask deep questions about God in the world. Campus Ministry offers multiple spaces for students to pursue and explore these desires and commitments. Students themselves report high satisfaction from participation and encountering God in a significant way.

Support for non-Catholic students has grown through Affiliated Ministries and a Muslim Chaplain.  Student leadership in promoting dialogue is supported and mentored. Campus Ministry has advocated for and secured prayer and meditation spaces which serve students who pray in traditions outside Christianity.  They are well used.  With the addition 3 years ago of the position of Assistant Director of Campus Ministry for Multicultural Student Ministry, outreach has expanded bringing the office into more consistent collaboration with the Office of Intercultural Engagement. Campus Ministry’s vision to engage Latinx student faith leadership led to student participation in the Archdiocesan process and national USCCB national gathering for Encuentro 5.  This has coincided with the University initiative to become and Hispanic Serving Institution two years ago.

A challenge for reaching students exists because efforts take place in contemporary culture which is increasingly secularized and exhibits apathy or distrust toward religious practice the institutional Church and world view.  When well-trained colleagues are hired without experience or adequate understanding of Catholic and Jesuit values, bridging campus ministry’s work to advance mission is more difficult. Resources are needed to renovate outdated and worn Catholic worship. Resources are needed to make immersion experiences, retreats, and leadership development more accessible.

**UNIVERSITY of DETROIT MERCY**

**Greatest Successes:**

University ministry works to engage students in many mission-orientated activities. These include: retreats, alternative spring break trips in cities and regions needing assistance; student-initiated and managed service activities; and student activism. In addition, Detroit Mercy has an Institute of Leadership and Service that works with faculty to engage students in service-learning projects and reflections. Student organizations also conduct programming and activities that focus on working in Detroit neighborhoods, mentoring elementary and secondary students, leadership training and other activities. Students are eligible to be nominated for the Agere ex Missione Award, which recognizes graduating students who are living the mission. Next year, based on student leadership, Detroit Mercy students applied for and were selected to host the National Jesuit Student Leadership Conference. These are just a few of the many examples of the vibrancy of student life and living the mission.

**Greatest Challenges:**

Our greatest challenge among our students is continuing to recognize and engage the diversity of faiths at Detroit Mercy as we strive to celebrate our Catholic, Jesuit and Mercy traditions.

**XAVIER UNIVERSITY**

**Success: Students receive an excellent education which prepares them to be men and women for and with others.**

This year’s seniors are the first cohort to fully matriculate under a revised core curriculum. The University’s distinctive integration of Jesuit Catholic and liberal arts traditions is best communicated to our students through the newly revised Core Curriculum. The curriculum now aligns Student Learning Objectives and Goals with the Ignatian core values of Magis, Reflection, Discernment, Whole Person, Solidarity and Kinship, and Service Rooted in Justice and Love. The Ethics/Religion and Society sequence of courses, the ‘core of the core’, provides a basis for critical reflection on ethical and religious questions of social significance from the perspective of multiple disciplines with unique methods.

Freshman are engaged in *First-Year Seminar* which offers all students the opportunity to work with faculty to explore important and challenging issues in a small classroom setting. Seminar topics cover a wide range of issues, such as: “Inequality”, “Socrates Meets Jesus,” “Human Rights,” and “Biodiversity and the Greater Good.” They also complete Goa (CORE 101), a zero-credit hour course that meets every other week throughout the year helping new students successfully navigate through university life. Students are challenged to answer two important questions: Who am I in this new environment? What do I want to accomplish at Xavier?

New - The *Road* ***Through*** *XU* expands on Xavier’s recruitment and enrollment experience, the *Road To**Xavier*, to engage students in both immersive learning experiences and vocational discernment. Staff of the Eigel Center for Community Engagement, including Fr. Nathan Wendt, coordinator of the Road Through Xavier, are developing the program this year with a launch in the next academic year.

As evidence for mission formation effectiveness with students, results from the thirteen Jesuit Consortium mission questions that were administered with the 2017 National Survey of Student Engagement demonstrated that first year students significantly improved on four values since 2012 (the most on “Actively working towards a more inclusive community”); there were no decreases. Xavier first-years were higher than peers in the participating Jesuit universities on three values and lower on one (“understanding the mission of your institution”).

Similarly, seniors significantly improved on seven values since 2012 (the most also on “actively working towards a more inclusive community”); there were no decreases. Xavier seniors were higher than peers in the participating Jesuit universities on two values; none were lower.

**Challenge:** During his annual visit last year, Fr. McDonald noted that Xavier students may not richly make the association between their education and an understanding of Ignatian values. Given the student results above, it appears that they are committed to and express Ignatian values, but they may not connect to it within a mission context. Thus, our challenge is to support students in more completely connecting their academic and co-curricular experiences to the gifts of the Ignatian heritage and the tradition of Jesuit educational.