

# **University of San Francisco**

## **University Ministry Program Review**

**February 2007**

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# VISION, MISSION *and* VALUES *of the University of San Francisco*

*Approved by the Board of Trustees September 11, 2001*

## VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

## MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

## CORE VALUES

The University's core values include a belief in and a commitment to advancing:

- { 1 } the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University
- { 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion
- { 3 } learning as a humanizing, social activity rather than a competitive exercise
- { 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making
- { 5 } diversity of perspectives, experiences and traditions as essential components of a quality education in our global context
- { 6 } excellence as the standard for teaching, scholarship, creative expression and service to the University community
- { 7 } social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations
- { 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world
- { 9 } the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others
- { 10 } a culture of service that respects and promotes the dignity of every person.

## STRATEGIC INITIATIVES

*The following initiatives are key to the University's achieving recognition as a premier Jesuit Catholic, urban university:*

- { 1 } Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Visions, Mission and Values;
- { 2 } Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.
- { 3 } Provide an attractive campus environment and the resources to promote learning throughout the University:
  - Learning resources that improve the curriculum and support scholarship
  - Facilities to support outstanding educational programs
  - Technology solutions to enhance learning and improve service
- { 4 } Continue to strengthen the University's financial resources to support its educational mission.



## Strategic Goals, 2005–10

The realization of these goals requires strategically thoughtful planning at the University and unit level. The Provost's office oversees planning at the University level, while Vice Presidents and Deans are responsible for aligning their unit goals with these University goals and for focusing on clearly demonstrable outcomes to gauge the successful implementation of planning efforts at every level.

Institutionalize USF's distinctive qualities — Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for a more humane and just world — in University structures.

Pursue excellence in teaching/learning, scholarship and creative expression.

Recruit and graduate a diverse student body of individuals who are academically talented and who embrace and manifest USF's values in their personal and professional lives.

Promote collaboration across all areas and departments of the University to offer more integrated learning experiences to students.

Develop long term financial plans that increase revenues and reduce costs.

Advance construction and technology infrastructure projects, focusing on the immense good to be achieved rather than on the inconveniences to be endured during the interim.

Support the Campaign for USF: reach specific facility and endowment goals and support regional and alumni/ae drives.

Create a culture of evidence across the University that demonstrates the achievement of our goals.

last modified: 4/21/05

## University Life Commitments

In its efforts to realize the Vision and to advance the Mission of the University of San Francisco, the Division of University Life collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition.

More specifically, University Life is responsible for weaving into the daily fabric of student life those programs, services and opportunities that develop whole persons, embrace multiculturalism, embody the Jesuit Catholic ethos, and challenge students to exemplify the University's Core Values.

Therefore, University Life commits to:

- Promoting a common good that includes the needs of all students.
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community.
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community.
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills.
- Creating an environment that supports a socially responsible way of being together in community.
- Recognizing and celebrating the achievements and contributions of all students.

October 17, 2003  
Division of University Life

*Office of the Vice President for University Life*

Margaret M. Higgins, Vice President

Strategic Goals 2005-2010: ...promote learning in the Jesuit Catholic tradition. Offer more integrated learning experiences to students.

- GOAL 1: Identify or develop at least one learning outcome which promotes learning in the Jesuit Catholic tradition for each University Life Department.
- RESPONSIBILITY: University Life Leadership
- MEASUREMENT: Learning outcomes and assessment plans in place for 2006-2007.

Strategic Goals 2005-2010: Recruit and graduate a diverse student body of individuals who are academically talented and who embrace and manifest USF's values in their personal and professional lives.

- GOAL 2: Further develop mechanisms to provide information and evidence on the student experience to the Administration (President's Cabinet, Leadership Team, Provost's Council and Trustees).
- RESPONSIBILITY: University Life Leadership, Margaret Higgins, Gerardo Marin, Academic Services
- MEASUREMENT: Reports presented on findings from major studies.

Strategic Goals 2005-2010: Institutionalize USF's distinctive qualities-Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for a more humane and just world-in University structures.

- GOAL 3: Identify and evaluate strategies designed to use USF's diversity and distinctive qualities as a way to enhance the learning experience of students and develop a multicultural community.
- RESPONSIBILITY: Mary Grace Almandrez, Mike Duffy, Gerardo Marin, Lorrie Ranck, Belinda Sandoval, invited faculty and student leaders
- MEASUREMENT: Report used to evaluate current diversity initiatives.

Strategic Goals 2005-2010: Promote collaboration across all areas and departments of the University to offer more integrated learning experiences to students.

- GOAL 4: Lead and facilitate discussion to develop a common framework which defines integrated learning experiences at USF.
- RESPONSIBILITY: Margaret Higgins, Jenny Turpin and Provost's Council
- MEASUREMENT: Framework agreed upon by Spring 2006 and used in planning for 06-07.

Strategic Goals 2005-2010: Institutionalize USF's distinctive qualities-Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for a more humane and just world-in University structures.

- GOAL 5: Coordinate a speaker series led by faculty and staff on USF's Core Values and how the values can impact the student experience.
- RESPONSIBILITY: Margaret Higgins, Mario Prietto, University Life Leadership, Jesuit Community, invited faculty
- MEASUREMENT: Series in place for Spring 2006 semester. University Life Departments each develop one goal for 06-07 which reflects the demonstration of a Core Value.

***Office of the Vice President for University Life***

Margaret M. Higgins, Vice President

USF Strategic Goals 2005-2010: ...promote learning in the Jesuit Catholic tradition. Offer more integrated learning experiences to students.

University Life Commitment: Engage faculty, staff and student leaders to implement student experiences which link learning to [development and the Jesuit Catholic tradition]

WASC Outcome: Build and maintain a culture of evidence exploring the integration of curricular and co-curricular opportunities...and the creation of a seamless learning environment... as manifestation of our Jesuit Catholic tradition.

**GOAL 1:** Identify or develop at least one learning outcome which promotes learning in the Jesuit Catholic tradition for each University Life Department.

- **RESPONSIBILITY:** University Life Leadership
- **MEASUREMENT:** Learning outcomes and assessment plans in place for 2006-2007. Outcomes and assessment presented by directors to University Life Leadership June 2007.

USF Strategic Goals 2005-2010: Recruit and graduate a diverse student body of individuals who are academically talented and who embrace and manifest USF's values in their personal and professional lives.

University Life Commitment: Provide a student responsive environment (defined as creating a supportive University community for students based on the Core Values)...

WASC Outcome: Enhance a culture of evidence analyzing the quality and appropriateness of our student support services and co-curricular offering that includes the development and dissemination of specific and reliable sets of outcomes measures...

**GOAL 2:** Define and describe the student experience at USF using quantitative and qualitative evidence. Use existing data to improve the overall undergraduate experience at USF.

- **RESPONSIBILITY:** University Life Leadership, Margaret Higgins, Gerardo Marin, Provost's Council
- **MEASUREMENT:** White paper on student engagement presented to the University Life Leadership, Provost's Council and Board of Trustees during Fall 2006 semester. Results used for evidenced based planning to improve the student experience at USF.

USF Strategic Goals 2005-2010: Create a culture of evidence across the University that demonstrates the achievement of our goals.

University Life Commitment: Generate a culture of evidence built on professional standards, student development practices, student learning outcomes and Core values to inform decision making and demonstrate University Life's achievement of goals.

WASC Outcome: Enhance a culture of evidence... the development and dissemination of specific and reliable sets of outcomes measures and the development of a comprehensive process of co-curricular program reviews.

**GOAL 3:** Promote and monitor implementation of agreed upon recommendations from International Student Services Program Review and Public Safety Program Review.

- **RESPONSIBILITY:** Felicia Lee, Linda Thomas, Margaret Higgins
- **MEASUREMENT:** Recommendations in place and assessment measures agreed upon. Review of progress toward recommendations presented to the President's Leadership Team in May, 2007.

USF Strategic Goals 2005-2010: Create and implement methods to strengthen the University's financial resources.

University Life Commitment: ...advance the Mission of the University of San Francisco.

**GOAL 4:** Implement a process for analyzing the "Fee" Planning Priority

- **RESPONSIBILITY:** Margaret Higgins and specific administrators
- **MEASUREMENT:** Summary of analysis and recommendations by expected deadline.

**Strategic Goals 2005-2010: Create and implement methods to strengthen [and preserve] the University's...resources.**

**University Life Commitment: ...create a supportive University community...**

**GOAL 5: Communicate and monitor USF's Disaster Plan Guidelines and Incident Command System, including the Pandemic Flu Prevention and Response Plan.**

- **RESPONSIBILITY:** Dan Lawson, Martha Peugh-Wade, President's Cabinet
- **MEASUREMENT:** Copies of communication, regular reports to President's Cabinet/Leadership Team on progress toward disaster preparedness.

**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

**05-06 University Life Outcome I:**

**Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.**

<b>Dept.</b>	<b>Departmental Goal</b>	<b>Intended Outcome</b>	<b>Assessment Strategy</b>	<b>Collaborators</b>
CC	Deepen and enrich the Jesuit Catholic character of our services by increasing staff awareness of our mission and Jesuit tradition and the intersection with our day-to-day clinical function.	Enhance possibilities for global perspectives and increased spiritual identity and values formation.	Evaluate in-service based upon learning objectives. Include related questions in employment interviews. Track attendance. Track consultations regarding these issues.	University Ministry
CC	Provide a connection with the broader community and a public stance reflecting the mission and values of the University.	Increase awareness of and familiarity with multicultural and psycho educational services within the broader community.	Track committee involvement, program presentations, and conference attendance. Outreach evaluation based upon learning objectives.	Screening for Mental Health, Inc. APA,NCTD, CPA,CAPIC, OCCDHE, AAPA, NIMC, EMDR Community agencies as opportunity arises
CC	Provide professionally competent psychological services to meet the adjustment needs of students in order to foster their personal and professional success and offer appropriate referrals to those students whose issues are not within our current scope of practice by maintaining a specialized psychological resource that nurtures and enhances the emotional health of those at the institution.	Provide an opportunity for mind, body, spirit integration and self - actualization. Enhance identity development, personal responsibility, and values clarification. Encourage self care to reduce symptomology. Increase understanding of self and others.	Compile Outcome Questionnaire-45 statistics. Complete International Association of Counseling Services (IACS) annual evaluation. Complete CAS standards annual review. Review student	Health Promotion & Services Judicial Affairs Residence Life PacifiCare EAP



**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

			<p>feedback on Satisfaction Questionnaire. Track consultations for statistics. Review Residence Life data related to second offenders. Track referral data. Group evaluation of services.</p>	
CSC	<p>Plan, organize, and implement Non-Profit Expo to provide an opportunity for students to interact with a variety of non-profit and social service organizations offering volunteer, service, service-learning, and career opportunities.</p>	<p>Increase awareness of socially responsible options.</p>	<p>Survey student participants and organization representatives.</p>	<p>McCarthy Center INOM University Ministry</p>
CSC	<p>Provide opportunities for students to shadow alumni through January Externship Program. Identify and target outreach to new alumni sponsor participants recommended by faculty members.</p>	<p>Expose students to "real life" perspectives to assist in career decision making.</p>	<p>Survey student participants and alumni sponsors. Compare data to previous years.</p>	<p>Alumni Relations Academic Affairs</p>
CSC	<p>Coordinate annual Graduate &amp; Professional School Fair to provide an opportunity for students to interact with representatives from a variety of graduate programs. Identify and target outreach to new graduate school programs recommended by faculty members.</p>	<p>Increase knowledge of graduate school options and application process.</p>	<p>Survey student participants and school representatives. Compare data to previous years.</p>	<p>Academic Affairs</p>
CSC	<p>Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.</p>	<p>To promote value of early and ongoing engagement in career development process. To engage more faculty as co-promoters of student (career) development. Increase the number of faculty CSC</p>	<p>Debrief/feedback from faculty members and student evaluations. Compare number of presentations to previous years.</p>	<p>Academic Affairs</p>

**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

		allies that will help support CSC in promoting to students the concept/idea and value of engaging in early and ongoing proactive career planning.			
CSC	Conduct Faculty Forums to receive their feedback on students' career and employment interests.	To guide and increase CSC's employer outreach in support of students.	Survey faculty participants.		
CSC	Partner with library staff to coordinate and publicize their career information resources with CSC's library resources.	Enhance/expand collection of hard copy and online resources.	Collect data via the CSC Satisfaction Survey at the end of the academic year.	Academic Affairs	
CSC	Plan, organize, and implement Career & Internship Fair to provide an opportunity for students to interact with a variety of for-profit, government, and non-profit employer organizations offering career opportunities and internships.	Increase awareness to students of career options. Provide access to internship and post graduate opportunities.	Survey student participants and organization representatives. Collect evaluations at event and/or via online survey.		
DOS	Creation of new "Dean's Team" under reorganization.	Increase service effectiveness and response around critical student issues regarding safety, health and behavior impacting the community.		Public Safety Judicial Affairs Counseling Center Residence Life DOS	
HPS	Develop relationship with academic departments to promote student and community health using service learning strategies	Develop integrated permanent health communication academic class and internship program to be co-taught by Communication Studies faculty and HPS Director	Course proposal approved by Curriculum Review committee. Internship program outline completed. Students recruited and registered for class in Fall 06	Communication Studies faculty	
ISS	To provide training and advising for students that is directed toward raising awareness and understanding of social/personal responsibility.	Students engaged in central ISS-sponsored programs (i.e., ISA, INP, GLC) will participate in at least one training retreat and community service project.	Completion of a community service project combined with actions demonstrating social/personal responsibility.	Residence Life for GLC	

**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

ISS	To strengthen the interconnectivity between student learning and Jesuit education within the Global Living Community program.	Students will develop a stronger understanding of the role of Jesuit education with a global context by applying the core values and beliefs to programming initiatives.	Demonstrated use of the core values in monthly programs created and implemented by the students.	Residence Life
JA	Promote an ethic of care across the USF Community through proactive educational efforts and role modeling.	Creation and maintenance of a community where students care for themselves, each other, and the community.	Measure the number and types of incidents. Conduct focus groups to discuss student's perception of the campus environment.	ORL University Life Athletics
JA	Redirect inappropriate student behavior to responsible behavior that helps students achieve academic, personal and professional goals.	Number of repeat violators drops thus reducing attrition. Students take responsibility for their actions.	Compare matriculated and non-matriculated student's judicial history. Individual Student Meetings.	ORL
JA	Judicial Sanctioning is in line with the Jesuit Mission and Values.	Sanctioning promotes social responsibility.	Measure effectiveness of student sanctioning through focus groups and evaluations of the judicial process.	University Ministry Bon Appetit
MCSS	Develop and implement co-curriculum for the Esther Madriz Multicultural Scholars Community	Increase participants' awareness, knowledge, comfort level and skills around cultural competency, identity development, and intercultural exchange	Pre- and post-tests, class assignments, reflection journals, observations, groups discussions, evaluations	Sociology, Office of Living-Learning Communities, ORL, UM
MCSS	Support Ethnic Studies and Gender & Sexuality Studies professors in curriculum and co-curriculum development	Partner with faculty to develop and/or propose one course in each department that explicitly addresses issues of leadership development, social justice, or ally-development	Course offerings/proposals	African American Studies, Asian American Studies, Ethnic Studies, Gender & Sexuality Studies, Latino/Chicano Studies, Yuchengco Studies

**DIVISION C. UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

MCSS	Develop 3-year Strategic Plan <sup>1</sup> that integrates current issues, USF VMCV, UL goals, and CAS Standards.	Include MCSS programs and initiatives as part of comprehensive plan for diversity at USF.	University plan for diversity, MCSS Strategic Plan, Performance Appraisals, 360° feedback forms.	Associate Provost, Associate Dean for Student Development
ORL	Provide community development programs in all residence halls, based on the Jesuit values programming model.	Educational, Social, Service Learning, and Developmental programs are facilitated in every living area.	Tracking by hall.	University Ministry, RHA, Hall Councils
ORL	Implement periodic (August and January) and monthly training opportunities for student staff that focus on job skills and personal/professional development.	Regular departmental training occurs.	Schedules recorded centrally; feedback compiled from participants (qualitative/quantitative)	University Life and other USF departments (as needed)
OVP	Identify or develop at least one learning outcome which promotes learning in the Jesuit Catholic tradition for each University Life Department.	Promote learning in the Jesuit Catholic tradition. Offer more integrated learning experiences to students.	Learning outcomes and assessments in place for 2006-2007.	University Life Leadership
OVP	Lead and facilitate discussion to develop a common framework which defines integrated learning experiences at USF.	Promote collaboration across all areas and departments of the University to offer more integrated learning experiences to students.	Framework agreed upon by Spring 2006 and used in planning for 06-07.	Provost Council Jenny Turpin
PS	Public Safety and Residence Life will maintain and improve coordinated efforts to respond to the needs of resident students.	Members from both departments will mutually create and participate in 2 student related incident exercises in which both must respond and handle collaboratively. Parking and Operations Manager will prepare a Student Employee Training Manual which will incorporate Jesuit values. Parking and Operations Manager and Director of Public Safety will conduct 2 x 2 hour training sessions for all student staff.	End of academic year performance survey	Residence Life

<sup>1</sup> Carried over from '04-'05 Goals

**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

RSD	Provide extracurricular educational opportunities through participation in recreational sports and the provision of relevant leadership positions	Train, certify, and evaluate students as student leader employees in critical areas: lifeguards, building supervisors, front desk, coaches, team captains, instructors, etc.	Number of student employees, certification needed and current, training process, student evaluations	Student Employment, Human Resources, Masters Sport Management, Fitness Program,
RSD	Individuals involved in the delivery of recreational sports programs must practice ethical behavior as deemed appropriate by the institution and department	Ability to make quality decisions based on University rules and the rules and regulations of the department	Student training evaluations, training documents, student supervision and employment evaluations, IM Supervisors, OA trip leaders	
UMIN	Expand collaboration with School of Education – Teacher Education program and Information Technology to implement computer installation of donated technology to Belize Immersion program.	Joint collaboration. A common goal where education, technology, and ministry can unite and offer an immersion experience.	Existing Evaluation Tool -Staff Program Assessment Form	Education, ITS
UMIN	Integrate the School of Nursing faculty with programs such as “Prayer for Busy People” and “Spiritual Exercises”	Work directly with faculty in the area of spirituality.	-Evaluation Tool	Nursing faculty

**05-06 University Life Outcome II:**

**A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.**

<b>Dept.</b>	<b>Departmental Goal</b>	<b>Intended Outcome</b>	<b>Assessment Strategy</b>	<b>Collaborators</b>
CSC	Provide services that assist students in clarifying their personal values and the alignment of those values to their career plans.	To promote the value of early and ongoing engagement in career development process.	Collect data via the CSC Satisfaction Survey at the end of the academic year.	

**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

DOS	Initiate and sustain divisional agenda to create "Ethic of Care" culture for students at USF.	To shift behavior around student interactions	-Student Programming -Facilities Reports -BA reports -Student Leader Evaluation	-Bon Appetit -Judicial Affairs -Residence Life -University Ministry -Living Learning Communities
HPS	Develop student leaders as change agents around issues of alcohol abuse and violence prevention in conjunction with the ethic of care theme and public health principles	Increase HPS involvement in ORL Senior Staff, RA, and GO Team Training. Start Men's Program for sexual violence prevention. Start Women's Program for sexual violence prevention.	Training agendas. Meeting rosters. Students recruited to participate.	ORL Asst. Director ORL LM HD Asst. Dean of Students Judicial Affairs DSA RAs GO Team Dean of Students Assoc Dean for Student Development
HPS	Create a student community where USF students value safety and health and engage in no- or low-risk behavior with alcohol	New first-year and transfer undergraduate students will complete AlcoholEdu online course Fall semester	AlcoholEdu completion rate. Pre-and post-surveys	Registrars DSA Academic Services UL Dean of Students Assoc Dean for Student Development
ISS	To enhance community development within the international student population at USF.	To provide opportunities for connectivity amongst the international population by offering monthly programs aimed at strengthening connectivity between internationals (and domestics). To increase attendance at hallmark IEW activities by ten percent.	Implementation of at least three engagement opportunities per semester.	Various (possibly Koret, ORL, MSS, HPS, etc.)
ISS	To strengthen the International Education Week programs/offers in an effort to promote unity and community between internationals and domestics.		Monitor USF community participation at events based on number of attendees.	Various (possibly IR, A&S, Study Abroad, IEP, ORL, MSS, etc.)

**DIVISION G. UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

JA	Create a more socially responsible community that understands the impact of their actions on themselves, the USF community, and the broader community.	Decrease the amount of stealing in the Market. Decrease the amount of repeat offenders. Shared balance between student initiated Incident Reports and staff initiated Incident Reports. Less appeals.	Measure amount and type of Incidents. Evaluate who is writing Incident Reports. Measure the amount of repeat offenders.	Bon Appetit Business & Finance ORL Public Safety
JA	The Student Judicial Board is seen as an integral component of the University Community through its proactive educational efforts around social responsibility.	That the members of the Student Judicial Board are seen as key student leaders. The Student Judicial Board is reaching out to students through educational efforts.	Collect student feedback through focus groups and evaluations of the Student Judicial Board.	Senate RHA
JA	Increased Awareness- Judicial Affairs will promote & reinforce appropriate student behavior by increasing USF student, administration, staff and faculty awareness of Judicial Process	That JA will be seen and used as a resource for the campus community. That the students will invest in self-accountability and the culture of care.	Track the number of presentations given to clubs, organizations, student groups, etc.	USF community
MCSS	Promote ethic of care through education and training around the revised bias-related incident policy	Revise bias-related incident policy and develop campus-wide training program for implementation in '06-'07	Bias-related incident policy, training plan and timeline	Assistant Dean of Students, Judicial Affairs, ORL, HR, faculty representative, MUFF Fellow
MCSS	Create opportunities for students to engage in intra- and intercultural community building (e.g., CFCC, recognition ceremonies, intraethnic community dialogues)	Create sense of belonging among historically underrepresented and underserved students	Program/event evaluations, dialogue notes, observations	CFCs, CFC support teams, recognition ceremonies committees
MCSS	Promote safe, supportive, and healthy campus through ally-development programs	Train 50 students, faculty, and staff; 100% participation from UL departments	Number of participants, training evaluations	HPS, Allies Trainers
MCSS	Increase collaboration among and between student groups for diversity program planning and implementation.	Increase number of Creating Community Grant awards to ten	CCG awards, CCG evaluations	

**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

PS	Hire and train students in the Jesuit ethic.	Student workers will treat each other and the community as a whole with respect and in the spirit of the Jesuit ethic: magis (giving), social justice, common good, and cura personalis (compassion).	Observations of DPS student worker supervisory staff as well as qualitative evaluations based on interview with University staff/faculty	University Life Staff
ORL	Coordinate judicial process for all resident students.	Developmental adjudication of student conduct occurs throughout the year.	Centralized database of judicial records, combined with date from other departments (e.g., AlcoholEdu reports).	Assistant Dean of Students, Judicial Affairs, Counseling Center, Health Promotion & Services
ORL	Coordinate responses to campus emergencies and student crises, implementing an ethic of care philosophy.	Emergency interventions are provided where and when needed.	Records maintained by Assistant Dean of Students.	Assistant Dean of Students, Judicial Affairs, Public Safety, Counseling Center
OVP	Further develop mechanisms to provide information and evidence on the student experience to the Administration (President's Cabinet, Leadership Team, Provost's Council and Trustees).	Recruit and graduate a diverse student body of individuals who are academically talented and who embrace and manifest USF's values in their personal and professional lives.	Reports presented on findings from major studies.	University Life Leadership Gerardo Marin Academic Services
RSD	Recreational Sports programs must satisfy the particular needs of the campus by balancing team, dual, individual, meet and special event sport experiences	Provide programs in aquatics, extramurals, fitness/wellness, informal recreation, instructional programs, intramurals, outdoor programs, and special events, wellness workshops	Track number of participants in each area and where practical assess their experiences, and interests	
RSD	Provide participation in a variety of recreational sports activities which satisfy the diverse needs of students, staff, faculty, and where appropriate, guests, alumni and community participants	Provide various degrees of cooperative/competitive play activity in game form and recreational use with the choice of type and degree of involvement left to the individual	Track users in all programs via computer and Supervisor/ IM head counts	



**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

UMIN	Create an annual Jesuit university SOA follow-up in Washington, D.C., to educate participants on current legislation.	Coordination and participation with other Jesuit Universities. Education on current justice related legislation.	Existing Evaluation Tool -Evaluation forms -Staff Program Assessment Form	SOA Watch, SOA student group, students for peace and justice.
UMIN	Implement Resident Ministry/community action program. Designate service site for each hall.	Create a relationship with individual halls and bay area service agencies.	Existing Evaluation Tool -Staff Program Assessment form to be filled out with Resident Ministers and professional staff.	Hall Directors in Residence Life.

**05-06 University Life Outcome III:**

**Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.**

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
CC	Maintain the multicultural nature of the services of the Center via staff training, intern selection, and programming efforts focused on multicultural competency by competently and ethically serving a diverse student population.	Increase personal identity development. Ability to navigate the college environment. Bridge background to USF community. Increase sense of belongingness.	In-service evaluation form including learning objectives. Focus group to assess efficacy of training and set direction for future efforts. Review Staffing. Review utilization statistics. Completion of tasks. Trainee evaluation. Group evaluation.	MCSS, Faculty Members, Student Leadership staff, International Student Services Minority Admissions Learning and Writing Center, MCSS
CSC	Partner with MCSS to develop programs supporting students of color career plans, including a discussion of graduate school admission strategies at a luncheon program with faculty, staff, and alumni of color.	Increase support to students of color.	Collect evaluations at the event and/or via online survey.	University Life-MCSS

**DIVISION OF UNIVERSITY LIFE  
DEPARTMENTAL GOALS FOR 2005-2006**

CSC	In conjunction with International Student Services, sponsor workshop for international students introducing/teaching effective interviewing strategies.	Prepare international students with the tools and information needed for successful job searches.	Collect evaluations at the event and/or via online survey.	University Life- ISS
DOS	Continue outreach to underrepresented students individually and in groups	Establish Office of DOS as resource for underrepresented students	Track meetings with students through Dean's Log. Attendance at critical forums/programs/retreats.	-MCSS -Gerardo Marin
HPS	Involve students, faculty, and staff of color and the LGBTQ student/faculty/staff community in the planning and implementation of World AIDS Day (WAD) events	Participation in planning WAD events. Attendance at WAD events. Increased use of WAD topics in academic courses.	Planning committee mtg. attendance. Volunteer attendance. Reported use of WAD topics in academic courses.	Students who attended the National Catholic AIDS Network Conference USF Center for Catholic Studies and Social Thought Planning committee members including DSA, ISS, MCSS, CFCC, UM, Sociology, Communication Studies, Nursing
HPS	Engage students in focusing on positive, inclusive, and empowering aspects of promoting safety and sexual health	Social marketing materials based on focus group data from 04-05 with students of color. Focus groups conducted with LGBTQ students to collect data for social marketing materials.	Focus groups conducted. Reports created. Social marketing materials created.	MCSS FACES ALAEPHA Allies Other queer student groups
ISS	To develop an advisory council and offer student participants opportunities to lead initiatives in further enhancing the multicultural community at USF.	International Advisory Council (IAC) members will identify at least one concern/factor impeding the growth of a multicultural community.	At least one concern/factor for action will be addressed by the IAC per semester.	Various (depend on concern/factor identified)

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ISS	To promote the development and implementation of new programs that intentionally unites the domestic and international populations.	To increase the presence, voice, and involvement of internationals by noting the participatory number of students at programs/events with a target goal of a 10% increase.	Membership increase in ISA and GLC; establishment of core membership for INP and IAC.	ORL + Various
JA	Engage student leaders from culturally focused student groups.	Sense of institutional student experiences as it relates to judicial process. Awareness training of how cultural differences may play out in the judicial process	Focus group participation and feedback.	ISS MCSS Public Safety
JA	Create a policy pertaining to bias related incidences.	Students can identify and feel safe identifying bias related incidences. Students know where to report such incidences.	Number and type of reporting around bias related issues.	ISS MCSS Public Safety
JA	Collaborate with ISS to identify and resolve any policy violation trends amongst international students and work proactively to eliminate such trends.	Provide international students with a clearer understanding of the USF code of conduct and judicial process. Decrease in policy violations.	Tracking cases that involve international students. IS focus groups.	ISS
MCSS	Provide student leaders with tools, information, and resources to integrate multiculturalism and ally-development into their respective leadership positions	100% participation (representatives) from RAs, RHA, ASUSF, GO in Creating Community Training; Sustain CC training through year-long program focused on diversity leadership and community development; develop and implement workshop facilitator program	Training evaluations, mid-year and end-of-year meeting notes, facilitator roster	DSA, ORL, Advisors
MCSS	Provide mentorship opportunities for students of color to develop leadership skills	Increase visibility and involvement of: MCSS Staff, MUFJ Fellows, FACES, and Student of Color Representatives in leadership programs	Leadership program participation, observations, meeting notes	

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MCSS	Create opportunities for students at large <sup>2</sup> to get involved in MCSS programs.	Increase number of non-CFC officer participation in MCSS programs	Committee membership, observations	MRR, LWC
MCSS	Provide information, resources, and training for student organization advisors re: cultural competency, leadership development, and ally-building	Create support teams composed of faculty and staff to assist in mentorship and advising for CFCs	Support team membership, workshop participation, 360° feedback forms	CFC advisors, DSA
PS	Hiring of diverse staff and student workforce	Hire 2 (anticipated openings) new qualified PSO's to reflect our diverse community. Include our representative multicultural student workers in preparing student employee training manual.	Demographic report of staff at end of academic year. Successful completion and implementation of manual.	Human Resources
ORL	Staff selection processes are implemented to reflect the broad diversity of the campus, and to seek commitment to community standards and campus values.	Diverse, best-qualified staff is hired to serve the 2006-2007 resident population.	Demographics will be recorded for each selection process.	TBD
ORL	Recognition and Leadership development work of National Residence Hall Honorary (NRHH), Residence Hall Association (RHA), and Residence Hall Councils (RHCs) is implemented.	Collaborative recognition programs are implemented.	Advisor and student feedback.	
OVP	Identify and evaluate strategies designed to use USF's diversity and distinctive qualities as a way to enhance the learning experience of students and develop a multicultural community.	Institutionalize USF's distinctive qualities – Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for a more humane and just world – in University structures.	Report used to evaluate current diversity initiatives.	Mary Grace Almandrez Mike Duffy Gerardo Marin Lorrie Rank Belinda Sandoval Invited Faculty Student Leaders

<sup>2</sup> Non-CFC officers

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RSD	Provide opportunities of participation in special events, programs, and employment opportunities that reflect Multicultural experiences. This is inclusive of all Recreational Programs within the department.	Continue to employ approximately 250 students and para-professional staff that reflect the diversity of the University.	Continue to assess student employees and their diversity. Where possible assess the diversity of participation in all programs	Student Employment
RSD	Provide space where possible that support the particular needs of diverse groups within the University	Continue to schedule facilities that support special interest groups	Monitor scheduling of facilities for special groups	Student Activities, Campus Activities, Athletics
UMIN	Continue recruitment and hiring of multi-cultural multi-religious Resident Ministers	Meet the needs of a diverse campus population.	Evaluation of Resident Ministers by Residence Life Hall Directors, RA's and students.	Human Resources, Residence Life.

**05-06 University Life Outcome IV:**

**Programs and services are intentionally designed to enhance student: retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.**

Dept.	Departmental Goal	Intended Outcome	Assessment Strategy	Collaborators
CC	Target outreach and group efforts toward those who underutilize existing services and those who would benefit from psycho educational programming alone by educating about mental health issues in an effort to create a healthy campus environment.	Increase awareness of multiculturalism. Assist in leadership development. Increase self understanding. Increase knowledge regarding a variety of mental health issues.	Evaluate training via outcome assessment based upon learning objectives Track the numbers of students completing online assessment and compare data to previous years. Track "hits" to website.	Residence Life Student Activities Student Leaders Health Promotion & Services; Faculty; UL Division, Student Activities Regional Campus Representatives Web Services

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CC	<p>Through consultation, the counseling staff seeks to increase awareness of issues related to the mental health needs of students, facilitate discussions from a diversity of perspectives, and stimulate human development by integrating into discussion of student needs a mental health perspective and promote positive psychological adjustment to the campus community.</p>	<p>Develop leadership skills. Increase information related to mental health issues. Assist in managing conflict. Improve sense of relationship with community.</p>	<p>Formal and informal feedback to determine level of helpfulness</p>	<p>Division of University Life Legal Counsel</p>
CC	<p>Reinforce a personal commitment to working within recognized standards of practice recommended by professional organizations and seek knowledge of current developments in the mental health field by maintaining a professional, effective, and competently staffed Counseling Center.</p>	<p>Provide model of ethical behavior.</p>	<p>Twice yearly performance evaluation. Evaluative feedback following each in-service; based on learning objectives. IACS guidelines reviewed as they relate to policy. Evaluation feedback from participants. Complete ethics courses biannually; weekly case consultation; evaluative feedback from related in-service activities.</p>	<p>APA, CPA</p>
CC	<p>Provide clinical experiences to future professionals in the field of psychology through maintaining a pre-doctoral intern and post-doctoral fellow training program. Provide an excellent and unique training experience through emphasis on the scholar-practitioner model; brief psychotherapy, integrationist, and multicultural perspectives.</p>		<p>Twice annual reciprocal narrative evaluation. End of the year, narrative evaluation submitted to Training Director. Individual and focus group discussion of</p>	<p>CAPIC area institutions</p>

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			feedback with Training Director. Written summary to permanent staff. Permanent staff discussion. Review of CAPIC requirements.	
CC	Continue and enhance assessment practice of the center based upon professional standards to demonstrate. Counseling Center achievement of goals Services are evaluated and changes are initiated based upon analysis of the evidence.	Increase knowledge of psychological symptoms. Through self-reflection upon completion of survey, increase understanding of growth and needs.	Document completion and review statistics related to questionnaires.	
CSC	Provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.	Increase self-awareness and enhance decision making.	Distribute and collect CSC Satisfaction Survey at the end of the academic year.	University Life
CSC	Link students and alumni with employers through a variety of Recruiting Activities.	Provide access to post graduate opportunities.	Collect employer evaluations at event and/or student evaluations via online CSC Satisfaction Survey.	University Life
CSC	Teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.	Students are able to conduct a successful job search.	Collect participant evaluations at the event and/or via online CSC Satisfaction Survey.	Academic Affairs Student Organizations

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CSC	Promote the value of CSC services to low-use users such as Liberal Arts and Science majors.	Increase the number of low-use users by presenting a variety of targeted industry-based programs.	Compare CSC's student registration data to previous years via MonsterTrak and CSC Observations databases. Collect participant evaluations at the event.	
DOS	Implement exit withdrawal interview process within the Division	To better understand reasons for exit or withdrawal for undergraduate students	Individual interviews with students	-Residence Life -Judicial Affairs -ISS -Institutional Research
DOS	Co-chair Retention Committee with Academic Services	TBD by Provost Council		
DOS	Develop relationships with and outreach to all students, with particular emphasis on First Year students	Increase awareness of DOS as resource, create connection in the first year to increase retention	Attendance and presentations at programs geared towards first year students	-SII -MBS -RHA -Hall Directors
DSA	Expand our comprehensive leadership program (Magis) to reach more students.	Increased outreach to a broader student population.	# of students involved that are not currently in clubs and organizations.	University Ministry, Career Services Center, Residence Life, MCSS, Health Promotion and Services, Learning and Writing Center, Academic Support Services.
DSA	Clarification of Department identity and future direction.	University Life and Department of Student Activities articulate the same vision for the department.		Margaret Higgins, Linda Thomas and Felicia Lee



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DSA	Improve promotion of DSA services for registered student organizations and university departments.	Increase knowledge of programs, services and funding sources available.	Fewer sanctions for clubs and organizations. Increase in funding applications. Funding more varied groups. Increase in referrals from departments.	
HPS	Lead Alcohol Abuse Prevention and Violence Prevention task forces consisting of staff, students, and faculty	Task forces will create strategic plans and begin to implement action items to reduce dangerous drinking and violent behaviors among USF students	Meeting minutes, agendas Strategic plans	Asst. Dean of Students Judicial Affairs ORL Koret Public Safety MCSS
HPS	Measure access to student insurance benefits for all USF students	Conduct survey of current USF student insurance coverage, carriers, benefits, costs	Survey conducted	Insurance broker ITS Registrars
HPS	Measure access to and satisfaction with medical services for students who have used the USF Clinic and for students who have not used the USF clinic.	Conduct survey of USF students asking about medical services used	Survey conducted	USF Clinic staff ITS Registrars
HPS	Compile and share results of Spring 05 NCHA survey and Fall 05 AlcoholEdu surveys with campus stakeholders	Build support for health promotion initiatives based on assessment of student health needs	Meetings/presentations scheduled	Assoc Dean of Student Development UL Leadership President's Council
HPS	Assess safety of campus at night	Conduct walking assessment of campus	Tour common walkways and hangouts on campus at night to see possible unsafe areas and brainstorm solutions	Asst. Dean of Students Public Safety Koret Judicial Affairs ORL
HPS	Research and create proposal for hard-waiver insurance process for all full time USF students	Access to medical insurance coverage for all full-time USF students	Proposal created Proposal support Hard waiver process put into effect	ISS ORL HR/Benefits Services Business and Finance

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ISS	To work in collaboration with the Dean of Students and ORL to implement a divisional exit-interview process to assess student retention issues at USF.	To identify key reasons why students leave USF prior to program completion.	Implement a qualitative research protocol to involve exiting students in dialogue about their experience.	Dean of Students + ORL
ISS	To explore opportunities to improve the new international student experience.	To provide a more welcoming environment by: (1) establishing better procedures for addressing students without housing and (2) offering additional community development during the orientation program by creating a group activity component	Identify the number of improvements made to the housing/orientation process.	ORL + Various (possibly IR, Admissions, Fromm, etc.)
ISS	To create a workshop/information session for departments/faculty members regarding the J-visa and F-visa practical training options to offer students the optimal benefits possible during their studies.	To increase the number of departments offering the curricular practical training option to students with at least one new program (hopefully CPS) added for the next year.	Count the number of new departments/ schools offering CPS.	Academic Departments
ISS	To complete the internal assessment of ISS and begin the external review process.	To evaluate the successes and areas in need of improvement within ISS to maximize our services and meet our mission by qualitative and quantitative measurement.	Qualitative: focus groups, program reviews Quantitative: student/faculty/office survey	University Ministry + Various
JA	Create proactive educational opportunities to educate students on policy in order to minimize policy violations.	The entire campus community is aware of student conduct regulations and the role of Student Judicial Affairs.	Feedback gathered from program participants	USF community
JA	Develop a USF student conduct honor pledge that students are committed to upholding.	Students will feel a sense of commitment and ownership of being a positive, contributing member of the USF community.	Witnessing students holding themselves and others accountable. Decrease in policy violation incidents.	Academic Deans USF community Orientation

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JA	Build a strong collaborative relationship with USF departments.	Increased visibility through programming events. Increased awareness of policies, procedures, role of protocol, and judicial affairs.	Track the number of presentations given to clubs, organizations, student groups, etc. Feedback gathered from programs and presentations.	USF community
JA	Evaluate and improve Emergency Response Protocols.	Develop a sexual assault advocate program. Ensure that members of the University community are competent in crisis management.	Efficient and effective responses during crises.	USF community
MCSS	Expand MCSS Office to include Resource Center and student lounge space.	Increase use of MCSS by 25% for students and 50% for faculty and staff; use of MCSS materials by students, faculty, and staff.	Sign-in sheets, observations, needs assessment forms, evaluations, material check-out sheet	Faculty, CFCs
MCSS	Use theme of <i>sankofa</i> <sup>3</sup> to develop and implement programs that facilitate community building among faculty, staff, and students of color (e.g., Welcome Back Reception, Community of Color Retreat, Grad School Luncheon)	Increased communication and interaction among faculty, staff, and students of color	Evaluations, focus groups, observations	Associate Provost, Faculty and staff of color, CFCs, CSC, MRR
PS	Create a visible ethic of care in the services DPS provides.	Extend hours of Safety Escort Shuttle service. Offer at least 6 self defense classes for students during the academic year.	Student use of services and end of year performance survey	Residence Life Koret
ORL	Create a statement of standards for residential communities.	Expectations of resident students are reflected and disseminated to define peer values.	Survey of USF public records (e.g., newsletters or articles); focus groups.	

<sup>3</sup> Akan word meaning "looking back in order to move forward"

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ORL	Coordinate facilities improvements and renovation upgrades throughout all residence halls.	Resident students experience increased satisfaction with physical facilities of residential spaces.	Annual student satisfaction surveys (conducted using ACUHO-I/EBI surveys).	Facilities, Project Management, ITS, Purchasing, Student Disability Services
OVP	Coordinate a speaker series led by faculty and staff on USF's Core Values and how the values can impact the student experience.	Institutionalize USF's distinctive qualities – Jesuit Catholic, urban, diverse, socially responsible, global perspective, leadership for a more humane and just world – in University structures.	Series in place for Spring 2006 semester. University Life Departments each develop one goal for 06-07 which reflects the demonstration of a Core Value.	Mario Prietto Jesuit Community University Life Leadership Invited Faculty
RSD	Provide Facilities that are safe and well maintained.	Well maintained facility that meets the needs of all users	Monitor facility use	Facility Management, One Card
RSD	Create interaction with University Departments that enhance and contribute to the University	Coordinate facility use to meet the needs of university departments, Conduct presentations for various department and special interest groups	CPR, AED, First Aid and Health Care Provider Certifications; Scheduling and head counts	Res Life, Nursing Dept., Exercise and Sports Science Dept., Athletics, University Development
RSD	Comply with CAS standards as established for Recreational Sports	Compliance	Evaluate, Review, and apply self study documents; Update SOP Manual Annually	
UMIN	Evaluate assessment tool from last year and make needed changes in relation to mission and identity rather than five Jesuit tenants.	Create an inclusive tool to measure areas of success, growth, and change based on university mission.	Use of evaluation tool.	
UMIN	Develop assessment questions and learning outcomes for each program at the beginning of the academic year.	Have all goals and outcomes created for the academic year.	Use of evaluation tool and university mission.	

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**05-06 University Life Goal V:**

**Departments create and implement methods to strengthen the University's financial resources.**

<b>Dept.</b>	<b>Departmental Goal</b>	<b>Intended Outcome</b>	<b>Assessment Strategy</b>	<b>Collaborators</b>
CC	Review expenditures and implement methods to better utilize Counseling Center financial resources.	Manage resources to meet budget expectations.	Budget Review	Undergrad & grad psychology faculty
CC	Provide resources to Counseling Center staff to facilitate their successful functioning at USF.	Promote competency via up-to-date information on standard of care.	Review of professional development plans, re-licensure of staff. Annual budget review. Evaluate training based upon learning objectives.	
DOS	Work closely with Public Safety and Residence Life on budget revenue and projections.	-Maintain fiscally sound budgets -Accurately project needs		-VPUL -Public Safety -Residence Life -DOS
HPS	Strengthen financial tracking and reporting system for Account 3-10360, specifically Student Insurance/admin fees	Insurance admin fee for USF will be accurately charged and tracked for 05-06	Excel spreadsheets	Business and Finance
HPS	Propose hard-waiver student insurance plan (See Outcome IV)	Continue offering good medical insurance benefits for students at reasonable cost	Proposal created Meeting agendas Process put into effect	ISS ORL HR/Benefits Services Business and Finance Assoc Dean for Student Development

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HPS	Research and potentially propose increase to Student Insurance Admin fee	Increase admin fee to appropriate amount after 3+ years without increase. Increase funding available to support HPS and health service initiatives	Decide whether fee increase is feasible and appropriate. Increased fee.	ISS ORL HR/Benefits Services Business and Finance Budgeting and Planning Assoc Dean for Student Development Communication Studies
HPS	Fund development of academic health communication class (See Outcome I)	Apply for Jesuit Foundation Grant funding	Funding proposal	MCSS
HPS	Assess campus climate for queer students and their allies at USF, to create plan to improve deficits in safety	Apply for Jesuit Foundation Grant funding for climate assessment for LGBTQ students, staff and faculty	Funding proposal	University Life + Various
ISS	To investigate the development of revenue-generating venture by ISS to create a funding base for programs while pursuing resources with various university offices and possible grant opportunities.	To increase the ISS program budget by at least 25 percent.	Comparison of the program funds available between 2006FY budget with the 2007FY	Residence Life Center for Instruction and Technology
JA	Achieve and maintain an effective judicial database.	Decrease environmental waste. Increase productivity in terms of timeliness and efficiency.	Efficiency of data collection. Feedback from Hearing officers	Plant Services Public Safety ORL
JA	Increase student's awareness of community responsibility leading student's to expect themselves and one another to treat the community as their home.	Less vandalism and destruction.	Measure the amount of money spent in repairs caused by vandalism.	Faculty
MCSS	Submit one grant proposal to an external foundation or corporation to fund a co-curricular diversity program	Develop co-curricular program with one faculty member	Grant proposal/award	Allies Training materials and methodology
MCSS	Submit one Jesuit Foundation Grant proposal to assess campus climate around LGBTQ issues	Provide data to revise Allies Training to address current needs; benchmark against other Jesuit institutions and national norms		

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ORL	Apply for relevant research/conference scholarship grants.	Savings in professional development funds are realized.	Records maintained centrally.	TBD
ORL	Continue assessment of resident student satisfaction with on-campus living experience.	Identify issues of greatest concern and impact for resident students.	Annual satisfaction surveys (conducted using ACUHO-I/EBI surveys).	National comparison group identified by ACUHO-I and EBI.
PS	Department will review and re-evaluate the current budget (revenue and expenditures)	Dedicate time at each bi-monthly meeting with Dean of Students to insure budget reflects University needs. Balance budget. Submit a minimum of 4 necessary supplemental initiatives in order to address department deficiencies without affecting the department's budget. Conduct one survey near the end of this academic year in order to determine the community's satisfaction with the department's services.	Dean and VP will assess and provide feedback. Budget review process. 2 Lieutenants trained in survey/assessment preparation.	
RSD	Monitor Operations Expense Budget	Maintain operational expenses so that they do not exceed budget	Review budget on Monthly basis	Business and Finance
RSD	Monitor Revenue Budget	Meet and/or exceed Revenue Projections	Review revenue on a bi-monthly basis.	Business and Finance
UMIN	Designate Resident Minister to coordinate ministry internship.	Temporary use of resources for the program.	Evaluate program through feedback from coordinator and Resident Ministers.	

**DIVISION OF UNIVERSITY LIFE  
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**06-07 University Life Strategic Initiative I:**

**Improve the student experience at the University of San Francisco.**

<b>Dept.</b>	<b>Departmental Goal</b>	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
OVP-VP	<p>Use quantitative and qualitative evidence to write a White Paper on the current undergraduate student experience.</p> <p>Use the results to improve the undergraduate student experience.</p>	<p>Identify positives aspects of current USF undergraduate student experience.</p> <p>Identify aspects of current USF undergraduate student experience that need improvement.</p> <p>Identify differences between targeted student populations.</p> <p>Identify aspects of the current USF undergraduate student experience that warrant additional study.</p>	<ul style="list-style-type: none"> <li>• Feedback from constituents solicited on findings.</li> <li>• White Paper completed Nov. 2006.</li> <li>• White Paper used as foundation for Student Experience Plenary Session, December 2006.</li> <li>• White Paper used as foundation for University Life Strategic Plan, January, 2007.</li> <li>• Action items from White Paper integrated into Provost Council and Presidents Leadership Team planning priorities.</li> <li>• Recommendations for further study given to Institutional Research/Assessment Committee.</li> </ul>
ASDS	<p>Clarify the vision and directions for the Department of Student Activities.</p> <p>Hire new Director for department</p>	<p>Identify best practices and professional standards in higher education.</p> <p>Promote an institutional understanding of the role of Student Activities in student development and learning.</p>	<ul style="list-style-type: none"> <li>• Qualitative review of documents, CAS and student development theory.</li> <li>• Statement of purpose.</li> <li>• Search committee undertakes a national search</li> </ul>



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ISS	<p>Improve the support services and resources for the international student community at USF through implementation of the recommendations presented in the ISS Program Review.</p>	<p><b>Program Outcome:</b></p> <p>Through the program review process an increase in the ISS budget of at least \$30k will be authorized for ISS to implement the ISS programs and services in a satisfactory manner.</p> <p>Through the program review process an additional full-time staff member (preferably an Assistant Director position at \$55-60k) will be added to the ISS team in order to meet the U.S. Dept. of State regulations for implementation of SEVIS and to focus on student development initiatives.</p>	<ul style="list-style-type: none"> <li>• Presentation to the President's Council by end of November (tentatively Nov. 18, 2006)</li> <li>• Develop planning initiatives to fund the Program Review recommendations (tentatively due early December 2006)</li> </ul>
ORL	<p>1.1 Provide quantitative and qualitative data on the resident student experience at USF.</p> <p>1.2 Create and begin implementing a multi-year Residence Life Facilities Maintenance and Improvement Plan.</p> <p>1.3 Create a customer service survey for the central office.</p>	<p><b>Program Outcome:</b> contribute to University Life White Paper.</p> <p>1.2 Program Outcome: establish regular cycle of residence hall refurbishments and renovations.</p> <p>1.3 Program Outcome: establish baseline assessment data to improve resident student customer satisfaction with on-campus housing services and processes.</p>	<ul style="list-style-type: none"> <li>• Maintenance and Improvement Plan completed by September 15, 2006.</li> <li>• Data for White Paper contributed by November 1, 2006.</li> <li>• Customer Service survey completed by April 1, 2007.</li> </ul>
PS	<p>The Department of Public Safety (DPS) provides services that prevent parking and transportation problems, as well as providing services that create a safe and secure learning environment for students, faculty, and staff.</p>	<p><b>Program Outcomes</b></p> <ul style="list-style-type: none"> <li>• Student riding the shuttle service will be satisfied with the experience.</li> <li>• The DPS shuttle will meet student needs and expectations in terms of shuttle driver friendliness, driver experience, shuttle routes, frequency of shuttle stops, and overall shuttle experience.</li> </ul>	<p><b>Method:</b> Use qualitative and quantitative evidence to create a report on the current student shuttle driver experience.</p> <p><b>Criteria for success:</b> 60% of students will be satisfied with various aspects of the shuttle service. Areas in need of improvement will be identified.</p> <p><b>Timeline:</b> Report completed by December</p>

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			<p>1, 2006.</p> <p><b>Use of Results:</b> Report will be used as foundation for improvement plan-Jan. 10, 2007. Report will be used as foundation for budget initiative if needed, and recommendations for budget initiatives will be given to U.L.</p>
PS	<p>DPS will ensure that all members of the USF community are prepared to respond, collectively as a community, quickly and effectively to any disaster.</p>	<p><b>Program Outcome</b></p> <ul style="list-style-type: none"> <li>• DPS will ensure that all members of the USF community have a personal preparedness plan and have adequate emergency preparedness training opportunities in order to respond, collectively as a community, quickly and effectively to any disaster.</li> </ul>	<p><b>This is an operational goal per my discussion with Felicia.</b></p>
UMIN	<p>Through the Resident Minister Internship program, offer students a variety of programs and activities both on and off campus.</p>	<ol style="list-style-type: none"> <li>1. Through community action programs students will gain experience and exposure to bay area service agencies, then reflect and relate their experience to the Jesuit Mission and Values.</li> <li>2. Through the Resident Ministry programming in the halls, students will participate in activities that help build a foundation and sense of community where they live.</li> <li>3. Students will participate in off campus programs and experience the commonalities and connection between campus and the larger bay area community.</li> </ol>	<p>Evaluation forms include the goal and the learning outcome questions along with five additional questions that relate to Ignatian values.</p>

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**06-07 University Life Strategic Initiative II:**

Advance inclusive student success as measured by increases in student retention, satisfaction and/or engagement.

<b>Dept.</b>	<b>Departmental Goal</b> Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
ASDS	Define student success at the University Life divisional level.	Identify the characteristics of a successful USF graduate.	Qualitative review and analysis of focus group discussions.
CC	Provide professionally competent and multiculturally sensitive psychological services to meet the adjustment needs of students in order to foster their personal and academic success and offer appropriate referrals to those students whose issues are not within our current scope of practice.	<p>Increase understanding of self and others.</p> <p>Identify self care strategies</p> <p>Resolve issues that interfere with optimal academic performance</p> <p>Clarify values</p> <p>Examine multiple self identities</p> <p>Improved mental health as measured by overall score on OQ-30 which targets the following:</p> <ul style="list-style-type: none"> <li>• Improved quality of life</li> <li>• lessened symptom distress</li> <li>• improved work functions</li> <li>• increased comfort with social relationships</li> </ul>	<p>Review Student Experience Survey - ongoing</p> <p>Amend interventions as indicated by results</p> <p>Develop and monitor treatment plans including achievement of treatment goals</p> <p>Compile Outcome Questionnaire-30 statistics</p> <p>Adjust interventions as directed by assessment results at sessions 1, 3, 5 and termination.</p> <p>Complete International Association of Counseling Services (IACS) annual evaluation</p>

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CSC	Plan, organize, and implement NonProfit Expo to provide an opportunity for students to interact with a variety of non-profit and social service organizations offering volunteer, service, service-learning, and career opportunities.	Increase awareness of socially responsible volunteer, service-learning, internship, and career options.	Change evaluation survey to focus on learning outcome. Improve evaluation survey and process to increase student participant response rate. Survey student participants and organization representatives and compare to last year's data.
CSC	Provide opportunities for students to shadow alumni through January Externship Program to learn about career options.	Expose students to "real life" perspectives to assist in career decision making.	Change evaluation survey to focus on learning outcome. Survey student participants and alumni sponsors. Compare data to previous years.
CSC	Coordinate annual Graduate & Professional School Fair to provide an opportunity for students to interact with representatives from a variety of graduate programs. Identify and target outreach to new graduate school programs recommended by faculty members.	Increase knowledge of graduate school options and application process.	Change evaluation survey to focus on learning outcome. Improve evaluation survey and process to increase student participant response rate. Survey student participants and school representatives. Compare data to previous years.
CSC	Conduct outreach to faculty and invite them to integrate career-related programs into classroom activities.	To promote to faculty the value of early and ongoing engagement in the career development process.  To engage more faculty as co-promoters of student (career) development.  Increase the number of faculty CSC allies that will help support CSC in promoting to students the concept/idea and value of engaging in early and ongoing proactive career planning.	Obtain informal feedback from and/or debrief with faculty members. Compare number of presentations to previous years. Track number of outreach solicitations and the number of actual outreach presentations conducted.
CSC	Teach students relevant and up-to-date career search strategies through class, student organization, and CSC presentations regarding job search, networking, resume/cover letter writing, and interviewing techniques.	Students are able to conduct a successful internship and/or job search.	Collect participant evaluations at the event.

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CSC	Continue targeted faculty meetings in the College of Arts & Sciences to receive their feedback on students' career and employment interests.	To guide and increase CSC's employer outreach in support of their students.	Obtain informal feedback from and/or debrief with faculty members.
CSC	Plan, organize, and implement Career & Internship Fair to provide an opportunity for students to interact with a variety of for-profit, government, and non-profit employer organizations offering career opportunities and internships.	Increase awareness to students of career options. Provide access to internship and post graduate opportunities.	Change student evaluation survey to focus on learning outcome. Improve student evaluation survey and process to increase student participant response rate. Survey student participants and organization representatives. Collect evaluations at event.
CSC	In conjunction with International Student Services, sponsor workshop for international students on job search strategies.	Prepare international students with the tools and information needed for successful job searches.	Collect evaluations at the event from student participants.
CSC	Provide individual career counseling to assist students and alumni with career development, job search and graduate school planning including a focus on assessment services to help students identify their values, interests, skills, and personality as part of a career planning and development process.	Increase self-awareness and enhance career planning decision making.	Develop evaluation focusing on client's career counseling experience. Distribute and collect the evaluation at the end of the academic year.
CSC	Increase number of employers through active outreach and thereby linking students and alumni with employers through a variety of Recruiting Activities.	Increase and improve the variety of employer and post graduate options available to students.	Compare CSC employer participant figures to previous year. (see Recruiting Grid)
CSC	Promote the value of CSC services to low-use student users such as Liberal Arts and Science majors, by presenting targeted industry-based programs.	Increase the number of low-use users.	Compare CSC's student registration data to previous years via MonsterTrak and CSC Client Tracking databases. Collect participant evaluations at the event.

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DOS	Participate as member of the USF Retention Committee	Communicate to the Divisional Leadership and Associate Dean's Council up-date progress, planning, and action related to university-wide retention activities. Outcome will result in increased knowledge and awareness for administrators working directly with retention related activities.	<ul style="list-style-type: none"> <li>• Bimonthly UL Leadership meetings</li> <li>• Monthly Associate Deans Council meetings</li> </ul>
DOS	Continue to provide leadership for Division and University-wide response philosophy and protocol	Clearly articulate interconnected components of crisis response protocol to University community so external staff constituents and faculty understand scope of work, outreach and service to students	<ul style="list-style-type: none"> <li>• Student Leader Training Forums</li> <li>• Associate Dean's Council</li> <li>• Presentations to interested Schools and Colleges</li> <li>• Presentation at national/regional conference (schedule permitting)</li> </ul>
HPS	USF students will stay in school and have appropriate health care due to insurance coverage.	100% of USF students will be covered by the USF student insurance plan and have access to health care. USF students will be able to identify and explain health care resources they can access through coverage by the USF student insurance plan.	<p>Count the number of students enrolled in the USF student health plan</p> <p>Count the number of students in residence life who indicate they have insurance coverage.</p> <p>Health services survey will ask students how much and what kind of insurance coverage they currently have.</p> <p>The Registrar's office will provide data regarding numbers of students categorized by school/college, age, gender, and student status.</p> <p>HPS staff will submit a proposal to provide mandatory health insurance for all USF students beginning in 2008-09.</p>
ISS	Based on initial data obtained from the exit interview process, begin addressing two of the top areas of international student concerns that impact retention at USF: financial challenges,	Program Outcome: Explore development of administration of existing financial international grant (at \$100k) and the	<ul style="list-style-type: none"> <li>• Discuss existing international grant fund with Financial Aid Office.</li> <li>• Include hardship relief as part of the planning initiatives.</li> </ul>

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	advising and/or curriculum offerings, and personal/family emergencies.	creation of an economic hardship resource fund. Present campus culture/classroom environment challenges faced by international students to upper administrators at USF to develop measures to address the concerns.	
JA	Redirect inappropriate student behavior, which results in policy violations, to responsible behavior that helps students achieve academic, personal and professional goals.	<p><b>Program Outcomes:</b> -After a student violates a university policy and goes through the judicial process they will be less likely to violate policy.</p> <p><b>Learning Outcomes:</b> -Students will be able to articulate how their behavior outside of the classroom effects their academic success. -Students will be able to articulate how their behavior can take away from the experience of other community members.</p>	<p><b>Assessment Cycle:</b> -Outcomes will be assessed by measuring and tracking repeat offenses. - Develop a survey that will measure the effectiveness of the USF judicial process. The instrument will measure the impact of the judicial process on USF students.</p>
MCSS	Build relationships with first-year students to facilitate sustained interaction with MCSS	<p><b>Program Outcome</b> Through sustained interactions with MCSS, first-year students will develop leadership skills to participate as active members of student organizations and committees.</p> <p><b>Learning Outcomes</b> a) After completing MCSS-facilitated workshops, 50% of Foreword students and Freshmen Leadership Institute participants will be able to identify MCSS staff and resources. b) By the end of the spring semester, all first-year students in celebration committees will be able to develop skills to plan campus-wide diversity programs. c) By the end of the academic year, all first-year student assistants and first-year celebration</p>	<p>a) Self-report b) Tracking MCSS visits &amp; consultations</p> <p>b) Observations 360-degree feedback</p> <p>c) Observations 360-degree feedback</p>

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<p>ORL</p>	<p>2.1 Examine resident student populations GPA trends (e.g., students invited to the annual 4.0 Banquet, ORL student employees, on-campus vs. off-campus students)</p> <p>2.2 Work with Strategic Enrollment Council to coordinate occupancy projections and analyze housing trends and needs.</p>	<p>2.1 Program Outcome: improved analysis and understanding of the impact of on-campus living on student academic progress.</p> <p>2.2 Program Outcome: improved ability to forecast and respond to housing demands and maintain 95% occupancy rate (at currently forecasted rates).</p>	<p>committee members will be able to practice collaboration through MCSS event planning and implementation.</p> <ul style="list-style-type: none"> <li>• GPA analysis report completed by May 1, 2007.</li> <li>• Strategic Enrollment Council collaboration will be ongoing throughout the year (documents produced as needed).</li> </ul>
<p>PS</p>	<p>DPS will aid in student engagement by involving students in policy and decision-making.</p>	<p><b>Program Outcome</b></p> <ul style="list-style-type: none"> <li>• DPS will provide opportunities for students to become more involved in policy and decision-making.</li> </ul> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Student employees will be able to demonstrate an increased understanding of how policy decisions are made, as well as an increased understanding of how new policies are implemented.</li> <li>• Student employees will be able to articulate the role they know they play in public safety.</li> </ul>	<p><b>Method:</b> Quantitative evidence regarding student participation will be collected at the four remaining staff meetings for 2006-2007 fiscal year. Interviews will be conducted in May 2007 of a select group of students who attended and another group that participated, regarding their experiences in this process.</p> <p><b>Criteria:</b> 30% of student employees will attend DPS staffing meetings. 15% of student employees will participate in discussions, problem solving, decision making, and policy creation.</p>
<p>RSD</p>	<p>Provide participation in a variety of recreational sports activities which satisfy the diverse needs of students, staff, faculty, and where appropriate, guests, alumni and community participants</p>	<p>Provide various degrees of cooperative/competitive play activity in game form and recreational use with the choice of type and degree of involvement left to the individual.</p>	<p>Assessment will include programs offered, student participation, competitive and non-competitive in nature; and general use of Koret per card swipe numbers.</p>



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RSD	Provide recreational sports programs/programming that will attempt to satisfy the particular needs of the campus by balancing team, dual, individual, meet and special event sport experiences.	Provide programs that student may selectively participate in such as: aquatics, intramural, extramural, fitness/wellness, informal recreation, and programs that have learning outcomes such as: instructional programs, club sports, outdoor programs, special events, and wellness workshops. Employ approximately 250 students and para-professional staff that reflect the diversity of the University.	The assessment will be programs offered and number of students participating.. Some of the programs may have learning outcomes such as workshops and outdoor adventure trips with assessment questionnaires collect and evaluated for trips, workshops. Track all student participation in special events, and programs. Track all student employees; document their training and certification requirements. Maintain via employment documents the diversity of the staff. Observe staff working environment where direct interaction will result in a diverse and multicultural experience.
RSD	Provide opportunities of participation in special events, programs, and employment opportunities that reflect Multicultural experiences. This is inclusive of all Recreational Programs within the department.		Monitor special interest group facility use.
RSD	Provide space where possible that support the particular needs of diverse groups within the University.	Continue to schedule facilities that support special interest groups as well as the University	
UMIN	Provide worship opportunities to reflect and retain a diverse student population with varied faith backgrounds.	Outcomes: 1. At the beginning of the academic year students will feel invited to and welcomed to a diverse campus community by participating in the Orientation Mass and the Mass of the Holy Spirit which will include prayers, texts, and traditions of several different religions. 2. Students will feel a connection to their spiritual lives by participating in University Ministry's many worship groups and services. This includes our programs with the Muslim Student Association, Christian Life Communities, Real-Life Fellowship, the Jewish Student Union, to name a few.	Evaluation forms include the goal and the learning outcome questions along with five additional questions that relate to Ignatian values.

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			<p>3. Students, faculty, and staff will gain knowledge and leadership skills through their participation in the Contemplative Interfaith Retreat, the Spiritual Exercises of St. Ignatius and Prayer for Busy People.</p>
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**06-07 University Life Strategic Initiative III:**

**Promote learning.**

<b>Dept.</b>	<b>Departmental Goal</b>	<b>Program Outcomes</b>	<b>Assessment Cycle</b>
CC (NA)	Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide  To respond to a diverse student population's needs as defined by National College Health Association, survey results and requests for service from Residence Life, University Ministry, GO Team, Athletics and others.	Program Outcomes examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral). Increase self understanding within a community setting. Increase knowledge regarding a variety of mental health issues Learn new skills pertaining to the topic area presented	Formulate the method, establish the criteria for success, gather the evidence and report on use of results  Evaluate pre and post outcome assessment based upon learning objectives Review written feedback and self report Observe role plays Amend programs as indicated
CC (NA)	Provide mental health consultation.	Increase awareness, skills and information related to mental health issues.	Informal feedback to determine level of helpfulness Monthly consult log Ongoing review of consultation notes Anecdotal commentary

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CC	Students who participate in counseling will increase their understanding of the many factors affecting their identity.	As a result of the counseling experience 50 % of surveyed clients will report that counseling resulted in a greater understanding of their identity as it relates to ethnicity, gender, race, social class, religion, sexual orientation, physical ability, or family of origin.	The Student Experience Survey will be given to clients of the Counseling Center over a two-week period in the fall and spring. Clients will also receive the survey via Survey Monkey at the end of each semester.
CC	Provide a pre and post doctoral training program and supervision for future professionals in the field of psychology with an emphasis on the multicultural perspective – in order to prepare interns for licensure and professional practice.	Trainees going thru the Multicultural Seminar will demonstrate multicultural clinical proficiency as measured by the ability to assess factors (age, race, size, religion, ethnicity, social class, physical ability, sexual orientation, etc.) that may influence the counseling interaction and identify relevant interventions in their work with marginalized individuals.	Ongoing Review of intakes, case notes, treatment plans and intervention by clinical supervisors  Case presentation in case conference and clinical group. Minimally 4x per year  Compare pre and post assessment. Sept 06/ May 07  Twice annual reciprocal evaluation. Jan/May 07  Narrative evaluation submitted to Training Director. Spring 07  Individual and group discussion with Training Director. Spring 07
CSC	Partner with MCSS on a program To expose students of color to a knowledge base of “cultural capital” (system to support historically underrepresented students) of the graduate school application process in the U.S.	Program Outcome: Connect/Link students of color with faculty/staff of color at a luncheon program to discuss graduate school strategies, opportunities, barriers, and/or challenges.  Learning Outcome: For attending students To identify resources or people (faculty/staff of color) who can advise and support their graduate school planning and/or application efforts.	Collect evaluations at the event from student participants.  At the end of the academic year, Survey faculty and staff representatives that attended the Fall 06 program to assess if any of the student attendees contacted them during the year.  Survey students that attended the Fall 06

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		<p>luncheon program at the end of the academic year to assess if they made contact with anyone to support their graduate school planning and/or if they applied to graduate school.</p>
<p>HPS</p>	<p>Students living in the residence halls will learn about HIV, communities of color, leadership, and social change through exposure to a social marketing campaign.</p>	<p>Program outcome: Students of color living in the residence halls will see 5 posters about HIV prevention in the halls between October and December, 2006.</p> <p>Learning outcome: Students living in the residence halls will be able to identify one way that HIV impacts members of communities of color.</p> <p>Learning outcome: Students living in the residence halls will be able to identify one way they can provide leadership to prevent HIV in communities of color.</p>
<p>HPS (NA)</p>	<p>Nursing students will gain knowledge and experience with health promotion and college student populations</p>	<p>Program: 19 students will complete 30 hours of health promotion practicum with HPS</p> <p>Learning outcome: Nursing students in the health promotion practicum will be able to identify one evidence-based health promotion practice to use with college student population</p> <p>Learning outcome: Nursing students in the health promotion practicum will be able to facilitate a focus group about a student health issue with students living in residence halls</p>

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ISS	Strengthen intercultural awareness and understanding for the USF community.	<p>Learning Outcome: Through participation in the Global Living Community program, members will be able to identify and describe culture-specific vs. culture-general learning.</p> <p>GLC participants who have completed the program will be able to describe and explain at least three (of the five main) dimensions of culture.</p>	Student will complete a qualitative type measurement at the end of the year to describe their knowledge.
JA	Students involved in Judicial Affairs programs will increase their cultural competency.	<p><b>Program Outcome:</b> -Each member of the student judicial board, after receiving adequate training, will facilitate 10 cross-cultural discussions.</p> <p><b>Learning Outcome:</b> -By serving on the student judicial board, student members will be able to facilitate cross-cultural discussions with residential students regarding policy violations while providing opportunities for education, development, and behavior modification.</p>	<p><b>Assessment Cycle:</b> -The advisor of the student judicial board will measure the amount of cross-cultural conversations that take place during judicial hearings. -Develop a survey that will measure the effectiveness of the student judicial board.</p>
MCSS	Facilitate opportunities for students to develop and expand their cultural competence	<p><b>Program Outcomes</b> Through intentional and purposeful training, students will be able to “explore, examine and engage with self and others to raise consciousness and awareness as it relates to diversity and social justice issues.”<sup>1</sup></p> <p><b>Learning Outcomes</b> a) During Creating Community Training, 50% of student leaders will be able to engage in honest conversations across difference regarding issues of identity and group membership. b) By the end of the fall semester, students in the</p>	<p>a) Evaluations b) Observations</p> <p>a) Observation</p>

<sup>1</sup> From Washington, J. (2006). Creating Community Training. University of San Francisco Ambassador Training.

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		<p>Storytelling to Engage Multiculturalism (StEM) program will be able to articulate ways in which systems of privilege have affected and continue to affect their own lives.</p> <p>c) By the end of the spring semester, students in the Storytelling to Engage Multiculturalism (StEM) program will have learned techniques and practiced facilitating small group dialogues.</p> <p><u>3.1 Learning Outcome:</u> at least 70% of the resident student population will identify that living on campus enhanced their appreciation of different cultures.</p>	<p>b) Pre-test and Post-test b) Certificate of completion</p> <p>a) Observation b) Peer Feedback c) Certificate of Completion</p>
<p>ORL</p>	<p><u>3.1</u> Implement educational and social programs in all residence halls based on the Jesuit Values programming model (i.e., residence hall programs that facilitate individual and community development around these areas: Magis, Cura Personalis, Women and Men for/with Others, Unity of Mind and Heart, and Ad Majorem Dei Gloriam).</p>		<ul style="list-style-type: none"> <li>• ACUHO-I/EBI resident survey implemented in November 2006; results received in April 2007.</li> <li>• Gather qualitative feedback from resident students and residence life staff (from focus groups and regular supervision/contact meetings) by May 1, 2007 about residence life programming.</li> <li>• Analysis of ACUHO-I/EBI survey results will be shared with campus partners April 2007 through August 2007.</li> <li>• Analysis of residence life programming efforts will be included in department annual report.</li> <li>• Each Hall Director will analyze in-hall programming efforts in each hall's annual report.</li> </ul>
<p>OVP- AO</p>	<p>Student leaders develop cross-cultural skills and reflect on the values associated with cross-cultural competency.</p>	<p>After completing a minimum of three years at USF, nominated student leaders who complete the leadership award application will demonstrate awareness and understanding of cross-cultural skills and values based on their narrative response</p>	<p>Content review of student leadership award applications.</p>

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		to the following: How has your experience at USF impacted your competency in becoming a cross-cultural leader.	
PS	DPS will provide appropriate professional development opportunities for staff to increase learning.	<p><b>Program Outcome</b></p> <ul style="list-style-type: none"> <li>The entire staff of the Department of Public Safety will receive 4 hours of cultural competency training.</li> </ul> <p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>Administrators, public safety officers, supervisors, community service officers, and dispatchers will have a better understanding of gender and sexual identity, as well as other cultural competency issues.</li> </ul>	<p><b>Method:</b> All staff will attend one of two, four hour training sessions on November 1 and November 8, 2006. Each staff member will take a pre-test and post test to determine a knowledge gain in this area.</p>
RSD	To bring awareness of and understanding of the various stages of multi-cultural awareness through front desk staff meetings and trainings.	Most (80%) of the front desk student staff will become more aware of cultural biases and overcome or change those biases.	<p><b>Measure:</b> Pre-post test/reflection paper/observation by professional staff as the students work at the front desk.</p>
RSD (NA)	Provide certification classes for student employees to ensure that they meet the minimum certification qualification for employment.	Offer Classes so that our employees may obtain the appropriate certification for their area of employment such as: first aid, CPR, AED, Life guarding, Swim Instruction, Emergency Procedures, and in handling Blood Born Pathogens.	<p>All students employed by the department will obtain the appropriate certification for their area of employment within the RSD. Document all certifications required for each employee to ensure that they meet the minimum requirements.</p>

**06-07 University Life Strategic Initiative IV:**

**Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.**

<b>Dept.</b>	<b>Departmental Goal</b> Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
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HPS	New undergraduate students at USF, if they choose to drink, will do so safely and without harm.	<p>Program outcome: 100% of first-year and transfer undergraduate students will complete Parts 1 and 2 of AlcoholEdu</p> <p>Learning outcome: Students will be able to identify at least one behavior that, if practiced, would lower one's risk of experiencing harm while drinking alcohol</p> <p>Learning outcome: Students will be able to describe at least one behavior that, if practiced, would help another person stay safe while drinking alcohol.</p>	Compare the number and names of students who have completed Parts 1 and 2 with the list of all first-year and transfer undergraduates at USF for Fall 2006. AlcoholEdu Exam given at the end of Part 1
ISS	Create and implement opportunity for internationals and U.S. domestics to engage in cultural development and action within a socially responsible community.	<p>Learning Outcome:</p> <p>Participants in the International Network Program will fully engage with a socially responsible community by assisting with the cultural adjust for new community members through attending program and independent group functions.</p>	<ul style="list-style-type: none"> <li>• Recruit INP members</li> <li>• Pilot program (Fall 06)</li> <li>• Facilitate cultural exchange</li> <li>• Conduct program assessment: evaluation form</li> </ul>
JA	Judicial Affairs will promote & reinforce appropriate student behavior by increasing USF student, administration, staff and faculty awareness of Judicial Process	<p><b>Program Outcomes:</b></p> <ul style="list-style-type: none"> <li>-Create proactive educational opportunities to educate students on policy in order to minimize policy violations.</li> <li>-Create proactive educational programs that educate faculty and staff on the role of judicial affairs and the university's judicial system.</li> </ul> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>-Faculty and staff will be able to articulate the university's judicial process.</li> <li>-Faculty and staff know where to refer a student if they have a judicial question.</li> </ul>	<p><b>Assessment Cycle:</b></p> <ul style="list-style-type: none"> <li>-All programs put on by judicial affairs will be evaluated by participants.</li> <li>-Develop a survey to measure student's knowledge of the judicial process.</li> <li>-Track amount of referrals to Judicial Affairs from faculty and staff.</li> <li>-Develop a survey to measure faculty and staff's awareness of the judicial process at USF.</li> </ul>
JA	Create socially responsible community norms around alcohol use, violence and civility.	<p><b>Program Outcomes:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to explain the judicial process for alcohol violations at USF.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and administer an Alcohol violation hearing pre and post test that measures student's knowledge around</li> </ul>



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		<p>-All first year students will receive the Violence Resource Sheet.</p> <p>-Theft will decrease in the Market.</p> <p>-Students will bus there own tables in the Market.</p> <p><b>Learning Outcomes:</b></p> <p>-Student's will be able to identify potential consequences for violating the alcohol policy.</p> <p>-Students will be able to name three on or off campus resources for victims of sexual violence.</p> <p>-Students are able to articulate the connection between theft in the Market and staff morale.</p> <p>-Students understand the impact of their behavior on the larger USF community.</p>	<p>alcohol violations.</p> <p>-Develop a survey to be used to measure student's knowledge of sexual violence resources.</p> <p>-Measure the amount of theft in the Market and the rate of repeat offenses.</p> <p>-Measure the amount of trash that is left on tables in the Market.</p> <p>-Collect data from Holly Winslow's meetings with students who stole from the Market.</p> <p>-Develop a survey that will measure the impact of the judicial process at USF.</p>
<p>MCSS</p>	<p>Provide information, resources, and strategies for students to define, articulate, and practice smart activism</p>	<p><b>Program Outcomes</b></p> <p>Through curricular and co-curricular experiences, students will be able to reflect on, integrate, and communicate various approaches to both campus and community activism.</p> <p><b>Learning Outcomes</b></p> <p>a) By the end of the fall semester, Esther Madriz Scholars will be able to:</p> <ul style="list-style-type: none"> <li>• reflect on their group memberships, and</li> <li>• engage in dialogue regarding their areas of both privilege and oppression.</li> </ul> <p>b) After participating in the transborder experience, Esther Madriz Scholars will be able to:</p> <ul style="list-style-type: none"> <li>• gain a global perspective on national social problems and their solutions, focusing specifically on issues of immigration and settlement, and</li> <li>• describe different models of activism, including: education-based, community-based, religious-based, and institutional-based.</li> </ul> <p>c) By the end of the spring semester, Esther Madriz Scholars will be able to define the 7 Cs of</p>	<p>a) Preflection Papers Observations in class and karamu</p> <p>b) Transborder Reflection Paper Observations Final Portfolio Final Presentation</p> <p>c) Quiz Final Portfolio</p>

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	<p>the Social Change Model of Leadership Development.</p> <p>d) After completing 30 hours of service-learning, Esther Madriz Scholars will be able to describe various connections between community organizing and social justice.</p> <p>e) By the end of the academic year, Esther Madriz Scholars will be able to explain the core Jesuit values and ethic of care.</p> <p>f) After completing the Smart Activism series, Esther Madriz Scholars will be able to:</p> <ul style="list-style-type: none"> <li>• explain the Circle of Praxis as it relates to smart activism, and</li> <li>• identify contemporary issues regarding environmental justice.</li> </ul>	<p>d) Service Reflection Papers Karamu Reflection Midterm Evaluation from SL partner</p> <p>e) Fall Retreat Presentation Soc. 392: Community Organizing -- Reflection Paper II Karamu observations and reflections</p> <p>f) Smart Activism Evaluations Integration / Reflection Papers</p>
ORL	<p>4.1 Residence Life staff and University Ministry staff will collaborate and implement community engagement service programs for students who live on-campus.</p> <p>4.2 Implement judicial process that promotes self-development and an ethic of care.</p>	<ul style="list-style-type: none"> <li>• Assessment of Community Action programs will be shared between University Ministry and Residence Life.</li> <li>• Assessment plan of judicial process will be developed by October 1, 2006 in collaboration with Judicial Affairs.</li> </ul>
PS	<p>DPS will work collaboratively with other departments and units on and off campus to ensure a socially responsible and just community.</p>	<p><b>Method:</b> At the end of the fiscal year, quantitative evidence will be collected to document the number of special events, presentations, consultations, and outreach collaboratively conducted by DPS during the 06-07 fiscal year.</p> <p><b>Program Outcomes</b></p> <ul style="list-style-type: none"> <li>• Other departments will perceive DPS as being collaborative partners.</li> <li>• Departments and units will be satisfied with the services and programs that DPS</li> </ul>

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	offers.	
	<ul style="list-style-type: none"> <li>DPS will meet the needs of other departments and units.</li> </ul>	
UMIN	<p>Provide students, faculty and staff opportunities to become immersed, work, study, reflect and engage in a dialogue with people of many cultures that live in a socio-economic environment that lacks social justice.</p> <ol style="list-style-type: none"> <li>Through personal experience students will gain an understanding of the complexity of poverty and oppression.</li> <li>Students will recognize the relationship between charity and social justice.</li> <li>Students will discover ways in which they can contribute to structural change on a global scale.</li> </ol>	<p>Evaluation forms include the goal and the learning outcome questions along with five additional questions that relate to Ignatian values.</p>

**06-07 University Life Strategic Initiative V:**

**Further University Life leadership.**

<b>Dept.</b>	<b>Departmental Goal</b> Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	<b>Program Outcomes</b> examine what a program or service is to achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
OVP-VP	Provide advocacy for University Life initiatives.	<p>Increased institutional knowledge and support. Increased engagement in and improvement of initiatives and/or the student experience.</p> <p><u>Targeted initiatives:</u> Public Safety Program Review Recs International Student Services Program Review Recs Disaster Plan and Pandemic Flu Prevention and Response Plan</p>	Documentation of advocacy and outcome for targeted initiatives in FY 07 Annual report.

**DIVISION OF UNIVERSITY LIFE  
STRATEGIC INITIATIVES FOR 2006-2007**

		Student learning outcomes (cultural competency). University Life Planning Initiatives Study of Mandatory Hard Waiver (Health Insurance)	
OVP-VP	Develop a long term plan for University Life which reflects the VMV and our distinct contribution to learning and improving the student experience.	Strategic plan	Plan in place for FY 08.
ORL	<p><u>5.1</u> Improve Fall Early Arrival/Move-In processes for 2007.</p> <p><u>5.2</u> Prepare for external review.</p> <p><u>5.3</u> Redesign and enhance department web page.</p>	<p><u>5.1</u> Program Outcome: improved customer service evaluations.</p> <p><u>5.2</u> Program Outcome: identify critical areas of challenge and success (timeline is still to be determined, as of September 2006).</p> <p><u>5.3</u> Program Outcome: online services will be expanded and easier to understand.</p>	<ul style="list-style-type: none"> <li>• Implement customer service assessment program by April 1, 2007.</li> <li>• Develop an assessment plan for early arrival and move-in process by August 1, 2007.</li> <li>• Develop an assessment plan of web page enhancements by March 1, 2007. Collect qualitative feedback about web page redesigns by May 1, 2007.</li> </ul>

ASDS Associate Dean for Students  
 CC Counseling Center  
 CSC Career Services Center  
 DOS Dean of Students  
 DSA Department of Student Activities  
 HPS Health Promotion and Services  
 ISS International Student Services  
 JA Judicial Affairs  
 MCSS Multicultural Student Services  
 ORL Office of Residence Life  
 OVP-VP Office of the Vice President- Vice President  
 OVP-AO Office of the Vice President- Executive Director for Administrative Operations

**DIVISION OF UNIVERSITY LIFE  
STRATEGIC INITIATIVES FOR 2006-2007**

PS      Public Safety Department  
RSD     Recreational Sports Department  
UMIN    University Ministry

**Document Updated as of October 3, 2006**

# **ROLES & RESPONSIBILITIES**

**University Life Leadership Structure**

**University Life Organizational Chart**

**University Ministry Organizational Chart**

**University Ministry Job Descriptions 06/07**

**Resident Minister Intern Job Description**

**Resident Ministry handbook and orientation**

**University Ministry budget**

## University Life Leadership Structure

### Core Team

#### Membership:

- Vice President for University Life & Chief Student Affairs Officer
- Assistant to the Vice President
- Dean of Students
- Associate Dean for Student Development
- Executive Director for Administrative Operations
- Executive Director for University Ministry

#### Accountability:

- Provide leadership for the Division by defining and implementing a shared mission, vision, and set of operational values for University Life.
- Manifest the Mission, Vision, and Values of the University of San Francisco.
- Advance the University's Strategic Priorities through establishing and animating Divisional Strategic Priorities.
- Stay centered on and present to students and develop Divisional leadership to do the same.
- Meet monthly or as needed on request by the Vice President.

### Student Experience Team:

#### Membership:

- Vice President for University Life & Chief Student Affairs Officer
- Dean of Students
- Associate Dean for Student Development
- Director of Residence Life
- Executive Director for Administrative Operations (when applicable)
- Invited Directors and Assistant Deans (when applicable)

#### Accountability:

- Provide leadership for the Division by defining and implementing a shared mission, vision, and set of operational values for University Life.
- Proactively and consistently identify student and related campus issues impacting retention, satisfaction and learning.
- Participate in bi-weekly issues-driven meetings to ensure highest quality of student learning, development and service.
- Develop and implement strategic plans to address macro and micro needs for all student constituents (e.g., residential, undergraduate, graduate, CPS)
- Support the leadership of the Vice President through information sharing and education of current student trends and issues in the context of USF.

## University Life Leadership Team

Membership including the Core Team:

- Assistant Dean of Students
- Assistant Dean for Multicultural Student Services
- Director for International Student Services
- Director for Health Promotion and Services
- Director of Career Services Center
- Director of the Counseling Center
- Director of Public Safety
- Director of Residence Life
- Director of the Recreational Sports Department
- Director of Student Activities

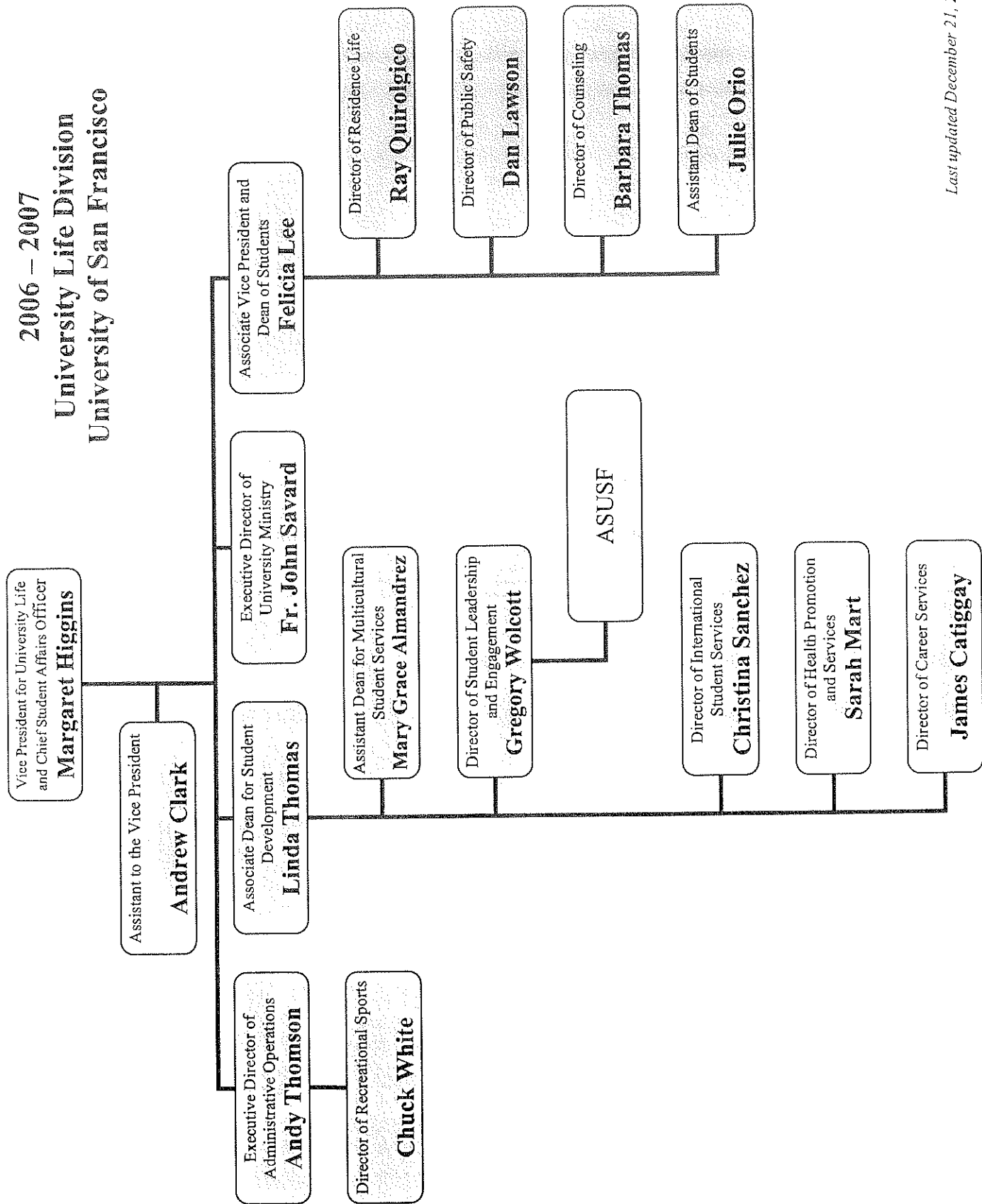
Accountability:

- Manifest the Mission, Vision, and Values of the University of San Francisco through implementing best practices in work with students, faculty, and staff. Advance the University Life Mission and Commitments.
- Advance the Divisional Strategic Priorities. Support other divisional or college priorities as applicable.
- Fully participate in issue-drive Divisional meeting once a month.
- Identify problems at the departmental level and implement solutions. Evaluate departmental outcomes.
- Ensure departmental/program goals and decisions are consistent with Divisional and University priorities, policies, values, etc.
- Educate the Division and the University on current issues or trends in areas of expertise.

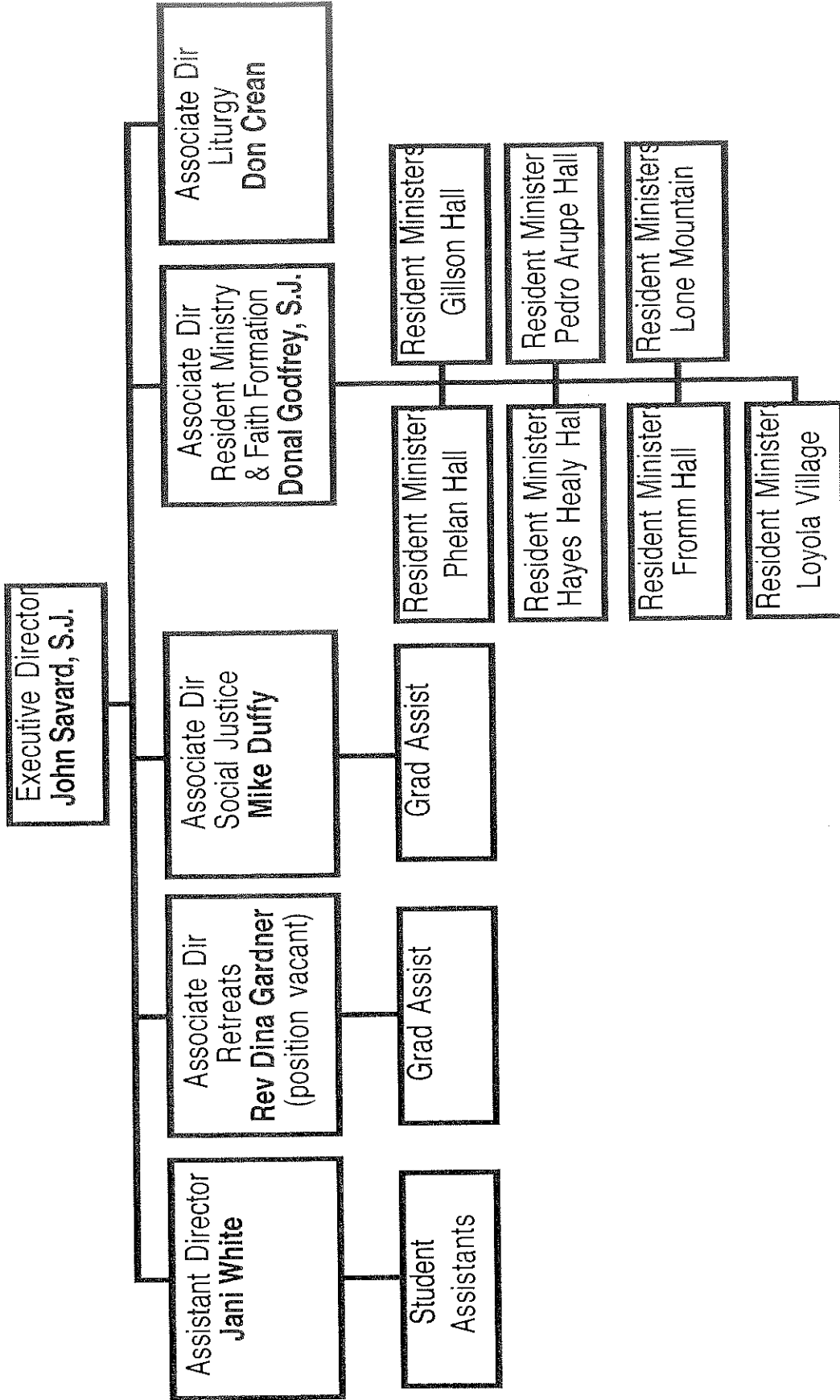
Adopted August 4, 2005  
Division of University Life



2006 – 2007  
 University Life Division  
 University of San Francisco



# University Ministry



University of San Francisco  
University Ministry  
Division of University Life

**POSITION TITLE:** Executive Director  
**SUPERVISOR:** Vice President of University Life  
**FTE:** 1.0 (12 month appointment)

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Vice President of University Life, the Executive Director of University Ministry is responsible for the promotion of spiritual growth and faith development for the university community. With an extensive understanding of the Jesuit and Catholic traditions of higher education, Ignatian spirituality, and a commitment to the promotion of faith that does justice, the Director leads a staff of Associate Directors, an Assistant Director, and Resident Ministers. Rooted in the Roman Catholic tradition, the Director supports the rich diversity of faiths represented at the university and seeks to respond to the spiritual and religious needs of our increasingly multicultural and international community.

**ACCOUNTABILITY:**

As a designated member of the Core Team in University Life is accountable for:

- Providing leadership for the Division by defining and implementing a shared mission, vision and set of operational values for University Life
- Manifesting the Mission, Vision and Values of the University
- Advancing the University's Strategic Priorities through establishing and animating Divisional Strategic Priorities
- Staying centered on and present to students and developing Divisional leadership to do the same

As part of the larger staff in University Life, the Executive Director collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community

- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- In consultation with the University Ministry staff, the Jesuit community, faculty, students, and administration the Executive Director develops and recommends to the Vice President a long range plan for University Ministry in accord with the goals and objectives of the university.
- This position is responsible for the University Ministry programs which include liturgy, social justice, retreats, community action, sacramental preparation, faith development, inter-faith dialogue, and the resident minister intern program.
- The Executive Director supervises the Associate Directors, Assistant Director, and Resident Ministers. These personnel responsibilities include recruitment, training, performance reviews and promotions.
- The Director oversees the annual budget and prepares and submits the annual report to the Vice President.
- The Executive Director is responsible for and supervises the use and maintenance of the Lone Mountain Interfaith Chapel and the St. Francis Xavier Chapel.
- As a delegate of the University the Director represents the religious perspective and upholds the value of Jesuit education and the mission of the university to the campus community and off-campus agencies and groups.
- The Director encourages, promotes and facilitates the involvement of the campus community in University Ministry programs both locally and internationally.

#### **QUALIFICATIONS:**

Master's Degree in theology or related field. Previous supervised pastoral experience in youth or university campus ministry. Excellent communication and organizational skills. Demonstrated competence in spiritual direction, pastoral counseling, faith development, developmental psychology, spirituality, and Catholic social and moral teachings and spirituality. Knowledge of Ignatian spirituality, the Spiritual Exercises of St. Ignatius and the tradition of Jesuit education are preferred. Ability to travel and available for evening/weekend work.

**University of San Francisco  
University Ministry  
Division of University Life**

**POSITION TITLE:** Associate Director of Social Justice  
**SUPERVISOR:** Executive Director of University Ministry  
**FTE:** 1.0

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Executive Director of University Ministry, the Associate Director of Social Justice works closely with the University Ministry team in creating programs that articulate the university's mission as Jesuit and Catholic. Realizing the rich diversity of faith and culture on campus, the Associate Director works with student leadership teams to develop justice programs that affirm and welcome all students, faculty, and staff to explore their personal and global contributions and responsibility.

**ACCOUNTABILITY:**

As part of the larger staff in University Life, the Associate Director of Social Justice collaborates and cooperates across divisions and departments to create a supportive university community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the university community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and askills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Organize and facilitate the local and international Arrupe Immersion Experiences.
- Organize and facilitate the Annual Justice Lecture Series.
- Oversee the Community Action Programs including the supervision of Student Coordinator .
- Along with the Associate Director of Faith Formation manage the eighteen Resident Minister Interns in their weekly volunteer program. This entails assigning Resident Ministers to service agencies, documenting student

- participation, and developing a reflection component that educates students in the relationship between volunteer service and justice issues.
- Facilitate dialogue among student groups involved in social justice activities.
  - Oversee the production of the Social Justice Network Update newsletter.
  - Plan and facilitate the social justice retreat.
  - Address issues of social justice as they arise throughout the academic year .
  - Serve as a consult for other departments in the Division. During the summer create and chair committees on the issue of creating a socially responsible community by identifying, evaluating and facilitating solutions.
  - Work in collaboration with Arts and Sciences and the Leo T. McCarthy Center for Public Service and the Common Good on social justice projects, events, and conferences; teach in the Erasmus Living Learning Community; coordinate and participate in the Erasmus summer Arrupe Immersion Program.
  - Maintain communication with the national office of Jesuit Social and International Ministries and the Archdiocesan office of Public Policy and Social Concern
  - Provide an ongoing assessment process for justice programs.
  - Work collaboratively with the University Ministry team pursuing areas of ministry beyond his/her primary area(s) of responsibility.
  - Supervise Resident Ministers assigned by the Executive Director
  - Assist students, faculty and staff in articulating their own faith experience, and offering them experiences of pastoral leadership.
  - Organize and participate in liturgy and other community liturgical events.
  - Integrate the principles of Ignatian spirituality and Catholic social teaching in his/her primary area of responsibility.
  - Serve on university committees.
  - Represent the University in the metropolitan religious community (e.g. local parishes, archdiocese). Give workshops or presentations as requested by civic or ecclesial community.
  - Engage in professional development through reading, workshops, and research.
  - Ordained associate directors are available for sacramental ministry.
  - Participate in emergency/disaster and NERT training during the year including presentations and meetings throughout the summer.
  - Perform other duties as assigned by the Executive Director.

## QUALIFICATIONS:

Master's Degree in theology or related field. Previous supervised pastoral experience in youth or university campus ministry. Excellent communication and organizational skills. Demonstrated competence in spiritual direction , pastoral counseling, faith development, developmental psychology, spirituality, and Catholic social and moral teachings and spirituality. Knowledge of Ignatian spirituality, the Spiritual Exercises of St. Ignatius and the tradition of Jesuit education are preferred. Ability to travel and available for evening/weekend work.

06/1/05 - JS

**University of San Francisco  
University Ministry  
Division of University Life**

**POSITION TITLE:** Associate Director of Faith Formation

**SUPERVISOR:** Executive Director of University Ministry

**FTE:** .83 (10 month appointment)

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Executive Director of University Ministry, the Associate Director of Faith Formation works closely with the University Ministry team in creating programs that articulate the university's mission as Jesuit and Catholic. Realizing the rich diversity of faith and culture on campus, the Associate Director works with Resident Ministers to develop programs that affirm and welcome all students, faculty, and staff to explore opportunities for personal and spiritual growth.

**ACCOUNTABILITY:**

As part of the larger staff in University Life, the Associate Director of Faith Formation collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

## **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Resident Ministry: Hiring, supervision and coordinating the Resident Ministry program. Develop retreat and orientation program for new and returning resident ministers. Facilitate communication between University Ministry staff and resident ministers and supervise mentoring process of resident ministers by University Ministry staff. Facilitate bi-weekly theological reflection for resident ministers Act as liaison between Office of Residence Life and resident ministers by maintaining communication with the designated central staff member of ORL. Direct an evaluation process for the resident ministers.
- Sacramental Preparation: Coordinate the RCIA process which prepares non-Catholics to become members of the Catholic Church, and prepares uncatechized baptized Catholics for Confirmation. Coordinate the Confirmation process which prepares catechized Catholics to celebrate the sacrament of Confirmation.
- Spiritual Formation: Develop and implement Christian Life Community, Spiritual Direction, and Vocation programs.
- Work collaboratively with the University Ministry team pursuing areas of ministry beyond his/her primary area(s) of responsibility.
- Assist students, faculty and staff in articulating their own faith experience, and offering them experiences of pastoral leadership.
- Organize and participate in liturgy and other community liturgical events. Integrate the principles of Ignatian spirituality and Catholic social teaching in his/her primary area of responsibility.
- Serve on university committees.
- Represent the University in the metropolitan religious community (e.g. local parishes, archdiocese). Give workshops or presentations as requested by civic or ecclesial community.
- Engage in professional development through reading, workshops, and research. Ordained associate directors are available for sacramental ministry.
- Perform other duties as assigned by the Executive Director.

## **QUALIFICATIONS:**

Master's Degree in theology or related field. Previous supervised pastoral experience in youth or university campus ministry. Excellent communication and organizational skills. Demonstrated competence in spiritual direction, pastoral counseling, faith development, developmental psychology, spirituality, and Catholic social and moral teachings and spirituality. Knowledge of Ignatian spirituality, the Spiritual Exercises of St. Ignatius and the tradition of Jesuit education are preferred. Ability to travel and available for evening/weekend work.



**University of San Francisco  
University Ministry  
Division of University Life**

**POSITION TITLE:** Associate Director of Retreats  
**SUPERVISOR:** Executive Director of University Ministry  
**FTE:** .83 (10 month appointment)

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Executive Director of University Ministry, the Associate Director of Retreats works closely with the University Ministry team in creating programs that articulate the university's mission as Jesuit and Catholic. Realizing the rich diversity of faith and culture on campus, the Associate Director works with student leadership teams to develop justice programs that affirm and welcome all students, faculty, and staff to opportunities for spiritual growth.

**ACCOUNTABILITY:**

As a designated member of Romero's Team is accountable for:

- Further developing leadership in the Division
- Providing departmental leadership in the absence of a supervisor
- Actively modeling collaboration by developing relationships within the team and beyond the team
- Analyzing assigned issues and making recommendations to the Core Team in University Life.

As part of the larger staff in University Life, the Associate Director of Retreats collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

## **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Supervise and facilitate the development of an appropriate retreat program for the university community.
- Identify and train students to plan and lead retreats.
- Provide ongoing faith formation opportunities for student leaders and retreatants.
- Publicize and promote retreats to appropriate constituencies.
- Provide an ongoing assessment process for individual retreats.
- Work collaboratively with the University Ministry team pursuing areas of ministry beyond his/her primary area(s) of responsibility.
- Supervise Resident Ministers assigned by the Executive Director
- Assist students, faculty and staff in articulating their own faith experience, and offering them experiences of pastoral leadership.
- Organize and participate in liturgy and other community liturgical events.
- Integrate the principles of Ignatian spirituality and Catholic social teaching in his/her primary area of responsibility.
- Serve on university committees.
- Represent the University in the metropolitan religious community (e.g. local parishes, archdiocese). Give workshops or presentations as requested by civic or ecclesial community.
- Engage in professional development through reading, workshops, and research.
- Ordained associate directors are available for sacramental ministry.
- Perform other duties as assigned by the Executive Director.

## **QUALIFICATIONS:**

Master's Degree in theology or related field. Previous supervised pastoral experience in youth or university campus ministry. Excellent communication and organizational skills. Demonstrated competence in spiritual direction, pastoral counseling, faith development, developmental psychology, spirituality, and Catholic social and moral teachings and spirituality. Knowledge of Ignatian spirituality, the Spiritual Exercises of St. Ignatius and the tradition of Jesuit education are preferred. Ability to travel and available for evening/weekend work.

2-1-04 JS

**University of San Francisco  
University Ministry  
Division of University Life**

**POSITION TITLE:** Associate Director of Liturgy

**SUPERVISOR:** Executive Director of University Ministry

**FTE:** .48 (10 month appointment)

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Executive Director of University Ministry, the Associate Director of Liturgy works closely with the University Ministry team in creating programs that articulate the University's mission as Jesuit and Catholic. Realizing the rich diversity of faith and culture on campus, the Associate Director works with student leadership teams to develop liturgy and worship services that affirm and welcome all students, faculty, and staff to explore their spiritual growth.

**ACCOUNTABILITY:**

As part of the larger staff in University Life, the Associate Director of Liturgy collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Coordinate liturgy and worship for the USF community.
- Plan, facilitate and evaluate all major university liturgies, as well as weekly and daily Mass.
- Identify and train students for liturgical ministry.
- Provide ongoing faith formation opportunities for liturgical ministers.
- Manage the three chapels belonging to University Ministry.
- Work with the RCIA and Confirmation teams to integrate these groups into the ongoing liturgical life of the university.

- Work collaboratively with the University Ministry team pursuing areas of ministry beyond his/her primary area(s) of responsibility.
- Supervise Resident Ministers assigned by the Executive Director
- Assist students, faculty and staff in articulating their own faith experience, and offering them experiences of pastoral leadership.
- Organize and participate in liturgy and other community liturgical events.
- Integrate the principles of Ignatian spirituality and Catholic social teaching in his/her primary area of responsibility.
- Serve on university committees.
- Represent the University in the metropolitan religious community (e.g. local parishes, archdiocese). Give workshops or presentations as requested by civic or ecclesial community.
- Engage in professional development through reading, workshops, and research.
- Ordained associate directors are available for sacramental ministry.
- Perform other duties as assigned by the Executive Director.

### **QUALIFICATIONS:**

Master's Degree in theology or related field. Previous supervised pastoral experience in youth or university campus ministry. Excellent communication and organizational skills. Demonstrated competence in spiritual direction, pastoral counseling, faith development, developmental psychology, spirituality, and Catholic social and moral teachings and spirituality. Knowledge of Ignatian spirituality, the Spiritual Exercises of St. Ignatius and the tradition of Jesuit education are preferred. Ability to travel and available for evening/weekend work.

2-1-04 JS

**University of San Francisco  
University Ministry  
Division of University Life**

**POSITION TITLE:** Associate Director of Liturgical Music  
**SUPERVISOR:** Executive Director of University Ministry  
**FTE:** .48 (10 month appointment)

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Executive Director of University Ministry, the Associate Director of Liturgical Music works closely with the University Ministry team in creating programs that articulate the university's mission as Jesuit and Catholic. Realizing the rich diversity of faith and culture on campus, the Associate Director works with student leadership teams and the choir to develop liturgical music that affirms and welcomes all students, faculty, and staff to explore opportunities for spiritual growth.

**ACCOUNTABILITY:**

As part of the larger staff in University Life, the Associate Director of Liturgical Music collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

## ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Directing the student choir for the 9pm Student Liturgy
- Mentoring the student leaders for the 5pm Student Liturgy
- Gathering and directing the student/faculty choir for the Mass of the Holy Spirit.
- Gathering and directing the student/faculty choir for Commencement Masses.
- Coordinating a weekly planning and reflection group for the student liturgies.
- Supervise Resident Ministers assigned by the Executive Director
- Assist students, faculty and staff in articulating their own faith experience, and offering them experiences of pastoral leadership.
- Organize and participate in liturgy and other community liturgical events.
- Integrate the principles of Ignatian spirituality and Catholic social teaching in his/her primary area of responsibility.
- Serve on university committees.
- Represent the University in the metropolitan religious community (e.g. local parishes, archdiocese). Give workshops or presentations as requested by civic or ecclesial community.
- Engage in professional development through reading, workshops, and research.
- Ordained associate directors are available for sacramental ministry.
- Perform other duties as assigned by the Executive Director.

## QUALIFICATIONS:

Master's Degree in theology or related field. Previous supervised pastoral experience in youth or university campus ministry. Excellent communication and organizational skills. Demonstrated competence in spiritual direction, pastoral counseling, faith development, developmental psychology, spirituality, and Catholic social and moral teachings and spirituality. Knowledge of Ignatian spirituality, the Spiritual Exercises of St. Ignatius and the tradition of Jesuit education are preferred. Ability to travel and available for evening/weekend work.

2-1-04 JS

**University of San Francisco  
University Ministry  
Division of University Life**

**POSITION TITLE:** Assistant Director  
**SUPERVISOR:** Executive Director of University Ministry  
**FTE:** 1.0 (12 month appointment)

**GENERAL SCOPE OF POSITION:**

Reporting directly to the Executive Director of University Ministry, the Assistant Director is responsible for the department business operations and works closely with the University Ministry team in creating programs that articulate the university's mission as Jesuit and Catholic. Realizing the rich diversity of faith and culture on campus, the Assistant Director works with the staff to develop programs that affirm and welcome all students, faculty, and staff to explore opportunities personal and spiritual growth.

**ACCOUNTABILITY:**

As part of the larger staff in University Life, the Assistant Director collaborates and cooperates across divisions and departments to create a supportive University community which encourages student learning and development in the Jesuit Catholic tradition and commits to:

- Promoting a common good that includes the needs of all students
- Engaging differences in a manner that allows students to learn from the diversity of perspectives, experiences and traditions that exist within the University community
- Providing experiences that challenge students to develop spiritually, intellectually, emotionally, physically, socially, culturally and morally in order to prepare them to contribute to the University community
- Drawing out the leadership qualities inherent in every individual, and to providing opportunities for students to apply knowledge and skills
- Creating an environment that supports a socially responsible way of being together in community
- Recognizing and celebrating the achievements and contributions of all students

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- **Budget:** Administer, approve and reporting for University Ministry accounts, including restricted grants and endowments. Responsible for fiscal year roll-up and budget projections. Approve, authorize and process revenue and disbursements of all accounts.
- **Office Management:** Coordinate, organize and conduct conferences, annual lecture series and special events sponsored by University Ministry. Work collaboratively and in cooperation with colleagues to design and implement programs and activities which promote the Catholic, Jesuit Mission of the University. Work directly with

other university departments as well as outside agencies such as the Archdiocese of San Francisco when co-sponsoring conferences. Manage the daily operations of the department including, but not limited to all purchases, maintenance, vendor agreements and contracts for office space, chapels, and resident minister suites. Develop and implement internal policies and procedures which preserve the professional integrity of the department.

- Administrative: Perform administrative duties of considerable scope and complexity, including hiring and supervision of student clerical staff and supervision of Resident Minister Interns assigned by the Executive Director. Review resumes, interview, and participate in the selection and hiring of Associate Director and Resident Ministry positions. Ensure that all University Ministry programming is consistent with the guidelines and policies of university operations. Respond to inquiries either verbally or in correspondence on behalf of the Executive Director. Serve as Acting Director when Executive Director is not available.
- Provide pastoral assistance and support for students and family members in crisis situations.
- Work collaboratively with the University Ministry team pursuing areas of ministry beyond his/her primary area(s) of responsibility.
- Supervise Resident Ministers assigned by the Executive Director.
- Integrate the principles of Ignatian spirituality and Catholic social teaching in his/her primary area of responsibility.
- Organize and participate in major university events.
- Develop and maintain relationships with other campus departments, schools and colleges to promote the vision of the University.
- Serve on university committees.
- Engage in professional development through reading, workshops, and research.
- Use independent judgement, initiative, and knowledge of university functions.
- Perform other duties as assigned by the Executive Director.

**QUALIFICATIONS:**

Experience in pastoral, youth, or university campus ministry. Knowledge and competence in the areas of budgeting and office management. Excellent communication and organizational skills. Knowledge of Ignatian spirituality, the Spiritual Exercises of St. Ignatius and the tradition of Jesuit education are preferred.

2-1-04 JS



**JOB DESCRIPTION**  
**RESIDENT MINISTER INTERN**  
**UNIVERSITY MINISTRY**

**Introduction:** The University of San Francisco is a Jesuit Catholic University founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the university.

USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodation to qualified applicants with disabilities upon request.

**I      Purpose/Goal of this position:**

Resident Minister Interns provide an adult, pastoral presence in the residence halls. They are an embodiment of the Jesuit ideal of "cura personalis". Such concern for the whole person is demonstrated by their commitment of time and energy to individual students and to programs provided by themselves, University Ministry, Residence Life and other student service offices.

**II      Qualifications:**

Minimally, the Resident Minister Intern should have a Bachelor's degree in an appropriate field (preference given to those working toward a Master's degree in ministry, theology, or related field); ministerial experience with youth or college aged students.

**III     Job Description**

- **Residence Hall:** The Resident Minister Intern is to make himself or herself available to residents, the Resident Advisors, Assistant Hall Director and Hall Director as a pastoral presence, and to work with them in supporting and/or carrying out meaningful programs and activities. Resident Minister Interns are assigned to the entire hall.
- **Community Action:** Resident Minister Interns are responsible for supporting the community action program by facilitating a weekly service project in cooperation with the Community Action Coordinators.
- **Internship:** Resident Minister Interns work under the supervision of the Associate Director of Faith Formation and Resident Ministry who will assign the Resident Minister Interns to various programs and activities sponsored by University Ministry, including their internship. The Resident Minister Intern assists the staff in planning, implementing, and evaluating those programs to which he/she is assigned.

#### IV Reporting Relationships

- The Resident Minister Intern position is a ten-month assignment. Renewal of this employment is by invitation of the Executive Director of University Ministry or his designee.
- Resident Minister Interns are employed by the University and serve under the direction of the Associate Director of Faith Formation and Resident Ministry. The Executive Director of University Ministry is ultimately responsible for their hiring, placement, evaluations and renewal of employment.
- The Associate Director of Faith Formation and Resident Ministry assigns each Resident Minister Intern to a specific internship in: Retreats, Social Justice, Liturgy or Faith Formation. The Resident Minister Intern serves as staff to the Associate Director to whom they've been assigned.

#### V Required Duties and Responsibilities:

The Resident Minister Intern must be available a minimum of 15 hours each week. Included in those hours (5 hours hall activities; 5 hours community action; 5 hours internship) the Resident Minister Intern must do the following:

- Participate in required University Ministry and Residence Life staff training in August and January, and in other training programs offered by University Ministry designed to enhance skills and knowledge.
- Community Action: Every week the Resident Minister facilitates a community action program. This is accomplished by: twice a month tabling for sign-ups and twice a month bringing students to the service site. For example the first and third Monday of the month the Resident Minister tables for student sign-ups for Project Open Hand. The second and fourth Monday the Resident Minister accompanies students to Project Open Hand. Other one-time community action events are also supported by the Resident Ministers.
- Conduct regular evaluation and assessment of activities in compliance with university policy and WASC requirements.
- USF is about "Educating Minds and Hearts to Change the World." Therefore, following any activity with students a Resident Minister should engage the students in reflection on how the activity serves the mission and values of their Jesuit education. This is done in conjunction with the University Ministry evaluation tool.
- Meet monthly with the Resident Advisors and Hall Director to learn about their work, hall programs, issues with students, and to share information about University Ministry programs and Resident Ministry services to students.

- Attend Floor meetings, council meetings and participate in floor and hall activities, to develop a relationship with the students and to show support for hall staff.
- Engage students in programs, activities and events that are sponsored by various university departments.
- Meet at least once a month with the Associate Director of Faith Formation and Resident Ministry. Meet regularly with the Associate Director for their particular intern program area.
- As directed, attend meetings, plan, organize and carry out events, work with student leaders, and conduct assessment exercises within assigned internship program area.
- Attend scheduled meetings with University Ministry professional staff.
- Attend Resident Minister Theological Reflection meetings monthly.

**VI Additional duties may be required, where the Resident Minister Intern may be asked to:**

- Notify a student regarding a family emergency.
- Provide Pastoral counseling, crisis intervention and necessary referrals.
- Make visits to students from their hall who may be hospitalized.
- Work on a special projects or committees.

**VII Hiring Procedures:**

In cooperation with Human Resources, the Associate Director of Resident Ministry will identify available positions, solicit applicants, and appoint a selection committee for the purpose of hiring qualified resident ministers.

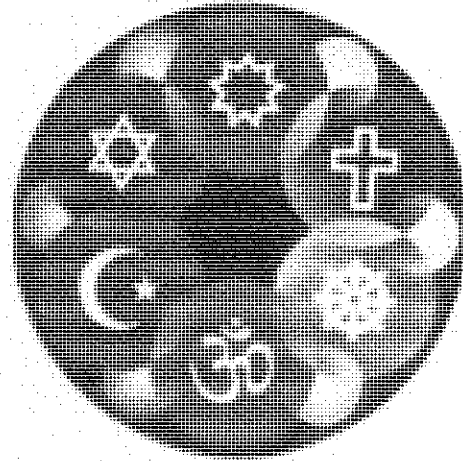
**VIII Benefits**

- Two-room suites with a private bath are provided in all halls, except Pedro Arrupe, from August 1<sup>st</sup> to May 31 each year. For returning Resident Ministers summer residence is to be negotiated with the Associate Director of Faith Formation and Resident Ministry; meals and benefits are not provided during the summer. Although every effort will be made to avoid moves, room assignments are made in consideration of student needs. Final decisions regarding room assignments lie with the Executive Director of University Ministry.
- Resident Minister Interns receive room, board, telephone equipment and voice mail, and a monthly stipend of \$100.00.

- The monthly service charge for the phone and voice mail is approximately \$30/month that is paid by University Ministry. University Ministry will bill each Resident Minister Intern for calls made. The Resident Minister Intern will be responsible for these fees during the summer.
- The Office of Residence Life provides a twin bed, dresser, couch, desk, chair, and lamp, refrigerator and microwave oven. These items are to remain in the room during the Resident Minister Intern assignment.

Note: Resident Ministers assigned to living learning floors will have adjustments made to their community action time commitment to accommodate other activities.

June 2006



RESIDENT MINISTER  
INTERN HANDBOOK  
2006-2007

THE UNIVERSITY OF SAN FRANCISCO  
UNIVERSITY MINISTRY

**USF-University Ministry  
2006-07 Resident Minister Intern  
Orientation Schedule**

\*Resident Ministers can move into their assigned Residence Halls beginning Saturday, July 29 through Tuesday, August 1 by 10am. Meal Plan is activated for use on Tuesday, August 1<sup>st</sup>.

**Monday, July 31, 2006**

RM's who were able to move in on the weekend will meet in University Ministry to go to Human Resources (Lone Mountain, Room #339) and the One Card Office (Lone Mountain, Room #130) to fill out paperwork. Bring proper ID.

**Tuesday, August 1, 2006**

- 8:00AM RMs arriving on this date who were not able to visit Human Resources and the One Card office on Monday, July 31 will meet in the University Ministry Office (Lower Level Phelan Hall) to take care of hiring paperwork.
- 9:30AM Continental Breakfast in University Ministry for all RMs and Staff
- 10-12Noon Introduction to University Ministry Mission and Identity followed by Staff Program Area Presentations.
- 12-1PM Lunch Break
- 1-2PM Ignatian Spirituality
- 2-2:30PM RM Program Planning and Evaluation
- 2:30-2:45PM Break
- 2:45-4:30PM RM Handbook Review

**Wednesday, August 2, 2006**

- 9-10AM Counseling Center: Disaster/Crisis Response
- 10-12PM Professionalism and the Working Environment
- 12-1PM Lunch at Jesuit Community
- 1-1:30PM Retreat Logistics
- 1:30-2:15PM Mark Thoma, Associate Director for Staff & Programs, Residence Life

2:15-3:00PM Kristy Vivas Clemmens, Assistant Director, Facilities, Operations,  
Residence Life

3:00-4:30PM Meeting and Social with Hall Directors and University Life

4:30-5PM RM's on Living Learning Floors meet with Lorrie Ranck, Director,  
Office of Living-Learning Communities

**Thursday, August 3<sup>rd</sup> through Friday, August 4<sup>th</sup>**  
Resident Minister Retreat at Sea Ranch, CA

**Other Important Dates to Note:**

- \* Resident Ministers will attend selected sessions of Orientation for the Office of Residence Life with Residence Assistants, Assistant Hall Directors and Hall Directors. RM's will be notified of these meetings closer to the time of Orientation.
- \* August 9, 2006—Resident Assistant Day of Service with Resident Ministers
- \* August 19, 2006—USF Student Move-In Date
- \* August 20, 2006—Orientation Mass: 9:30AM at St. Ignatius Church
- \* August 27, 2006—The 1<sup>st</sup> 9PM Sunday Student Mass at St. Ignatius Church.
- \* September 11, 2006—Mass of the Holy Spirit

# USF University Ministry Resident Minister Intern Handbook 2006-2007

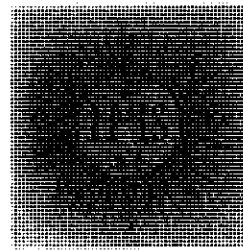
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- Internships:
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  - Social Justice [to be provided at RM Orientation]
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- Appendix:
  - USF map (white)
  - Vision, Mission and Values Statement of the University of San Francisco (white)
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  - Resident Minister Room/Phone Roster for 2006-2007 (yellow)
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  - RM Program Planning Form [also available electronically] (white)
  - UM Program Assessment Form [also available electronically] (white)
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  - UM Participant Evaluation form –Community Action [also available electronically] (white)
  - UM Waiver form for student activities [also available electronically] (white)
  - USF Department of Student Activities Publicity Regulations (green)

- USF Office Of Residence Life Organizational Chart (pink)
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- Critical Incident Stress Information Sheets (lavender)
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## Resident Ministry

*A Program of University Ministry  
at the University of San Francisco*

*Attentive to the vision of Ignatius of Loyola, we know that God is found in every dimension of our lives. As disciples of Jesus Christ, we seek to witness to our faith, address spiritual needs and call the USF community "to act justly, to love tenderly and to walk humbly with our God" (Micah 6:8). We serve this mission by facilitating experiences of spiritual growth, faith development and leadership in service to God and one another. Rooted in the Roman Catholic faith, University Ministry also affirms the rich diversity of faiths represented at USF. Roman Catholics, persons of all faiths and those who are still seeking are invited to participate in the mission of service to the University, our city and the world.*

A Resident Minister is someone who is involved in ministry in the Church (by "Church" we mean that of the larger community of faith); discerning a life in ministry in the Church; or sees himself/herself as participating in this ministry out of a desire to be a minister to others. This is a ministry formation internship position. The position requires the Resident Minister Intern to participate in a ministerial setting mentored by a University Ministry staff member in a specific area of responsibility such as liturgy, social justice, retreats, and faith formation. Theological reflection will be ongoing as the Resident Minister Intern program concerns itself with the continued formation of the individual Resident Minister.

# Welcome to USF University Ministry

Congratulations on your selection as a Resident Minister Intern with the University of San Francisco. We are looking forward to a great academic year ahead as we seek to build a strong University Ministry community and team. We hope your skills, as an intern in the areas of liturgy, faith formation, social justice and retreat work will be enriched during this year, and that this experience will nourish your faith, thereby strengthening the spiritual growth and development of our students, as well. Get ready for an active, exciting and fun-filled year!

## When You Arrive

1. For all the new Resident Ministers, you should have already notified our office as to the date and time of your arrival. Upon arrival report to the University Ministry Office in Lower Phelan Hall (see enclosed map). The University Ministry telephone number is (415) 422-4463. You will be greeted by someone from University Ministry. At this time you will be given a temporary access card for your dormitory and keys to your suite.

**NOTE:** You are responsible for your own meals until your meal plan begins on August 1<sup>st</sup>.

2. Check into your room and make sure you have the basic furnishings of a bed, dresser, lamp, desk, chair, couch, a small refrigerator with microwave oven and telephone. Check your lights to make sure they are all working. Check your telephone. If you notice anything missing, or in need of repair, please write them down and submit to University Ministry, to the attention of Jani White, Assistant Director.
3. On Monday, July 31<sup>st</sup> you will need to check in at the Office of Human Resources, which is located in Lone Mountain, Room #339, to make sure your employment papers are there and in order. **Be sure to bring the following documents with you:** proof of citizenship (such as a birth certificate and driver's license, or passport, and your social security card or work permit). These are required to complete the I-9 document.
4. Then go to the One Card office, in Lone Mountain, Room #130, to obtain your University photo identification card. This ID card will be needed for access to all halls, the library, and for your meal plan (Flexi), and must be carried with you at all times while you are on campus.
5. Go to Lone Mountain North, 2<sup>nd</sup> Floor to the **ITS** office to obtain your user name and password for the USF Connect website.

## What you need to know about your room, board and other domestic stuff.

### Accommodations:

Your two-room suite, with private bath, is available to you from July 29, 2006 through May 31, 2007. Each suite is equipped with a bed, dresser, desk, chair, lamp, couch, refrigerator with microwave oven on top, and telephone. Feel free to bring in your own personal items. If you should move any items from the room, they must be stored at your own expense. Residence Life, or any other department on campus, is not able to store items. So please do not ask them to do so. Also, at the end of the year, any stored items must be returned to your room for a final inventory check. Thanks.

**Note:** Bed linens, blankets, pillows, comforters, etc., are not provided, so please be sure to bring your own.

### Housekeeping, etc:

- You will receive a key for your room. Some, but not all, residence halls keep a "lock-out" key at the front desk in case you lock yourself out, and for emergencies and/or repair work. You will also receive a key to the Office of University Ministry.
- These keys should be safeguarded. **Keys must never be given to students for any reason.**
- At the end of the year (if you will not be returning the following semester), your keys and ID cards must be returned to University Ministry before you leave the campus.
- Guests are understood to be non-student visitors. As a courtesy, Hall Directors are to be informed of any visitors who may be staying with you. Visitors may not occupy a Resident Minister Intern's room while the Resident Minister Intern is away.
- Consult your Hall Director for available guest room accommodations. **Remember, as representatives of University Ministry and models of appropriate staff behavior, it is never acceptable to have a guest stay over with whom you may be romantically involved.**
- Students must never be permitted to stay in your room overnight, whether you are there or not, regardless of whether the university is in session or not.

### Room Maintenance problems:

If you have any maintenance problems after you move into your room, please contact your Hall Director. He or she will complete a work order to have Plant Services correct the problem.

### Telephones:

- University Ministry pays the monthly rental of your telephone and voice mail.
- You will be billed regularly for local and long distance calls made. Payment should be made to "University Ministry" and dropped off at the office by the due date indicated on the invoice. **Note: local and long distance service is expensive, so it is recommended that you use a calling card or cell phone.**
- Each phone has "voice mail" so that you may receive messages. Check the campus phone directory for instructions on how to manage the phone mail system. When you arrive, your voice mail code should be the phone extension of the phone in your room (which is four digits), followed by two zeros. To retrieve your voice mail: you will note that the red light is lit if you have a message. To retrieve your voice mail pick up the phone, hit "message" and follow the directions. The system will ask your password which is your phone extension followed by 00 (i.e., 6796 00). You should change your password once you arrive.
- If you have any problems with your telephone, the equipment or computer hook-up, please contact Jani White in University Ministry at x4463. Any problems you encounter during the academic year (other than a major equipment repair) may be referred to the Telecom Office at extension 4357.

### Food and Meals:

Each semester you will receive approximately \$1,675 of "flexi" for your meals. Your ID card serves as your "flexi" ID card as well and is debited each time it is used. It can be used at all dining facilities on campus, including the main cafeteria, Jamba Juice, The Crossroads and Lone Mountain cafeteria. You may find out your balance by asking the staff at any register for this information. **Please notify Jani White when your flexi balance goes below \$100.00. It takes approximately one week to add money to your flexi card. University Ministry cannot reimburse you for meals paid for by cash.**

### Parking:

Parking on or around USF is difficult. If you wish to buy a permit to park on campus, the cost is \$240 per semester and \$120 for the summer. To obtain a parking permit go to Public Safety, located in Lone Mountain. This should be done immediately, as permits are granted on a first come-first served basis and is based on parking lot availability.

If you wish to park off campus, you will notice that most of the neighborhood is designated as "two-hour parking only." The only exception is the strip of parking alongside the main campus on the south side of Golden Gate Avenue and east side of Parker Street. You may obtain a "Residential Parking Permit" from the city of San Francisco which will allow 24 hour parking on most days (**watch for street cleaning days!**)

- Go to the Office of Residence Life (Phelan Hall, 2<sup>nd</sup> floor) to obtain a letter stating that you are a resident.
- Bring this letter, along with a photo ID, a bill with your SF address, and your car registration (also with your SF address) to the Department of Parking and Traffic, which

is located at 1380 Howard Street, suite 1000. Hours are Monday-Friday 8:00 a.m. to 5:00 p.m. [It would be good to begin transferring your billing statements to your new address by mid July so that you will have an official document to verify your new address at the DPT office soon after you arrive].

- **Parking tickets in San Francisco are \$40.00, so beware.**

#### Computers:

The computers in University Ministry are for staff and graduate assistants. There will be two or three Resident Ministers assigned to areas that will have access to the computer for that specific work only. Do not use the computers if you have not been assigned to do so (not even for a quick check of your e-mail). This may seem severe, however, our entire office computer system has been infected with a virus due to use outside of office work.

There are computers available in the labs, or if you wish to have a flyer made you may add that request to your Program Planning form. If you wish to set up a personal computer in your room (**which is highly recommended**), there is an Ethernet hook-up located where your telephone plugs into the wall.

**Note:** Always be sure to close and lock your suite door. Theft of computers and other electronic equipment does occur in the halls.

#### E-Mail:

All Resident Minister Interns will be assigned a USF e-mail [USF Connect] account from ITS. All Resident Ministers will have a USF e-mail address. You are expected to use your USF e-mail address for correspondence with the University Ministry Office. You are also expected to check you USF account daily, and if there is a request or rsvp, to respond to University Ministry within 24 hours unless the e-mail provides an optional date for response. The University has a site called "USFConnect." We strongly suggest you check this site daily for an update on campus activities and information.

#### Mail:

Most residence halls have an outgoing mailbox near the main desk. You must affix the required postage and a proper return address on all outgoing mail. For outgoing mail pertaining to University Ministry business, please use the outgoing mailbox located in the office. Our address is:

University Ministry  
University of San Francisco  
2130 Fulton Street  
San Francisco, CA 94117-1080

**EACH RESIDENT MINISTER WILL HAVE A PERSONAL MAILBOX IN THE OFFICE OF UNIVERSITY MINISTRY** for all incoming mail. **Please use the University Ministry address with your correspondence** since we cannot assure you will receive mail if it is addressed to the residence hall.

There is a US Post Office located on the lower level of Hayes Healy Hall. It is accessible by descending the steps on the south side of Hayes Healy which takes one down to the ball field. Shipping and Receiving offices are located in this area, and the PO is just inside the main entrance.

#### University Ministry Copy Machine

The copy machine is to be used for work related copies only. A log for use is located with the machine. Anything over 50 copies should be sent out via our Copy Center.

#### Koret Health and Recreation Center

Resident Minister Interns are able to join the Koret Health Center for \$100 per year. Hours of use (or entrance into the facility) must be between 6:00 a.m. and 6:00 p.m., at this rate. Full membership is \$360.00. This is a wonderful facility and well worth the investment. It includes: An Olympic size swimming pool, basketball courts, racquet-ball courts, cardio-work out room, weight room. They also offer many classes and programs to meet your health and fitness needs.

Check out the website at: [www.usfca.edu/koret/](http://www.usfca.edu/koret/)



**University Ministry  
Information, Policies and Procedures**

**BASIC INFORMATION**

Office Hours

Monday - Thursday 9:00 a.m. to 7:00 p.m.  
Friday 9:00 a.m. to 5:00 p.m.

[Note: You may use the University Ministry lobby after hours for group meetings, etc. If you do so, you are required to remain present at all times during these sessions, and to properly secure the office when you leave. This also applies to the University Ministry Conference Room.]

Office Phone & Fax numbers

(415) 422-4463 [Note: Always use this number when referring people to individual staff members. The numbers listed below are for YOUR use, not the public's. In addition the Fax number is for business use only. Thanks.]

FAX: (415) 422-6362

University Ministry Address

University Ministry, 2130 Fulton Street, San Francisco, CA 94117-1080 (It is recommended that you use this as your personal address, as we cannot guarantee you will receive mail if it is directed to your residence hall).

Web Sites & e-mail:

The University of San Francisco web site is: [www.usfca.edu](http://www.usfca.edu)

The University Ministry web site is: [www.usfca.edu/universityministry](http://www.usfca.edu/universityministry)

The Community Action address is: [Communityaction@usfca.edu](mailto:Communityaction@usfca.edu)

You will find a wealth of information at both of these sites, so check them out.

<u>Staff</u>	<u>Position Title</u>	<u>Office #</u>	<u>Home #</u>	<u>E-mail</u>
Fr. John Savard	Executive Director	x 2760	Cell# 713-8249	savard@usfca.edu
Ms. Jani White	Asst. Dir. & Ombudsman	x 2761	(707) 746-0169	whitej@usfca.edu
Mr. Michael Duffy	Assoc. Dir., Social Justice	x 2404	776-6651	duffy@usfca.edu
Mr. Don Crean	Assoc. Dir., Liturgy	x 6369	522-1017	crean@usfca.edu
Fr. Donal Godfrey	Assoc. Dir., Faith Formation	x 6796	422-5738	godfrey@usfca.edu
Rev. Dina Garner	Assoc. Dir., Retreats	x 6548	455-0996 Cell# 299-0386	gardnerd@usfca.edu

[Note: all Office number prefixes are 422, all area codes are 415, unless otherwise noted]

In an **EMERGENCY**, if you are unable to reach a staff member, please call Fr. John Savard on his cell phone: (415) 713-8249.

Resident Minister Information for 2006-07

Resident Minister	Hall	Home	Alt. Phone	M/F	Revised June 13, 2006 Living Learning Community	Internship
	<u>Phelan</u>					
Eve Williams	241	x6140		Coed	St. Ignatius Institute	Liturgy
Annie Selak	342	x5127	626-806-2905	Fem		Liturgy/Music
Correa	541	x6246		Coed	Esther Madriz Scholars	Social Justice
Ashleigh Reddy	642	x5781	702-271-1277	Coed	Erasmus	Social Justice
	<u>Gillson</u>					
Michael Bayer	214	x6106	610-692-6868	Male		Social Justice
Dung Tran	414	x2894	310-384-8343	Male		Retreats
Meghan Sobocienski	614	x5691	586-419-2421	Female		Social Justice
	<u>Hayes -Healy</u>					
Dennis Hendricks	313	x5441	415-440-8806	Male		Liturgy/Music
Gina Jenkins	413	x6358	925-872-1691	Fem	Martin Baro Scholars	Retreats
Jessica Mueller	613	x6545		Fem		Faith Form/ Confirm/CLC
Matt Schaeffer	713	x6621	310-487-7462	Male		Retreats
	<u>Fromm</u>					
Michelle Leitch	213	x8738		Fem		Community Action
Adlah Chisti	313	x5230	415-359-4472	Fem		FaithForm/ Interfaith/MSU
	<u>Lone Mt.</u>					
(Vacant)	419 (4th floor)	x5214		Fem	Global Living Community	Rretreats
Donal Godfrey, SJ	519 (5th floor)	x5738		Coed	Global Living Community	
	<u>Loyola Village</u>					
John Savard, SJ	315 A		415-713-8249	Coed		
Erin and Pete Zaremba	417B	x3425	805-772-1816	Coed		Liturgy/Music
	<u>Pedro Arrupe</u>					
John Dzida	110	571-4017	650-392-5482	Male	The Pedro Project	Community Action

## POLICIES, PROCEDURES AND THINGS TO DO WITH STUDENTS

### Programs and Activities:

One of your primary objectives as a Resident Minister Intern is to support existing programs offered by RA's in the halls, or by other clubs and organizations on campus. As an RM it would be good for you to invite students to participate in campus activities and to engage them in some type of reflective conversation after the activity has concluded.

For Example: Each year University Ministry co-hosts the Justice Lecture Series in which a Nobel Peace Prize Laureate is invited to campus to give a lecture to faculty, staff and students. Resident Ministers are encouraged to participate in these kinds of programs, along with students from their halls, and to engage the students in a reflection afterwards.

Periodically, you will want to organize and plan an activity or event in response to students' needs, such as: A weekly mass in the Hall; Yoga meditation; Faith sharing, Bible Study group or Christian Life Community; A prayer service, etc. All such programming of events and activities that you plan or coordinate, both in and outside of the residence hall, needs to be approved through University Ministry by using the Program Planning form, **BEFORE THE DATE OF THE EVENT.**

- When planning to hold an event in the hall or on campus, please prepare a **Program Planning Form** two weeks prior to the event date and submit it to Donal Godfrey. If the activity pertains specifically to your hall, give a copy to the Hall Director. He or she will need to approve any request for funds [up to \$100.00 per month for the entire residence hall] as part of this money is provided for in their budget.
- Any publicity, such as fliers and posters you've prepared, must be attached to this form so that UM staff person can arrange to have these approved, duplicated and posted in halls and around campus. All advertising of programs within your hall should include: ***Sponsored by University Ministry in cooperation with \_\_\_\_\_ Hall Staff.*** Advertising for Campus-wide activities should include: ***Sponsored by University Ministry.*** Any postings of fliers or posters around campus must be approved by the Office of Student Activities located in the UC building on the ground floor.
- Please coordinate hall activities with your Hall Director and other hall staff, particularly the RA's, in order to elicit their support and to minimize the duplication or competitive planning of student activities. We are trying NOT to over-program the students, but rather take advantage and support programming already in place.
- If you are considering working with another department, agency or student organization in planning an event, this must also be indicated on the Planning Form and prior authorization **MUST** be obtained from an Associate Director of University Ministry.
- The **Evaluation forms** and **Assessment form** must be submitted to Donal Godfrey no later than one week following the event. **Regular assessment of activities is required for all planned events.**

### Theological Reflection/Faith Sharing Sessions:

Theological Reflection helps us to build relationship with one another on a deeper level. As a Resident Minister you will meet and participate in a Theological Reflection group with other RM's once a month. The monthly time, location and format will be determined with Fr. Donal in one of your first RM staff meetings.

### COMMUNITY ACTION PROGRAM:

One of the primary roles of the Resident Minister Intern will be to work closely with the hall staff in motivating students to become involved in service to the community. Service [*Men and Women for others*] is part of the Jesuit philosophy. Therefore, approximately five hours of your weekly commitment to University Ministry will be participating and promoting community action events.

**Each Resident Minister will be assigned to one of the service agencies below.** Two of the weeks of the month you will bring and participate with students at the service site. The other two weeks you will table in your residence halls for sign-ups to this site as well as other University Ministry programs and community service programs. **For example:** Every 1<sup>st</sup> and 3<sup>rd</sup> Monday of the month you will be at a table in your Residence Hall lobby area for sign-ups and information—every 2<sup>nd</sup> and 4<sup>th</sup> you will be going to the agency. **Your ten hours a month tabling schedule should be given to the Hall Director at the first hall meeting of the month which you will be expected to attend.**

- **St. Anthony's Women's Shelter:** This past academic year the scheduled commitment with St. Anthony's was every Monday evening from about 6:15 p.m. to 8:15 p.m. The group takes dessert to the shelter and eats with the residents. They may also play bingo or some other activities.
- **Project Open Hand:** This program involves meeting with the agency and selecting a specific route. The group then drives the same route each week, picking up meals at Project Open Hand and delivering them to the clients. The RMs will take students on Wednesday afternoons from 3-5:30 p.m.
- **Hamilton Family Shelter:** This family shelter is located in the Haight and caters to families with children. The Resident Ministers and students could be involved in a variety of activities, such as playing games with the children, tutoring school aged children, etc. This past academic year the activities took place on Thursday evenings from 7 p.m. to 9 p.m.
- **St. John's Food Distribution:** Traditionally, the 2<sup>nd</sup> and 4<sup>th</sup> Saturday of each month from 7:30 a.m. to 11:00 a.m. RM's took students to this nearby church to package food for distribution to families and homeless individuals.
- **St. Anthony's Food Distribution:** Traditionally, the 1<sup>st</sup> and 3<sup>rd</sup> Saturday of each month from 7:00 a.m. to 11:00 a.m. RM's took students to St. Anthony's Foundation to package food for distribution to families and homeless individuals.

A major role of the Resident Minister is to facilitate a reflection discussion following the service activity. Without the reflection component the service experience can feel flat or dry, and the

deeper meaning of the experience can be lost. Each RM should take at least 10 minutes following the activity to engage the students in the reflection process. During this time, at the end, the students should fill out the program evaluation form. This is a good time for them to comment on some of the questions regarding Ignatian spirituality which are listed on the right side of the form. It's a teaching moment in terms of reflection on their experience and Ignatian spirituality.

### **Community Action Guidelines:**

1. At the beginning of the year try to develop a good relationship with the contact person at the agency you are working with. This will help in developing a good over-all experience for the students and clientele of the agency.
2. If you are unable, for any reason, to attend on your assigned day **it is your responsibility to find a replacement. It is NEVER acceptable to cancel our participation with the agency.**
3. Help the students get to know you and each other. A shared experience often builds relationship. Try planning a once a semester gathering of all the students from your hall who've participated. Make it a celebratory event AND a reflection at the same time.

### Using the Van:

University Ministry has two EIGHT-passenger vans (one white and one tan) that were purchased specifically for our tutoring program. The exception we make to using the vans are to community service sites and retreats. Any exception to use the van beyond this policy needs to be put in writing to the Director of University Ministry at least one week prior to the event. Before you may reserve and use a van, we must conduct a Department of Motor Vehicle clearance on your Driver's License. Please get a copy of your driver's license to Donal Godfrey.

It is extremely important that **YOU MUST NOT EXCEED THE NUMBER OF AUTHORIZED PASSENGERS, WHICH IS EIGHT, INCLUDING THE DRIVER.** Always be mindful of the health and safety of your passengers.

When you know the dates and times of your Community Action assignment make sure that the van you will be using has been booked. To reserve a van, locate the "Van Scheduling Book" in left top drawer of the University Ministry reception desk and indicate the date and time the van will be needed. The key to the vans are located in a cash (key) box in the bottom right drawer of the reception desk. When you return the van and its keys, please indicate on the form located in the key box, where you have parked the van. [Whenever possible, the vans should be parked in the Hayes Healy lot].

### Funding for programs in the halls:

Resident Minister Interns are allocated **\$100.00 per month (collectively per hall)** for residence hall programming. You need to be in conversation with other RM's in your hall to assure not to exceed \$100 a month. This allocation is to be used for residence hall events only. This \$100 is available for RM programming each month and cannot be carried over to subsequent months.

Make sure to obtain prior authorization from your Hall Director, keep any receipts pertaining to your activity, and submit them to your Hall Director who will reimburse you. If you are working

on events outside of your own hall, inform the Associate Director of University Ministry for your intern program of any funding needs. He/she will need to approve these.

**NOTE:** If you use your personal flexi for any work-related programming/meetings, you will not be reimbursed for food purchased.

#### Booking rooms or space on campus:

If you need to reserve a room on campus please indicate that on the Program Planning Form. If the room you are requesting is not within a residence hall there may be a fee required. Please check with Jani White if you require reserved space, including outdoor space such as Harney Plaza. A **Room Reservation Form** will need to be completed for the Office of Events Planning, assigned our University Ministry account number, and submitted in a timely manner in order to assure availability.

#### Other available "University Ministry" space for small group meetings:

In addition to the lobby of University Ministry, there is a small conference room in the University Ministry Office. These spaces must be reserved in the calendar located in reception desk.

#### Keys:

Keys you will need to access, such as for the vans, are located in a cash (key) box in the lower right drawer of the reception desk in University Ministry. As you check out a key, please note your name and date, and the time you returned the key, on the accompanying manila envelope and check list that is also located in the box. **[Remember to calendar the use of the rooms and/or van in the calendar book located in the top left drawer of the desk].**

#### University Publications and Media Relations:

USF has several publications which highlight our activities during the year. In addition to program publicity, we are often contacted by representatives of these publications to comment on different topics that may be addressed in upcoming issues. **PLEASE CONTACT THE EXECUTIVE DIRECTOR OR AN ASSOCIATE DIRECTOR BEFORE RESPONDING TO REPRESENTATIVES OF UNIVERSITY OR OTHER MEDIA REPRESENTATIVES.** This is to insure that the information you share is correct and consistent with the mission of University Ministry or the University in general.

#### Advising Student Groups:

It is not uncommon for Resident Minister Interns to get involved in student activities on campus. It is a good way for you to become familiar with students and feel the pulse of what's happening in their world. Occasionally Resident Minister Interns will be asked by the students to serve in the capacity as "Advisor" to their club or group. We ask that you do not take on the position of faculty/staff advisor. We do encourage you to participate with the group as much as possible.

#### Evaluation Procedures:

Resident Minister Interns are evaluated each semester. Information about your effectiveness in the residence halls and in the program area you are working in is solicited from various people, including hall staff and students. This evaluation process is designed to help both the Resident

Minister Intern and University Ministry staff assess how well we are working to achieve the goals of the department or in meeting the objectives of our mission statement. Therefore, we will welcome constructive input from Resident Minister Interns on how overall operations may be improved within the department. This input would be appreciated throughout the year and should be directed to your immediate supervisor.

Your time commitment, days off and time away from campus:

As a Resident Minister Intern your commitment to the university is an approximate 15 hours per week in exchange for room and board. Your time is essentially your own, for ministry, education, leisure, etc. Due to the nature of the position, it is essential that you notify the Director of University Ministry if you are requesting time away from your position (even if it's just a couple of days). It is also essential that you contact your Hall Director if you will be away. In case of an emergency it is helpful to know whether a Resident Minister Intern is on campus or not.

As you are on the staff schedule (not the academic schedule), your days off are indicated on the calendar of holidays which is listed in the handbook. You do not have time off such as spring break or intersession as this is the student schedule, not staff.

For the 2006-2007 academic year, your assignment begins August 1<sup>st</sup> and ends May 31<sup>st</sup>. Please check the enclosed calendar for holidays and staff/faculty breaks..

1. Check the USF website: [www.usfca.edu](http://www.usfca.edu), and USF Connect, for detailed academic calendar information and upcoming events.
2. Generally, staff get the following holidays off:

Labor Day  
Thanksgiving day and the day after  
Christmas Day  
The week between Christmas and New Year's Day.  
New Year's Day  
Martin Luther King, Jr. Day  
President's Day  
Good Friday  
Memorial Day

Time Sheet Instructions:

This time sheet has been developed to help identify how and where the Resident Minister is using her or his time: in the halls, in community action, on campus in general, etc. Please complete the time sheet on a weekly basis and bring it with you to your one-on-one meetings with the Associate Director of Resident Ministry and Faith Formation.

Please make sure that you identify the following commitments:

- 5 hour weekly community service activity or tabling
- 5 hour internship
- 5 hour residence hall activities

also include:

- Meetings with Residence Life (Hall meetings, meetings with Hall Directors or Assistants, RA's, etc)
- Meeting with Associate Director of Resident Ministry and Faith Formation
- Meeting for Theological Reflection

Appropriate Boundaries with Students and Colleagues:

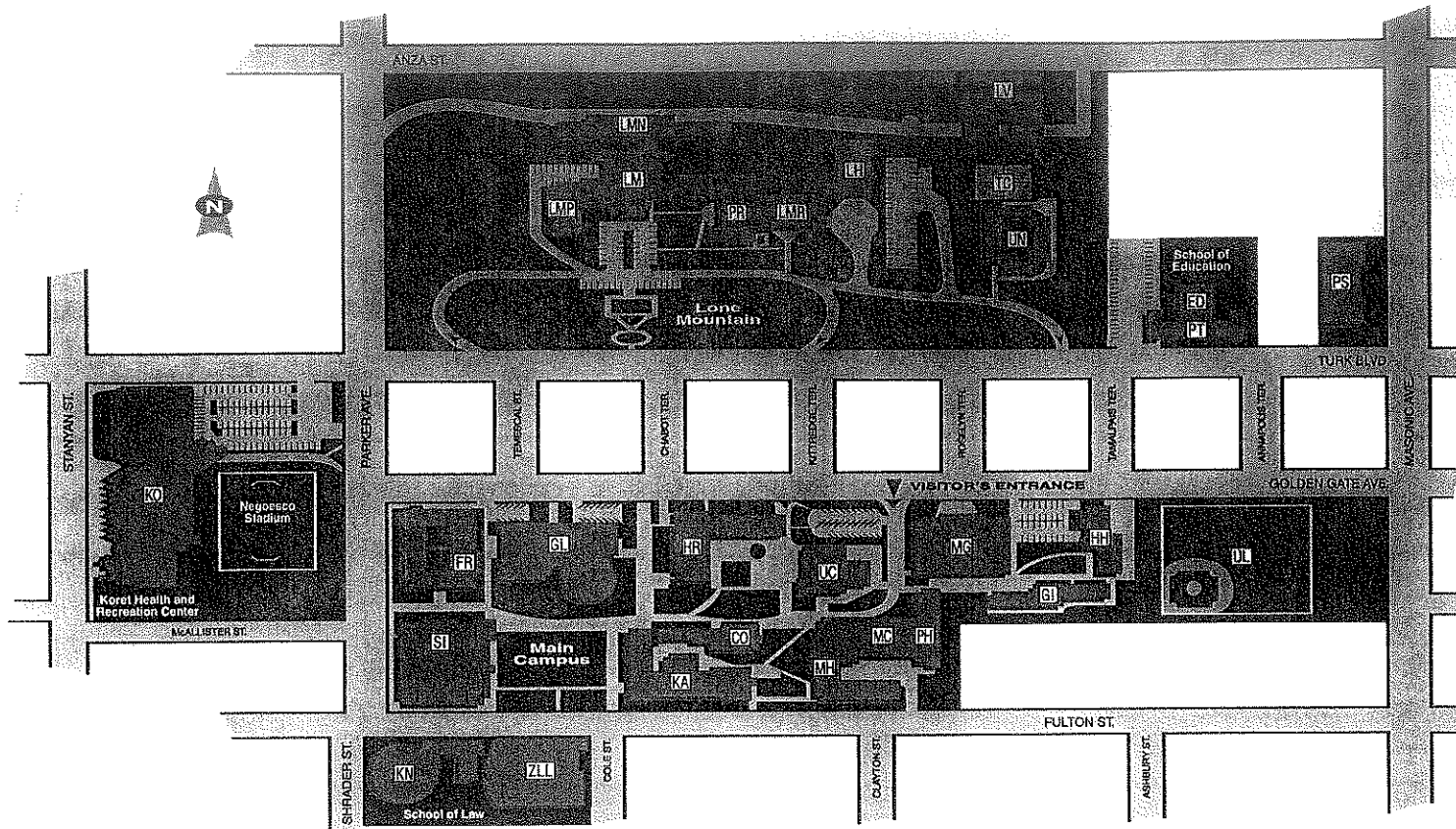
1. With students, it is always *your* responsibility to maintain good boundaries, even if they seem to be pushing you to go beyond them (which can happen especially when students are in distress).
2. University Ministry staff are not allowed to date students. (Exceptions have been made in cases where the particular relationship pre-dated the hiring date.) All Resident Ministers should conduct themselves as staff, even if you are also a graduate student.
3. Always be aware of how your interactions could be perceived, especially if you are alone with a student. A general guideline is to always leave the door cracked open or make sure you're in a room with a window when you're meeting one-on-one with someone.
4. While friendship is a key element of ministry, keep in mind that while students may consider you *their* friend, *you* should have other outlets to meet your friendship needs, other than students. This is a large part of keeping good emotional boundaries.
5. Good spiritual boundaries include respecting each person's spiritual journey and his or her unique background, developmental process, and way of relating to spirituality.
6. Know when you're in over your head and ask for help.



University Ministry Calendar  
2006/2007

August 1&2	Resident Minister Orientation
August 3 & 4	Resident Minister Retreat: Sea Ranch
August 9	Resident Minister – Resident Advisors Day of Service
August 19	New Students Arrive
August 20	Orientation Mass: 9:30am, St. Ignatius Church
August 27	1 <sup>st</sup> 9pm Student Mass
September 4	Community Action Programs begin
September 11	Mass of the Holy Spirit, 12:15pm, St. Ignatius Church
	Justice Lecture Series, 4pm, McLaren complex
September 12	Spiritual Exercises of Ignatius of Loyola program begins
September 15-16	New Student Retreat – Marin Headlands
October 20-22	Contemplative Retreat – El Retiro
October 21	October Outreach Day of Service – 8am-2pm
October 27-28	Point 7 Now Conference
October 31	Halloween Party Fundraiser for the School of the Americas trip
	Mass for Day of the Dead: Place TBA
November 1-2	All Saints Day/All Souls Day
November 4-6	Urban Plunge: Tenderloin (joined by Santa Clara University)
November 12	Mass and Sending for participants in School of the Americas trip
November 17-19	Kairos Retreat - Applegate
	School of the Americas Protest and Vigil – Ft. Benning, GA
December 10	Last 9pm Mass of the semester
December 12	Las Mananitas Mass
December 15	Commencement Mass: St. Ignatius Church
January 2-15	Intersession Arrupe Immersion Trip (Belize)
January 21	9pm Mass resumes
February 9-11	Leadership Retreat – Westminster Woods
February 9-14	Catholic Social Justice Lobby, Washington, D.C.
February 10-15	Catholic Social Justice meeting/lobby gathering, Washington, D.C
February 11	Confirmation Classes begin
February 16-19	Ignatian Retreat, IONA, Novato
March 11-17	L'Arche Retreat – Seattle, WA
March 12-16	Arrupe Immersion Trips
April 13-15	Kairos II Retreat - Applegate
April 7	April Action Day of Service – 8am-2pm
May 17	Commencement Mass

# ***Appendix:***



### Main Campus

- CO Cowell Hall
- FR Fromm Hall
- GI Gillson Hall
- GL Gleeson Library
- HH Hayes-Healy Hall
- HR Harney Science Center
- KA Kalmanovitz Hall
- MC McLaren Conference Center
- MG Memorial Gymnasium
- MH Malloy Hall
- PH Phelan Hall
- SI Saint Ignatius Church
- UL Ulrich Field & Benedetti Diamond
- UC University Center

### Lone Mountain Campus

- LH Loyola House
- LM Main Bldg/Classrooms/Study Hall
- LMN Lone Mountain North
- LMP Pacific Wing
- LMR Rossi Wing/Administration
- LV Loyola Village
- PR Pacific Rim Conference Room
- TC Tennis Courts
- UN Underhill Building
- ROTC/Upward Bound

### School of Law

- KN Kendrick Hall
- ZLL Dorraine Zief Law Library

### Koret Health & Recreation Center

- KO Koret Center

### School of Education

- ED School of Education
- PT USF Presentation Theater

### College of Professional Studies

- PS College of Professional Studies

### Office Locations

#### Admission Office

Lone Mountain Main

#### Academic Support Services

Gleeson Lower Level, 20

#### Alumni Office

Lone Mountain Rossi Wing, 112

#### Arts and Sciences, College of

Harney, 240

#### Athletics

Memorial Gym, Lower Level

#### Bookstore

Phelan, Lower Level

#### Bursar's Office

Lone Mountain Main

#### Business and Management, School of

Malloy Hall, 244

#### Career Services Center

University Center, 429

#### Education, School of

Turk at Tamalpais, 107

#### Financial Aid

Lone Mountain Main

#### Information Technology Services

Lone Mountain North, 2nd Floor

#### International Student Services

Gillson, Ground Floor

#### Koret Health and Recreation Center

Corner of Parker and Stanyan

#### Law Library, Dorraine Zief

Corner of Fulton and Cole

#### Law, School of

Corner of Fulton and Shraider

#### Loyola House/Jesuit Community

Lone Mountain, 2600 Turk Street

#### Multicultural Student Services

Gillson, Ground Floor

#### One Card

Lone Mountain Main, 130

#### Nursing, School of

Cowell, 102

#### Professional Studies, College of

Corner of Masonic and Turk

#### Public Safety

University Center, 310

#### Registrar's Office

Lone Mountain Main

#### Residence Life

Phelan, 140

#### Student Disability Services

Gleeson Lower Level, 20 / University Center, 310

# VISION, MISSION *and* VALUES *of the University of San Francisco*

*Approved by the Board of Trustees September 11, 2001*

## VISION

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban University with a global perspective that educates leaders who will fashion a more humane and just world.

## MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The University will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The University will draw from the cultural, intellectual and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

## CORE VALUES

The University's core values include a belief in and a commitment to advancing:

- { 1 } the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University
- { 2 } the freedom and the responsibility to pursue truth and follow evidence to its conclusion
- { 3 } learning as a humanizing, social activity rather than a competitive exercise
- { 4 } a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making
- { 5 } diversity of perspectives, experiences and traditions as essential components of a quality education in our global context
- { 6 } excellence as the standard for teaching, scholarship, creative expression and service to the University community
- { 7 } social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations
- { 8 } the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world
- { 9 } the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others
- { 10 } a culture of service that respects and promotes the dignity of every person.

## STRATEGIC INITIATIVES

*The following initiatives are key to the University's achieving recognition as a premier Jesuit Catholic, urban university:*

- { 1 } Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Visions, Mission and Values;
- { 2 } Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.
- { 3 } Provide an attractive campus environment and the resources to promote learning throughout the University:
  - Learning resources that improve the curriculum and support scholarship
  - Facilities to support outstanding educational programs
  - Technology solutions to enhance learning and improve service
- { 4 } Continue to strengthen the University's financial resources to support its educational mission.

University of San Francisco  
University Ministry  
*Statement of Faith and Action*

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We believe that God is a God of hospitality and invitation, extending the possibility of love and freedom to all people;

We believe that God exists as a holy communion of persons in equal and right relationship;

We believe that God is actively involved in the past, present, and future of the human story and intends only good;

We believe that God has many faces, expressions, and diverse aspects;

We believe that God created the world in love with equal care for each aspect of creation;

We believe that God's intention for creation is justice, fairness, and compassion;

We believe that all persons are created in the image of God;

We believe that God created all persons with individual responsibility and freedom of choice and action;

We believe God invites all persons into more just and loving relationships;

We believe that God loved the world through the person of Jesus of Nazareth and also shares that love through their rich and diverse faith traditions;

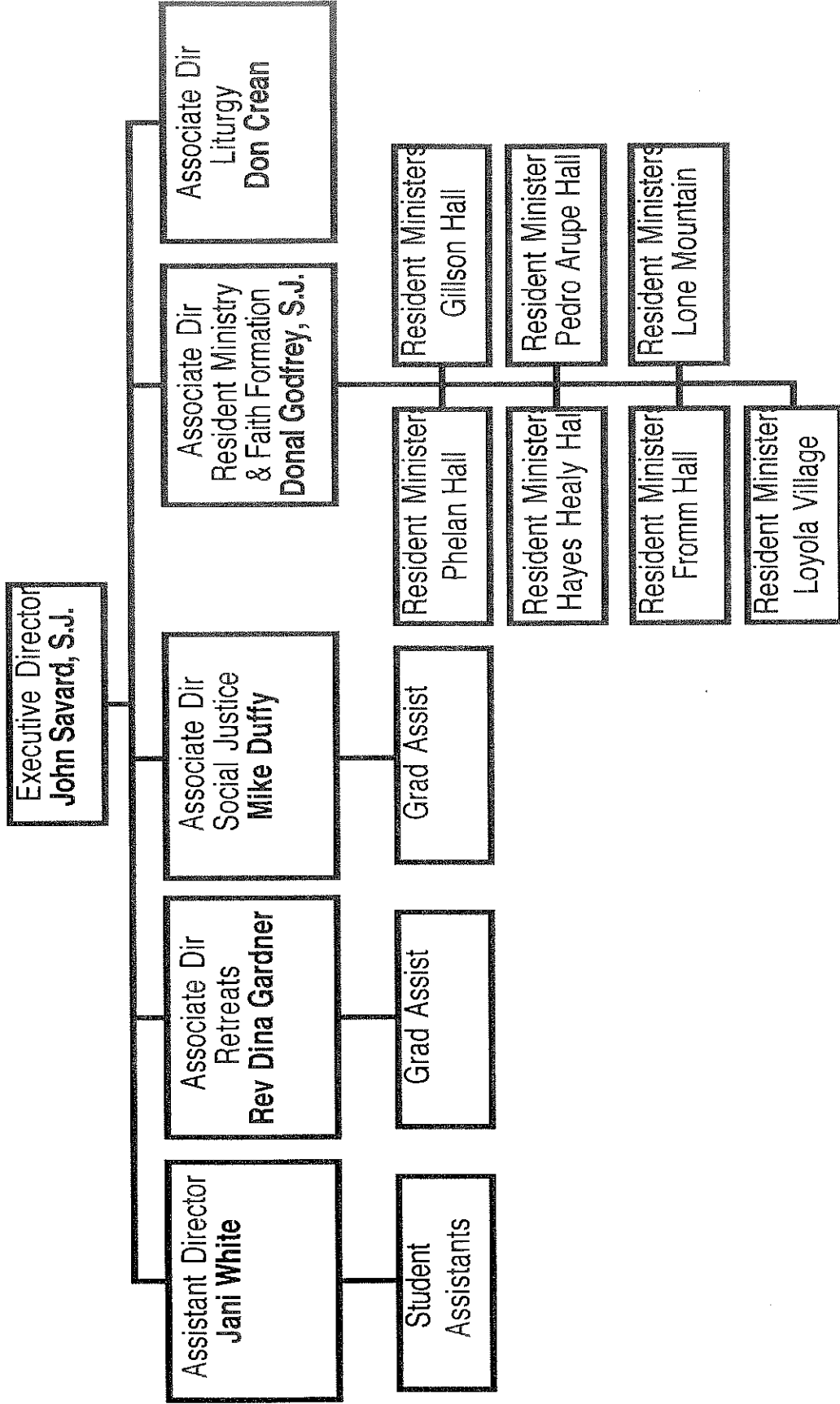
We believe that the Hebrew and Christian Scriptures speak to a dynamic relationship of God with people of faith and can illuminate contemporary spiritual and political questions;

We believe that God's intention for harmony, justice, and compassion is meant for this present moment in the world.

*Therefore, as University Ministry we commit ourselves to:*

- Providing a ministry which focuses on compassion, justice, and individual and corporate responsibility;
- Inviting all persons of faith and persons who are seeking meaning to participate in our programs;
- Asking thoughtful and critically reflective questions of the systems and structures of our world;
- Taking political and theological risks to facilitate a more just and compassionate church and world;
- Providing spiritual companionship and guidance which respects theological diversity;
- Passionately embracing the dynamic influence of scripture and the Christian story in our ministry;
- Non-violently challenging injustice;
- Enthusiastically sharing our commitment to God's intention for the world;
- Training students to reflect with conscious attention upon their lives and world;
- Modeling relationships of integrity, respect, and vulnerability for USF and its communities;
- Offering programs, liturgies, and spiritual resources which reflect the dynamic and varied nature of God, including the use of diverse language, images, and concepts for God;
- Offering opportunities for the USF community to engage the world in service, prayer, and reflection;
- Seeking transformation of a broken world through mentoring, supporting, and empowering students, colleagues, and one another.

# University Ministry



## CURA PERSONALIS (care for the person)

Means having deep appreciation for and respect for each individual person and affirming the goodness and dignity of each person. Means seeing each person as someone who is personally known, called, and loved by God, as someone with unique talents, as someone who has a special role to play in building up God's kingdom on earth. Cura personalis in the Jesuit educational system is manifested by all instruction being presented with deep and sincere regard for the abilities of each student. For Ignatius the curriculum is centered on the person, not the material to be covered. For Ignatius each student is allowed to develop and accomplish educational objectives at a pace suited to the student's individual ability and the characteristics of the student's own personality. Cura personalis means that students have a sense of belonging, that all students matter, and that no student "falls through the cracks."

## WOMEN AND MEN FOR AND WITH OTHERS

The primary motive for Jesuit ministry is service. The whole purpose of human existence is to share one's gifts and talents with others. We are to use our talents and gifts to serve the needs of others, to build a more just society, to build up God's kingdom on earth. A Catholic, Jesuit college or university should take its mission of Christian service far more seriously than its secular counterparts. Means moving from acts of charity to acts of justice. We want our graduates to be leaders-in-service. Service always involves reflection, i.e., the Ignatian concept of contemplatives in action.

## UNITY OF MIND AND HEART

Thinking and feelings go together. It is not enough to be academically competent, but a student also needs to be compassionate. Students need to live out what they learn in the humanities. Involves integrating classroom and out-of-class experiences. For Ignatius conversion does not result from purely intellectual assent or new ideas but from change in the mind and in the heart. Means the development of the whole person. Means having enough brains to make a difference, enough heart to want to do so.

## MAGIS

Seeking the "more," striving for excellence. Not being satisfied with the status quo nor the ordinary, nor just doing the minimum. Stretching oneself to the next level. Challenging the mind and heart of each student to be the best they can be. Fullest possible development of every dimension of the person. Transformation from persons who expect little of their lives to being people who passionately affirm their possibilities and who recognize that their possibilities transcend the narrow boundaries of materialism, consumerism, and individualism.

## AD MAJORUM DEI GLORIAM (For the Greater Glory of God)

Reflects the dedication of the Society of Jesus to doing apostolic service for the saving of souls. Means that whatever one does should manifest how God is working on earth. Education is not an end in itself, but a means towards greater knowledge and love of God. Means finding God in all things, in our ordinary daily experiences.

Andy Thon, S.J.  
7-25-95

Resident Minister Information for 2006-07

Resident Minister	Hall	Home	Alt. Phone	M/F	Revised June 13, 2006 Living Learning Community	Internship
	<u>Phelan</u>					
Eve Williams	241	x6140		Coed	St. Ignatius Institute	Liturgy
Annie Selak	342	x5127	626-806-2905	Fem		Liturgy/Music
Javier Santiago Ortiz Correa	541	x6246		Coed	Esther Madriz Scholars	Social Justice
Ashleigh Reddy	642	x5781	702-271-1277	Coed	Erasmus	Social Justice
	<u>Gillison</u>					
Michael Bayer	214	x6106	610-692-6868	Male		Social Justice
Dung Tran	414	x2894	310-384-8343	Male		Retreats
Meghan Sobocienski	614	x5691	586-419-2421	Female		Social Justice
	<u>Hayes -Healy</u>					
Dennis Hendricks	313	x5441	415-440-8806	Male		Liturgy/Music
Gina Jenkins	413	x6358	925-872-1691	Fem	Martin Baro Scholars	Retreats
Jessica Mueller	613	x6545		Fem		Faith Form/ Confirm/CLC
Matt Schaeffer	713	x6621	310-487-7462	Male		Retreats
	<u>Fromm</u>					
Michelle Leitch	213	x8738		Fem		Community Action FaithForm/ Interfaith/MSU
Adlah Chisti	313	x5230	415-359-4472	Fem		
	<u>Lone Mt.</u>					
(Vacant)	419 (4th floor)	x5214		Fem	Global Living Community	Retreats
Donal Godfrey, SJ	519 (5th floor)	x5738		Coed	Global Living Community	
	<u>Loyola Village</u>					
John Savard, SJ	315 A	x3425	415-713-8249	Coed		
Erin and Pete Zarembo	417B	x3425	805-772-1816	Coed		Liturgy/Music
	<u>Pedro Arrupe</u>					
John Dzida	110	571-4017	650-392-5482	Male	The Pedro Project	Community Action



## Programming Ideas for Resident Ministers

**Be sure to look at the University Calendar and find events and programs that are already happening on campus. Bring a group to the event and follow-up with discussion (i.e., Justice Lecture Series, Speakers on campus, Interfaith programs or services) Also, below is a sampling of programming ideas that Resident Ministers have been deemed successful in the past.**

-Get to know the RMs with food of some sort, or keep your room open at beginning of semester and be welcoming

-Ice Cream Social

-Root Beer Float Night; pizza night

-Movie night and discussion (movie ideas: See the list in this appendix)

-Mardi Gras Party

-Weight Image Program, or other current student issue on health and/or relationships

-A poem on their doors with an introduction of self (ex: Phenomenal Woman by Maya Angelou)

-Watch a ball game on TV; or go to a ball game/soccer game.

-Take a group hiking or surfing

-Crochet and Knitting groups

- Halloween party; Valentine's Day celebration, etc.

-Inter-religious dialogue

-Multi-cultural potluck with RAs

-A reflection on the meaning of lent, answer questions on fasting, Easter, etc. and walk to Ash Wednesday service.

MOVIE GUIDE FOR USE WITH USF STUDENTS

Title	Description
<b>African American Race Relations</b>	
A Time To Kill	A lawyer and his assistant fighting to save a father on trial for murder. A time to question what they believe.
American History X	A former neo-nazi skinhead (E. Norton) tries to prevent his younger brother from going down the same wrong path that he did.
Amistad	Fact-based story of the 1839 revolt by Africans on their slaveship and their subsequent trial when they are taken on American soil.
Bamboozled	A frustrated African American TV writer proposes a blackface minstrel show in protest, but to his chagrin it becomes a hit.
Cry Freedom	South African journalist is forced to flee the country after attempting to investigate the death in custody of his activist friend.
Cry the Beloved Country	James Earl Jones, Richard Harris.
Do The Right Thing	On a hot day on a New York City street, everyone's hate and bigotry smoulders and builds until it explodes into violence.
Malcolm X	The biopic of the controversial and influential Black Nationalist leader.
To Kill A Mockingbird	A lawyer in the Depression-era South, defends a black man against an undeserved rape charge and his kids against prejudice.
<b>AIDS</b>	
And the Band Played On	Story of the discovery of the AIDS virus. From the early days when numerous San Francisco gays began dying.
Philadelphia	When a man with AIDS is fired by a conservative law firm because of his condition, he hires a homophobic small time lawyer.
<b>Appalachian Culture</b>	
Matewan	A labor union organizer comes to a mining community brutally and violently dominated and harassed by the mining company.
Songcatcher	Doctor Lily Penleric, a brilliant musicologist, impulsively visits her sister, who runs a struggling rural school in Appalachia.
<b>Asian Family Relationships</b>	
Eat, Drink, Man, and Woman	A retired chef lives with his three grown daughters; the middle one finds her plans affected by unexpected events and family.
Green Dragon	The story of Vietnamese refugees as they first arrive at Camp Pendleton in the United States as the Vietnam war ends in 1975.
Joy Luck Club	The life histories of four Asian women and their daughters reflect and guide each other.
Three Seasons	An American in Ho Chi Minh City looks for a daughter he fathered during the war.
What's Cooking?	In LA's Fairfax district, where ethnic groups abound, four households celebrate Thanksgiving amidst family tensions.
<b>Criminal Justice</b>	
Cool Hand Luke	A man refuses to conform to life in a rural prison.
Dead Man Walking	A nun, while comforting a convicted killer on death row, empathizes with both the killer and his victim's families.
Shawshank Redemption	The life of Andy Dufresne changes when he is convicted and jailed for the murder of his wife.
The Green Mile	Stephen King's story about guards on death row befriending a wrongly accused man who has the power of faith healing.
The Life of David Gale	A man against capital punishment is accused of murdering a fellow activist and is sent to death row.
<b>General Social Justice</b>	
Bowling for Columbine	Filmmaker Michael Moore explores the roots of America's predilection for gun violence.
Dead Poets Society	English professor John Keating inspires his students to a love of poetry and to seize the day.
Good Will Hunting	Will Hunting has a gift for mathematics which is discovered, and a psychiatrist tries to help him with his gift and the rest of his life.
Lord of the Flies	Stranded on an island, a group of schoolboys degenerate into savagery.
Rabbit Proof Fence	Three girls escape after being plucked from their homes to be trained as domestic staff and set off on a trek across the Outback.
Spit Fire Grill	Percy, upon being released from prison, goes to the small town of Gilead, to find a place where she can start over again.
The Big One	On his book tour, Michael Moore exposes more wrongdoing by greedy big businesses and callous politicians around America.
The Killing Fields	American citizen is trapped in Cambodia during tyrant Pol Pot's bloody "Year Zero" ethnic cleansing campaign.
The Matrix	A computer hacker learns from rebels about the true nature of his reality and his role in the war against the controllers of it.
The Mission	18th century Spanish Jesuits try to protect a South American Indian tribe in danger of falling under the rule of pro-slavery Portugal.
The Power of One	An intriguing story of a young English boy named P.K. and his passion for changing the world.
What's Eating Gilbert Grape	Gilbert has care for his brother Arnie and his obese mother, which gets in the way when love walks into his life.
<b>Holocaust/ World War II</b>	
Bonhoeffer	Dramatic documentary about the young German pacifist and theologian Dietrich Bonhoeffer who resisted the Nazi regime.
Catch- 22	A man is trying desperately to be certified insane during World War II, so he can stop flying missions.
Grave of the Fireflies	A tragic film covering a young boy and his little sister's struggle to survive in Japan during World War II.
Judgment at Nuremberg	In 1948, an American court in occupied Germany tries four Nazi judges for war crimes.
Life is Beautiful	A Jewish man has a wonderful sense of humour, but must use that same quality to protect his son in a Nazi death camp.
Schindler's List	Schindler uses Jews to start a factory in Poland. He witnesses the horrors endured by the Jews, and starts to save them.
The Pianist	A Polish Jewish musician struggles to survive the destruction of the Warsaw ghetto of World War II.
<b>Labor Unions</b>	
Bread and Roses	Two Latina sisters work as cleaners in a downtown office building, and fight for the right to unionize.
Norma Rae	A young single mother and textile worker agrees to help unionize her mill despite the problems and dangers involved.
On the Waterfront	An ex-prize fighter turned longshoreman struggles to stand up to his corrupt union bosses.
Roger and Me	Michael Moore pursues GM CEO Roger Smith to confront him about the harm he did to Flint, Michigan.
Salt of the Earth	Based on an actual strike in New Mexico, the film deals with the prejudice against the Mexican-American workers.
<b>Latino/Hispanic Relations</b>	
El Norte	Mayan Indian peasants make their way by truck, bus and other means to Los Angeles.
Frida	A biography of Mexican artist Frida Kahlo, who channeled the pain of a crippling injury and her marriage into her work.
In the Time of Butterflies	True story of the three Mirabal sisters who were murdered for their part in a plot to overthrow the Dominican Republic govt.
Like Water for Chocolate	This movie is about how life used to be in Mexico. It is a love story between Pedro and Tita.
Mi Familia	Traces over three generations an immigrant family's trials, tribulations, tragedies, and triumphs (set in California).
Romero	The life and work of Archbishop Oscar Romero who opposed, at great personal risk, the tyrannical repression in El Salvador.
Salvador	A journalist, down on his luck in the US, drives to El Salvador to chronicle the events of the 1980 military dictatorship.
The Milagro Beanfield War	Story of conflict between land developers and Hispanic farmers and activists in New Mexico.
The Revolution Won't Be Told	Documentary on the Zapatista indigenous peasant movement in Oaxaca, Mexico.

<i>Life in the U.S.</i>	
The Corner	Based on a true story, highlights how drugs have infested a Baltimore neighborhood.
12 Angry Men	A dissenting juror in a murder trial slowly manages to convince the others that the case is not as clear as it seemed in court.
In America	An Irish immigrant family adjusts to life in the United States.
Missing	The story of an American father who comes to a South American country to search for his missing son, a journalist.
Raising Victor Vargas	A Lower East Side teen-ager struggles to find some sanity while surrounded by his grandmother, girlfriend, and younger brother.
<b>Modern Images of God</b>	
Dogma	The last known descendant of Christ is called upon to save the existence of humanity.
Entertaining Angels	About the 1920's and 30's social activist, Dorothy Day.
Lord of the Rings	A hobbit embarks on an Epic quest to the Crecks of Doom in order to destroy an enchanted ring.
O Brother Where Art Thou?	Three stumblebum convicts escape to go on a quest for treasure and meet various characters while learning where their real fortune lies.
Signs	A family living on a farm finds mysterious crop circles in their fields which suggests something more frightening to come.
Smoke Signals	Life on a Native American reservation.
The Apostle	Eulis 'Sonny' Dewey is a preacher from Texas living a happy life with his beautiful wife Jessie.
The Big Kahuna	A businessman's strong religious beliefs bring him into sharp conflict with his older and more cynical colleagues.
Wings of Desire	An angel tires of overseeing human activity and wishes to become human when he falls in love with a mortal.
<b>Spiritual Classics</b>	
Babette's Feast	In 19th century Denmark, two adult sisters live in an isolated village with their father, who is the honored pastor of a small Protestant church.
Ben Hur	When a Jewish prince is betrayed and sent into slavery by a Roman friend, he regains his freedom and comes back for revenge.
Gandhi	Lawyer who became the famed leader of the Indian revolts against the British through his philosophy of non-violent protest.
Jesus of Montreal	Depicts a group of unorthodox Passion Play actors whose lives themselves begin to mirror the Passion itself.
The Ten Commandments	The Egyptian Prince, Moses, learns of his true heritage as a Hebrew and his divine mission as the deliverer of his people.
<b>Vietnam War</b>	
Born of the Fourth of July	Paralyzed in the Vietnam war, a vet becomes political activist after feeling betrayed by the country he fought for.
Coming Home	A woman whose husband is fighting in Vietnam falls in love with another man who suffered a paralyzing combat injury there.
The Quiet American	A British reporter, resentful of American colonialism, vies against a young American for the affections of a Vietnamese beauty.
<b>War</b>	
Dr. Strangelove	An insane general starts a process to nuclear holocaust that a war room of politicians and generals frantically try to stop.
Fog of War	Former US Secretary of Defence and the various difficult lessons he learned about the nature and conduct of modern war.
In the Name of the Father	Man's coerced confession to an IRA bombing he didn't do imprisons his father as well (Northern Ireland).

## **Resident Minister program planning and evaluation/assessment**

The university is shaped ideally on supporting the mission, vision, and values statement. The University Life division has initiated a process in which a culture of evidence supporting mission and identity is expected. Our evaluation process serves several purposes:

- Quarterly and annual reports to the board of trustees on activities and outcomes of UM programs. Monthly reporting to the division.
- Confirmation and support of the programs you have offered to include in your personnel file.
- A culture of evidence for the entire Resident Ministry program, attesting to the value of the program and the justification for its budget

In sum, University Ministry must prove that the Resident Ministry program is an essential and vital contribution to the University. As this is only professionally measured through evidence, this process is imperative to the existence of the program.

### **Program Planning forms**

- These forms are to be completed two weeks prior to the event. You will receive a copy back in your in-box when it's approved or if there are questions/comments.
- The exception to filling out a planning form two weeks in advance would be for informal gatherings/programs, i.e., movie night, group gatherings that do not entail spending money or being off-campus (*finances need approval and off-campus activities would need waivers*).

The revised form has an area that addresses the assessment question and learning outcomes. This will work well with the evaluation form since these are the same questions on the left hand side of the form.

### **Evaluation forms**

- Evaluation forms are to be filled out for all Resident Ministry programs.
- For informal gatherings/programs you can simply use the left side of the evaluation form.
- For all other programs the entire evaluation form should be included.
- These forms along with the assessment form is due one week later. Please place all information in Jani White's in-box.

Some exceptions should be made for on-going programs such as community action events, CLC, and Muslim Student Association gatherings since these are usually weekly events and filling evaluations out weekly could be tedious. In these cases the planning form needs to be filled out at the beginning of each semester and evaluations completed at the last meeting/gathering of the month. This will also be the case for community action service activities. The last one of the month should have evaluations filled out and the assessment form completed by the following week. This is probably the best opportunity for you to make your own comments and observations on the entire month (a summary of how it has gone overall).

Thanks in advance for following these guidelines. Your cooperation is crucial in the reporting and assessment of our entire department.

**Resident Minister Program Planning Form**  
*FORM TO BE SUBMITTED TWO WEEKS PRIOR TO THE ACTIVITY*

RM Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Name of your program/activity \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Estimated # of students \_\_\_\_\_

Location \_\_\_\_\_ Est. Cost \$ \_\_\_\_\_

Is this activity for your hall students only? \_\_\_\_\_ Yes; \_\_\_\_\_ No. (If "yes," have you checked with the Hall Director to insure funding is available?)

If this activity is open to other students, is it being co-sponsored with any other department or hall? \_\_\_\_\_ Yes; \_\_\_\_\_ No. If "yes," with whom? \_\_\_\_\_

Are you requesting funds from University Ministry? \_\_\_ Yes; \_\_\_ No \_\_\_\_\_ Amount.

**What is your goal statement for this activity? (i.e. Assessment question(s) on the evaluation form). How will you know the program was successful (i.e. first three questions on the evaluation form will be evidence that your assessment question was met).**

Assessment Question(s): \_\_\_\_\_

Learning outcome questions: \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Hall program/activity promotion and marketing:**

50 copies or less can be made on the University Ministry copy machine. With permission from Hall Directors you may post fliers yourself in the residences halls.

**Campus-wide promotion and marketing, please indicate below:**

I will need (How many?) \_\_\_\_\_ fliers printed by (Date) \_\_\_\_\_ to be posted around campus. (Be sure to attach an original to this document) Color? \_\_\_\_\_

I need the following Audio/Visual equipment \_\_\_\_\_

**PLEASE RETURN THIS FORM TO JANI WHITE TWO WEEKS PRIOR TO THE DATE OF THE PROGRAM OR ACTIVITY - Thank You!** Revised January 2006

Comments:	_____ Approved
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University Ministry Program Assessment Form

Name of Activity or Program: \_\_\_\_\_

Date of Activity or Program: \_\_\_\_\_

Individual sponsoring program: \_\_\_\_\_

Number of participants: \_\_\_\_\_ Number of evaluations returned: \_\_\_\_\_

Assessment goal(s):  
\_\_\_\_\_  
\_\_\_\_\_

Results of evaluation questions:

- |    |                                                                                   |                  |                     |           |
|----|-----------------------------------------------------------------------------------|------------------|---------------------|-----------|
| 1. | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |
| 2. | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |
| 3. | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |
| 4. | This activity enhanced my ability to make a connection between my heart and mind. |                  |                     |           |
|    | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |
| 5. | This activity helped me consider ways to serve and support others.                |                  |                     |           |
|    | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |
| 6. | This activity inspired or challenged me to personally strive for excellence.      |                  |                     |           |
|    | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |
| 7. | During this experience I felt fully engaged in body, mind, and spirit.            |                  |                     |           |
|    | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |
| 8. | This activity motivated me to reexamine my purpose and values.                    |                  |                     |           |
|    | % agree                                                                           | % somewhat agree | % somewhat disagree | %disagree |

(over)

9. How will you use this experience in your life?

10. Additional comments:

Resident Minister overall comments:

What worked/did not work on the evaluation tool? What suggestions do you have to improve the evaluation tool for this activity?

### University Ministry Participant evaluation

*We value your perspective about the University Ministry activity or program that you just completed. Please take a few moments to provide us with feedback that we will use to improve and enhance that activity or program. Your comments will remain anonymous unless you chose to sign your name at the end of this form.*

Name of Activity or Program: \_\_\_\_\_

Date of Activity or Program: \_\_\_\_\_

Assessment question(s):

**Please indicate your level of agreement with the following statements concerning the activity or program you attended:**

1.  agree  somewhat agree  somewhat disagree  disagree
2.  agree  somewhat agree  somewhat disagree  disagree
3.  agree  somewhat agree  somewhat disagree  disagree

4. This activity enhanced my ability to make a connection between my heart and my mind.

agree  somewhat agree  somewhat disagree  disagree

5. This activity helped me consider ways to serve and support others.

agree  somewhat agree  somewhat disagree  disagree

6. This activity inspired or challenged me to personally strive for excellence.

agree  somewhat agree  somewhat disagree  disagree

7. During this experience, I felt fully engaged in body, mind and spirit.

agree  somewhat agree  somewhat disagree  disagree

8. This activity motivated me to reexamine my purpose and values.

agree  somewhat agree  somewhat disagree  disagree

9. How will you use or apply this experience in your life?

10. Please offer additional comments or feedback in the space below:

(Optional) Your name: \_\_\_\_\_

Email address: \_\_\_\_\_ Phone: \_\_\_\_\_



## University Ministry Program Assessment Form – Community Action

Name of Activity or Program: \_\_\_\_\_

Date of Activity or Program: \_\_\_\_\_

Individual sponsoring program: \_\_\_\_\_

Number of participants: \_\_\_\_\_ Number of evaluations returned: \_\_\_\_\_

### Assessment Goal(s):

1. To offer students an opportunity to actively learn, participate, and experience a community through service opportunities.
2. To think beyond this program as more than a charitable experience – rather a community building partnership.

### Results of evaluation questions:

1. I was engaged in a way that helped me to break stereotypes and enhance my understanding of the realities of hunger and homelessness.  
% agree            % somewhat agree            % somewhat disagree            %disagree
2. I have a greater understanding of the importance of my personal involvement which serves to strengthen relationships in my community.  
% agree            % somewhat agree            % somewhat disagree            %disagree
3. I realize the significance of taking action in our community.  
% agree            % somewhat agree            % somewhat disagree            %disagree
4. This activity enhanced my ability to make a connection between my heart and mind.  
% agree            % somewhat agree            % somewhat disagree            %disagree
5. This activity helped me consider ways to serve and support others.  
% agree            % somewhat agree            % somewhat disagree            %disagree
6. This activity inspired or challenged me to personally strive for excellence.  
% agree            % somewhat agree            % somewhat disagree            %disagree
7. During this experience I felt fully engaged in body, mind, and spirit.  
% agree            % somewhat agree            % somewhat disagree            %disagree
8. This activity motivated me to reexamine my purpose and values.  
% agree            % somewhat agree            % somewhat disagree            %disagree

(over)

9. How will you use this experience in your life?

10. Additional comments:

Resident Minister overall comments:

What worked/did not work on the evaluation tool? What suggestions do you have to improve the evaluation tool for this activity?

**University Ministry Participant evaluation**

*We value your perspective about the University Ministry activity or program that you just completed. Please take a few moments to provide us with feedback that we will use to improve and enhance that activity or program. Your comments will remain anonymous unless you chose to sign your name at the end of this form.*

Name of Activity or Program: Community Action/ \_\_\_\_\_

Date of Activity or Program: \_\_\_\_\_

Assessment goal(s):

Offer students an opportunity to actively learn, participate, and experience a community through service opportunities.

To think beyond this program as more than a charitable experience - rather a community building partnership.

**Please indicate your level of agreement with the following statements concerning the activity or program you attended:**

1. I was engaged in a way that helped me to break stereotypes and enhance my understanding of the realities of hunger and homelessness.  agree  somewhat agree  somewhat disagree  disagree
2. I have a greater understanding of the importance of my personal involvement which serves to strengthen relationships in our community.  agree  somewhat agree  somewhat disagree  disagree
3. I realize the significance of taking action in our community.  agree  somewhat agree  somewhat disagree  disagree

4. This activity enhanced my ability to make a connection between my heart and my mind.  agree  somewhat agree  somewhat disagree  disagree

5. This activity helped me consider ways to serve and support others.  agree  somewhat agree  somewhat disagree  disagree

6. This activity inspired or challenged me to personally strive for excellence.  agree  somewhat agree  somewhat disagree  disagree

7. During this experience, I felt fully engaged in body, mind and spirit.  agree  somewhat agree  somewhat disagree  disagree

8. This activity motivated me to reexamine my purpose and values.  agree  somewhat agree  somewhat disagree  disagree

9. How will you use or apply this experience in your life?

10. Please offer additional comments or feedback in the space below:

(Optional) Your name: \_\_\_\_\_

Email address: \_\_\_\_\_ Phone: \_\_\_\_\_

University Ministry  
**TERMS OF PARTICIPATION, MEDICAL CONSENT,  
RELEASE AND WAIVER OF LIABILITY, ASSUMPTION OF RISK  
AND INDEMNITY AGREEMENT**

I, \_\_\_\_\_ ("Participant"), hereby acknowledge that I have voluntarily elected to participate in the University Ministry Programs, to be held in and around San Francisco during the Academic Year 2005-2006. In consideration for being permitted to participate in the Activity, I hereby acknowledge and agree to the following:

**ELECTIVE PARTICIPATION:** I acknowledge that my participation is elective and that the Activity is unsupervised.

**RULES AND REQUIREMENTS:** I agree to conduct myself in accordance with University of San Francisco ("USF") policies and procedures, including the "Standards of Nonacademic Conduct", which appear in the 2005-2006 *Fogcutter Student Handbook*. I further agree to abide by all the rules and requirements of the Activity. I grant USF the right to terminate my participation in the Activity if it is determined that my conduct is detrimental to the best interests of the group or violates any rule of the Activity.

**INFORMED CONSENT:** I have been informed of and I understand the various aspects of the Activity. I understand that as a Participant in the Activity I could sustain serious personal injuries, illness, property damage, or even death as a consequence of not only USF's actions, inactions or negligence, but also the actions, inactions or negligence of others, conditions of equipment used, and that there may be other risks not known to me or not reasonably foreseeable at this time. I further understand and agree that any injury, illness, property damage, disability, or death that I may sustain by any means is my sole responsibility.

**RELEASE AND WAIVER OF LIABILITY:** I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents, and assigns, **HEREBY RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE** the University of San Francisco, its directors, officers, employees and agents (hereinafter referred to as "Releasees") for any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage or death that I may suffer as a result of my participation in the Activity, **REGARDLESS OF WHETHER THE INJURY, DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF THE RELEASEES OR OTHERWISE.**

**ASSUMPTION OF RISK:** I understand that there are potential dangers incidental to my participation in the Activity, some of which may be dangerous and which may expose me to the risk of personal injuries, property damage, or even death. I understand that these potential risks include, but are not limited to: travel; consumption of food; weather conditions; criminal activities; terrorist activities; negligent first aid operations or procedures of Releasees; and other risks that are unknown at this time. **I KNOWINGLY AND VOLUNTARILY ASSUME ALL SUCH RISKS, BOTH KNOWN AND UNKNOWN, EVEN IF ARISING FROM THE NEGLIGENCE OF RELEASEES**, and assume full responsibility for my participation in the Program.

**INDEMNITY:** I, on behalf of myself, my personal representatives, heirs, executors, administrators, agents, and assigns, agree to hold harmless, defend and indemnify the Releasees from any and all liability, including any and all claims, demands, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage or death that I may suffer as a result of my participation in the Activity, **REGARDLESS OF WHETHER THE INJURY, DAMAGE OR DEATH IS CAUSED BY THE NEGLIGENCE OF THE RELEASEES OR OTHERWISE.**

**CHOICE OF LAW:** I hereby agree that this Agreement shall be construed in accordance with the laws of the State of California.

**MEDICAL CONSENT:** In the event of any medical emergency, I (initial one) do \_\_\_ do not \_\_\_ authorize and consent to any x-ray examination, anesthetic, medical, dental or surgical diagnosis or treatment, and hospital care that USF personnel deem necessary for my safety and protection.

**I HAVE READ THIS AGREEMENT AND FULLY UNDERSTAND ITS TERMS. I AM AWARE THAT THIS AGREEMENT INCLUDES A RELEASE AND WAIVER OF LIABILITY, AN ASSUMPTION OF RISK, AND AN AGREEMENT TO INDEMNIFY THE RELEASEES. I UNDERSTAND I HAVE GIVEN UP SUBSTANTIAL RIGHTS BY SIGNING THIS AGREEMENT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.**

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

# USF- Department of Student Activities

## Publicity Regulations

\* Updated June 12, 2006—Regulations subject to change. Please contact DSA or Graphics in UC 100 for most current policy.

### **A. GENERAL PROVISIONS**

The posting, distributing, or disseminating of printed materials (e.g., flyers, posters, table tents, banners, handbills) that advertise, publicize, or otherwise provide notice of activities, events, or information are subject to the below regulations:

1. The University encourages a balanced approach in all communications and the inclusion of contrary points of view. Expression that is indecent or is grossly obscene or grossly offensive on matters such as race, ethnicity, religions, gender, or sexual orientation is inappropriate in a university community, and the University will act as it deems appropriate to educate students violating this principle. Although freedom of expression is subject to reasonable restrictions on time, place, and manner, such restrictions shall be applied without discrimination toward the content of the views being expressed. The use of the University forum shall not imply acceptance or endorsement by the University of the views expressed.
2. The Director of Student Activities or designee grants permission to on- and off campus individuals and groups to post, distribute, or disseminate printed materials anywhere on campus in accordance with the Institutional Policy of Freedom of Expression. Printed materials should be left with the Associated Students Graphics Center (University Center 100) for approval. Posting in Residence Halls is also subject to the "Posting and Mailing Policy" located in the Residence Life Information and Regulations section of the *Fogcutter*. The Director of Student Activities or designee grants permission for day-of event posting that adheres to the publicity regulations and the Day-of Posting Policy available in the Graphics Center.
3. All printed materials that are posted, distributed, or disseminated by individual students or by registered student organizations shall bear in their face the following language: "The views presented herein do not necessarily reflect the position of the University of San Francisco."
4. Announcements that are in violation of the *Institutional Policy on Freedom of Expression* or that are libelous in nature or include profanity will not be accepted for posting.
5. All printed materials written in a language other than English must be accompanied by an English translation.
6. All printed materials shall indicate the name of the sponsoring individual or registered student organization.
7. Except as permitted herein, no printed material may be placed on or against, attached to, or written on any structure or natural feature of the campus such as but not limited to doors or buildings, windows,

surfaces of walkways or roads, posts, waste receptacles, trees or stakes. Parina Lounge windows can be used for day-of posting according to the Day-Of Posting Policy.

8. No individual or group may leave flyers, announcements, or printed literature of any kind unattended on campus grounds or inside any campus building or otherwise affix or insert such materials into campus lawns or grounds. All publicity must be posted by the Graphics Center except for day-of posting. Stacks of flyers approved by the Graphics Center may be left at the UC 100 resource table or at the Market or Crossroads registers with the permission of Bon Appetit.
9. No individual or group may use “chalking” as a form of advertising or promotion. Chalking is not permissible under any circumstances.
10. The use of the name, logo, or initials of the University of San Francisco with any aspect of a student organization’s name or promotion or sponsorship of activities is restricted for use by those student groups whose (a) stated purpose does not contradict the University’s mission or its Catholic, Jesuit character, (b) sponsored or cosponsored activities are not inconsistent with the acceptable conduct at an American university committed to the Roman Catholic moral tradition, and (c) stated purpose or activities do not foster hatred or intolerance of others because of their race, nationality, gender, religion, or sexual orientation.
11. The name, logo, or initials of the University may not be used in association with any aspect of an off-campus activity sponsored by a registered student organization unless the Director of Student Activities has granted written permission in advance. A registered student organization who sponsors an activity off campus must state on its promotional materials, “This activity is NOT sponsored by the University of San Francisco.”

## **B. POSTING AREAS**

1. University Bulletin Boards
  - a. All non-departmental bulletin boards are for use by registered student organizations, individual members of the University community, and by university departments.
  - b. The Associated Students Graphics Center is responsible for posting all announcements on general University bulletin boards and other designated posting areas, and such announcements will include the official stamp of approval. Organizations must turn in their new announcements by 5 pm on Monday or Wednesday for posting on Tuesday or Thursday, respectively.
  - c. Departmental bulletin boards, typically located outside of administrative or academics department offices, are maintained by the respective departments. Permission for posting at these locations must be obtained from the

department head or his or her designee. (Note: This permission is in addition to the permission required from the Director or Student Activities.)

## 2. Residence Halls

The Graphics Center will deliver flyers to the Office of Residence Life where a designee will determine whether they are permitted to be posted within the residence halls.

The Office of Residence Life is responsible for monitoring all literature distributed or posted in the public areas of residence halls and apartment buildings. All literature to be distributed or posted needs to be approved in advance by the ASUSF Graphics and Publicity Center, located in University Center 100, and the Office of Residence Life, located in Phelan Hall 140. Information is approved and posted based on the following criteria:

- USF departmental information, academic information, student services, and activities information. We will accept up to 80 copies of these fliers to be posted on each floor and in the lobbies of the Residence Halls.
- Residence Life reserves the right to refuse to post fliers attempting to sell goods or furniture.
- Fliers that advertise alcohol-related events or which violate the University's Publicity Regulations will not be accepted or approved for posting or distributing in the residence halls or apartment buildings.

## 3. Locations for Banners

The assignment of space for banners and posting of banners is coordinated by the Graphics Center. The banner display cases outside buildings can be accessed only by Graphics Center. Organizations can only have two banners posted at any given time.

### **C. DAY-OF POSTING POLICY**

All publicity must be posted by the Graphics Center except for day-of posting. The office or organization sponsoring the event may post additional flyers and banners on the day of the event. All day-of publicity must include the date of the event, the name of the sponsoring organization, and the Graphics Center approval stamp.

After the Graphics Center has approved and stamped the day-of publicity, the organization must take full responsibility for the posting of materials on the day of the event. All day-of publicity pertaining to the event must be removed by 7am the day after the event.

Organizations must post day-of publicity using approved adhesive, which includes masking or painter's tape. Duct tape or packing tape cannot be used because they damage the paint on walls.

Day-of posters and banners may be posted in the following places:

- UC Stairwells
- Windows in Parina Lounge
- UC 1<sup>st</sup> Floor Hall near Jamba Juice, excluding the Crossroads Art Gallery area
- UC 2<sup>nd</sup> floor Foyer
- Residence Halls, if approved by the ORL designee in addition to Graphics
- Event entrance area, providing other publicity guidelines are followed

Publicity cannot be posted in the following areas at any time:

- Elevators
- Crossroads Art Gallery
- Restrooms or stalls in restrooms
- The ground, floors or walkways of campus
- Natural campus elements, such as trees
- Doors to buildings, including the entrance to McLaren and UC 2<sup>nd</sup> floor
- Windows, with the exception of Parina Lounge
- Tables on UC 1<sup>st</sup> floor in front of Jamba Juice

#### **D. ACCESS TO PUBLICITY ANNOUNCEMENTS IN THE STUDENT MEDIA**

Individual students and registered student organizations shall be granted equal access to publicity announcements in the student media, subject to the official publicity regulations of those media.

#### **E. SANCTIONS**

- a. Any on- and off-campus individuals or groups who violate the University's Publicity Regulations or the Office of Residence Life's (ORL) Positing Policy are subject to the sanctions listed below.
- b. A strike is defined as any violation to the University's Publicity Regulations, as regulated by the Department of student Activities (DSA), or Office of Residence Life's (ORL) Posting Policy, as regulated by ORL.
- c. A strike will be given to any individual or student organization found to have violated any or all of the aforementioned policies. Students or registered student organizations will be informed of the violation and asked to meet with the Director of Student Activities (or his/her designee)

##### **1. First Strike**

This written warning requires you to meet with the Program Coordinator to discuss the violation and to clarify the publicity policy. Based upon the nature of your organization's violation and the discretion of the DSA staff member, your organization



may lose the benefit of posting on-campus and/or Graphics Center services.

Your advisor will receive a copy of this written warning and any subsequent communication between the Department of Student Activities and your student organization.

## **2. Second Strike**

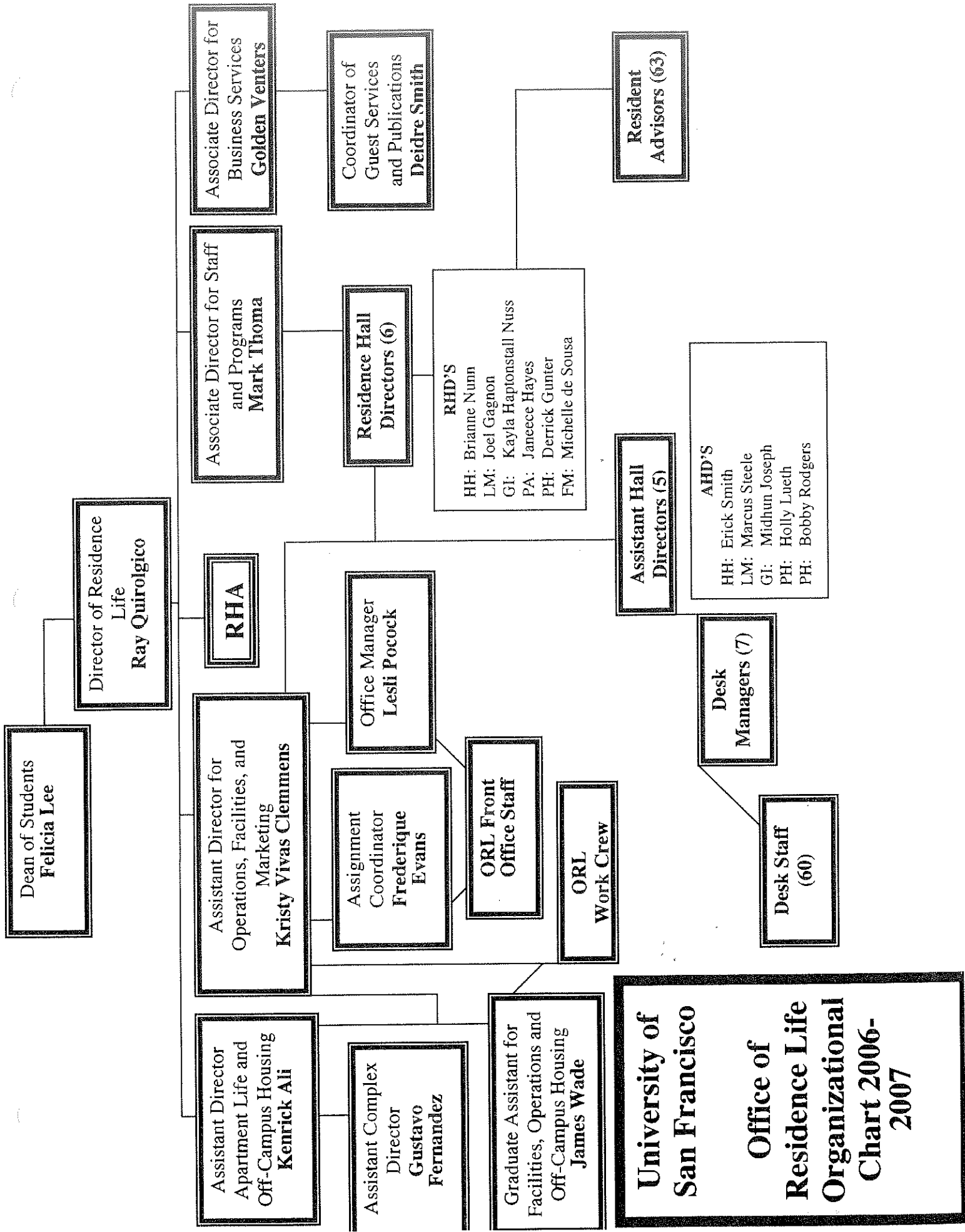
This second written warning also requires you to meet with the Director of Student Activities to discuss your organization's second violation and the possible suspension of your student group's recognized and registered status and its benefits, including use of the Graphics Center, duplicating budget, and eligibility for Club Funding.

Your student organization advisor will also be notified of this second strike and of any communications from the Department of Student Activities.

## **3. Third Strike**

If your organization receives a third strike, your organization will lose its registered and recognized status for the remainder of the school year. Your organization will also be placed on probation should it decide to register for the next academic school year, subject to terms set forth by the Director of Student Activities.

- d. Strikes given to an individual or student organization by DSA and/or ORL shall concurrently count against said individual or student organization.
- e. Disputes, challenges, and exceptions to the above policy violation sanctions will be mediated between the Director of Student Activities and the individual or representative(s) from the student organizations.



**University of San Francisco**  
**Office of Residence Life**  
**Organizational Chart 2006-2007**

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UNIVERSITY OF SAN FRANCISCO  
<<RESIDENT MINISTER>> RESIDENTIAL AGREEMENT

This <<Hall Director>> Residential Agreement for Housing ("Agreement") dated for reference purposes only as of \_\_\_\_\_ is entered into by and between the University of San Francisco, a California non-profit corporation ("University"), and \_\_\_\_\_ ("<<Resident Minister>>").

1. Purpose. Resident Minister acknowledges that the University is entering into this Agreement in reliance upon Resident Minister's understanding that University Residence Life housing is restricted to University-associated Persons. A University-associated Person, which term University may redefine from time to time in its sole discretion, includes a Resident Minister – who is a part-time employee of University under the supervision of University Ministry. Resident Minister acknowledges that Resident Minister is a University-associated Person. Resident Minister acknowledges that this residential agreement is made in conjunction with the Resident Minister Employment Agreement and one does not exist without the other.

2. Housing Assignment. University, as a part of the compensation for the position of Resident Minister, provides to Resident Minister a single occupancy furnished suite in \_\_\_\_\_ (the "Premises"). Resident Minister understands and agrees that University reserves the right to change housing assignments. It is further agreed that the Resident Minister shall, at the request of University and at any time during the term of this agreement, accept an alternate housing assignment. The following personal property is included in the Premises:

3. Term. The term of this Agreement shall be for 10 months, commencing on July 29, 2006 and unless sooner terminated in accordance with its terms, expiring on May 31, 2007 (the "Term").

4. Delay of Possession. If University is unable to deliver the Premises at the commencement of the Term, University shall not be liable for any loss or damage caused by the delay, nor shall this Agreement be void or voidable.

5. Utilities. All utilities are paid for by the University with the exception of any telephone charges.

6. Condition of Premises. Resident Minister has inspected the Premises, furnishings and equipment including smoke detectors, where applicable, and has found the same to be satisfactory and in good working order. All plumbing, heating, and electrical systems are operative and deemed satisfactory by Resident Minister if Resident Minister does not notify University to the contrary within 48 hours of Resident Minister's occupancy of the Premises.

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7. Parking. The University does not provide a parking permit or a reserved parking space for Resident Minister.

8. Use/Occupancy. The Premises shall be used exclusively as the primary and principal residence by Resident Minister. Retail or commercial use is prohibited except that limited home office use is allowed provided Resident Minister complies with all applicable laws regulating such use. Resident Minister may have guests on the Premises for not more than 15 consecutive days or 30 days in a calendar year. Resident Minister must obtain the prior written consent of Director of Resident Life if a guest of Resident Minister will be present at the Premises for more than 15 consecutive days or 30 days in a calendar year.

9. Waterbeds. Resident Minister may not use or maintain a waterbed and/or liquid filled furniture on the Premises without University's prior written consent, which University may withhold in its sole discretion.

10. Pets. NO dogs, cats, birds or any other animals are allowed on or about the Premises, even temporarily or with a visiting guest, without University's prior written consent, except for service animals pursuant to state and federal law. Stray animals may not be kept or fed in or around the building. Resident Minister agrees to notify University immediately of any stray animals in or around the building. If Resident Minister allows any animal into the Premises or into the building, even temporarily, with or without University's consent, University at its discretion may charge Resident Minister for actual costs of cleaning, exterminating, deodorizing and/or shampooing any portion of the Premises or of the building.

11. Smoking. Smoking is prohibited in all areas of University-operated housing. In accordance with University policy, smoking is not permitted within 30 feet of entrance to any University building, including University-operated housing.

12. Hazardous Materials. Resident Minister agrees not to store, keep or use any flammable liquid or hazardous material in, on or about the Premises, except that Resident Minister may keep small, reasonable amounts of flammable liquid for reasonable and customary household purposes, so long as keeping such liquid on the Premises does not cause cancellation or a rate increase on any insurance on the Premises.

13. Roof. Use of the roof or fire escapes for any purpose Resident Minister and/or Resident Minister's guests is prohibited unless during emergencies.

14. Nuisance. Neither Resident Minister nor Resident Minister's guests and invitees may disturb, annoy, endanger or inconvenience residents of the building or any neighboring dwelling, or commit or permit waste or nuisance in or about the Premises.

15. Compliance with Law. Resident Minister shall not use the Premises for any unlawful purpose, and shall comply with all University policies and procedures and laws,

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statutes, ordinances, and other requirements of all city, country, state, and federal authorities now or later in force pertaining to the use and occupancy of the Premises.

16. Maintenance and Repairs. Resident Minister shall at all times and at Resident Minister's own expense use reasonable care in the use of all furniture, furnishings and appliances, and all electrical gas, plumbing and other fixtures in the Premises, and shall keep them in clean and good condition. Resident Minister shall promptly notify Facilities Management of the need for any repair to the Premises and notify the Assistant Director of Residence Life for Facilities, Operations and Marketing of any potential health hazards or upgrade/renovation requests. Resident Minister acknowledges and agrees that Resident Minister is responsible for the cost of repair of all damages in and/or about the Premises caused by Resident Minister, or Resident Minister's guests or invitees. Resident Minister shall dispose of all rubbish, garbage and other waste in a clean and sanitary manner including recycling all recyclable items, including but limited to cans, bottles, paper, batteries, and cardboard. Resident Minister acknowledges that the Premises and the building from time to time may require renovations or repairs to keep them in good condition and repair, and that such work may result in temporary loss of use of portions of the building or Premises and may inconvenience Resident Minister. University agrees to perform any such work in a manner that is consistent with cost efficiencies, and is the least disruptive or intrusive to Resident Minister.

17. Alterations. Resident Minister shall not redecorate, paint, paper, refinish floors or cabinets, add or change locks or make any changes, additions or other alterations to the Premises in any way without the University's prior written consent. Resident Minister shall not apply adhesive paper to any cabinets, walls, or doors; nor shall Resident Minister hang any plants, planters or lighting fixtures from ceilings or walls; nor shall Resident Minister tack, nail or glue any coverings to floors, walls or ceilings without prior written consent of University. Resident Minister shall not install any washing machines, clothes dryers, portable dishwashers, deep freeze units (or other such appliances), pianos, organs, outside antennae or satellite dishes in or around the Premises without University's prior written consent. Resident Minister shall pay for the removal of all alterations made without University consent, and shall keep the Premises free of all mechanics' liens.

18. University's Right of Entry. University may enter and inspect the Premises during normal business hours, with or without Resident Minister's presence, for any lawful purpose. Resident Minister may not place any unreasonable restrictions upon such entry.

19. Locks. Resident Minister may not change any lock or place additional locking devices upon any door or window of the Premises. Keys to the Premises are the exclusive property of University. Resident Minister may not consign keys to the Premises to any other person without University's prior written consent. In the event that any keys to the Premises are lost, Resident Minister shall be liable for the entire cost of all key and lock replacement, at the discretion of University, as required for the security of the Premises, the building and its occupants. All keys must be returned to University when Resident

**SAMPLE SAMPLE SAMPLE SAMPLE**

Minister vacates the Premises. Resident Minister shall be charged for the cost of new locks and keys if all keys are not returned.

20. Indemnification. University shall not be liable for any damage or injury to Resident Minister, or any other person, or to any property, occurring on the Premises, or any part thereof, in the public areas thereof, unless such damage is the proximate result of the negligence or unlawful act of University, its employees, or agents. Resident Minister shall indemnify, defend and hold University, its employees and agents, harmless from all claims of loss or damage to property and of injury to or death of any person or persons caused by the intentional acts or negligence of Resident Minister, Resident Minister's guests or invitees occurring on or about the Premises including other areas of the building, adjacent sidewalks, and streets. Resident Minister expressly releases University, its employees and agents from any and all liability for injury, loss or damage to Resident Minister's property or effects whether in the Premises, parking area or any other location in or around the building, arising out of any cause whatever, including but not limited to rain, fire or theft, except for injury or damage has been adjudged the request of the gross negligence or willful misconduct of University, its employees and agents.

**Resident Minister Initials:** \_\_\_\_\_

21. Insurance. University shall not insure Resident Minister for any personal injury or property damage, including that caused by act or omission of any other resident or third party, or by any criminal act or activity, war, riot, insurrection, fire or Act of God. Resident Minister shall obtain and pay for any insurance coverage that Resident Minister deems necessary to protect Resident Minister from any loss or expense that may be caused by such persons or events.

**Resident Minister Initials:** \_\_\_\_\_

22. Assignment and Subletting. Resident Minister may not assign this Agreement, any interest in it, or any portion of the Premises. Resident Minister may not sublease the Premises.

23. No Waiver. University's failure to require strict compliance with the conditions of this Agreement, or to exercise any right provided herein, shall not be deemed a waiver by University of such term to enforce any provision of this Agreement shall be deemed a waiver of any further breach of that same provision or any other provision set forth herein.

24. Damage and Condemnation. If the Premises are so damaged by fire, flood or from any other cause so as to render them uninhabitable, the University will provide alternative housing. If such damage or destruction occurs as a result of the conduct or negligence of Resident Minister or Resident Minister's guests, the Director of Residence Life may terminate this Agreement.

## SAMPLE SAMPLE SAMPLE SAMPLE

25. Resident Minister's Obligations Upon Vacating Premises. Upon the expiration or sooner termination of this Agreement, Resident Minister shall (i) return to University all copies of all keys or opening devices to the Premises; (ii) fully vacate the Premises and surrender them to University in good condition and repair, normal wear and tear expected; (iii) vacate all parking and/or storage used by Resident Minister, if any; (iv) provide University with written notice of all Resident Minister's forwarding address; and (v) perform a walk through of the Premises at the time of vacating with the Assistant Director of Residence Life for Facilities, Operations and Marketing. Resident Minister hereby agrees, to reimburse University for all costs incurred in returning the Premises to good condition and repair if Resident Minister fails to surrender the Premises as promised.

26. Abandoned Property. If Resident Minister abandons, vacates or surrenders the Premises, then University may consider any personal property left on the Premises to be abandoned and may dispose of it at Resident Minister's expense in any manner allowed by the law.

27. Covenant Regarding Status of Resident Minister. If during the Term of this Agreement Resident Minister ceases to be a University associated Person, then this Agreement shall terminate on the date that is fifteen (15) days after the date on which Resident Minister ceases to be a University associated Person and Resident Minister shall surrender the Premises.

**Resident Minister Initials:** \_\_\_\_\_

28. Compliance with Rules. Resident Minister, and all persons in or about the Premises with Resident Minister's permission, shall comply with all rules and regulations in effect from time to time with respect to the Premises. University shall not be liable to Resident Minister for failure of other occupants to abide by the Rules.

29. Mediation and Arbitration. If a dispute occurs between the parties with regard to the rights or duties created by this Agreement, or if either party breaches this Agreement, the parties agree to meet and confer in good faith in an effort to resolve the dispute or issue. In the event that the parties are not able to resolve the dispute informally within thirty (30) days after the dispute has arisen, the parties agree to decide whether to attempt to settle the dispute through mediation, arbitration, or litigation. To send a dispute arbitration, both parties must agree in writing that this is their chosen method of resolving the dispute in question.

30. Attorney Fees. Should either party initiate an action or proceeding concerning the Premises or the enforcement of this Agreement's terms, the prevailing party shall be entitled to all costs incurred in connection with that action or proceeding, including reasonable attorney fees. Resident Minister shall reimburse University for all attorney fees and costs incurred in enforcing the terms of this Agreement.

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31. Lead Disclosure. Many homes and apartments built before 1978 have paint that contains lead (called lead-based paint). Lead from paint chips and dust can pose serious health hazards if not taken care of properly. The law requires that the tenant and lessees receive certain information before renting pre-1978 housing. By signing this agreement, Resident Minister represents and agrees that University has provided such information, including, but not limited to, the EPA booklet entitled "Protect Your Family From Lead In Your Home," the "San Francisco Lead Hazard Notice for pre-1978 Dwellings," and the "Disclosure of Information on Lead-Based Paint Hazards." Any known lead-based paint or lead hazards at the Premises, if any, are hereby disclosed as follows: \_\_\_\_\_.

32. Notices. Any notice, consent or other communication required or permitted under this Agreement shall be in writing and shall be delivered as required by law or by mailing the same by first-class mail to hall Director at the Premises, and to University at: University of San Francisco, Office of Residence Life, 2130 Fulton St., Phelan Hall 140, Attn: Director of Residence Life, San Francisco, CA 94117.

33. Integration. This Agreement, the <<Resident Minister>> Employment Agreement, and the attached exhibits contain the entire agreement between the parties regarding the subject matter of the Agreement, and this Agreement expressly supersedes all previous or contemporaneous agreements, understandings, representations, or statements between the parties regarding those matters.

34. Construction. The headings beginning each section are solely for the convenience of the parties and are not a part of and shall not be used to interpret this Agreement. The singular form shall include plural, and vice versa. This Agreement shall not be constructed against any party due to authorship. Unless otherwise indicated, all references to sections are to sections of this Agreement.

35. Partial Invalidity. Any provision of this Agreement that is held unenforceable or invalid by a court of competent jurisdiction, or whose inclusion would adversely affect the validity, legality, or enforcement of this Agreement, shall have no effect, but all the remaining provisions of the Agreement shall remain in full force.

36. Fair Housing. University and Resident Minister understand that state and federal housing laws prohibit discrimination in the sale, rental, and appraisal, financing, or advertising of housing on the basis of race, color, religion, sex, marital status, sexual orientation, national origin, ancestry, familial status, age, or disability.

37. Megan's Law (Sex Offender Database). Notice: The California Department of Justice, Sheriff's departments, police departments serving jurisdictions of 200,000 or more and many other local law enforcement authorities maintain for public access a database of the locations of persons required to register pursuant to paragraph (1) of subdivision (a) of section 290.4 of the Penal Code. The database is updated on a quarterly basis and a source of information about the presence of these individuals in any neighborhood. The Department of Justice also maintains a Sex Offender Identification



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Line through which inquiries about individuals may be made. This is a "900" telephone service.

38. Miscellaneous. This Agreement may not be amended or altered except by a written instrument executed by both University and Resident Minister. All attached exhibits are incorporated into this Agreement by reference. The validity, meaning and effect of this Agreement shall be determined in accordance with California law. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and all of which taken together shall constitute one and the same instrument. Neither University nor Resident Minister shall record this Agreement or any memorandum of this Agreement without the prior written consent of the other. This Agreement is binding upon and inures to the benefit of the heirs, assigns, successors, executors, and administrators of the University and Resident Minister.

**IN WITNESS WHEREOF**, the parties have executed this Agreement as of this date first above written.

**UNIVERSITY:**

The University of San Francisco,

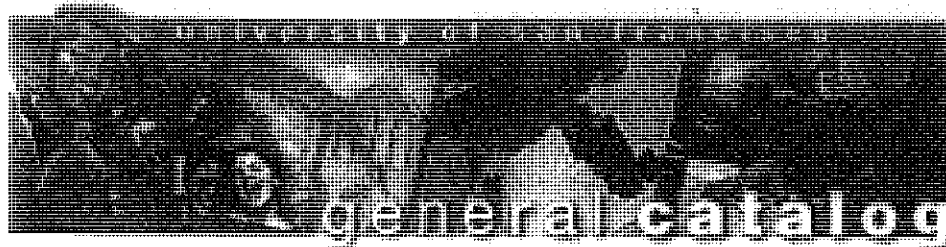
By: \_\_\_\_\_  
Its: **DIRECTOR OF RESIDENCE LIFE**

By: \_\_\_\_\_  
Its: **DIRECTOR OF UNIVERSITY MINISTRY**

**RESIDENT MINISTER:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name



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## **Prevention of Sexual and Other Unlawful Harassment Policy**

### **Policy Statement**

The University of San Francisco ("University") is committed to a workplace and educational environment that is free of sexual and other unlawful harassment. Sexual harassment is unlawful under Title IX of the 1972 Education Amendments, Title VII of the Civil Rights Act of 1964, and the California Fair Employment and Housing Act. As a matter of University policy, sexual or other unlawful harassment occurring in the course of any University activity is prohibited. This policy provides complaint procedures to assist the University in its efforts to implement this policy.

Harassment on the basis of race, religious creed, color, national origin, ancestry, disability, marital status, medical condition (cancer-related or genetic-related), sexual orientation, sex, age, or any other protected status under federal, state or local law, ordinance or regulation applicable to the University, is a violation of this policy.

Any such harassment of any individual in the course of any University-administered program, job or activity is prohibited and shall not be tolerated. The University shall take prompt and effective corrective action to address unlawful harassment, including, where appropriate, dismissal or expulsion. The policy explicitly applies to University students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities. Individuals who know of harassment, or believe that they have been harassed in violation of this policy, have access to the complaint procedures described below and are encouraged to utilize these complaint procedures.

### **Statement of Prohibited Conduct**

#### **Sexual Harassment Violates State and Federal Law**

Conduct in violation of this policy occurs when an individual's behavior involves (1) unwelcome sexual advances; (2) unwelcome requests for sexual favors; (3) other unwelcome verbal, physical, or visual behavior of a sexual nature; or (4) harassment or discrimination based on gender. Such conduct is a violation of this policy and of law when:

- Submission to such behavior is made explicitly or implicitly a term or condition of an individual's education or employment; or
- Submission to, or rejection of, such behavior by an individual is used as a basis for educational or employment decisions; or
- Such behavior otherwise has the purpose or effect of unreasonably interfering with, or otherwise creating an intimidating, hostile, or offensive educational or employment environment.

Title VII and Title IX of the Civil Rights Act of 1964; 29 CFR § 1604.11(a).

### **Prohibited Behavior**

Harassing behavior may take a variety of forms including, but not limited to, the following:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwelcome sexual advances, invitations, or comments;
- Visual conduct such as derogatory posters, photography, cartoons, drawings, or gestures;
- Physical conduct such as unwanted touching, blocking normal movement, or interfering with work;
- Threats and demands, such as those which seek submission to sexual requests, in order to retain employment or education benefits and/or offers of job or education benefits or conditions in return for sexual favors;
- Retaliation, in the form of adverse employment or educational actions opposing, reporting or threatening to report harassment or for participating in a good faith investigation proceedings or hearings related to this policy;
- Harassing behavior includes conduct directed towards persons of the same or opposite sex.

### **Retaliation Is Prohibited**

An individual's good-faith filing of or pursuing a complaint under this policy or otherwise reporting, complaining, assisting or cooperating in good faith with a complaint of harassment shall not be the basis for any adverse University decision regarding the student, employment or other status of any student, faculty member, staff member, administrator, independent contractor or other individual engaged in University activities. Such

retaliation is forbidden by this policy.

## **Procedure for Harassment Complaints**

The University encourages students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities who know of harassment, or believe that they have been harassed in violation of this policy to utilize the complaint procedures described below. A complaint should be filed promptly if an instance of harassment has occurred or is expected to occur. Unless good cause exists, complaints must be filed no later than one year after the harassment occurs.

The complaint procedure is as follows.

### **Reporting Harassment**

Students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities are encouraged to report any conduct of which they have direct knowledge and which they in good faith believe constitutes harassment in violation of this policy. Managers have a legal duty to report any conduct of which they have direct knowledge, and which they in good faith believe constitutes harassment in violation of this policy.

### **Intake Procedure**

Students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities who have a harassment complaint are encouraged to contact a University intake officer as soon as possible after the act of harassment has occurred. Delay in initiating a complaint impedes the University's ability to remedy unlawful harassment.

The individual making the complaint ("complainant") may contact one of the following intake offices, each of which has a designated and trained University member to receive such complaints and to initiate actions under this procedure:

- Dean of Students; University Center, Room 405; Felicia Lee, Dean of Students, 415-422-6251
- University Ministry; Phelan Hall Lower Level; Sherry Dolan, RSM, Associate Director, 415-422-4463
- Residence Life; Phelan Hall, Room 140; Ray Quirolgico, Director, 415-422-6824
- University Life; University Center, Room 405; Dennis Miller, Assistant to the Vice President, 415-422-2823

- Human Resources; Campion Hall, Room C-7; Elsie Tamayo, University Affirmative Action Officer, 415-422-6707

Should a complainant choose not to file a complaint using one of the intake options set forth above, she/he may bring the matter to the attention of any appropriate administrator or designee. University officials are empowered and required to address harassing behavior promptly and thoroughly. A complainant may always directly contact her/his department head or supervisor, or the University's Affirmative Action Officer. If the harassing behavior involves the department head or supervisor, a complainant may contact the next level supervisor. As soon as the complainant contacts the department head or supervisor directly, the department head or supervisor shall immediately notify the University's Affirmative Action Officer.

During intake, complainants shall be informed of both the informal and formal complaint procedure options

#### **Informal Complaint Procedure**

- The complainant may initially meet with the appropriate Dean, department head, or supervisor, or, if the complainant is a student complaining of conduct that is not within an employment context, with the Vice President for University Life. The Vice President shall immediately notify the University Affirmative Action Officer; or
- The complainant may initially meet with the person whose conduct is complained of ("accused"), with the intake officer present to assist in the discussion; or
- The complainant may request that the intake officer initially meet with the accused.

Informal options may always be pursued as a first step. The intake officer and/or Affirmative Action Officer shall be available to meet with the individuals involved jointly or separately, and seek to find a resolution that is acceptable, provided the University concludes that such resolution is likely to provide prompt and effective corrective action. Any such proposed resolution at the informal complaint stage must be presented to the Affirmative Action Officer for review. All efforts to resolve complaints informally should be made promptly and within 30 working days of receipt of the complaint.

If an acceptable resolution is not reached, or is not likely to be reached, within 30 working days or otherwise in a manner necessary to promptly and effectively correct harassment, the complainant or the Affirmative Action Officer may determine to resolve the matter through the formal

complaint procedure, or the University may take immediate action it deems necessary to ensure prompt and effective corrective action.

### **Formal Complaint Procedure**

At the time of intake or thereafter, the complainant may file a written complaint with the Office of the Associate Vice President for Human Resources ("AVP"). The AVP shall promptly provide written notice of the complaint to the applicable Dean, department head and/or supervisor, and the applicable Vice President for the accused. A copy of such written notice shall also be provided to the accused.

The complainant should ordinarily include details of the incident(s), the name(s) of the person(s) alleged to have engaged in the conduct complained of, the names of any witnesses, and all relevant documents.

### **Investigation**

All complaints shall be investigated by the Affirmative Action Officer, other trained University personnel and/or a retained independent investigator. The investigator shall expeditiously investigate the matter in accordance with all applicable state and federal law. The investigator shall interview the complainant, the accused and such other students, faculty, staff, administrators, independent contractors and all other individuals engaged in University activities as necessary to conduct a full and fair investigation. The investigator shall then prepare a written report to the AVP. Where the University has previously reviewed the conduct at issue in another forum, the AVP may elect to consider the prior review before, in conjunction with, or in lieu of a separate investigation under this policy.

The written report of investigation shall summarize information relevant to a determination of whether a violation of this policy occurred and/or what, if any, corrective action should be taken by the University. The AVP shall promptly transmit a copy of the report to the appropriate University officer, with any recommendations. If the complaint concerned behavior by or affecting a student or behavior between or among students, a copy of the report shall be forwarded to the Vice President for University Life. The written report of investigation shall be confidential.

### **Confidentiality**

Every reasonable effort shall be made to protect the privacy of the complainant, the accused, and witnesses in the investigation and resolution process, subject to the need to conduct a full and impartial investigation, remedy violations, monitor compliance, and administer this policy.

## **Determination**

The appropriate University officer, in consultation with the AVP shall promptly make a determination of the complaint. The determination shall be communicated to the complainant, the accused, and the applicable Vice President for the accused.

## **Independent Action by University**

To assist the University to determine whether a violation of this policy has occurred and/or to determine what, if any, corrective action should be taken, the AVP or his designee may initiate an investigation with or without a formal complaint being filed.

## **Corrective Action**

Corrective action may include disciplinary action toward the person(s) whose conduct is found to violate this policy. Disciplinary action may include, but is not limited to, warning, suspension, or termination from employment, the University's residential facilities, or other affiliation with the University. Disciplinary action, including expulsion, and/or any other corrective action shall be implemented in a manner consistent with other University policies and procedures and applicable University collective bargaining agreements.

Other forms of corrective action may be taken to the extent necessary to correct or prevent violations of this policy.

## **Appeal Procedure**

A person whose conduct is found to violate this policy may appeal a University determination of discipline of the complaint under the applicable student handbook, collective bargaining agreement, or employee handbook.

## **Resources**

### **Within the University**

The Affirmative Action Officer is Elsie Tamayo, 415-422-6707, Champion Hall, Room C-7. Contact the Affirmative Action Officer if you have questions or would like more information about this policy.

### **Outside the University**

Members of the University may file a timely harassment complaint with the

federal Equal Employment Opportunity Commission (EEOC), the federal Office of Civil Rights (OCR), and/or the California Department of Fair Employment and Housing (DFEH) at the addresses and phone numbers listed below:

**EEOC**

901 Market Street, Suite 50  
San Francisco, CA 94103  
(415) 356-5100

**OCR**

50 United National Plaza, Room 239  
San Francisco, CA 94102  
1-800-514-0301

**DFEH**

455 Golden Gate, Suite 760  
San Francisco, CA 94102-7008  
1-800-884-1684

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## CRITICAL INCIDENT STRESS INFORMATION SHEETS

You have experienced a traumatic event or a critical incident (any incident that causes emergency service personnel to experience unusually strong emotional reactions which have the potential to interfere with their ability to function either at the scene or later). Even though the event may be over, you may now be experiencing or may experience later, some strong emotional or physical reactions. It is very common, in fact quite *normal*, for people to experience emotional aftershocks when they have passed through a horrible event.

Sometimes the emotional aftershocks (or stress reactions) appear immediately after the traumatic event. Sometimes they may appear a few hours or a few days later. And, in some cases, weeks or months may pass before the stress reactions appear.

The signs and symptoms of a stress reaction may last a few days, a few weeks or a few months and occasionally longer depending on the severity of the traumatic event. With understanding and the support of loved ones the stress reactions usually pass more quickly. Occasionally, the traumatic event is so painful that professional assistance from a counselor may be necessary. This does not imply craziness or weakness. It simply indicates that the particular event was just too powerful for the person to manage by themselves.

Here are some common signs and signals of a stress reaction:

<i>Physical*</i>	<i>Cognitive</i>	<i>Emotional</i>	<i>Behavioral</i>
chills	confusion	fear	withdrawal
thirst	nightmares	guilt	antisocial acts
fatigue	uncertainty	grief	inability to rest
nausea	hypervigilance	panic	intensified pacing
fainting	suspiciousness	denial	erratic movements
twitches	intrusive images	anxiety	change in social activity
vomiting	blaming someone	agitation	change in speech patterns
dizziness	poor problem solving	irritability	loss or increase of appetite
weakness	poor abstract thinking	depression	hyperalert to environment
chest pain	poor attention/ decisions	intense anger	increased alcohol consumption
headaches	poor concentration/memory	apprehension	change in usual communications
elevated BP	disorientation of time, place or person	emotional shock	etc...
rapid heart rate	difficulty identifying objects or people	emotional outbursts	
muscle tremors	heightened or lowered alertness	feeling overwhelmed	
shock symptoms	increased or decreased awareness of surroundings	loss of emotional control	
grinding of teeth		inappropriate emotional response	
visual difficulties		etc...	
profuse sweating			
difficulty breathing			
etc...			

**\* Any of these symptoms may indicate the need for medical evaluation.  
When in doubt, contact a physician.**

## CRITICAL INCIDENT STRESS INFORMATION SHEETS

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dizziness	poor problem solving	irritability	loss or increase of appetite
weakness	poor abstract thinking	depression	hyperalert to environment
chest pain	poor attention/ decisions	intense anger	increased alcohol consumption
headaches	poor concentration/memory	apprehension	change in usual communications
elevated BP	disorientation of time, place or person	emotional shock	etc...
rapid heart rate	difficulty identifying objects or people	emotional outbursts	
muscle tremors	heightened or lowered alertness	feeling overwhelmed	
shock symptoms	increased or decreased awareness of surroundings	loss of emotional control	
grinding of teeth	etc...	inappropriate emotional response	
visual difficulties		etc...	
profuse sweating			
difficulty breathing			
etc...			

**\* Any of these symptoms may indicate the need for medical evaluation.  
When in doubt, contact a physician.**

## THINGS TO TRY:

- WITHIN THE FIRST 24 - 48 HOURS periods of appropriate physical exercise, alternated with relaxation will alleviate some of the physical reactions.
- Structure your time; keep busy.
- You're normal and having normal reactions; don't label yourself crazy.
- Talk to people; talk is the most healing medicine.
- Be aware of *numbing* the pain with overuse of drugs or alcohol, you don't need to complicate this with a substance abuse problem.
- Reach out; people do care.
- Maintain as normal a schedule as possible.
- Spend time with others.
- Help your co-workers as much as possible by sharing feelings and checking out how they are doing.
- Give yourself permission to feel rotten and share your feelings with others.
- Keep a journal; write your way through those sleepless hours.
- Do things that feel good to you.
- Realize those around you are under stress.
- Don't make any big life changes.
- Do make as many daily decisions as possible that will give you a feeling of control over your life, i.e., if someone asks you what you want to eat, answer him even if you're not sure.
- Get plenty of rest.
- Don't try to fight reoccurring thoughts, dreams or flashbacks - they are normal and will decrease over time and become less painful.
- Eat well-balanced and regular meals (even if you don't feel like it).

## FOR FAMILY MEMBERS & FRIENDS

- Listen carefully.
- Spend time with the traumatized person.
- Offer your assistance and a listening ear if (s)he has not asked for help.
- Reassure him that he is safe.
- Help him with everyday tasks like cleaning, cooking, caring for the family, minding children.
- Give him some private time.
- Don't take his anger or other feelings personally.
- Don't tell him that he is "lucky it wasn't worse;" a traumatized person is not consoled by those statements. Instead, tell him that you are sorry such an event has occurred and you want to understand and assist him.



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## Calendar

### Calendar of Holidays and Holy Days 2006 & 2007

The following listing of holidays and holy days will be observed by the University in 2006-2007. Full and part-time staff represented by a union should refer to their collective bargaining agreement for details concerning holiday and holy day eligibility and pay. Full-time and part-time faculty and staff who are regularly scheduled to work at least half a day on these holidays and holy days will receive pay. Confidential staff who are required to work on a holiday will be paid at a rate of time and one-half for all hours worked.

2006	
Monday, January 2, 2006	New Year's Day (Observed)
Monday January 16, 2006	Martin Luther King, Jr. Day
Monday, February 20, 2006	President's Day
Friday, April 14, 2006	Good Friday
Monday, May 29, 2006	Memorial Day
Tuesday, July 4, 2006	Independence Day
Monday, September 4, 2006	Labor Day
Thursday, November 23, 2006	Thanksgiving Day
Friday, November 24, 2006	Day after Thanksgiving
Monday, December 25, 2006	Christmas Day
Tuesday, December 26, 2006*	Christmas Week
Wednesday, December 27, 2006*	Christmas Week
Thursday, December 28, 2006*	Christmas Week
Friday, December 29, 2006*	Christmas Week

2007	
Monday, January 1, 2007	New Year's Day (Observed)
Monday January 15, 2007	Martin Luther King, Jr. Day
Monday, February 19, 2007	President's Day
Friday, April 6, 2007	Good Friday
Monday, May 28, 2007	Memorial Day
Wednesday, July 4, 2007	Independence Day
Monday, September 3, 2007	Labor Day
Thursday, November 22, 2007	Thanksgiving Day
Friday, November 23, 2007	Day after Thanksgiving
Tuesday, December 25, 2007	Christmas Day
Wednesday, December 26, 2007*	Christmas Week
Thursday, December 27, 2007*	Christmas Week
Friday, December 28, 2007*	Christmas Week

\* These days will not necessarily be observed as holidays every year.

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USF • Educating Minds and Hearts to Change the World • 2130 Fulton St., S.F., CA 94117 • (415) 422-5555

last modified: February 28, 2006

Resident Minister Job Opening  
University of San Francisco  
University Ministry

The University of San Francisco is a Catholic Jesuit institution in the heart of San Francisco. A team of 19 Resident Ministers provide an adult pastoral presence in seven residence halls, serving over 2200 resident students. Resident Minister Interns are part-time employees who work during the academic year 15 hours per week. Most work hours are in the late afternoons and evenings, including weekends. This ministry formation program is a ten-month position renewable yearly. University Ministry staff will mentor Resident Minister Interns in specific areas of responsibility such as liturgy, social justice, immersion programs, retreats, faith formation, and marketing.

REQUIREMENTS:

- \* Bachelor's degree in an appropriate field (Preference given those working toward a Master's degree)
- \* Ministerial experience with youth, or ministerial experience which would effectively transfer to a Catholic university

DUTIES AND RESPONSIBILITIES:

- \* Reside in residence hall
- \* Be available for conversation with residents, both informal and with the intention of providing spiritual guidance and reflection
- \* Be available for posted "office" hours
- \* Participate in floor and hall activities
- \* Participate in residence staff training in August and January
- \* Work collaboratively with University Ministry team and the staff of the Office of Residence Life
- \* Actively recruit and work with students in the Community Action program

KNOWLEDGE AND SKILLS:

- \* Basic pastoral skills
- \* Understanding of faith development
- \* Understanding of developmental psychology

\* Ability to appropriately share one's experience of faith and to invite students to explore their own sense of faith and spirituality

STARTING DATE: August 1, 2006.

BENEFITS:

- \* Furnished room and board
- \* Monthly stipend (\$100.00)

TO APPLY:

Send cover letter, resume, and the names, addresses and phone numbers of references to:

Jani White  
University Ministry  
2130 Fulton Street  
San Francisco, CA 94117-1080  
[415] 422-4463, FAX (415) 422-6362

**JOB DESCRIPTION**  
**RESIDENT MINISTER INTERN**  
**UNIVERSITY MINISTRY**

**Introduction:** The University of San Francisco is a Jesuit Catholic University founded in 1855 to educate leaders who will fashion a more humane and just world. Candidates should demonstrate a commitment to work in a culturally diverse environment and to contribute to the mission of the university.

USF is an Equal Opportunity Employer dedicated to affirmative action and to excellence through diversity. The University provides reasonable accommodation to qualified applicants with disabilities upon request.

**I      Purpose/Goal of this position:**

Resident Minister Interns provide an adult, pastoral presence in the residence halls. They are an embodiment of the Jesuit ideal of "cura personalis". Such concern for the whole person is demonstrated by their commitment of time and energy to individual students and to programs provided by themselves, University Ministry, Residence Life and other student service offices.

**II      Qualifications:**

Minimally, the Resident Minister Intern should have a Bachelor's degree in an appropriate field (preference given to those working toward a Master's degree in ministry, theology, or related field); ministerial experience with youth or college aged students.

**III     Job Description**

- **Residence Hall:** The Resident Minister Intern is to make himself or herself available to residents, the Resident Advisors, Assistant Hall Director and Hall Director as a pastoral presence, and to work with them in supporting and/or carrying out meaningful programs and activities. Resident Minister Interns are assigned to the entire hall.
- **Community Action:** Resident Minister Interns are responsible for supporting the community action program by facilitating a weekly service project in cooperation with the Community Action Coordinators.
- **Internship:** Resident Minister Interns work under the supervision of the Associate Director of Faith Formation and Resident Ministry who will assign the Resident Minister Interns to various programs and activities sponsored by University Ministry, including their internship. The Resident Minister Intern assists the staff in planning, implementing, and evaluating those programs to which he/she is assigned.

#### IV Reporting Relationships

- The Resident Minister Intern position is a ten-month assignment. Renewal of this employment is by invitation of the Executive Director of University Ministry or his designee.
- Resident Minister Interns are employed by the University and serve under the direction of the Associate Director of Faith Formation and Resident Ministry. The Executive Director of University Ministry is ultimately responsible for their hiring, placement, evaluations and renewal of employment.
- The Associate Director of Faith Formation and Resident Ministry assigns each Resident Minister Intern to a specific internship in: Retreats, Social Justice, Liturgy or Faith Formation. The Resident Minister Intern serves as staff to the Associate Director to whom they've been assigned.

#### V Required Duties and Responsibilities:

The Resident Minister Intern must be available a minimum of 15 hours each week. Included in those hours (5 hours hall activities; 5 hours community action; 5 hours internship) the Resident Minister Intern must do the following:

- Participate in required University Ministry and Residence Life staff training in August and January, and in other training programs offered by University Ministry designed to enhance skills and knowledge.
- Community Action: Every week the Resident Minister facilitates a community action program. This is accomplished by: twice a month tabling for sign-ups and twice a month bringing students to the service site. For example the first and third Monday of the month the Resident Minister tables for student sign-ups for Project Open Hand. The second and fourth Monday the Resident Minister accompanies students to Project Open Hand. Other one-time community action events are also supported by the Resident Ministers.
- Conduct regular evaluation and assessment of activities in compliance with university policy and WASC requirements.
- USF is about "Educating Minds and Hearts to Change the World." Therefore, following any activity with students a Resident Minister should engage the students in reflection on how the activity serves the mission and values of their Jesuit education. This is done in conjunction with the University Ministry evaluation tool.
- Meet monthly with the Resident Advisors and Hall Director to learn about their work, hall programs, issues with students, and to share information about University Ministry programs and Resident Ministry services to students.



- Attend Floor meetings, council meetings and participate in floor and hall activities, to develop a relationship with the students and to show support for hall staff.
- Engage students in programs, activities and events that are sponsored by various university departments.
- Meet at least once a month with the Associate Director of Faith Formation and Resident Ministry. Meet regularly with the Associate Director for their particular intern program area.
- As directed, attend meetings, plan, organize and carry out events, work with student leaders, and conduct assessment exercises within assigned internship program area.
- Attend scheduled meetings with University Ministry professional staff.
- Attend Resident Minister Theological Reflection meetings monthly.

**VI Additional duties may be required, where the Resident Minister Intern may be asked to:**

- Notify a student regarding a family emergency.
- Provide Pastoral counseling, crisis intervention and necessary referrals.
- Make visits to students from their hall who may be hospitalized.
- Work on a special projects or committees.

**VII Hiring Procedures:**

In cooperation with Human Resources, the Associate Director of Resident Ministry will identify available positions, solicit applicants, and appoint a selection committee for the purpose of hiring qualified resident ministers.

**VIII Benefits**

- Two-room suites with a private bath are provided in all halls, except Pedro Arrupe, from August 1<sup>st</sup> to May 31 each year. For returning Resident Ministers summer residence is to be negotiated with the Associate Director of Faith Formation and Resident Ministry; meals and benefits are not provided during the summer. Although every effort will be made to avoid moves, room assignments are made in consideration of student needs. Final decisions regarding room assignments lie with the Executive Director of University Ministry.
- Resident Minister Interns receive room, board, telephone equipment and voice mail, and a monthly stipend of \$100.00.

- The monthly service charge for the phone and voice mail is approximately \$30/month that is paid by University Ministry. University Ministry will bill each Resident Minister Intern for calls made. The Resident Minister Intern will be responsible for these fees during the summer.
- The Office of Residence Life provides a twin bed, dresser, couch, desk, chair, and lamp, refrigerator and microwave oven. These items are to remain in the room during the Resident Minister Intern assignment.

Note: Resident Ministers assigned to living learning floors will have adjustments made to their community action time commitment to accommodate other activities.

June 2006

University Ministry Budget 05/06

<b>General Operating:</b>	<b>Budgeted</b>	<b>Spent</b>
Admin. Salaries	379,582	379,582
Benefits	129,058	129,058
Student Salaries	10,247	10,247
Grad. Asst. Salaries	12,000	12,000
Office general	31,091	31,959
Travel	5,866	3,688
Fin.Aid/Grad. Asst	24,000	24,000

<b>Liturgy:</b>	<b>Budgeted</b>	<b>Spent</b>	<b>Notes</b>
	12,911	8,961	

<b>Community</b>	<b>Budgeted</b>	<b>Spent</b>	<b>Notes</b>
<b>Action:</b>	15,945	14,671	

<b>Social Justice:</b>	<b>Budgeted</b>	<b>Spent</b>	<b>Notes</b>
	21,495	40,149	Deficit covered by grant

<b>Retreats:</b>	<b>Budgeted</b>	<b>Spent</b>	<b>Notes</b>
	16,404	39,917	Deficit covered by grant and UM accounts with surplus

## SIGNATURE PROGRAMS

<u>Retreats:</u>	<u>Cost</u>	<u>Cost after participant payments</u>
Outdoor Adventure	11,500	7,504
New Student Retreat	5,400	3,464
Contemplative Retreat	6,000	4,982
Kairos Fall	8,200	4,033
Leadership	7,000	5,477
Ignatian	5,600	5,032
L'Arche	7,300	2,800
Kairos Spring	8,200	6,625
Sacred Quest	(cancelled)	
Total program cost:	59,200	
Participant Payments:	19,283	
<i>Total Cost to University Ministry:</i>	<i>39,917</i>	

### Arrupe Immersions:

San Francisco Tenderloin	2,500
Belize November/January	16,346
Jamaica	9,728
Peru	9,972
South Africa (w/Erasmus)	4,470
Total program cost:	43,016
Deposits/fundraising:	18,314
<i>Total Cost to University Ministry:</i>	<i>24,702</i>

### School of the Americas Trip:

Hotel	821
Airline	3,889
Car rental	675
<i>Total:</i>	<i>5,385</i>

### Social Justice Washington Conference & Professional Development

5,394

# **PROGRAM REVIEW**

**University Ministry Statement of Faith**

**University Ministry brochure**

**Ignatian Values/USF Core Value**

**Office Overview**

**University Ministry Annual Report 05/06**

**University Ministry Student Involvement**

**Statistics 05/06**

**University Ministry Executive Summary**

University of San Francisco  
University Ministry  
*Statement of Faith and Action*

---

We believe that God is a God of hospitality and invitation, extending the possibility of love and freedom to all people;

We believe that God exists as a holy communion of persons in equal and right relationship;

We believe that God is actively involved in the past, present, and future of the human story and intends only good;

We believe that God has many faces, expressions, and diverse aspects;

We believe that God created the world in love with equal care for each aspect of creation;

We believe that God's intention for creation is justice, fairness, and compassion;

We believe that all persons are created in the image of God;

We believe that God created all persons with individual responsibility and freedom of choice and action;

We believe God invites all persons into more just and loving relationships;

We believe that God loved the world through the person of Jesus of Nazareth and also shares that love through other rich and diverse faith traditions;

We believe that the Hebrew and Christian Scriptures speak to a dynamic relationship of God with people of faith and can illuminate contemporary spiritual and political questions;

We believe that God's intention for harmony, justice, and compassion is meant for this present moment in the world.

*Therefore, as University Ministry we commit ourselves to:*

- Providing a ministry which focuses on compassion, justice, and individual and corporate responsibility;
- Inviting all persons of faith and persons who are seeking meaning to participate in our programs;
- Asking thoughtful and critically reflective questions of the systems and structures of our world;
- Taking political and theological risks to facilitate a more just and compassionate church and world;
- Providing spiritual companionship and guidance which respects theological diversity;
- Passionately embracing the dynamic influence of scripture and the Christian story in our ministry;
- Non-violently challenging injustice;
- Enthusiastically sharing our commitment to God's intention for the world;
- Training students to reflect with conscious attention upon their lives and world;
- Modeling relationships of integrity, respect, and vulnerability for USF and its communities;
- Offering programs, liturgies, and spiritual resources which reflect the dynamic and varied nature of God, including the use of diverse language, images, and concepts for God;
- Offering opportunities for the USF community to engage the world in service, prayer, and reflection;
- Seeking transformation of a broken world through mentoring, supporting, and empowering students, colleagues, and one another.



# Worship Services

**SUNDAY, 9:00PM**

USF Student Mass  
Xavier Chapel

**SUNDAY, 5:00PM**

Student-Parish Mass  
St. Ignatius Church

**TUESDAY, 6:00PM**

St. Ignatius Institute Mass  
(Open to all students)  
Univeristy Center 311

**SUN: 8:00AM, 9:30AM, 11:00AM**

**MON-FRI: 8:00AM & 12:05PM**

**SAT: 8:00AM, 12:05PM, 5:00PM**

Parish Masses  
St. Ignatius Church

*For other worship opportunities,  
contact University Ministry at  
415-422-4463.*

*This is what we  
are about: We plant  
seeds that one day  
will grow.*

*We water seeds  
already planted,  
knowing that they  
hold future promise.  
We lay foundations  
that will need  
further development.*

*It may be incomplete,  
but it is a beginning,  
a step along the way,  
an opportunity for  
God's grace to enter  
and do the rest.*

*We may never see the  
end results, but  
that is the  
difference between  
the master builder  
and the worker.*

—Archbishop Oscar Romero of El Salvador

Assassinated on March 24, 1980 for imploring the army  
to stop the repression against the poor of El Salvador.

## UNIVERSITY MINISTRY STATEMENT of FAITH

*As University Ministry, we commit ourselves to:*

- ◆ Providing a ministry which focuses on compassion, justice, and individual and corporate responsibility;
- ◆ Inviting all persons of faith and persons who are seeking meaning to participate in our programs;
- ◆ Asking thoughtful and critically reflective questions of the systems and structures of our world;
- ◆ Taking political and theological risks to facilitate a more just and compassionate church and world;
- ◆ Providing spiritual companionship and guidance which respects theological diversity;
- ◆ Passionately embracing the dynamic influence of scripture and the Christian story in our ministry;
- ◆ Non-violently challenging injustice;
- ◆ Enthusiastically sharing our commitment to God's intention for the world;
- ◆ Training students to reflect with conscious attention upon their lives and world;
- ◆ Modeling relationships of integrity, respect, and vulnerability for USF and its communities;
- ◆ Offering programs, liturgies, and spiritual resources which reflect the dynamic and varied nature of God, including the use of diverse language, images, and concepts for God;
- ◆ Offering opportunities for the USF community to engage the world in service, prayer, and reflection;
- ◆ Seeking transformation of a broken world through mentoring, supporting, and empowering students, colleagues, and one another.

### University of San Francisco

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San Francisco, CA 94117

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[www.usfca.edu/universityministry/](http://www.usfca.edu/universityministry/)

  
UNIVERSITY of  
SAN FRANCISCO

# UNIVERSITY MINISTRY

[www.usfca.edu](http://www.usfca.edu)  
Educating minds and hearts to change the world





## resident ministers

Resident Ministers are available to students and provide a pastoral presence in the residence halls. Working closely with Residence Life they co-sponsor a variety of programs and activities. Resident Ministers offer volunteer opportunities at local community service organizations. Contact any Resident Minister for a schedule of programs

**CONTACT:**  
Donal Godfrey, S.J.



## worship

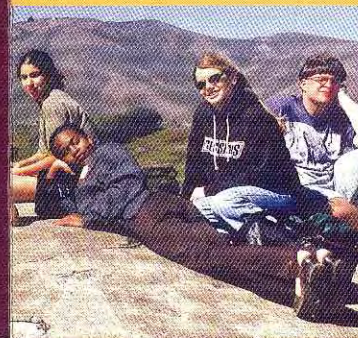
Come join the university student community for weekly celebration of the Eucharist in St. Ignatius Church at 5:00 pm and Xavier Chapel at 9:00 pm on Sundays. Special all-campus liturgies and inter-faith services are planned throughout the year.

Students are invited to serve the community as planners, lectors, greeters, Eucharistic ministers, sacristans, musicians and singers.

**CONTACT:**  
Don Crean



above: Evening retreat near Golden Gate Bridge  
below: New student retreat



## retreats

Retreats provide an opportunity for reflection, connection, and inspiration. They are a time away from the hectic pace and responsibilities of academic life and provide time for silence and prayer as well as active adventures. During the year, we offer a New Student Retreat, Contemplative, Kairos, Ignatian, and Leadership retreats as well as a retreat to L'Arche community for the disabled in Canada. Weekly retreat opportunities are also offered for reflection and prayer.

**CONTACT:**  
Rev. Dina Gardner

## University Ministry Calendar 2006-2007

### August

- 20: Orientation Mass:**  
*St. Ignatius Church, 9:30am*
- 27: First 9pm Mass of Fall '06**  
*St. Ignatius Church*

### September

- 11: Mass of the Holy Spirit**  
*St. Ignatius Church, 12:15pm*
- Justice Lecture Series**  
*McLaren Complex, 4pm*
- 12: Spiritual Exercises of Ignatius of Loyola begins**
- 15-16: New Student Retreat**  
*Marin Headlands*

### October

- 20-22: Contemplative Interfaith Retreat**  
*El Retiro*
- 21: October Outreach Day of Service**  
*8am-2pm*
- 27-28: Point 7 Now Conference**
- 31: Halloween Party Fundraiser for the School of the Americas trip**  
*Mass for Day of the Dead*

### November

- 1-2: All Saints Day All Souls Day**
- 4-6: Urban Plunge: Tenderloin**  
*joined by Santa Clara University*
- 12: Mass and Sending for participants in School of the Americas trip**
- 17-19: Kairos Retreat**  
*Applegate*
- School of the Americas Protest and Vigil**  
*Ft. Benning, GA*

### December

- 10: Last 9pm Mass**
- 12: Las Mañanitas**
- 15: Commencement**  
*St. Ignatius*

### January

- 2-15: Interfaith Immersion**  
*Belize*
- 21: First 9pm Mass**  
*Xavier Chapel*

### February

- 9-11: Leadership**  
*Westminster*
- 9-14: Catholic Social Justice Lecture**  
*Washington, DC*
- 11: Confirmation**
- 16-19: Ignatian Retreat**  
*IONA, Novato*

### March

- 9-18: Arrupe Immersion**
- 11-17: L'Arche Retreat**  
*Seattle, WA*

### April

- 7: April Action**  
*8am-2pm*
- 13-15: Kairos II Retreat**  
*Applegate*

### May

- 17: Commencement**

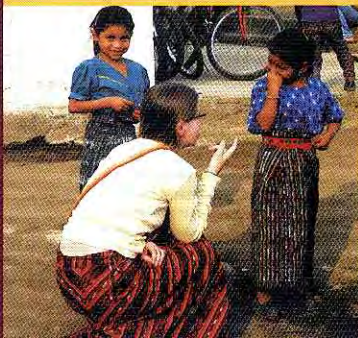
## social justice

Social justice programming focuses on issues such as fair trade coffee, sweatshops, global human rights, the death penalty, homelessness, environmental justice and public policy. Programs include the Justice Lecture series, Community Action events, the School of the Americas Watch, and the Arrupe Immersion Experience in San Francisco, South Africa, Tijuana, Belize, Jamaica, and Peru.

**CONTACT:**  
Mike Duffy



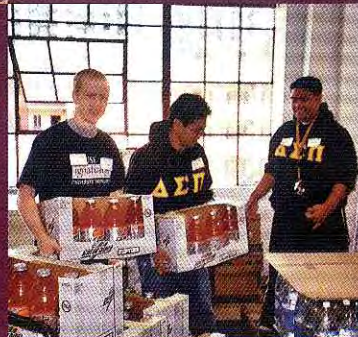
above: School of the Americas protest  
below: Immersion experience in Guatemala



## community action

Community Action programs are available for those who wish to volunteer their services to organizations such as St. Anthony's Dining Room and Women's Shelter, Hamilton Family Shelter, Project Open Hand, St. John's Grocery Distribution, St. Charles Elementary School, St. Anthony's Elementary School, and Sacred Heart Cathedral Preparatory.

**CONTACT:**  
Michelle Leitch and John Dzida



above: Students volunteering at Project Open Hand's food distribution program  
below: Students volunteering at the National AIDS Memorial Grove



## faith development

Sacramental preparation programs are available for those desiring to join the Catholic Church, or for Catholics who want to be confirmed.

Spiritual Directors as well as the Spiritual Exercises of St. Ignatius are offered to members of all religious traditions who wish to explore their faith experience. The Interfaith Council meets regularly to discuss current events and plan interfaith programs. Christian Life Community, InterVarsity Christian Fellowship (Real Life), Muslim Student Union, and Hillel (Jewish Student Union) offer small group gatherings and special events throughout the year.

**CONTACT:**  
Donal Godfrey, S.J.





## IGNATIAN VALUES

---

### **CURA PERSONALIS** (*care for the person*)

### COMPASSION

This means having a deep appreciation and respect for each individual person and affirming the goodness and dignity of each person. It means seeing each person as someone who is personally known, called, and loved by God. Everyone has unique talents and a special role to play in creating a more humane and just world.

*USF Core Value:* a culture of service that respects and promotes the dignity of every person

---

### **MEN AND WOMEN FOR OTHERS**

### SOCIAL JUSTICE

The whole purpose of human existence is to share one's gifts and talents with others. We seek to serve the needs of others and to build a more just society. A Jesuit, Catholic university takes its mission of service seriously. We strive to be leaders and to integrate acts of charity with justice.

*USF Core Value:* social responsibility ... to apply knowledge to a world shared by all people

---

### **UNITY OF MINDS AND HEARTS**

### COMMUNITY

Thinking and feeling must go together in our life together as a community. Intellectual insights and development of the heart both promote our ability to live in solidarity as members of the human family. "Enough brains to make a difference and enough heart to want to do so."

*USF Core Value:* a common good that transcends the interests of particular individuals or groups

---

### **MAGIS** (*the greater*)

### GENEROSITY

We strive for excellence. We go beyond the minimum and challenge ourselves to become the best that we can be. This involves the fullest possible development of every dimension of each person. We are able to passionately affirm the possibilities of each human life and to recognize our ability to transcend the narrow boundaries of materialism, consumerism, and individualism.

*USF Core Value:* belief that no individual or group may rightfully prosper at the expense of others

---

### **AD MAJOREM DEI GLORIAM** (*for the greater glory of God*)

### FAITH / MEANING

This refers to the possibility of finding God in all things, in our ordinary daily experiences. It also affirms the importance of the human soul and considers deep existential questions. By reflecting on our daily experiences, we are able to make choices that are life-giving for ourselves and others.

*USF Core Value:* welcomes persons of all faiths or no religious beliefs as fully contributing partners

**Mission**

University Ministry affirms the rich diversity of faiths represented at USF and is attentive to the individual and collective spiritual life of the University. We provide opportunities for spiritual growth in the areas of social justice, retreats, worship, and faith formation. (See University Ministry Statement of Faith and Action).

**Focus Areas**

- **Social Justice:** Local and Global Human Rights; Environmental Justice
- **Community Action:** Education, Hunger, and Homelessness
- **Retreats:** Theological Reflection; Interfaith Dialogue; Leadership Development; Spiritual Formation
- **Faith Formation:** Liturgy; Interfaith Services; Resident Ministry Internships; Spiritual Direction

**Signature Programs and Events****Social Justice**

- Justice Lecture Series
- Arrupe Immersion Programs: Cuba, Guatemala, Peru, Tijuana, Belize, San Francisco, Vietnam, El Salvador, Cambodia, Jamaica
- Urban Plunge with Santa Clara University
- Halloween Party/Fundraiser for the School of the Americas Trip to Georgia
- School of the Americas Vigil and Protest at Ft. Benning, Georgia
- Action Alert: Amnesty International, Human Rights Watch, Sojourners
- Point 7 Human Rights Conference with the Archdiocese of San Francisco

**Community Action**

- Tutoring: students at St. Charles, St. Anthony's, and Sacred Heart
- St. Anthony's Women's Shelter: serving dessert to homeless women
- St. Anthony's Dining Room: serving meals
- Hamilton Family Shelter: reading bedtime stories to children
- October Outreach/April Action: One day service opportunities
- Giving Tree collections: gifts for Larkin Street Youth Center and Mercy Housing
- St. Anthony's Grocery Distribution: distributing emergency food
- St. John's Grocery Distribution: distributing emergency food
- Project Open Hand: delivering food to elderly and homebound persons with AIDS
- St. Boniface: Conversation and playing card/board games with homeless men
- Kimochi Home: Visiting and working on activities with Japanese American seniors

**Retreats**

- |                                     |                               |
|-------------------------------------|-------------------------------|
| • New Student Retreat               | • Ignatian/Silent Retreat     |
| • Outdoor Adventure Retreat         | • Sacred Quest (Death Valley) |
| • Kairos Retreats (Spring and Fall) | • L'Arche Retreat (Canada)    |
| • Contemplative Interfaith Retreat  | • Leadership Retreat          |

**Faith Formation**

- |                                    |                                 |
|------------------------------------|---------------------------------|
| • 6pm and 9pm Student Liturgies    | • Mass of the Holy Spirit       |
| • Spiritual Direction              | • Musicians/Choir for liturgy   |
| • Baptism and Confirmation classes | • Workshops on Centering Prayer |
- Resident Minister Interns: hall programs, community dinners, residence hall retreats, Christian Life communities, weekly community action activities and reflection, special programs with living-learning communities.

## 2005-2006 University Ministry Annual Report

### I. Year in Review

University Ministry has completed another successful year. The continuity of our programs led by a professional staff that mentors our resident ministers and inspires our student leaders has been a primary ingredient in our accomplishments. This year we continued our focus to build upon existing successful programs and develop new ones only when they complimented or added to the needs of our diverse campus community. The creation of the Interfaith Council is one such example of an assemblage developed in response to community needs. In order to understand the impact of our programs on the campus community, this year we finalized the evaluation and assessment tool, which is completed after each of our programs. As a result the feedback has been useful in our planning for next year as we are able to pin point areas of success, needs for improvement, and the impact of Ignatian spirituality in student life. In addition to our on-campus evaluations, the survey that we developed with Dr. Susan Prion, former Director of Institutional Assessment, was completed by Campus Ministries at Jesuit Institutions. The data has been compiled and we will meet Dr. Prion to review the impact of that information in early August. We focus on animating the mission and vision of a Jesuit university by promoting a faith that leads to justice. This is achieved in the five major areas of University Ministry; social justice, community action, retreats, worship, and faith formation.

#### • Social Justice

This year our social justice programs included our promotion of the Justice Lecture Series, the Arrupe Immersion Experience, and the School of the Americas vigil and protest. At the request of the Dean of Arts and Sciences, this past semester we worked closely with that division to integrate the Justice Lecture Series into the arrival of the incoming students for 06/07. We secured Dr. Paul Farmer as our next Justice Lecture Series presenter. Due to this partnership with Arts and Sciences a unique component in our upcoming year will include the requirement that all new in-coming students read the book written on Dr. Farmer's work, "Mountains Beyond Mountains" over the summer. They will then have an opportunity in September to hear him speak on his on-going struggle to bring health care to marginalized global communities. Faculty in Arts and Sciences have been asked to read this book as well, and several have noted that they will integrate this into their curriculum. Additionally, the schools of Education, Nursing and Law have realized this would be beneficial to their in-coming students as well. They are asking that their students and faculty participate in this venture. This has been an amazing collaboration with University Ministry and the larger USF community. Again, this is how we build upon our existing significant programs rather than simply create new ones.

Our Arrupe Immersion Experience continues to flourish at the beginning of the academic year, during intersession, and through Spring break. At the beginning the year eight new students joined faculty and staff and spent two days in the San Francisco Tenderloin area



to experience what it is like to be homeless and rely on social services for shelter and meals. One student was quoted as saying, "after this event I felt so humbled". The participants were then introduced to the student clubs that focus primarily on issues of justice. Members of the clubs gave a presentation on how social justice connects with Jesuit education – some of the students who participated in the Tenderloin Immersion then joined the student clubs and organizations. In November Fr. John Savard traveled to Dangriga, Belize with the USF Information Technology Services (ITS) professional staff to set up a computer lab at Sacred Heart Primary School. This immersion program included the training of administrators and teachers on the use of computers in relation to the classroom instruction of their 700 students. This collaborative program between University Ministry and ITS takes place three times a year to update equipment and continue the training of faculty. This trip paved the way for our January Arrupe Immersion Experience to Belize where twelve students, and two faculty from the School of Education spent two weeks at Sacred Heart. The computer lab was in full operation as the Belizean students were taught by our participants on how to use the World Wide Web. Our group also ran an education camp for 150 students followed by their integration into the classrooms to teach and learn.

Our Arrupe Immersion Program during Spring Break brought students to Jamaica and Peru. Our Jamaica program included twelve participants who worked at various service sites sponsored by the St. Patrick's Foundation in Kingston. Our Peru program brought twelve participants to work with the Generacion Agency who provide service programs that assist street children in Lima. Each of the immersions was a combination of direct hands-on service, social analysis and cultural activities. Each group also engaged in a reflection component both during the trip as well as upon their return to campus. Our Arrupe Immersion with the Erasmus living learning program included four faculty and staff and fourteen students taking part in an adventure to South Africa in May. Two of our Resident Ministers also helped to facilitate the St. Ignatius Institute Immersion to Tijuana.

This summer Fr. Savard joined the Director of the Teacher Education program in the School of Education in Belize to continue the upgrade of their computer system and prepare for the possibility of an additional immersion program with the School of Education. We are hoping to add a trip in August as the students in the School of Education have found this a profound experience and important introduction into the complexities of teaching in communities that possess few resources.

The School of the Americas (SOA) group began in University Ministry in the early 80's. Our hope was that we would initiate interest and create a group of student leaders who would then develop an organization under ASUSF. This developed into a successful collaboration between University Ministry and the School of the Americas student group. This year nine participants raised funds through the Annual SOA Halloween Fundraiser Dinner. Over 250 faculty, staff, and students came together to learn more about the SOA while enjoying dinner and entertainment. As a result of our SOA program, the University Ministry social justice program developed and sponsored an "Ignatian Teach-In" in Washington, D.C. USF students joined one hundred students representing eleven Jesuit



institutions across the country in a daylong workshop titled "Students, Social Justice, and Social Change". In an effort to effect change, they traveled to Washington, DC in April to lobby on Capital Hill for a bill that would close the school. The impact of these powerful programs has resulted in USF participants choosing jobs in the fields of non-profit and social service as well as joining the Peace Corps and the Jesuit Volunteer Corps upon graduation from USF.

Additionally, The Smart Activism Program which we co-sponsor with the McCarthy Center, Lane Center, and the Office of Living Learning, held monthly sessions on social analysis. Included were meetings at St. Anthony Foundation where the Director of Justice Education spoke on how St. Anthony's uses social analysis in their work. He was joined by Dr. Margaret Higgins, Vice President of University Life who presented on how social analysis is integrated into her work at the university. Fifty students from the living learning communities participated in this year-long program.

- **Community Action**

Our year began with an on-going collaboration with Residence Life by sponsoring the Resident Advisor Day of Community Engagement. Sixty-three RA's, Resident Ministers, and Hall Directors worked together at several bay area service agencies. This has been an effective way for Resident Ministers, Resident Advisors and Hall Directors to meet and work with each other side-by-side, resulting in a rapport that continues throughout the year. It is a significant way for them to work towards the common good and begin discussing ways in which they can offer creative and contemporary programs to the students in the residence halls. One RA commented on his evaluation, "...because of this program I have already contacted the non-profit for a future opportunity for my floor."

As resident students felt the need for more ownership and commitment to our service agencies, last year most of our community action programs were designated to a particular residence hall. For example Xavier Hall assumed a partnership with the St. Anthony's Women's Shelter service project. Each week a Resident Minister drove a van of students from Xavier Hall and joined them in their work at the shelter. The Resident Minister then facilitated a follow-up dialogue and reflection. The other residence halls are providing volunteer services to agencies such as Project Open Hand, Hamilton Family Shelter, St. Boniface Men's Shelter and St. Anthony's and St. John's Grocery Distribution programs. This year 1,528 students volunteered 15,516 hours of their time to these service agencies (not including our immersion trips).

Our tutoring programs at St. Charles and St. Anthony's Elementary Schools continued three days a week throughout the year. We also added Sacred Heart Cathedral Preparatory to our tutoring opportunities. These three tutoring programs brought eighty-four students each week to the assigned schools where they spent three hours each day tutoring children. Several participants are interested in becoming teachers and have felt this a practical way to experience the education system, while others found this helpful as



they transition into student teaching assignments through the School of Education. Our two large volunteer events were quite successful. The Annual October Outreach provided 140 volunteers the opportunity to experience the reality of homelessness and hunger by working with several service agencies in San Francisco. The April Action Service Day provided 124 students a daylong experience in environmental clean up in Golden Gate Park. Evaluations noted that this was a great way to help out in the community while learning more about the needs of people who live in our own back yard.

Continuing our collaboration with Hospitality Management, University Ministry brought sixty-five people from St. Anne's Home for the Retired, St. Elizabeth's Home for young mothers, and families from Hamilton Family Shelter to our campus for an elegant dinner prepared and served by students in the Hospitality Management program. Fr. Privett welcomed all to campus with the inspiring words, "very important people have dined in this room, from the Dalai Lama to the President of the Philippines, but there is no one more important than you being here this evening." Not only did our guests send notes of thanks and requests for more exposure to our students, but also those who volunteered asked if we might set up a future program with St. Anne's. This is the kind of collaboration and community building that we strive to achieve; a connection between our department, Hospitality Management, and off-campus services agencies resulting in all parties desiring a future relationship.

- **Retreats**

Our retreat program continues to develop student leadership by empowering the student "Dream Team" to plan and facilitate retreats. There are over sixty student leaders on this team. The student leadership of specific retreats meet monthly to plan and create a fresh and innovative program for our students. The Outdoor Adventure, New Student, Contemplative, and Kairos retreat evaluations reflect a positive and enriching experience from those who participated. Comments from students such as, "My gratitude for being at USF is greatly increased by this" and "most important spiritual experience in many years" were common remarks on the evaluations. A faculty member who attended the contemplative retreat noted, "...great to interact with students outside of 'professor' role." As a result of their successful development of our retreat program, the Dream Team was asked by the Leo T. McCarthy Center for Public Service & the Common Good to develop and plan a daylong retreat for Social Workers and Case Managers.

Along with the leadership team our thirty-two participants in the August Outdoor Retreat went kayaking, completed a ropes challenge course, and enjoyed horseback riding, rock climbing and hiking. Each day introduced a Jesuit value and connected activities and reflection time to that value. The day ended with the Ignatian Examination of Conscience. The New Student Retreat brought thirty-students to the Marin Headlands in September. This overnight retreat offered incoming students the opportunity to connect with one another and learn more about Jesuit education and life at a university. Our Contemplative Retreat took twenty-eight participants (half of them students and half

faculty and staff) for a weekend of silent reflection, prayer, spiritual direction and exposure to a diversity of spiritual practices related to spiritual empowerment and choice.

The fall and spring Kairos Retreats invited seventy students to explore their relationship with self, community and God. Student leaders facilitated presentations on identity, faith, forgiveness, self-knowledge and relationships. "This has been the most powerful retreat/experience I've ever been in, in my life," was a statement from one of the retreatants. In the month of March, thirteen faculty, staff, and students attended the L'Arche Retreat in Seattle, Washington. L'Arche is an international federation of faith-based communities creating homes and day programs with people who have developmental disabilities. Participants lived for one week in community to serve, pray, retreat and experience this form of community. One senior student commented, "I believe this L'Arche community will share in the path I'll follow after I graduate." Another student said she is now thinking of working with L'Arche upon graduation.

The "Leading With Soul – Leadership Retreat" was offered to thirty students. Our Vice President of University Life also joined us for this weekend. It included practical skills and opportunities to enhance involvement within USF as well as a physically challenging ropes course. Our Ignatian Retreat was held in February where twenty-five faculty, staff, and students came together for four days to engage in the traditions of Ignatian spirituality, including time for contemplation, silent reflection, and individual spiritual direction.

At the end of this year we began a conversation with other departments in University Life along with Academic Services, to re-imagine the focus of our Outdoor Adventure Retreat. This retreat is offered before classes begin in August. Our hope is to invite new students to participate in this program as part of the Orientation opportunities that are offered.

- **Worship and Faith Formation**

Our assessments indicated that there appears to be an enthusiastic desire for students to connect their academic lives with some sense of spirituality. Integrating Ignatian spirituality into all of our programs has enabled us to invite students of all faith traditions and backgrounds (or no faith at all) into a spiritual exploration. As our nineteen Resident Ministers come from diverse faith backgrounds they are working closely with the Muslim Student Association, Hillel (Jewish students), and Intervarsity Christian Fellowship (Real Life) to provide welcoming and inclusive programming to the student population.

This year we began developing a student Interfaith Council which has attracted twelve student participants and Resident Ministers who gather monthly to discuss their individual faith traditions, current and upcoming cultural and religious programs, and develop interfaith prayer and educational opportunities. One of our Resident Ministers worked closely with the Muslim Student Union (MSU) and was an important contributor to a conference held at USF addressing "How Can Religions Co-exist". Her participation



and mature influence on this student group has helped them to not only develop programs that meet the needs of the Muslim student population, but create an environment where they feel comfortable in opening up their activities and prayer services to the entire university community. Additionally, our office supported other MSU programs such as the Muslim Ramadan celebration and Muslim student's Friday Prayers. We provided sponsorship of the Hillel Jewish student group's Passover Sadder Meal, and their weekly Shabbat, which took place every Friday in the University Ministry office. Our Christian Life Community (CLC) groups met weekly in the residence halls under the leadership and guidance of four of our Resident Ministers. Along with the Resident Ministers, five students attended the Christian Life Community (CLC) Conference in April

Focusing in the direction of inclusively, our Mass of the Holy Spirit welcomed over 1000 members of the USF community sharing prayers and blessings of peace from the Christian, Muslim, Jewish, Hindu, and Buddhist traditions. Feeling welcomed and included in this service many members of the USF community now join us at our Sunday student masses and our weekly contemplative services. The 5pm and 9pm Student Liturgies average approximately 400 participants. A unique component in our 9pm service is inviting students who have been on our retreats, justice events, or community action programs, to share their experiences and reflections as part of the liturgy. Additionally at the request of student organizations and various USF departments, we celebrated themed Masses such as the Mass for the Day of the Dead, a Mass honoring the memories of the martyrs of Central America, and the World Aids Day service.

Our Confirmation class, which included ten students, met throughout the semester concluding with a Confirmation Mass in April. Appreciating the input from university administration that their schedules are quite full, we offered our "Lent For Bush People" program in March and April where ten faculty and staff participants and ten spiritual directors met weekly. Participants evaluated the program positively and commented on what a wonderful introduction it was into spiritual direction.

In response to those seeking a more contemplative service we offered a weekly meditation gathering. This was a quiet time of reflection that included music, prayer, poems, reading of sacred texts/scripture, and meditation that honored a variety religious traditions and cultures. Our Catholic services along with the many interfaith opportunities we now offer, are a result of meeting with students of various backgrounds and traditions and taking intentional steps towards meeting their spiritual needs.

- **Resident Minister Internship Program**

Resident Ministers are typically hired for two to three years. Each year they rotate their internship under a different Associate Director focusing on a particular area of ministry. This way, along with their other duties such as community action and residence hall responsibilities, they receive intense training in the areas of social justice, retreats, and faith formation. As a result it is not uncommon that Jesuit Universities around the nation



inquire about our Resident Ministers who have completed their internship and invite them to apply for available positions in their campus ministries.

Many of the Resident Ministers come to us from the Jesuit Volunteer Corps (JVC) or are current students at the Jesuit School of Theology in Berkeley (JSTB). This year, along with the Dean of Arts and Sciences, we have been in conversation with JSTB to discuss the possibility of a partnership between JSTB and USF, and what that relationship would mean to the Resident Ministry program. It appears that our strongest collaboration to date is our Resident Ministry program which was highlighted throughout the conversations.

This year was truly a challenge in terms of the supervision of our Resident Ministry program. The Associate Director of the program took a leadership position with her religious order in August and we ran the program with a part time person for the next few months followed by Assistant Director assuming the role. Still, with all of this transition our Resident Ministry program was significant and strong. Our nineteen Resident Ministers offered a myriad of activities in the residence halls such as socials, dinners, movie nights, election debates followed by conversation, group tutoring, programs on body image, meditation and prayer meetings and athletic pursuits such as basketball, jogging, cycling and surfing. In addition they sponsored Christian Life Communities and bible study groups that met weekly. Five of our Resident Ministers are directly involved with Living Learning Communities and three held weekly gatherings with the Real Life Community (Intervarsity student group). In the first semester alone, the Resident Ministers offered over forty programs in the Residence Halls.

This year eleven of our Resident Ministers will be moving on to positions in Campus Ministry, non-profit agencies, teaching, and social services. We have filled all the positions for next year and are pleased to bring Fr. Donal Godfrey, S.J., on board as the new Assistant Director of Resident Ministry and Faith Formation in August. The year will begin with a two-day orientation followed by a retreat where they will map out their direction of programming for 06/07. They will continue to be an integral part of the planning and participation in the RA Day of Community Engagement in August.

### **III. Highlights of Major University Life Goals**

In cooperation with the division's promotion of designing programs that support the mission and identity of the university along with creating concrete learning outcomes for each program, we committed ourselves to our evaluation and assessment process. Prior to any University Ministry activity, a Program Planning Form is created with the goal of the program and no less than three learning outcomes. At the end of each activity an evaluation form is given to the participants. One week later an assessment of those evaluations is completed. The University Ministry staff then has an opportunity to review the feedback and outcomes of our work. All evaluations include the objective of the program along with five tenants of Jesuit education, allowing us to measure the value of integrating Jesuit education into everything that we do. Due to their effectiveness, our process has been adopted by other departments in our division.

We also found we had tremendous influence at the university when we collaborated with other departments. There was a time when we would seek the co-sponsorship of other offices to help elevate the credibility of our programs. We now find that after developing programs that are relevant and professional, that other departments and divisions are now approaching us and asking if they can be a part of what we do. This has been evident with such programs as the Justice Lecture Series where the Deans of Arts and Sciences, Law, Education, and Nursing are integrating this program with the new students summer reading assignment. This is also apparent in the Smart Activist Program where we work side by side with the Leo T. McCarthy Center for Public Service and Common Good. We find this palatable in our RA Day of Service with Residence Life and our many programs with faith based student groups on campus. As the effect of our programs has crossed from on-campus involvement to the larger community, we have been invited by the Archdiocese of San Francisco and the President of USF to collaborate and develop the "Point 7 Now Conference on Global Poverty". Our reputation for creating thoughtful, creative, and contemporary programs that have meaning and impact on a global scale has produced a natural collaboration between agencies seeking to create programs that result in a faith that leads to justice.

#### IV. Reflection

As we focus on what it means to articulate a *faith that leads to justice* we are called to the University Ministry Statement of Faith. Highlights of that declaration include providing a ministry which focuses on compassion, justice, and individual and corporate responsibility. We invite all persons of faith and persons who are seeking meaning to participate in our programs. We challenge our community to ask thoughtful and critically reflective questions of our systems and structures, and we take political and theological risks to facilitate a more just and compassionate church and world. We offer with great intention programs, worship services, and spiritual resources which reflect the dynamic and varied nature of God. This includes the use of diverse language, images, and concepts for God and we seek transformation of a broken world through mentoring, supporting, and empowering students, colleagues, and one another.

We continue to create programs that reflect the ever-changing portrait of our campus population. We build upon programs that have proven significant and of consequence to student life. We continue to ask ourselves, "how are we relevant; how can we change along with the needs of the students while maintaining our history of Ignatian spirituality?" As long as we continue to ask these questions, as long as we pursue the voice of our students and truly hear what they have to offer and what they yearn to know, I believe that we will be capable of teaching, open to learning, and together we will all experience what it means to truly be part of Jesuit education.

UNIVERSITY MINISTRY STUDENT INVOLVEMENT 05/06

**COMMUNITY ACTION**

**WEEKLY PROGRAMS:**

**Grocery Distribution St. Anthony & St. John's:** 216 students  
Hours of service: 1,728

**Project open Hand:** 288 students  
Hours of service: 864

**St. Boniface:** 288 students  
Hours of Service: 720

**St. Anthony's Women's Shelter:** 288 students  
Hours of Service: 720

**Hamilton Family Shelter:** 288 students  
Hours of service: 720

**TUTORING:**

**Tutoring St. Charles, St. Anthony's & Sacred Heart:** 84 tutors per week  
Hours of service: 8,640

**DAY LONG SERVICE PROGRAM**

**October Outreach:** 140 @ 6 hrs = 840 hrs  
**April Action:** 124 @ 6 hrs = 744 hrs

**OTHER**

**Living Learning Floors/Service Programs:** 100 students  
Hours of service: 540

**Total student community action participation: 1,528**  
**Community service program hours: 15,516**  
**Total service hours including Immersions: 28,116**

**RETREATS:**

9 Retreats (total student participants 201)  
Student Leaders (Dream Team 46)  
Staff/Faculty Leaders (9)

**Total participation: 256**

**SOCIAL JUSTICE:**

Arrupe Immersions: 90 participants  
Halloween SOA Fundraiser: 250 participants  
Washington Lobby Trip: 2

**Total student involvement: 342**

**FAITH FORMATION:**

Confirmation: 10 students

Meditation Service: 25

Christian Life Communities: 80

Hillel and InterVarsity: 30

Interfaith Council: 12

Student Masses: 400

Mass of the Holy Spirit (Student groups): 400

**Total student participation: 957**

**TOTAL STUDENT PARTICIPATION OF ALL PROGRAMS 04/05: 3,083**



## UNIVERSITY MINISTRY SELF-STUDY EXECUTIVE SUMMARY

During the Fall 2006 semester, University Ministry at the University of San Francisco conducted its Internal Program Review. Components of the internal review included:

- Survey from Jesuit University Campus Ministries
- Evaluation forms and Assessment feedback of programs
- Resident Minister weekly assessment of community service
- Financial profile
- NSSE Results
- EBI results
- Focus groups

Areas of strength and improvement were identified through analysis of the four components of the review.

1. Strength Areas
2. Could be improved areas
3. Should be improved areas
4. Priority improvement areas

### **Strength Areas:**

**Collaboration:** One our strongest areas of excellence is our capacity to collaborate outside of our office and division with other departments and organizations. These partnerships result in less overlapping of modest venues and agendas – and result in offering more focused, robust, and professional programming.

University Ministry's relationships and collaborations with USF schools/colleges:

- School of Law: Justice Lecture Series, St. Thomas Moore Society
- College of Arts and Sciences: Justice Lecture Series, Latin American Studies, Women's Studies, Media Studies
- School of Business and Management: Hospitality Management
- School of Nursing: Immersion program, along with faculty member collaborating on Prayer for Busy People, Lenten Prayer Program, and 19<sup>th</sup> Annotation
- School of Education: Immersions

University's Ministry's collaboration with other departments:

- Counseling Center: Resident Minister training, specialized programs on spirituality and health
- Office of Service Learning: Community action
- Office of Living Learning Communities: Smart Activism, Erasmus Program, St. Ignatius Institute, Global Living, Spirituality Themed Community, Esther Madriz Community, Martin Baro Community

- Lane Center for Catholic Studies and Social Thought: Point 7 Conference, Justice Lecture Series
- St. Ignatius Parish: 5pm and 9pm Liturgies, RCIA, Confirmation
- Academic Services: Orientation, Mass of the Holy Spirit, Graduation Masses and Commencement, Parent Orientation program on Ignatian Spirituality
- Residence Life: Resident Ministry hall programs, R.A. Days of Service
- International Student Services: Immersion
- Associated Students of USF: Hillel/Jewish Student Union, Latin American Student Organization, Peace and Justice Coalition, Amnesty International, Muslim Student Association, Intervarsity Christian Fellowship/Real Life, School of the Americas Student group
- Human Resources: Professional Development programs, Faculty and Staff orientation
- Gleeson Library Geschke Center: Mercy Housing and Larkin Street Fundraising
- Public Safety: Services for disabled students, Community services
- University Advancement: Program reports, meetings, and statistical information for USF fundraising
- Jesuit Community: Spiritual Direction, Liturgies, Retreats

Collaboration with Outside Organizations:

- Service Organizations: St. Anthony's, Mercy Housing, Larkin Street Youth Center, Hamilton Family Shelter, St. John's Grocery Distribution, San Francisco Food Bank, St. Charles Elementary School, St. Anthony's Elementary School, Sacred Heart Cathedral, Project Open Hand, St. Anne's Home for the Retired, St. Elizabeth's Home
- Global Exchange: Immersion Programs, Human Rights Awards
- Archdiocese of San Francisco: Point 7 Conference, Death Penalty Focus, Office of Worship
- San Francisco Interfaith Council
- Jesuit Volunteer Corp
- Mercy High School and St. Anthony's Foundation: Retreats led by University Ministry
- JSTB: Resident Ministry Program

**Donor/Funding:** We have been successful this year in not only receiving funding for University Ministry retreats, immersions, and tutoring programs, but we've been an integral part of securing grants and endowments for the university as a whole. Our contributions to Advancement and development proposals have also resulted in such honors as being named one of 76 colleges and universities in the nation (and one of two Jesuit universities), to be awarded Carnegie's community engagement classification. This classification of institutions of higher education is the leading system used by academic researchers, policymakers, charitable foundations, and magazines that rank colleges.

### **Justice Lecture Series program expansion:**

Dr. Paul Farmer was this year's Justice Lecture Series speaker. The series started in 1998 bringing Nobel Laureate's and other justice speakers to campus. It has now evolved from a lecture program to a university-wide collaboration, (i.e., Arts and Sciences has required all new in-coming students to read the book written about Paul Farmer as well as requested their faculty to do so-- {some have integrated the lecture series into their curriculum. The Schools of Education, Nursing, and Law have asked their students and faculty to read the book and integrate it and/or attend and promote the lecture series. It is now a program that the campus community looks forward to.

**International Immersion Programs:** We have expanded our programs from one in the San Francisco Tenderloin area and Tijuana to trips all over the world. Each immersion includes a mixture of faculty, staff, and students. Trips include: Cuba, El Salvador, Guatemala, Peru, Jamaica, South Africa, Vietnam, Belize. This year we'll return to Belize and Peru and add trips to New Orleans and Cambodia.

### **Could be improved:**

#### Retreats:

- Remove L'Arche as a "retreat". If we continue program it should be offered as an immersion experience. Evaluate the need for this program.

#### Diversity:

- Strengthen relationships and develop more programming with interfaith based student organizations (Jewish Student Union, Muslim Student Union, Real Life)
- Improve relationships with (Golden Gate Theological Union schools) to recruit Resident Ministers with diverse faith backgrounds.

### **Should be improved:**

- Resident Minister relationship and commitments to living learning floors: add job responsibilities to job description.
- Tutoring programs (should they be moved to another area: School of Education?)
- Immersion Programs fundraising and payment process: need to make all trips consistent in terms finances.
- Immersion Programs travel arrangements: need to make all trips consistent in terms of travel arrangements (i.e., do we book the tickets, or do the students book their own).
- Community Action in the residence halls: EBI indicates there was an increase of student satisfaction with community service when each residence hall was assigned a particular service agency (05/06). This was changed this year to open agencies up to all students; evaluations indicate a decrease in participation. Explore whether this is a result of changing the program or if it's a problem with Resident Ministers and RA's promotion of programs.
- Collaboration with University Life on joint programming (i.e., Leadership Retreat)

## **Priority improvement:**

### Personnel:

- Finalize Associate Director of Resident Ministry job description
- Finalize Associate Director of Retreats and Faith Formation job description (hire for 07/08)
- Finalize Associate Director of Social Justice job description (adding community action). Hire new Associate Director of Social Justice for 07/08 and move to 10month assignment.

### Resident Ministry:

- Re-envision how Resident Ministers participate and coordinate community action in their residence halls.
- Emphasize during Resident Minister interviews and orientation the commitment to the job and time requirements. Consider more critically the candidates outside commitments (school, work) before hiring.
- Implement a proficient evaluation process of the Resident Minister work.

### Retreats:

- Provide retreats that are focused and authentic to the theme: For example, rather than attempting to make “all” retreats inclusive and relevant to everyone, return to the foundation for which they are offered. For example, present Kairos Retreats as Christian centered and the Interfaith Retreat as a weekend represented by several diverse religions and traditions. Trying to integrate a “one size fits all” on all retreats appears to water down the original intent.
- Leadership Retreat needs to be in collaboration with University Life and invitation to the student leadership with the Associated Students of USF.



# **REPORTING & ASSESSMENT**

**University Life Goal/Outcome explanation  
University Ministry Goals 05/06  
University Ministry Goals/Outcomes/Assessments  
05/06  
University Ministry Goals 06/07  
University Ministry Benchmarking Analysis**

**Goal** broad (non-measurable) statement of intent

*Engage faculty, staff and student leaders to implement integrated learning experiences which link learning to development and the Jesuit Catholic tradition.*

*Provide a student responsive environment*

*Use diversity as a learning resource.*

**Outcome** specific and measurable statement of intent

*Identify and increase the number of integrated learning experiences available to students*

*Increase the number of people who can converse on integrated learning experiences, both inside the Division and with Academics*

*Identify student needs and develop intentional responses*

*Increased resources and faculty / staff support for student groups.*

## **Student learning outcome (SLO)**

Measurable statement of expectations about what the student should know, be able to do, and/or value at the completion of the learning encounter

*After participating in this learning experience, each person will*

*Model respect for, and inclusion of, people who differ from me in religion, race, sexual orientation, gender, abilities, socioeconomic class and perspectives*

*Actively seek out people from diverse populations to work with me on committees and activities*

*Reflect on my personal values, attitudes and beliefs*

*Be motivated to "contribute" at USF in a meaningful way*

*Recognize and constructively address value conflicts based on diverse perspectives*

*Form meaningful relationships with my peers across differences of religion, race, sexual orientation, gender, abilities, socioeconomic class and perspectives*

**University Ministry Goals**  
**05/06**

I. Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.

Department Goal	Intended Outcome	Potential Assessment Strategies	Collaborators
Expand collaboration with School of Education – Teacher Education program and Information Technology to implement computer installation of donated technology to Belize Immersion program.	Joint collaboration. A common goal where education, technology, and ministry can unite and offer an immersion experience.	-Existing Evaluation Tool -Staff Program Assessment Form	Education, ITS
Integrate the School of Nursing faculty with programs such as “Prayer for Busy People” and “Spiritual Exercises”	Work directly with faculty in the area of spirituality.	-Evaluation Tool	Nursing faculty

II. A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.

Department Goal	Intended Outcome	Potential Assessment Strategies	Collaborators
Create an annual Jesuit university SOA follow-up in Washington, D.C., to educate participants on current legislation.	Coordination and participation with other Jesuit Universities. Education on current justice related legislation.	-Existing Evaluation Tool -Evaluation forms -Staff Program Assessment Form	SOA Watch, SOA student group, students for peace and justice.
Implement Resident Ministry/community action program. Designate service site for each hall.	Create a relationship with individual halls and bay area service agencies.	-Existing Evaluation Tool -Staff Program Assessment form to be filled out with Resident Ministers and professional staff.	Hall Directors in Residence Life.

III. Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.

Department Goal	Intended Outcome	Potential Assessment Strategies	Collaborators
Continue recruitment and hiring of multi-cultural multi-religious Resident Ministers	Meet the needs of a diverse campus population.	-Evaluation of Resident Ministers by Residence Life Hall Directors, RA's and students.	Human Resources, Residence Life.

IV. Programs and services are intentionally designed to enhance student retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.

Department Goal	Intended Outcome	Potential Assessment Strategies	Collaborators
Evaluate assessment tool from last year and make needed changes in relation to mission and identity rather than five Jesuit tenants.	Create an inclusive tool to measure areas of success, growth, and change based on university mission.	Use of evaluation tool.	
Develop assessment questions and learning outcomes for each program at the beginning of the academic year.	Have all goals and outcomes created for the academic year.	Use of evaluation tool and university mission.	

V. Departments create and implement methods to strengthen the University's financial resources.

Department Goal	Intended Outcome	Potential Assessment Strategies	Collaborators
Designate Resident Minister to coordinate ministry internship.	Temporary use of resources for the program.	Evaluate program through feedback from coordinator and Resident Ministers.	

19 August 2005

University Ministry Goals and Outcomes 05/06

**05-06 University Life Outcome I:**

**Faculty, staff and student leaders are engaged in student experiences which integrate learning, development and Jesuit education.**

<b>Dept.</b>	<b>Departmental Goal &amp; Intended Outcome</b>	<b>Actual Outcome with Assessment Results</b>
UMIN	<p>Expand collaboration with School of Education – Teacher Education program and Information Technology to implement computer installation of donated technology to Belize Immersion program.</p> <p>Joint collaboration. A common goal where education, technology, and ministry can unite and offer an immersion experience.</p>	<p><b>OUTCOME:</b> In collaboration with the School of Education and Information Technology we created an additional Arrupe Immersion Program to Belize. We are in the process of adding one more for the following academic year. Joint collaboration between Education, Information Technology, and University Ministry was vital in the development of this program.</p> <p><b>ASSESSMENT RESULTS:</b> Based on reflection component and input from participants, all found this experience to be both beneficial and relevant to the work they are doing at a Jesuit institution.</p> <p>Those in the school of Education program observed that this program was an excellent introduction to the field of education and the difficulties of those teaching in marginalized communities.</p> <p>Those in our ITS department gained a real understanding of what it means to connect in a concrete way with the mission and values of the university.</p> <p>All input on the evaluation tool resulted in 100% agreement with the questions with the exception of one question: “I recognize the relationship between charity and social justice”; 75% agree and 25% somewhat agree.</p>
UMIN	<p>Integrate the School of Nursing faculty with programs such as “Prayer for Busy People” and “Spiritual Exercises”</p> <p>Work directly with faculty in the area of spirituality.</p>	<p><b>OUTCOME:</b> Sr. Brian Kelber, R.S.M., professor in the School of Nursing collaborated with University Ministry in offering this program to faculty and staff.</p>

<p>ASSESSMENT RESULTS:          Most questions on evaluation tool received 100% agreement with the exception of:          Meeting with my Spiritual Director helped me process ways in which I can integrate prayer into my daily life. 6% agree; 33% somewhat agree.          During this experience I felt engaged in body, mind, and spirit. 67% agree; 33% somewhat agree          This activity motivated me to reexamine my purpose and values. 67% agree; 33% somewhat agree.</p>	
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**05-06 University Life Outcome II:**

**A supportive university Community exists as an integral part of the student experience. Students participate in the formation of the Community while demonstrating a socially responsible way being together.**

<b>Dept.</b>	<b>Departmental Goal &amp; Intended Outcome</b>	<b>Actual Outcome with Assessment Results</b>
UMIN	<p>Create an annual Jesuit university SOA follow-up in Washington, D.C., to educate participants on current legislation.</p> <p>Coordination and participation with other Jesuit Universities. Education on current justice related legislation.</p>	<p>Worked in collaboration with the Ignatian Solidarity network to put on the Washington, D.C. event on which included lobbying of congress.</p> <p>ASSESSMENTS:            USF representatives report that while the event was small it was a very good beginning and they are optimistic regarding the growth and direction of this program.</p>
UMIN	<p>Implement Resident Ministry/community action program. Designate service site for each hall.</p> <p>Create a relationship with individual halls and bay area service agencies.</p>	<p>OUTCOME:            Each hall was designated a San Francisco service agency to volunteer with weekly through University Ministry.</p> <p>ASSESSMENT:            Although some from each hall attend their particular service site, many chose to sign-up for other agencies. This also limited the walk-in</p>

	<p>students who wished to volunteer. Next year we will return community action to an open sign-up for all USF students while still encouraging hall participation in all sites.</p>
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**05-06 University Life Outcome III:**

**Students, staff and faculty are engaged in leadership opportunities to create a multicultural Community.**

<b>Dept.</b>	<b>Departmental Goal &amp; Intended Outcome</b>	<b>Actual Outcome with Assessment Results</b>
UMIN	<p>Continue recruitment and hiring of multi-cultural multi-religious Resident Ministers</p> <p>Meet the needs of a diverse campus population.</p>	<p><b>OUTCOME:</b></p> <p>Along with regular advertising, recruited Resident Ministers at the Graduate Theological Union in Berkeley where schools include:</p> <ul style="list-style-type: none"> <li>• American Baptist Seminary</li> <li>• Church Divinity School of the Pacific</li> <li>• Dominican School of Philosophy and Theology</li> <li>• Franciscan School of Theology</li> <li>• Jesuit School of Theology</li> <li>• Pacific Lutheran Theological Seminary</li> <li>• Pacific School of Religion</li> <li>• San Franciscan Theological Seminary</li> <li>• Star King of the Ministry</li> </ul> <p><b>ASSESSMENT:</b></p> <p>Hired a diverse group of Resident Ministers with backgrounds including Muslim, Lutheran, and Christian. Assigned RM's to the USF Interfaith Council and designated them to work with ASUSF student groups (Muslim Student Association, Hillel/Jewish Student Union, InterVarsity Christian Fellowship).</p> <p>Evaluations of programs facilitated by Resident Ministers are excellent (on file in University Ministry).</p>



**05-06 University Life Outcome IV:**

**Programs and services are intentionally designed to enhance student: retention; satisfaction; engagement; leadership; learning; development, and/or demonstration of the Core Values.**

<b>Dept.</b>	<b>Departmental Goal &amp; Intended Outcome</b>	<b>Actual Outcome with Assessment Results</b>
UMIN	<p>Evaluate assessment tool from last year and make needed changes in relation to mission and identity rather than five Jesuit tenants.</p> <p>Create an inclusive tool to measure areas of success, growth, and change based on university mission.</p>	<p><b>OUTCOME:</b> Revised University Ministry evaluation and assessment tools. Created specific directions on how to use the tool in planning and reflection component.</p> <p><b>ASSESSMENT:</b> The tool has been incredibly successful. Each program has evaluations completed and assessed. Other departments have integrated our tool into their process of evaluation.</p>
UMIN	<p>Develop assessment questions and learning outcomes for each program at the beginning of the academic year.</p> <p>Have all goals and outcomes created for the academic year.</p>	<p><b>OUTCOME:</b> Created consistent assessment question/learning outcomes for all community action programs. All other programs created prior to the event/program. Resident Ministers required to fill out a Program Planning Form two weeks prior to programming followed by evaluation and assessment one week following program.</p> <p><b>ASSESSMENT:</b> Having all community action questions consistent has been beneficial to our mutual focusing on intent. Resident Minister Program Planning Form has been invaluable our work and their internship offering us an opportunity to review their intentions and revise as needed prior to the event.</p>

**05-06 University Life Outcome V:**

Departments create and implement methods to strengthen the University's financial resources.

<b>Dept.</b>	<b>Departmental Goal &amp; Intended Outcome</b>	<b>Actual Outcome with Assessment Results</b>
UMIN	<p>Designate Resident Minister to coordinate ministry internship.</p> <p>Temporary use of resources for the program.</p>	<p>OUTCOME: At the beginning of August the Associate Director of Resident Ministry moved on to another position leaving us with the need to make alternative plans in how the program would run. We assigned a Resident Minister who accepted another position at the end of the semester.</p> <p>OUTCOME: Difficult to maintain the program with a temporary staff person, but managed to keep an effective and professional program running, giving us time to recruit an excellent candidate for the Associate Director job starting August, 2006.</p>

**DIVISION OF UNIVERSITY LIFE  
STRATEGIC INITIATIVES FOR 2006-2007**

*The request was made by University Life to set goals for any or all of the strategic initiatives of the division. University Ministry set goals for Initiatives I, II, and IV.*

06-07 University Life Strategic Initiative I:

**Improve the student experience at the University of San Francisco.**

<b>Dept.</b>	<b>Departmental Goal</b> Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
UMIN	Through the Resident Minister Internship program, offer students a variety of programs and activities both on and off campus.	<ol style="list-style-type: none"> <li>1. Through community action programs students will gain experience and exposure to bay area service agencies, then reflect and relate their experience to the Jesuit Mission and Values.</li> <li>2. Through the Resident Ministry programming in the halls, students will participate in activities that help build a foundation and sense of community where they live.</li> <li>3. Students will participate in off campus programs and experience the commonalities and connection between campus and the larger bay area community.</li> </ol>	Evaluation forms include the goal and the learning outcome questions along with five additional questions that relate to Ignatian values.

**DIVISION OF DIVERSITY LIFE  
STRATEGIC INITIATIVES FOR 2006-2007**

**06-07 University Life Strategic Initiative II:**

**Advance inclusive student success as measured by increases in student retention, satisfaction and/or engagement.**

<b>Dept.</b>	<b>Departmental Goal</b>	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
UMIN	Provide worship opportunities to reflect and retain a diverse student population with varied faith backgrounds.	<p><b>Outcomes:</b></p> <ol style="list-style-type: none"> <li>At the beginning of the academic year students will feel invited to and welcomed to a diverse campus community by participating in the Orientation Mass and the Mass of the Holy Spirit which will include prayers, texts, and traditions of several different religions.</li> <li>Students will feel a connection to their spiritual lives by participating in University Ministry's many worship groups and services. This includes our programs with the Muslim Student Association, Christian Life Communities, Real-Life Fellowship, the Jewish Student Union, to name a few.</li> <li>Students, faculty, and staff will gain knowledge and leadership skills through their participation in the Contemplative Interfaith Retreat, the Spiritual Exercises of St. Ignatius and Prayer for Busy People.</li> </ol>	<p>Evaluation forms include the goal and the learning outcome questions along with five additional questions that relate to Ignatian values.</p>

**DIVISION OF DIVERSITY LIFE  
STRATEGIC INITIATIVES FOR 2006-2007**

**06-07 University Life Strategic Initiative III:**

**Promote learning.**

<b>Dept.</b>	<b>Departmental Goal</b> Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
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**06-07 University Life Strategic Initiative IV:**

**Provide opportunities and challenges for students to develop and engage in a socially responsible and just community.**

<b>Dept.</b>	<b>Departmental Goal</b> Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral). 1. Through personal experience students will gain an understanding of the complexity of poverty and oppression. 2. Students will recognize the relationship between charity and social justice. 3. Students will discover ways in which they can contribute to structural change on a global scale.	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results  Evaluation forms include the goal and the learning outcome questions along with five additional questions that relate to Ignatian values.
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**DIVISION OF UNIVERSITY LIFE  
STRATEGIC INITIATIVES FOR 2006-2007**

**06-07 University Life Strategic Initiative V:**

**Further University Life leadership.**

<b>Dept.</b>	<b>Departmental Goal</b> Broad, general statement about how you want students or programs to be changed and what the program or service will accomplish or provide	<b>Program Outcomes</b> examine what a program or service is to do achieve or accomplish for its own improvement, generally needs/satisfaction driven. <b>Learning Outcomes</b> identify what you want students to know (cognitive) to think (affective) or to be able to do (behavioral).	<b>Assessment Cycle</b> Formulate the method, establish the criteria for success, gather the evidence and report on use of results
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**Document Updated as of October 3, 2006**

## University Ministry Benchmarking Survey & Analysis

As an integral part of its ongoing quality assurance and program effectiveness monitoring, the University Ministry Department at USF commissioned a Benchmarking Survey in the fall of 2004. The distribution of the survey coincided with the annual Jesuit University's Campus Ministry conference which was also held at USF. During the conference, the representatives from the other 27 Jesuit schools and colleges were requested to participate in an online survey asking about a wide variety of Campus Ministry activities, functions, policies, and the challenges and obstacles of offering faith-based social-justice focused programming to current college students, faculty and staff.

Because of perceived similarities in the mission of the Jesuit Campus Ministry departments, a significant attempt was made to position this survey as a benchmarking tool. Because Jesuit Campus Ministry departments had not recently shared information or compared activities, the survey was intended to serve as the basis for subsequent benchmarking activities by all departments, and also as the basis of comparison for University Ministry at USF.

Institutions of higher education have increasingly adopted the benchmarking approach when evaluating the effectiveness of recruitment and retention activities. A private survey company, EBI (Educational Benchmarking Incorporated), offers sophisticated benchmarking services with student satisfaction surveys including questionnaires targeted at graduating students, college and university housing residents, fraternity/sorority members and a variety of other specialty groups. We have included the EBI results that are Campus Ministry specific in our analysis as well.

Our survey was carefully designed after extensive consultation with all University Ministry stakeholders. Students, faculty, UM staff and University Life staff were all asked to share their perceptions about areas of strength and improvement for the department. Those areas were then formatted along with necessary demographic information into the survey that was made available to all Jesuit Campus Ministry departments through an online link.

A total of 32 responses were collected from Jesuit Campus Ministry departments. The discrepancy in respondents compared to Jesuit campuses can be explained by the comprehensiveness of the survey questions. Because the survey explored all aspects of campus ministry function, some campuses asked several different staff members to complete the relevant section of the survey. Because not all respondents were familiar with the online survey interface, several submitted "new" survey results rather than adding to the survey being completed by their campus department.

We were extraordinarily pleased with the level of response and the degree of candor with which all of the campuses responded to our questions. It is a strong testimony to the incredible work that our colleagues do that they were so willing to talk about their successes and frustrations, knowing that the results would be shared with the other Jesuit campuses. It speaks to the desire of these hard-working professionals to continue to

improve and become more effective, as we were being asked for the results before the deadline for completing the survey had passed.

Unfortunately, we encountered a significant and unforeseen problem as soon as we began to analyze the results. Jesuit colleges and universities range from very small (enrollment of 1000) to very large (enrollment > 20,000) with many medium-sized institutions. We failed to take overall student enrollment into consideration so that our results were less useful than expected because of the discrepancy in size. For example, if Boston College (enrollment > 20,000) offered 10 retreats a month and Springhill College (enrollment 1200) offers 2 retreats a month, it was unfair and not valid to compare the two "straight up" without factoring in the size of the student body.

We did not have the resources to adequately analyze the results from the 65 questions stratified by student enrollment. We attempted to factor in student enrollment for several important factors, but will redesign subsequent surveys to accommodate this key element of our benchmarking efforts.

With that noted, there were many useful pieces of information obtained from our survey. This, along with the EBI results on Campus Ministry, the AJCU 2003 survey, and the California Campus Ministry Association Standards for Campus Ministry facilitated in determining some facts about where we stand in comparison to other Jesuit Universities.

#### **Resident Ministry Internship Program**

Our Resident Ministry program appears to be slightly unique from other universities as it is an "internship" which prepares Resident Ministers to work in the field of ministry, social service, and non-profit sectors. Additionally, our orientation program followed by a two-day retreat appears to offer our Resident Ministers a chance to gain a deeper understanding of the mission and identity of USF. Unique to our program also is that Resident Ministers rotate their internship each year under an Associate Director. This gives them an opportunity to focus their attention on a primary ministry area such as social justice, retreats, and worship/faith formation. Our process for program planning also appears to be more formalized than most universities. Each program must have a planning form filled out prior to the event which includes the goal, learning outcomes, and connection to Ignatian Spirituality. Each program is then evaluated by participants followed by the completion of an assessment form. This has been a valuable way to determine the success and impact of Resident Ministers in the halls.

Compensation, benefits, and salary appear to be all over the board at the Jesuit Universities. While we offer room/board and \$100 monthly stipend, other schools offer a range of compensation such as tuition or modest salaries; others offer only the room with a small stipend for food. Some universities only hire graduate students from their own institution while we hire not only graduate students from USF, but also those studying at the Graduate Theological Union (GTU). The GTU consists of schools representing numerous faith traditions such as Catholic (Jesuit School of Theology), Pacific Lutheran Theological Seminary, Star King School of Ministry (Unitarian), to name only a few. Hiring Resident Ministers from these diverse schools has afforded us the opportunity to



represent more fully the multi-cultural and multi-spiritual backgrounds of our student population. Our Resident Ministry program is seen by many as a resource for future campus ministers. At our last directors meeting several Resident Ministers were asked to apply for Campus Ministry positions upon completion of their internship. We attribute that to the "internship" aspect of their job.

The Resident Minister impact on students was reflected in the EBI this year (AY2006) as we changed the institution specific question regarding Residence Ministry to be more value focused. Last year (AY2005) we asked if students were aware of the residence minister programs. This year we asked them to report their level of agreement with the statement "Access to Resident Ministers has been beneficial to my spiritual development." 27% responded with "moderate agreement" and 44% of the responses leaned towards stronger agreement.

### **Social Justice:**

It appears that there are many similarities between USF and the other Jesuit Institutions in the area of social justice. 90% of Campus Ministries offer programs on the School of the Americas (SOA) Protest and Vigil in Ft. Benning. USF, however, appears to have taken it a step further than most schools by sponsoring a follow-up program which sends students to Washington, D.C., to lobby for the closure of the SOA. We were one of eight Jesuit Institutions to do so. Another commonality was that most Campus Ministries sponsored speakers who addressed social justice concerns. As it appears that 90% invited speakers to campus to address a variety of justice issues, the creation of our University Ministry Justice Lecture Series seems to be a unique and premier program. In its ninth year, the lecture series has invited Nobel Laureates and other distinguished speakers who work in the field of global justice. Past speakers include His Holiness the Dalai Lama, Oscar Arias, Mairead Corrigan Maguire, to name only a few. By creating an annual series USF has been able to collaborate more fully with the campus community. Academics have tied this program into their curriculum as well as requiring incoming students to read books written by or about the speakers. This is a unique, successful, and challenging program at USF.

Immersion Experiences are also a common thread offered through Campus Ministries. Again, the programs vary in size and location. While a majority of campus ministries appear to offer trips that return yearly to the same sites and agencies, USF attempts to offer varied location options each year. While we do return to some locations such as Belize, we have collaborated with living learning communities and connected our program with their curriculum. This has resulted in immersion trips to Jamaica, South Africa, Cuba, Guatemala, and Vietnam.

It appears that the majority of campus ministries charge close to, if not the full cost of their immersion trips. A much smaller percentage of schools partially subsidize the trips, including USF. We should further investigate the fundraising programs that campus ministries have adopted. Our student fundraising is somewhat successful, but could be improved. In 07/08 we would like to assure that our trips are subsidized no more than 20%.

### **Community Action:**

The service opportunities offered by our office seem to be above average. 41% of the schools offer service programs 1-3 times per week. USF, along with only 5.9% of campus ministries offers volunteer programs 9-10 times per week. We join 41% of campus ministries in averaging 1-10 students per activity. The few schools that appear to excel at community service appear to have both a larger student population as well as "Catholic" student population. Also noted is over 36% of these campus ministries are associated with their service learning office which is a factor in the student "volunteer" statistics. Although USF has had some cross over of students from the Service Learning Office, we do not have a formal collaborative relationship.

Along with our weekly programs we offer a service day each semester. April Action and October Outreach average 150-200 students per program. While we have attempted to compare this to other schools, we found it difficult as many of the institutions are defining community service as students attending pro-life protests, teach-in's, or advocacy events rather than recording them under social justice.

In the EBI another question that may have some correlation to the work that University Ministry contributes is question 38, which asks about the degree of satisfaction with the extent to which living in a residence hall enhanced their ability to participate in volunteer activities. This year 65% responded with a degree of satisfaction (versus choosing neutral or any degree of dissatisfaction). This is about the same response rate as 2005, and an increase of 8 percentage points over our first year of participating in the study (2003).

### **Retreats:**

Twenty-four percent of campus ministries offer more than 10 retreats per year. USF offers 9 retreats. Again, the larger schools with a higher percent of Catholic students appear to offer more retreat opportunities. It is helpful to gauge ourselves with similar schools such as Santa Clara who offers 8 retreats, and Loyola Marymount who sponsors 7 retreats. We are comfortable with the number of weekend retreats that we offer, however, we are planning to add more on-campus retreats in daily life in an effort to include more faculty and staff.

While USF focuses on modest sized retreats (30-35 participants) so that we can offer a more personal intimate experience, the schools that indicated large numbers of participants seem to offer retreats for 75 or more participants. The high total number of retreatant participation is not due to sponsoring more retreats; rather it is that they offer larger retreats. What does seem common with most of our Jesuit schools is that we offer retreats such as Kairos, Freshman retreat, and the Ignatian Silent Retreat. Additionally, USF seems to be one of few campus ministries to offer an interfaith retreat. While a number of the campus ministries offer a graduating senior themed retreat, USF does not. Our Leadership Retreat has attracted a number of seniors, however, we are hoping to collaborate with the Associated Students to re-envision what that retreat should look like, particularly in terms of what leadership is at a Jesuit school.

The average retreat cost per person at the Jesuit schools was approximately \$100-\$125. Most schools subsidize approximately 50%-75%. USF subsidizes 75% of student cost. This could be problematic in the future if we do not continue receiving grants to cover the amount spent over our operating budget.

**Faith Formation:**

Comparing worship services at the Jesuit Universities is complicated. Noted is the fact that 11 out of 14 universities that took part in the AJCU Survey have a Catholic student population of 60% or more. The other three schools (which includes USF) average 35%-45% of Catholic students. This has a significant impact on student attendance at liturgies and the number of worship services offered weekly. The institutions with a larger Catholic population naturally offer more liturgies, averaging 8 or more per week. USF University Ministry offers two weekly liturgies. We also should factor in that USF is associated with St. Ignatius Parish and that our students attend on campus liturgies there as well. We do not have statistics on how many students attend those worship services. The two liturgies that our office sponsors appear to be sufficient for our community.

What is most interesting is that USF appears to be above average with student participation in faith formation programs such as Christian Life Communities and spirituality based groups (including interfaith gatherings). This perhaps is due to our relationship and collaboration with InterVarsity Christian Fellowship, the Jewish Student Union, and the Muslim Student Association to name only a few. College age students appear to be seeking some form of spiritual connection. Offering this variety and diversity of faith-based programs has invited them into beginning that process. This would also indicate that hiring Resident Ministers with varied faith backgrounds has been an integral contribution to this success.

**Staff:**

It appears that the number of campus ministers at Jesuit Schools vary depending on the student population. While St. Louis University has 7000 undergraduate students and 4000 graduate students there are 13 full-time campus ministers. USF's student population is 4000 undergraduate and 4000 graduate students and we employ 5 full-time campus ministers. Some ministry staffs share areas of ministry (two or three might be responsible for different retreats), while USF employs Associate Directors for a specific ministry with Resident Ministers interning under them. Our department is in accordance with the California Campus Ministry Association (CCMA) standards of ministry; however, few have gone through their professional certification program. We've not found this necessary, as our Associate Director's hiring standards are a minimum of a Masters in Theology, or a related field. Many of our Associate Directors in the past and some presently hold doctorates. We will, however, review this certification process again to determine if this would be an asset to our ministry. Additionally, we join 72% of Jesuit campus ministries that employ individuals with non-Catholic religious backgrounds. While 83% of these schools indicate the non-Catholic as "Protestant", we have employed Protestant, Muslim, Jewish, Baptist, and Hindu staff.

# **BENCHMARKING SURVEYS & EVALUATION TOOLS**

**USF University Ministry Benchmarking Survey of Jesuit  
Institutions**

**Association of Colleges and Universities Survey of Campus  
Ministry 2003**

**EBI Results**

**Catholic Campus Ministry Association Standards for Campus  
Ministry**

**University Ministry Evaluation and Assessment Forms**

# Results Summary

[Export](#) [View Detail](#)

## Filter Results

To analyze a subset of your data, you can create one or more filters.

[Add Filter...](#) **Total:** 32  
**Visible:** 32

## 2. General information

### 1. My institution is:

	Response Percent	Response Total
Boston College	3.7%	1
Canisius College	3.7%	1
College of the Holy Cross	3.7%	1
Creighton University	3.7%	1
Fairfield University	3.7%	1
Fordham University	3.7%	1
Georgetown University	3.7%	1
Gonzaga University	3.7%	1
John Carroll University	3.7%	1
Le Moyne College	0%	0
Loyola College In Maryland	3.7%	1
Loyola Marymount University	3.7%	1
Loyola University Chicago	3.7%	1
Loyola University New Orleans	3.7%	1
<b>Marquette Univeristy</b>	<b>18.5%</b>	<b>5</b>
Regis University	3.7%	1
Rockhurst Univeristy	3.7%	1
St. Joseph's University	0%	0
St. Louis University	3.7%	1
Saint Peter's College	3.7%	1
Santa Clara University	3.7%	1
Seattle University	3.7%	1
Spring Hill College	3.7%	1

University of Detroit Mercy	3.7%	1
University of Scranton	0%	0
Wheeling Jesuit University	3.7%	1
Xavier University	0%	0
<b>Total Respondents</b>		<b>27</b>
<b>(skipped this question)</b>		<b>5</b>

2. Name of person completing this survey:

<a href="#">View</a> Total Respondents	27
<b>(skipped this question)</b>	<b>5</b>

3. Email of person completing this survey:

<a href="#">View</a> Total Respondents	27
<b>(skipped this question)</b>	<b>5</b>

4. Title of person completing this survey:

<a href="#">View</a> Total Respondents	27
<b>(skipped this question)</b>	<b>5</b>








### 3. Ministry staff and staffing

5. How many full time Campus Ministers do you employ?

	Response Percent	Response Total
1	0%	0
2	12%	3
3	0%	0
4	16%	4
5	12%	3
6	0%	0
7	16%	4
8	8%	2
9	8%	2
10	0%	0
<b>11-15</b>	<b>24%</b>	<b>6</b>

16-20		0%	0
>21		4%	1
<b>Total Respondents</b>			<b>25</b>
<b>(skipped this question)</b>			<b>7</b>

6. How many part time Campus Ministers do you employ?

		Response Percent	Response Total
1		25%	5
2		25%	5
3		25%	5
4		10%	2
5		5%	1
6		0%	0
7		0%	0
8		0%	0
9		0%	0
10		0%	0
11-15		5%	1
16-20		0%	0
>21		5%	1
<b>Total Respondents</b>			<b>20</b>
<b>(skipped this question)</b>			<b>12</b>

7. Do you employ graduate assistants or student assistant?

		Response Percent	Response Total
Yes		72%	18
No		28%	7
<b>Total Respondents</b>			<b>25</b>
<b>(skipped this question)</b>			<b>7</b>

8. If yes, please indicate how many:

		Response Percent	Response Total
1		0%	0

2		22.2%	4
3		11.1%	2
4		11.1%	2
5		5.6%	1
6		5.6%	1
7		0%	0
8		0%	0
9		5.6%	1
10		5.6%	1
11-15		27.8%	5
16-20		5.6%	1
>21		0%	0
<b>Total Respondents</b>			<b>18</b>
<b>(skipped this question)</b>			<b>14</b>

4. Untitled Page

9. Are people with other religious backgrounds (non-Catholic) represented on you staff?

	Response Percent	Response Total
Yes	72%	18
No	28%	7
<b>Total Respondents</b>		<b>25</b>
<b>(skipped this question)</b>		<b>7</b>

10. If yes, please indicate which religious traditions are represented:

	Response Percent	Response Total
Protestant	83.3%	15
Jewish	27.8%	5
LDS (Mormon)	0%	0
Buddhist	0%	0
Hindu	0%	0
Muslim	5.6%	1
Other Christian	27.8%	5
Other (please specify)	22.2%	4

[View](#)



Total Respondents 18  
 (skipped this question) 14

**5. Retreat experiences**

11. How many retreats do you offer each academic year?

	Response Percent	Response Total
1	0%	0
2	0%	0
3	0%	0
4	8%	2
5	4%	1
6	0%	0
7	20%	5
8	8%	2
9	0%	0
10	24%	6
11-15	16%	4
16-20	12%	3
>21	8%	2
<b>Total Respondents</b>		<b>25</b>
<b>(skipped this question)</b>		<b>7</b>

12. What % of those retreats are open to faculty and staff?

(available in the back of this survey)

[View](#) Total Respondents 25  
 (skipped this question) 7

13. Please list the name and/or general topic of the retreats that you sponsor.

(available in the back of this survey)

[View](#) Total Respondents 25  
 (skipped this question) 7

**6. Untitled Page**

14. What is the average attendance for your retreats?

	Not applicable	1-10	11-15	16-20	21-25	26-30	31-40	41-50	>50	Response Total
Students	4% (1)	4% (1)	8% (2)	12% (3)	29% (7)	12% (3)	8% (2)	4% (1)	17% (4)	24
Faculty members	26% (6)	65% (15)	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	4% (1)	0% (0)	23
Staff members	17% (4)	78% (18)	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	23
Alumni members	43% (10)	48% (11)	4% (1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	4% (1)	23
Parents and siblings of current students	100% (22)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	22
Family of current faculty and staff members	100% (22)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	22
Community members	77% (17)	18% (4)	0% (0)	0% (0)	5% (1)	0% (0)	0% (0)	0% (0)	0% (0)	22
<b>Total Respondents</b>										<b>24</b>
(skipped this question)										<b>8</b>

15. What is the average cost per person for retreats?

(available in the back of this survey)

[View](#) Total Respondents 23  
(skipped this question) 9

16. On average, how much do you charge individuals to participate in a retreat?

(available in the back of this survey)

[View](#) Total Respondents 23  
(skipped this question) 9

17. If your department subsidizes participant costs, what is the average subsidy per person?

(available in the back of this survey)

[View](#) Total Respondents 20  
(skipped this question) 12

**7. Social justice programming**

18. Do you offer immersion programs for students?

	Response Percent	Response Total
Yes 	85.7%	24
No 	14.3%	4
<b>Total Respondents</b>		<b>28</b>
(skipped this question)		<b>4</b>

19. Where do your immersion programs take place? Please list US cities (e.g. New York, NY) and/or city and country name (e.g. Tijuana, Mexico).

[View](#) Total Respondents 24

(available in the back of this survey)

(skipped this question) 8

20. When are your immersion programs offered?

	Response Percent	Response Total
Spring Break	88%	22
Intersession	44%	11
Summer break	60%	15
Other (please specify)	44%	11
<b>Total Respondents</b>		<b>25</b>
(skipped this question)		7

8. Untitled Page

21. What is the average STUDENT attendance for each immersion program?

	Response Percent	Response Total
1-5	0%	0
6-10	21.7%	5
11-15	56.5%	13
16-20	17.4%	4
21-25	0%	0
26-30	0%	0
>31	4.3%	1
<b>Total Respondents</b>		<b>23</b>
(skipped this question)		9

22. On average, how many STAFF members attend each immersion program?

	Response Percent	Response Total
1	42.9%	9
2	52.4%	11
3	0%	0
4	4.8%	1

5	0%	0
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11 or more	0%	0
<b>Total Respondents</b>		<b>21</b>
<b>(skipped this question)</b>		<b>11</b>

23. On average, how many FACULTY members attend each immersion program?

	Response Percent	Response Total
1	62.5%	10
2	31.2%	5
3	6.2%	1
4	0%	0
5	0%	0
6	0%	0
7	0%	0
8	0%	0
9	0%	0
10	0%	0
11 or more	0%	0
<b>Total Respondents</b>		<b>16</b>
<b>(skipped this question)</b>		<b>16</b>

**9. Untitled Page**

24. What is average cost for an individual to attend an immersion program?

(available in the back of this survey)

<b>View</b> Total Respondents	<b>21</b>
<b>(skipped this question)</b>	<b>11</b>

25. On average, how much do you charge an individual to attend an immersion program?

<b>View</b> Total Respondents	<b>21</b>
-------------------------------	-----------

(skipped this question) 11

26. Approximately how much (% of total cost or \$ amount) does your department subsidize the participant cost to attend an immersion program?

(available in the back of this survey)

[View](#) Total Respondents 20  
(skipped this question) 12

27. If you have other sources of funding available for immersion trip participants, please list them.

(available in the back of this survey)

[View](#) Total Respondents 19  
(skipped this question) 13

**10. Untitled Page**

28. Do you sponsor any activities that focus on the School of the Americas (WHINSEC)?

	Response Percent	Response Total
Yes 	90.9%	20
No 	9.1%	2
<b>Total Respondents</b>		<b>22</b>
(skipped this question)		10

29. If yes, please briefly describe the activity(s).

(available in the back of this survey)

[View](#) Total Respondents 21  
(skipped this question) 11

30. Approximately how many students participate in this activity?

(available in the back of this survey)

[View](#) Total Respondents 21  
(skipped this question) 11

**11. Untitled Page**

31. Do you sponsor Social Justice speakers through Campus Ministry?

	Response Percent	Response Total
Yes 	90.9%	20

No		9.1%	2
		<b>Total Respondents</b>	<b>22</b>
		<b>(skipped this question)</b>	<b>10</b>

32. If yes, what are the topic areas and/or names and affiliations of the speakers?

(available in the back of this survey)

<a href="#">View</a>	<b>Total Respondents</b>	<b>21</b>
		<b>(skipped this question)</b> <b>11</b>









33. What is the average attendance (students, faculty & staff) at one of these Social Justice talks?

(available in the back of this survey)

<a href="#">View</a>	<b>Total Respondents</b>	<b>19</b>
		<b>(skipped this question)</b> <b>13</b>

**12. Spiritual Formation**

34. How many Catholic liturgy services do you sponsor on campus PER WEEK?

		Response Percent	Response Total
1		0%	0
2		0%	0
3		0%	0
4		4.3%	1
5		0%	0
6		4.3%	1
7		8.7%	2
8 or more		<b>82.6%</b>	<b>19</b>
		<b>Total Respondents</b>	<b>23</b>
		<b>(skipped this question)</b>	<b>9</b>

35. What is the average attendance (students, faculty and staff) of the Catholic liturgy services that you offer?

		Response Percent	Response Total
1-10		0%	0
11-20		8.7%	2
21-30		0%	0
31-40		8.7%	2

41-50		4.3%	1
51-60		0%	0
61-70		0%	0
<b>71 or more</b>		<b>78.3%</b>	<b>18</b>
<b>Total Respondents</b>			<b>23</b>
<b>(skipped this question)</b>			<b>9</b>

36. What types of interfaith services do you offer on campus?

(available in the back of this survey)

<a href="#">View</a> Total Respondents	22
<b>(skipped this question)</b>	<b>10</b>

37. How many interfaith services do you offer on campus PER WEEK?

	Response Percent	Response Total
<b>1</b>	<b>70%</b>	<b>7</b>
2	20%	2
3	0%	0
4	0%	0
5	0%	0
6	10%	1
7	0%	0
8 or more	0%	0
<b>Total Respondents</b>		<b>10</b>
<b>(skipped this question)</b>		<b>22</b>




38. What is the average attendance (students, faculty and staff) for the interfaith services you offer on campus?

	Response Percent	Response Total
<b>1-10</b>	<b>25%</b>	<b>5</b>
11-20	10%	2
21-30	10%	2
31-40	5%	1
<b>41-50</b>	<b>25%</b>	<b>5</b>
51-60	5%	1
61-70	0%	0

71 or more		20%	4
		<b>Total Respondents</b>	<b>20</b>
		<b>(skipped this question)</b>	<b>12</b>







**13. Untitled Page**

39. Do you sponsor a Christian Life Community group through Campus Ministry?

		Response Percent	Response Total
Yes		42.9%	9
No		38.1%	8
Comments		19%	4
<i>(AVAILABLE IN THE BACK OF SURVEY)</i>			
		<b>Total Respondents</b>	<b>21</b>
		<b>(skipped this question)</b>	<b>11</b>

[View](#)

40. If yes, how many participants are involved?

		Response Percent	Response Total
1-10		8.3%	1
11-20		16.7%	2
21-30		16.7%	2
31-40		8.3%	1
41-50		16.7%	2
51-60		0%	0
61-70		0%	0
71 or more		33.3%	4
		<b>Total Respondents</b>	<b>12</b>
		<b>(skipped this question)</b>	<b>20</b>

41. Who coordinates the program in your department?

*(available in the back of the survey)*

<a href="#">View</a>	<b>Total Respondents</b>	<b>12</b>
	<b>(skipped this question)</b>	<b>20</b>

**14. Untitled Page**

42. Do you sponsor confirmation classes during the academic year?



	Response Percent	Response Total
Yes	90.5%	19
No	9.5%	2
<b>Total Respondents</b>		<b>21</b>
<b>(skipped this question)</b>		<b>11</b>

43. If yes, how many classes do you sponsor EACH YEAR?

	Response Percent	Response Total
1	33.3%	6
2	11.1%	2
3	0%	0
4	0%	0
5	0%	0
6	11.1%	2
7	0%	0
8	0%	0
9	0%	0
10	5.6%	1
11 or more	38.9%	7
<b>Total Respondents</b>		<b>18</b>
<b>(skipped this question)</b>		<b>14</b>

44. About how many participants attend each confirmation series?

	Response Percent	Response Total
1-5	21.1%	4
6-10	47.4%	9
11-15	10.5%	2
16-20	5.3%	1
21-25	5.3%	1
26-30	5.3%	1
31-35	0%	0
36 or more	5.3%	1
<b>Total Respondents</b>		<b>19</b>
<b>(skipped this question)</b>		<b>13</b>

15. Untitled Page

45. Do you sponsor RCIA classes during the academic year?

	Response Percent	Response Total
Yes	95.2%	20
No	4.8%	1
<b>Total Respondents</b>		<b>21</b>
<b>(skipped this question)</b>		<b>11</b>

46. If yes, how many classes do you sponsor EACH YEAR?

	Response Percent	Response Total
1	42.1%	8
2	0%	0
3	0%	0
4	0%	0
5	0%	0
6	5.3%	1
7	0%	0
8	0%	0
9	0%	0
10	0%	0
<b>11 or more</b>	<b>52.6%</b>	<b>10</b>
<b>Total Respondents</b>		<b>19</b>
<b>(skipped this question)</b>		<b>13</b>



47. About how many participants attend each RCIA series?

	Response Percent	Response Total
1-5	30%	6
<b>6-10</b>	<b>40%</b>	<b>8</b>
11-15	25%	5
16-20	0%	0
21-25	5%	1
26-30	0%	0


31-35	0%	0
36 or more	0%	0
<b>Total Respondents</b>		<b>20</b>
<b>(skipped this question)</b>		<b>12</b>

**16. Untitled Page**




48. Do you sponsor community outreach programs through Campus Ministry?

	<b>Response Percent</b>	<b>Response Total</b>
<b>Yes</b> 	<b>77.3%</b>	<b>17</b>
<b>No</b> 	<b>22.7%</b>	<b>5</b>
<b>Total Respondents</b>		<b>22</b>
<b>(skipped this question)</b>		<b>10</b>

49. If yes, how often do they occur?

	<b>Response Percent</b>	<b>Response Total</b>
<b>1-3 times/week</b> 	<b>41.2%</b>	<b>7</b>
<b>4-5 times/week</b> 	<b>11.8%</b>	<b>2</b>
<b>6-8 times/week</b> 	<b>23.5%</b>	<b>4</b>
<b>9-10 times/week</b> 	<b>5.9%</b>	<b>1</b>
<b>More than 10 times/week</b> 	<b>11.8%</b>	<b>2</b>
<b>More than 20 times/week</b> 	<b>5.9%</b>	<b>1</b>
<b>Total Respondents</b>		<b>17</b>
<b>(skipped this question)</b>		<b>15</b>

50. What is the average STUDENT participation in your community outreach activities?

	<b>Response Percent</b>	<b>Response Total</b>
<b>1-10</b> 	<b>41.2%</b>	<b>7</b>
<b>11-20</b> 	<b>17.6%</b>	<b>3</b>
<b>21-30</b> 	<b>5.9%</b>	<b>1</b>
<b>31-40</b>	<b>0%</b>	<b>0</b>
<b>41-50</b>	<b>0%</b>	<b>0</b>
<b>51-60</b>	<b>0%</b>	<b>0</b>

61-70	0%	0
71 or more	35.3%	6
<b>Total Respondents</b>		<b>17</b>
<b>(skipped this question)</b>		<b>15</b>

**17. Untitled Page**

51. Does your office coordinate community-based opportunities that students need to complete as a class requirement, commonly known as "service learning"?

	Response Percent	Response Total
Yes	36.4%	8
No	63.6%	14
<b>Total Respondents</b>		<b>22</b>
<b>(skipped this question)</b>		<b>10</b>

52. If yes, who coordinates these activities in your department?

(available in the back of the survey)

<a href="#">View</a> Total Respondents	15
<b>(skipped this question)</b>	<b>17</b>

**18. Collaboration**

53. Do you have a Resident Minister program in the residence halls?

	Response Percent	Response Total
Yes	54.5%	12
No	45.5%	10
<b>Total Respondents</b>		<b>22</b>
<b>(skipped this question)</b>		<b>10</b>

54. If yes, how many (total number) Resident Ministers do you employ?

	Response Percent	Response Total
1-3	25%	3
4-6	8.3%	1
7-10	25%	3
<b>11-15</b>	<b>33.3%</b>	<b>4</b>

16-20	0%	0
21-25	8.3%	1
26 or more	0%	0
<b>Total Respondents</b>		<b>12</b>
<b>(skipped this question)</b>		<b>20</b>

55. What % of your Resident Ministers are students at your institution?

(available in the back of the survey)

<a href="#">View</a> Total Respondents	12
(skipped this question)	20

56. What % of your Resident Ministers are students at another institution?

(available in the back of the survey)

<a href="#">View</a> Total Respondents	11
(skipped this question)	21

57. How many hours per week do these Resident Ministers work for Campus Ministry?

	Response Percent	Response Total
1-5 hours	8.3%	1
6-10 hours	0%	0
<b>11-15 hours</b>	<b>50%</b>	<b>6</b>
16-20 hours	16.7%	2
21-25 hours	8.3%	1
26-30 hours	16.7%	2
31-35 hours	0%	0
36-40 hours	0%	0
more than 40 hours	0%	0
<b>Total Respondents</b>		<b>12</b>
<b>(skipped this question)</b>		<b>20</b>

58. Approximately what is their stipend, including benefits?

(available in the back of the survey)

<a href="#">View</a> Total Respondents	12
(skipped this question)	20

**19. Untitled Page**

59. What student groups do you routinely work closely with for activities and programming?

(available in the back of the survey)

<a href="#">View</a>	Total Respondents	22
	(skipped this question)	10

60. On what types of activities and program do you collaborate with these student groups?

(available in the back of the survey)

<a href="#">View</a>	Total Respondents	22
	(skipped this question)	10

## 20. Summary and evaluation activities

61. How many students (total) PER YEAR participate in Campus Ministry programs at your institution?

(available in the back of the survey)

<a href="#">View</a>	Total Respondents	18
	(skipped this question)	14

62. What percentage of these students participate in more than one program through Campus Ministry?

(available in the back of the survey)

<a href="#">View</a>	Total Respondents	18
	(skipped this question)	14

63. What is the ONE most difficult challenge in your ministry?

(available in the back of the survey)

<a href="#">View</a>	Total Respondents	19
	(skipped this question)	13

64. What has been the most rewarding and effective program that your department has offered?

(available in the back of the survey)

<a href="#">View</a>	Total Respondents	19
	(skipped this question)	13

65. Briefly describe how you evaluate the success of your programs.

(available in the back of the survey)

<a href="#">View</a>	Total Respondents	19
	(skipped this question)	13

## Open-Ended Results Detail



### Filter Results

To analyze a subset of your data, you can create one or more filters.

**Total:** 32  
**Visible:** 32

Page Size:   Displaying 1 - 4 of 4

If yes, please indicate which religious traditions are represented:

1. Lutheran ELCA
2. Lutheran (ELCA)
3. Our student assistants come from a variety of religious backgrounds including Hindu, Muslim and Other Christian. All Campus Ministers are Roman Catholic.
4. the secretary is non-Catholic

## Open-Ended Results Detail

[Back](#)[Export](#)

### Filter Results

To analyze a subset of your data, you can create one or more filters.

[Add Filter...](#)**Total:** 32**Visible:** 32Page Size:  ▼

Displaying 1 - 25 of 25




What % of those retreats are open to faculty and staff?

1. 10 %
2. 50%
3. 10%
4. 100%
5. 10%
6. 20
7. 0%
8. 25%
9. 20% [Lenten Retreat]
10. 70%
11. 20
12. 0
13. 50%
14. 2-3 retreats are open but we don't recruit
15. 20
16. 50%
17. 13%
18. 100 %
19. none
20. 50%
21. 6%
22. 0 ( Staff retreats are held separately)
23. 33%



24. 15%

25. 20%

Page Size:  

Displaying 1 - 25 of 25    

## Open-Ended Results Detail



### Filter Results

To analyze a subset of your data, you can create one or more filters.

**Total:** 32

**Visible:** 32

Page Size:

Show 25 per page

Displaying 1 - 25 of 25

Please list the name and/or general topic of the retreats that you sponsor.

1. New student retreat, peer led community retreat, Ignatian retreat, senior retreat, sexuality retreat, Muslim student retreat, Passover retreat, Protestant student retreats, Ecological justice retreats, Vocations retreat, sophomore retreat, confirmation retreat, RCIA retreat, choir retreat, diversity retreat
2. (2) Kairos Collegeiate (2) CLC (1) RCIA (1) Catholic Spritual Traditions (2) Ministry and Leadership (1) Exploring the Sacred Outdoors (1) Rural Plunge
3. Retreat Leaders Retreat Frosh 1 Day "Finding God in All Things" Camping Retreat Marquette Experience (2X) Men's Retreat Directed Retreat Senior Retreat Ignatian Retreat
4. Ignatian Spirituality
5. Retreat Leaders Retreat Frosh 1 Day "Finding God In All Things" Camping Retreat Marquette Experience (x2) Men's Retreat Directed Retreat Senior Retreat Ignatian Retreat Frosh 2 Day
6. SLU Encounter (2) Fresh Look Living the 4th Day Ignatian Silent Greek Urban Plunge Faculty/Staff Medical Students RCIA Retreat
7. Kairos - 8 per year Leadership retreats for Appalachia program and International Programs - 22 per year Peer ministry retreats - 2 Protestant retreats - 6 per year CLC retreats 2 per year 5 day silent retreat - 30
8. 2 Awakening 2 Ignatian 1 in Spanish 1 for Loyola University Community Action Program 1 for Athletes 1 for post Nicaragua Immersion students
9. Freshman Beginnings Retreat 1st Semester KAIROS Style Retreat 1st Semester Lenten Retreat 2nd Semester KAIROS style Retreat 2nd Semester Senior Day of Recollection 2nd Semester
10. Ignatian Retreat Frosh Escape Search Retreats (2) Individually Directed Retreats (2) DISCOVER Vocation Retreats (4)
11. \*Ignis: First Year Retreat (one day) \*Kairos: Weekend Retreat \*Ignatian weekend retreat: individually directed \*Ignatian Four Day Retreat: Individually directed \*Awaken: A weekend retreat \*The Wanderer: a retreat to reflect on the year (one day) \*Pre-med retreat: a day for pre-medical students \*AOC: Always our Children: a weekend retreat open to all but focused on the concerns of Gay and Lesbian Students \*Senior Retreat: One day experience to reflect on the last four years offered during senior week \*Live Strong: a one day workshop for students with parents and others with terminal illness
12. Fall Retreat (no name) - mostly first-yr students Busy Persons Retreat (5 day) - two/yr Retreat for "Peace & Justice Floor" res. hall program

13. 2005-2006 Kairos (2) Women's Spirituality Service Freshman Nature Retreat Justice From Career to Calling: An Ignatian Retreat Interfaith
14. Escape- freshman only with upperclass team leaders and some faculty- approx. 100 students Manresas (3-5) per year. Student led week-end retreat for up to 40. Combo: discussion, talks, journaling, silence Spiritual exercises (3 x per year) for 30-40 5 day, silent, directed. Senior retreat-day long. Up to 100. Service retreat Pax Christi retreat Liturgical Ministers retreat Magis retreat
15. Men's (2), Women's (1), Freshman (2), Sophomore (2), Kairos to College (2), Senior (1) Ignatian Directed Overnight (1), 5-day Ignatian Silent (2), others occasionally
16. First Year Retreat (twice a year Manresa Retreat (intro to Ignatian Spirituality)(twice a year) 8-Day Retreat (Silent, Directed retreat using the Spiritual Exercises)(twice a year) Wilderness Retreat (Eco-theology theme) (once a year)
17. First Week of SpEx, Second,Third, and Fourth, Discernment of Spirits and God's will. Faculty and staff Ignatian retreat. Alumni Retreat.
18. 24 Hours I, II, III, IV Fall Encounter Spring Encounter Encounter Team - Fall Encounter Team - Spring Fall Adventure Winter Adventure Spring Adventure Mother-Daughter Further Along the Journey Prayer Retreat Ignatian Retreat Quo Vadis Balancing the Big Stuff Senior Retreat Finding God in All Things Come Away
19. Senior Frosh Kairos Liturgical Ministries Service Immersion
20. SHAPe Spring Hill Awakening Program - student led - one each semester Busy Person's Other - This year outdoor retreat next year we will add a senior retreat
21. ESCAPE Soph Ops Agape Jewish retreat Muslim retreat Protestant retreat 3-day Ignatian retreat 5-day Ignatian retreat
22. First Year Latino CLC Silent Emmaus Senior Service Leaders
23. Freshmen Get-A-Way Retreat on the Rock (affective retreat) 5th Week (upper level) Busy Person's (open to all) Supernatural Christian Backpacking wilderness (All) Senior Retreat
24. Christian Leadership Retreat Search Retreat: Christo-centric simimlar to Kairos Social Justice retreat: Interdemoninational Explore: Interfaith retreat focused on one's gifts 5 day Ignatian Silent Retreat Busy Student Retreat
25. Pilgrimage to Cataldo Mission Freshmen Retreat (6) SEARCH Retreat (4) AGAPE Retreat (4) Ignatian Retreats(3) Law Students Retreat Senior Retreat

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What is the average cost per person for retreats?

1. Range of \$75 to \$250
2. \$125
3. \$150
4. \$100
5. 100
6. \$ 130 - 200 per weekend
7. \$75
8. \$20.00-\$40.00
9. \$80
10. 100
11. \$140
12. 70-85 per night
13. \$100 (weekend)
14. \$140
15. \$75.00
16. \$150- \$250
17. 90
18. \$50
19. \$60
20. \$65 \$120.00
21. \$200.00
22. \$140
23. \$40

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On average, how much do you charge individuals to participate in a retreat?

1. Range of \$10 to \$85
2. \$50
3. \$45
4. \$45
5. 35
6. free to \$ 75 for weekend
7. \$25
8. \$40.00
9. \$40
10. 35
11. \$60
12. 10-20 per night
13. \$45 (weekend)
14. \$50
15. \$25.00
16. approx. half our costs
17. 45
18. \$30
19. \$20
20. \$45.00
21. \$50.00
22. \$40
23. \$15-20

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If your department subsidizes participant costs, what is the average subsidy per person?

- 1. \$65 to \$200
- 2. \$75
- 3. \$105
- 4. \$55
- 5. 65
- 6. varies
- 7. \$50
- 8. 50%
- 9. 65
- 10. \$80
- 11. 70-90%
- 12. \$55
- 13. \$90
- 14. \$50.00
- 15. approx. half our costs
- 16. 50%
- 17. \$15
- 18. \$20.00
- 19. 50-75%
- 20. \$100

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Where do your immersion programs take place? Please list US cities (e.g. New York, NY) and/or city and country name (e.g. Tijuana, Mexico).

1. Tijuana, Mexico, Belize city, Belize; Guayaquil, Ecuador; Yakima Washington; Manila, Phillipines; Calcutta, India; Managua, Nicaragua
2. Ethiopia, Ghana, Mexico, Pboenix,AZ
3. International: IMAP Jamaica (During Christmas break) IMAP Belize Punta Gorda (Summer break) In the States: during Spring Break Detroit, MI Stratford, Ontario, Canada Canton, MS Rhodell, WV Enid,OK And 12 other cities
4. Detroit, MI Stratford, Ontario, Canada Cincinnati, OH Canton, MS Rhodell, WV Lancaster, KY Enid, OK Montgomery, AL Erie, PA Washington, DC Kansas City, KS Cranks Creek, KY Oklahoma City, OK Louisville, KY Baltimore, MD Ivanhoe, VA St.Louis, MO Cleveland, OH
5. Detroit, MI Stratford, Ontario, Canada Cincinnati, OH Canton, MS Rhodell, WV Lancaster, KY Enid,OK Montgomery, AL Erie, PA Washington, DC Kansas City, KS Cranks Creek, KY Louisville, KY Oklahoma City, OK Baltimore, MD Ivanhoe, VA St. Louis, MO Celveland, OH
6. Kingston, JAMAICA
7. IMAP:Jamaica IMAP:Belize - Punta Gorda MAP Trips
8. New York, Chicago, Monticello, Ky; Denver; Cuatrocieneegas, Coah., Mexico; Minneapolis, MN; ElSalvador; Houston, Nazareth, KY; Phoenix, AZ; Kermit, WV; Cincinnati, OH; New Orleans, LA; San Benito, TX; Camden, NJ; Spencer, WV;
9. Appalachia (39 sites), El Salvador, Jamaica (2 sites), Belize, Dominican Republic, Guatemala, Nicaragua, Chiapas Mexico, Tijuana Mexico (2 sites), Nogales Mexico, Cuernavaca Mexico
10. Saltillo, Mexico Arenal, Nicaragua
11. Salvador, Tijuana, Florida, Central Valley, New Mexico, Arizona
12. New York City Jamaica West Indies Mexico City Appalachia (West Virginia and Kentucky) Washington, DC Detroit Michigan
13. domestic cities vary, typically 3 of the following in any one yr: Mt Pleasant, SC; Pensacola, FL; St Louis, MO; Cincinnati, OH; Buffalo, NY. we've done only 2 internat'l: Jamaica, Guatemala
14. Honduras We hope to resume a spring break service opportunity this coming year (Habitat for Humanity)
15. Appalachia (Kentucky, W. Virginia,) Jamaica Cuernavaca and Tlapa, mexico Nairobi, Kenya

- 16.** Camden; Baltimore; Cumberland, MD; Fries, VA; Ivanhoe, VA; Washington, DC; Newark; Tijuana, Mexico; El Salvador
- 17.** Duran, Ecuador Tijuana, Mexico San Salvador, El Salvador Belfast, Ireland Nogales, Mexico Kenya, Africa New York, New York Appalachia, WV Chicago, IL Cleveland, OH Tarboro, NC Eagle Rock, SD
- 18.** Domestic and International Mohawk Nation Guatemala, Guyana, Belize, El Salvador, Jamaica, Appalachia Florida, New York City Washington, DC Nicaragua, Tennessee, San Diego, Waynesburg, PA Romania, Tijuana, Utah-Navajo Nation Colorada-Go West Mississippi South Africa India Thailand
- 19.** Bridgeport, Ct. Camden, NJ Inez, Kentucky West Virginia Tijuana, Mexico Quito, Ecuador Duran, Ecuador Kingston, Jamaica Cap Haitien, Haiti Leon, Nicaragua
- 20.** Various cities in US depending on choice of location - this year Sebring, FL international - Belize
- 21.** Tijuana, Mexico- We offer weekend service trips every month. Sept-June. The Center for Service and Action offers International Service /immersion trips 7 times per year, incl Guatemala; Dominican Republic; El Salvador; Southern Calif; Atlanta Georgia; Appalachia
- 22.** Juarez, Mexico Belize City, Belize Guatemala
- 23.** Appalachia Georgia Chicago Baltimore New York City Boston Washington DC Rosebud Indian Reservation Pine Bluff Indian Reservation Newark Taize France El Salvador Guatemala
- 24.** We have a community service house (CCASL - Community Action and Service Learning) which came out of University Ministry and now functions independently, but in collaboration with UM. CCASL offers national immersion programs during spring to 6-8 sites (San Antonio, TX Jonestown, MI Knoxville, TN Wichita, KS Clarksdale, MI St. Louis, MO) They also offer several local immersion programs such as Urban Plunge.

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What is average cost for an individual to attend an immersion program?

- 1. \$700
- 2. \$1200
- 3. International \$1500 National \$200
- 4. \$200.00
- 5. \$200
- 6. \$1,300
- 7. \$1600
- 8. 1300
- 9. \$1200
- 10. 750
- 11. \$100
- 12. varies greatly depending on trip
- 13. \$125 domestic/\$1000 internat'l
- 14. \$1100
- 15. unknown
- 16. \$1000
- 17. Varies-\$300-\$2,100
- 18. 900
- 19. \$45-Monthly; \$250-\$1300
- 20. \$1200.00
- 21. \$200, Domestic : \$1,200 international

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On average, how much do you charge an individual to attend an immersion program?

- 1. full cost
- 2. \$500
- 3. Nat'l \$200 Intnat'l close to \$1500
- 4. \$200.00
- 5. \$200
- 6. \$1,300
- 7. \$1300
- 8. 240.00
- 9. \$100
- 10. 350
- 11. \$50
- 12. varies greatly depending on trip
- 13. as much as they can afford
- 14. \$500
- 15. \$125
- 16. \$1000
- 17. SAME
- 18. 500
- 19. \$45. for monthly; \$250-\$1300
- 20. \$400.00
- 21. \$200 and \$1,200

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Approximately how much (% of total cost or \$ amount) does your department subsidize the participant cost to attend an immersion program?

1. zero
2. 5%
3. Almost 0 -5 %
4. Approx \$1000.00 for ALL combined
5. none per student, overall fee remission of \$!000 for the whole program
6. 0 %
7. \$300
8. 80
9. \$0
10. 350
11. 50%
12. average over many trips may be 10%
13. 0
14. 25% inclusive of 6 onth preparation
15. not sure
16. 0
17. 0%
18. 50%
19. 33-50% for CSA trips
20. 0% but scholarship funds available

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If you have other sources of funding available for immersion trip participants, please list them.

1. Faculty and staff have university funds available for professional development
2. Service Learning budgets and fundraising
3. Personal Fund Raising Private Donors Grants For the Dental trip to Jamaica we have received special doantions from the Dental Association and from dental organizations in the state. We collect money for those unable to pay.
4. In the past we received two sizable donations given to our office which is used to help cover any outside cost to the program (i.e., retreat, teaching supplies, dental supplies) for our work in Kingston. We also receive money from fund raising efforts at the Dental School and professional dental organizations in and around the city of Milwaukee.
5. Grants Private Donors Personal Fundraising Large group fundraising activities (ie. bake sales)
6. Fundraisers - sale of cook books, auctions, t-shirts, parish begging
7. point drive, fund raising
8. Extensive Fund Riasing
9. Students will also be asked to raise funds for immersion trips.
10. fundraising by students grants department money friends and gifts
11. bake sales, and employee contributions (and some alumni contributions Jamaica heavily funded by province grants from Jesuits and Mercy Srs. Guatemala was funded almost entirely by a foundation (one time only trip) re #25: our students are poor. I'd say they avg paying \$25-75 ea.
12. Contributions from extended college community Student Senate
13. Center for Values and Service budget, student fundraising (e.g., Project Mexico auction, bake sales, etc.)
14. Lots of fundraising Departmental funds for Faculty/Staff/Adminstrators
15. Our trips are 100% fundraised by the students for their own trips.
16. fundraising on campus and at student's parish or high school
17. Students beg borrow and steal. from other Dep'ts and the religious communities. We just received a Hilton Foundation grant for next years programs
18. 100% from Regents & Alumni

**19.** Students work on fundraisers to reduce the individual cost.

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If yes, please briefly describe the activity(s).

1. Annual liturgy, with vigil and procession. Annual attendance at Georgia. Annual follow up in Washington,DC with student lobbying.
2. We send a delegation to the annual Ignatian Family Teach-In and SOA Protest
3. Orientation, information sessions, prayers, and post-trip reflections. We have had student speakers and liturgical ministers at the Teach-In.
4. Orientations, informations sessions, prayers, and post-trip reflections. We have had student speakers and liturgical ministers at the Teach-In
5. Preparation by presentations followed by sending busses
6. we send students to SOA
7. We take 40 students. Loyola co-programs the Teach In Liturgy with Spring Hill College
8. We sponsor/support the trip to the SOA, and offer educational programs with another campus organization prior to the trip.
9. Preparation for experience, as well as follow-up activitie afterwards
10. Most yeas we go to the teach-in Georgia. We did have a human rights panel this year that focused on SOA and people who had crossed the line. We did send people to the lobby day.
11. charter a bus and take a busload of Detroit area people to the Nov event.
12. Participation in Ignatian Family Teach-in Memorials for Jesuit Martyrs, Archbishop Romero, and four church women, Soup and Substance Discussions, speaking in classrooms.
13. Delegation goes down to the SOA protest and Ignatian Family Teach-in
14. Annual Trip to Ft. Benning
15. We sponsor a bus to Fort Benning, GA for the Ignatian Family Teach-in.
16. We have accompanied students, but we do not formally "sponsor" the Ignatian Family Teach-In.
17. Students for Justice advocacy group and protest trip otganizers
18. Blessing and send-off to the School of the Americas Trip to the School of the Americas
19. Annual events include a trip to Ft. Benning for Ignatian Family Teach-in ; On campus Re-enactment of Assasination of SJ and Maryknoll martyrs, Procession/demonstration (entire campus is "supoenaed to attend under penalty of ignorance or apathy"; 10' crosses are placed

throughout campus with explanations posted and each cross id'd with name of a martyr.

**20.** Supsidize students to attend; participate actively in the planning of the the teach-in liturgy

**21.** Ministry sponsors trip to annual Ignatian teach-in and protest at Fr Benning. We also support students going to Washington D.C. for lobbying days. Active SOA student organization on campus

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Approximately how many students participate in this activity?

- 1. 15 to Georgia
- 2. 20
- 3. 45
- 4. 45
- 5. 50+
- 6. 100+
- 7. 40
- 8. 20
- 9. 15
- 10. 10 to 15 per year
- 11. 20
- 12. 5-100 deoending on event
- 13. So far, about 5 or 6
- 14. 60
- 15. 50
- 16. 15-20
- 17. 25
- 18. 15
- 19. 200-250
- 20. 25
- 21. 80

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If yes, what are the topic areas and/or names and affiliations of the speakers?

1. ranges from community to international leaders; full range of social justice issues.
2. Sr. Helen Prejean, Death Penalty Fr. Kevin Burke, Oscar Romero Affordable Housing Faithful Citizenship
3. Non-violence -- John Dear, S.J. Call to Renewal -- Jim Wallis Iraq War -- Simon Harak, S.J. Voting Your Values -- Joe Mulligan, S.J. Militarism -- Mathew Rothschild (editor of the Progressive Magazine) We also hosted 40 "Soup with Substance Programs.
4. Non-Violence -John Dear, S.J. Call to Renewal -Jim Wallis Iraq War -Simon Harak, S.J. Voting your Values -Joe Mulligan, S.J. Militarism -Mathew Rothschild (editor of the Progressive Magazine) We also hosted 40 "Soup with Substance" Programs with a wide range of issues discussed, from fair trade, Palestinian/Israeli conflict, SOA, and more.
5. Death Penalty - Sr. Prejean; and a wide variety of speakers on pro-life issues, sweat shop labor; Immigration policies; election issues. Many speakers brought on by collaboration with student groups and other student development departments
6. many
7. Economics, Political themes, Peace and Justice
8. Hunger, Homelessness, Peace, Justice
9. Capital punishment, World hunger
10. A lot of events and speakers are cosponsored by campus ministry. There are few that are sponsored by us alone.
11. Abt 1-2/yr. Topics vary. Catholic Social Teaching, SOA, GLBT issues.
12. Usually cosponsored with Social Justice Program and Pax Christi. Variety of Topics and speakers.
13. We have typically had at least one every Lent - this year was on life issues. In the past we have had speakers on service to the poor in Baltimore. Our sister department which coordinates all service efforts - the Center for Values and Service - also sponsors speakers on a wide range of issues - peace, globalization, etc.
14. Too numerous to list (30 in the last 2 years)
15. Sr. Helen Prejean, Dead Man Walking, Elimination of Capital Punishment. Play on six nights, Brunch, and Meeting the Author discussion group with Sr. Helen Prejean. (Brunch-40, discussion 200) Bishop Ruiz lecture. (100)

- 16.** See Creighton's Center for Service and Justice <http://www.creighton.edu/ccsj>
- 17.** death penanlty abortion homelessness poverty hunger
- 18.** Jewish/Muslim relations Interfaith Dialogue Catholic social concerns/issues
- 19.** War in Iraq; Hunger; SOA; UFW; Sudan; Sweatshop; Fair Tarde; Globalization; Violence against Women; etc. ABC Nightline; UN; SOAW; SJ's; Nike Watch; Global Exchange; UFW; LMU Faculty; JUUSTICE TOUR
- 20.** Dean Brackley, SJ (El Salvador) Greg Boyle, SJ (HomeBoy)
- 21.** Varies from year to year. Current year: John Dear, SJ, Living a just life Sr Helen Prejean, Abolition of the Death Penalty Kerry Kennedy, Speak Truth to Power Voices in the Wilderness

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What is the average attendance (students, faculty & staff) at one of these Social Justice talks?

- 1. 40-300
- 2. 225
- 3. 35 for the "Soups"; 75-200 for talks
- 4. 35 for Soups 75-200 for talks
- 5. 50 - 200
- 6. 50
- 7. 20-50
- 8. 15
- 9. varies greatly 5 to 500
- 10. 90
- 11. 20-100
- 12. 30
- 13. 50
- 14. 40
- 15. 25-30
- 16. 30
- 17. 50
- 18. 25-600
- 19. 50

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What types of interfaith services do you offer on campus?

1. Protestant worship and praise ecumenical liturgy and liturgy with eucharist muslim prayer
2. Weekly Wednesday service, seder meal and other feasts of faith around Jewish and Muslim holidays
3. We have routinely done one interfaith liturgical service per academic year. As far as other services, we began an interfaith dialogue on faith and politics this year. We have had three up to this date.
4. We have routinely done one interfaith liturgical service per academic year. As far as other services, we began an interfaith dialogue on faith and politics this year. We have had three of these up to this date. We also have Taize and an Interfaith Ash Wednesday service
5. Ash Wednesday distribution of ashes. Taize.
6. Major service in Spring with a broad array of faith traditions. Several smaller services in the Law School and Med school.
7. Scripture Based prayer service
8. none on camus
9. Annual Christmas Interfaith service
10. none 34 and 35 include weekday and sunday masses. Weekday mass gets from 2 to 12 people. Sunday morning mass gets 20 to 40 people. Sunday evening mass gets from 100 to 175 people.
11. None. Re 34-35. Did you mean Sunday? Only 1 Sunday, abt 60 attend. 11 weekday/wk, avg attendance 8/ea.
12. 9/11 Ecumenical Ash Wednesday Weekly Zen Meditation This year, rather than interfaith services we have concentrated on celebration of holidays and holy days including: First Aniversary Blessing and Celebration of Muslim Prayer Room, Ramadan, Passover, Holi, Lessons and Carols.
13. We discontinued our "service" per se - we now offer a shared meal with fellowship and faith sharing called Christians Together on Campus
14. 2 interfaith services per semester
15. 9-11 Memeorial Services, Memorial Services, Bible Study, Stressed to Blessed,Retreats,
16. One during Welcome Week for incoming Freshmen and their families One memorial service for those who have lost loved ones Regular Lenten ecumenical services once-a-week during Lent
17. Seder Holocaust Remebrance Martin Luther King Jr.

- 18.** Interfaith Thanksgiving Prayer Service Interfaith Seder Interfaith Iftar Interfaith 9/11 Memorial Hallelujah Shabbat Service ad hoc services such as Interfaith Service for Those Suffering from the Tsunami
- 19.** Taize; Prayer and Praise; Scripture and Music; Visiting pastors; on special occasion and in cooperation with other departments
- 20.** Prayer services for world AIDS day; healing services; World Cultures Day, etc.
- 21.** Weekly Taize service
- 22.** THIRST, a praise and worship group Small group faith sharing in dorms All of our retreats are for all faiths

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Who coordinates the program in your department?

1. Campus Ministers
2. Hanh Pham, SJ
3. N/A
4. Kimberly Hopwood
5. Mr Kurt Bindewald
6. Member of Campus Ministry staff
7. Sue Fischer.
8. Dan Bizga
9. Matt McGuire
10. Fr Tri Dinh and Fr. Mahn Tran SJ's
11. Bill Kriege, Ass't Director
12. Matthew Jacobson

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If yes, who coordinates these activities in your department?

1. Center for Service
2. Brendan McCrann & Nathan Jacobi
3. N/A
4. I do
5. Pulse
6. Service for Social Action Center, collaborating with Campus Ministry
7. Staff at Arrupe Center
8. Pat Brady [Next year this work will move out of campus ministry to academic affairs.]
9. Director of Community Service and Service Learning
10. Robin Crews, Dir of Svce Lrng
11. See Creighton Center for Service & Justice
12. Melissa Quan
13. separate Service Learning Center
14. Bridget Grady, Donal Godfrey SJ, Claire Noonan
15. CCASL does this

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What % of your Resident Ministers are students at your institution?

- 1. 66
- 2. 100%
- 3. 6%
- 4. 1 of 13 or 6%, part time
- 5. 20
- 6. 33%
- 7. 10
- 8. 80%
- 9. 0
- 10. 0
- 11. 0%
- 12. 100

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What % of your Resident Ministers are students at another institution?

- 1. zero
- 2. 0
- 3. none
- 4. none
- 5. 0
- 6. 0
- 7. 0%
- 8. 0
- 9. 0
- 10. 4%
- 11. 0

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Approximately what is their stipend, including benefits?

- 1. room and board
- 2. Housing - \$3300/semester
- 3. room, board, parking
- 4. none
- 5. 3000
- 6. \$25,000
- 7. 2600 per year plus room
- 8. Room and \$3,200
- 9. Room and Board (approx \$7000)
- 10. varies greatly
- 11. Board, intra-University phone
- 12. \$8,500

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What student groups do you routinely work closely with for activities and programming?

1. clubs, residence hall councils, student government, all CM affiliated groups
2. Student Activities/Executive Cabinet Resident Life Athletics
3. J.U.S.T.I.C.E., Student Government, Amnesty IntNat'l, Muslim Student Association, Students for an Environmentally Active Campus, Graduate Student Organization, Bayanihan Student Organization, Catholic Outreach, Project Rachel
4. J.U.S.T.I.C.E, Student Government, SEAC (Students for an Environmentally Active Campus), Amnesty International, Muslim Student Association, etc.
5. Catholic Outreach - Catholic Praise and Worship Project Rachel
6. Amnesty, Pax Christi, Students for Live; SLUCAP, APO, Fraternities and Sororities
7. Hispanic Students LUCAP Immersion Programs
8. Student Government, various residence hall floors, various athletic teams
9. Peer Ministers, Retreat leaders, Liturgical ministers, Immersion leaders, Social Justice coordinators, CLC leaders
10. J.U.S.T.I.C.E. Resident Hall Association Amnesty International Chapter Habitat for Humanity
11. Student Govt Student Volunteer Ctr APhiO (service fraternity) Orientation Leaders RAs
12. Retreat Leaders Liturgical Planning group Indo-Pak Club Pax Christi Interfaith Council Latin American Service Organization Global Outreach Bible Study Commuter Association FOCUS (Women's Group) Theology Club Loyola Volunteers Student Senate
13. SPECTRUM (GLBTA club); Student Activities; Student Life; Gospel Choir; Student Government; Leadership & New Student Programs
14. JUSTICE Habitat for Humanity Knights of Columbus Greeks RAs Right to Life Amnesty
15. United Student Government Respect Life Compass Progressive Students for Justice Knights of Columbus Women's Empowerment Orthodox Christian Fellowship Hellenic Society Ignatian Society
16. Student organizations of a religious nature, e.g., Creighton Students for Life, Catholic Students' Network, Protestant Students' Association, Jewish Students Association, Muslim Students Association, Eucharistic Adoration members, Rosary Club, Student Ministry Team, Creighton Center for Service & Justice students
17. Residence Life Student Government

- 18.** Catholic Student Association Catholic Daughters of America Knights of Columbus Protestant Leadership Committee Muslim Student Association Jewish Student Association Hindu Student Association Gospel Choir
- 19.** Human Rights Coalition; Student Service Organizations (7) ASLMU; Resident Housing Organization; Ethnic/ Intercultural Clubs and departments; College of Liberal Arts Annual Bellarmine Conference; School of Film and Television Television
- 20.** Sororities & Frats; campus ministry student leaders; VOICES for JUSTICE:
- 21.** Hillel Muslim Student Association Hindu Student Association Amnesty International JUSTICE Loyola Anti War Network Youth For Christ Pro Life University Students Totus Tuus SOA Rainbow Coalition (GLBT)
- 22.** Liturgical ministry (choir, etc) THIRST occasionally student government/activities We have several religious clubs on campus but do not necessarily work closely with them for programming on a regular basis: Newmann-Stein Fellowship Right to Life Catholic Daughters of America Knights of Columbus Bishop White Seminary

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## Open-Ended Results Detail



### Filter Results

To analyze a subset of your data, you can create one or more filters.

**Add Filter**    **Total:** 32  
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On what types of activities and program do you collaborate with these student groups?

1. all activities and programs offer collaborative opportunities
2. New student orientation Resident Hall Programming Retreats Mass of the Holy Spirit Student Emergency response
3. Mission Week, planning and preparation for special rituals, Planning Sexual Violence Awareness Week, Presentations on Leadership, consulting for retreats, Student Senates in the various schools and colleges, and N.O.W.(Night of Worship.)
4. Co-sponsorship of events, speakers, "Soups"
5. N.O.W. (Night of Worship) Pastoral Counseling
6. Retreats, speakers, service opportunities, protests,
7. Mass School of the Americas Mexico during Spring Break, Nicaragua during Christmas
8. Service opportunities, prayer experiences, etc.
9. Liturgy, social justice activities, retreats
10. special one time events community service day on a Saturday biweekly work projects speakers and other advocacy efforts
11. Hunger Week; Mass of HS Community service Hunger Wk; Peace & Justice Floor; Mass of HS Orientation Leader Training; 1st Yr Orientation RA training; Res Floor programs
12. Retreats Sunday Liturgy College Wide Liturgies such as Mass of the Holy Spirit Justice and Peace education Arts Festival Interfaith Celebrations and Dialogue Prayer Community Service Soup and Substance Discussions Ongoing through Student Activities for student club service projects, and leadership training (one time or annual events)
13. retreats; summer and fall orientations; residence hall (spiritual) outreach programs; "Bouncing Back" program for students sanctioned for bad behavior; Ignatian education (e.g., in Freshman Experience classes); speakers and social events
14. Social Justice initiatives Retreats Liturgies
15. Peace Vigils, Vocation Support groups, Praise & Worship, University wide liturgies i.e. Mass of the Holy Spirit or 9-11 services, Protestant and Orthodox services, Ignatian Week, etc.
16. Retreats, faith formation events, liturgies
17. Programming Events sponsorship


18. Interfaith Services Gospel Choir Concert All-school Masses Interfaith Art exhibits Pro-life events SOA trips New Student Orientation Jesuit Heritage Week Guest speakers to University

19. Justice related events; Prayer services and Community service related trips to Mexico; New Video ministry-Televising LMU liturgies; On-campus events for inner-city grammar schools.

20. Retreats, prayer services, community service

21. Prayer Services Speakers Retreats

22. Vigils, movies, masses

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# Open-Ended Results Detail

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## Filter Results

To analyze a subset of your data, you can create one or more filters.

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How many students (total) PER YEAR participate in Campus Ministry programs at your institution?

- 1. 2,000 plus
- 2. 350
- 3. 1200
- 4. over 2000
- 5. 400
- 6. Hard to estimate
- 7. 400+ (plus another 400 at Mass of HS)
- 8. 1000
- 9. 800?
- 10. Approx. 850 PER WEEK
- 11. 1,000 on three campuses
- 12. 700-800
- 13. 500-600
- 14. 2500
- 15. 2500-3000
- 16. don't understand "programs" ; to include liturgies, services, training, retreats, service????
- 17. 2000
- 18. 600-800

Page Size:     Displaying 1 - 18 of 18    << >>

# Open-Ended Results Detail

Back Export

## Filter Results

To analyze a subset of your data, you can create one or more filters.

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What percentage of these students participate in more than one program through Campus Ministry?

- 1. forty
- 2. 50%
- 3. 50%
- 4. 50
- 5. 70%
- 6. 50%
- 7. 60%
- 8. 90% (a guess)
- 9. 20%
- 10. 35%??
- 11. 50%
- 12. Most-75%
- 13. 20%
- 14. 30%
- 15. 27%
- 16. 50%
- 17. 75
- 18. 30%

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## Open-Ended Results Detail

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### Filter Results

To analyze a subset of your data,  
you can create one or more filters.

Add Filter

Total: 32

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What is the ONE most difficult challenge in your ministry?

1. choosing among compelling opportunities
2. Meeting diverse needs and expectations of students
3. Engaging more male participation
4. .
5. Currently the main challenge is dealing with the new conservatism in the Church, especially among the young. Demand for Eucharistic devotions and 24-hour Adoration seem to be growing, along with a desire to see everything as either black or white. Many younger students seem to be more into form than substance. There seems to be a growing tendency to have the Church be more exclusive and narrow, rather than broad and inclusive.
6. Bringing in new faces
7. Getting to students who are not among "the saved."
8. In order: #1. Lack of personnel #2. No budget
9. inadequate financial and personnel resources
10. Reaching out to students who don't voluntarily affiliate with us...
11. Funding
12. Increasing Polarization.
13. Reaching students who live off-campus
14. Reaching a wider group of students
15. Religious literacy of students in any faith tradition.
16. Reaching those who don't participate
17. shortage of staff to meet all of student & staff & faculty needs
18. Developing adequate funding to expand programming
19. Super-Catholics

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## Open-Ended Results Detail

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### Filter Results

To analyze a subset of your data, you can create one or more filters.

[Add Filter...](#)**Total:** 32**Visible:** 32

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What has been the most rewarding and effective program that your department has offered?

1. The most rewarding is the way that opportunities for formation feed into each other and result in incredible growth in our students. The alumni response and feedback are most affirmative.
2. Romeo House Good liturgies Vibrant retreats
3. It is a toss-up between our retreat program and our service offerings. But when you have 800 students at the main Mass on Sunday it has to be considered effective.
4. Our Liturgy program is very, very strong with a powerful choir and orchestra, numerous students as well-trained lectors, EMs, hospitality ministers. Our main Sunday liturgy attracts between 800 - 1100 weekly.
5. Awakening Retreat
6. Our Lenten Retreat...originally a four-day marathon in the 1st semester, we moved it to 2nd semester and scheduled it for all of Lent. We have noticed larger groups/numbers of students [and for the first time a few staff, this year] participating. They meet regularly [weekly] with a spiritual director, pray regularly...this has been a real blessing.
7. Liturgy and retreats
8. Service immersions (spring breaks etc)
9. Saint Peter's has very diverse population. Our programs reach out to small groups to multiple address needs. It would be difficult to name any one program.
10. Probably the Chapel Choir...
11. CLC groups
12. Global Outreach Immersion Program Liturgies Retreats
13. Retreats
14. Ignatian Immersion programs Kairos
15. Jesuit Heritage Week
16. CLC
17. retreats; CM student leader mentorship
18. Sunday evening liturgies have over 600 participants each week. Outside of liturgy, the immersion program served 176 students

**19.** Retreats and Masses

Page Size:

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## Open-Ended Results Detail

[Back](#)[Export](#)

### Filter Results

To analyze a subset of your data, you can create one or more filters.

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Briefly describe how you evaluate the success of your programs.

1. Individual program evaluations, regular assessment, student feedback, CARA study, university assessment and accreditation feedback, Needs assessments, CIRP data, Spirituality in Higher Ed data.
2. Retreat evaluations End-of-semester Surveys End-of-year Surveys
3. Through written student evaluations Through staff verbal evaluations Keeping in close contact with the Division of Student Affairs for their wisdom.
4. For most programs we use an evaluation form that gives students opportunities to judge many facets of various programs. The results of these evaluations, coupled with attendance, determines whether a program is successful or not.
5. I believe that we have been able to build up a core of dedicated students whom we may turn to. We are forever building on that foundation. Our staff is very dedicated and goes above and beyond the call of duty to foster healthy personal relationships with the students
6. We are developing more focused activities for our students. As a small institution, it is both easy and difficult to reach larger numbers. We have a good relationship with Athletics [about 27% of the student body] so that is a definite access point.
7. We usually have the students fill out an evaluation of the experience, which we will go over in preparation for the next time we offer the program.
8. Occasional written evaluations from participants, and conversation with participants. (Most simply, if they come, and then come back, you can count it is a success.)
9. written assessment surveys program evaluations follow up conversations
10. End-of-year review days for professional team; individual evaluations for retreats, etc.; beginning to use focus groups and assessment instruments...
11. Student surveys and assessments (i.e. student satisfaction)
12. Student feedback, attendance, request for more programming, self assessment of ministers.
13. Post-retreat, post-event, and post-liturgical evaluation forms, panels, and gatherings; input from student ministry team, interns, and staff feedback
14. We meet regularly to review, evaluate and plan
15. 1.) number in attendance 2.) if it coincides with the Mission of the University 3.) verbal responses by participants

- 16.** Regular participation and growth; requests for leadership responsibilities; Creative input for new ideas and programs that students initiate and follow thru on i.e. video ministry; formal and informal feedback feedback via evaluation forms/surveys
- 17.** assessment surveys for each retreat and for liturgies; another year-end to assess all CM activities.
- 18.** Minsistry has a standard programming evaluation form that evaluates individual program's relation to the Department's Mission statement as well as the operational components of the program. Participants fill out one form and the Chaplain in charge fills out another, longer form that notes expenses and income
- 19.** We evaluate success largely based on numbers of students in attendance and % of those students that return.

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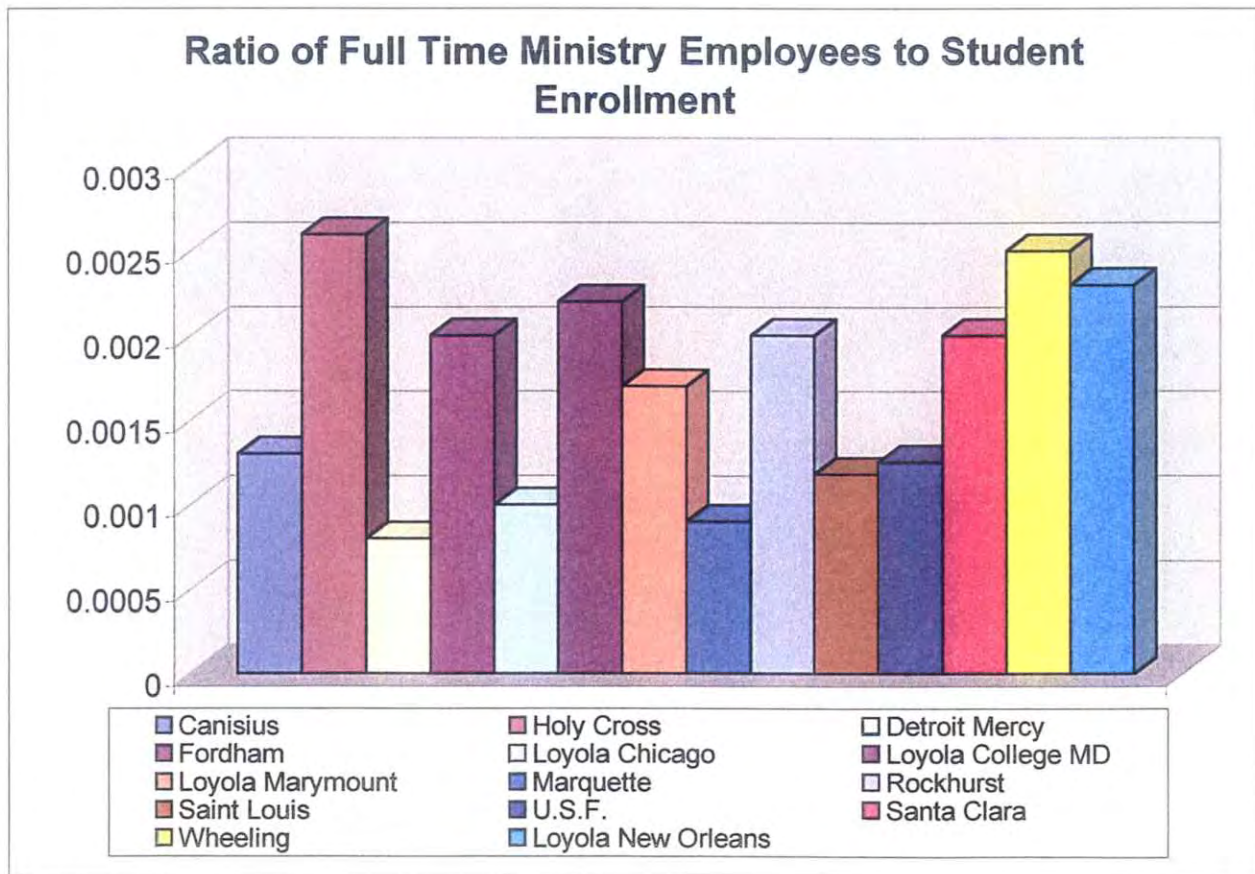
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## AJCU 2003 School Survey Summary

### A. General Information:

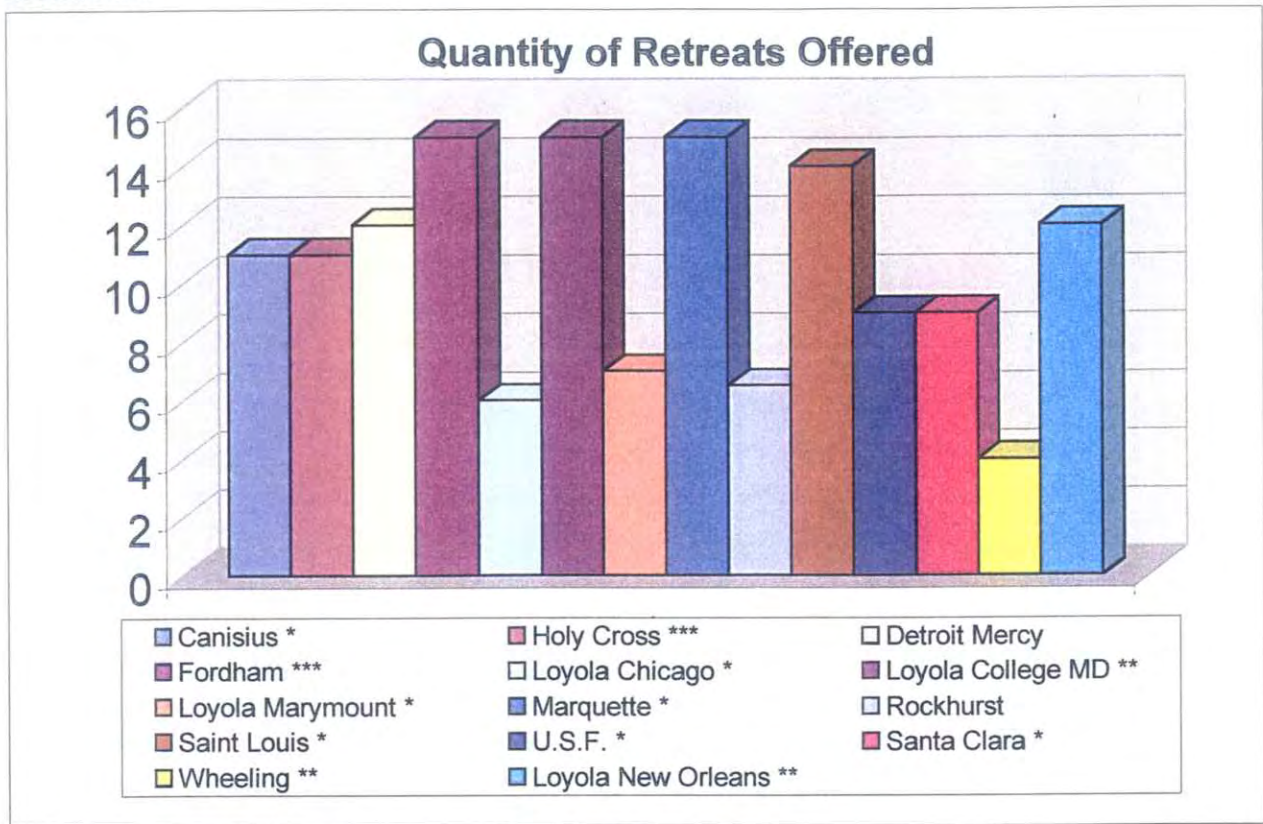
School	Student Body				Ministry Staff	
	Enrollment	% Reached	% Under Rep	% Catholic	Full Time	Part Time
Canisius College	3000	blank	< 5	65	4	2
College of the Holy Cross	2700	blank	blank	blank	7	2
University of Detroit Mercy	6000	blank	50	30	5	3
Fordham University	6000	50	20	65	12	1
Loyola Chicago	8000	40	25	60	8	8
Loyola College in MD	3200	20	7	70	7	2
Loyola Marymount	5200	20	35	63	9	4
Marquette University	11000	17.5	17	63	10	0
Rockhurst University	2000	12.5	10	64	4	blank
U.S.F.	4000	25	40	45	5	2
Santa Clara University	4000	75	35	63	8	4
Saint Louis University	11000	30	blank	44	13	1
Wheeling Jesuit University	1200	25	blank	60	3	3
Loyola University New Orleans	3500	25	23	60	8	6

### Ratio of Full Time Ministry Employees to Student Enrollment

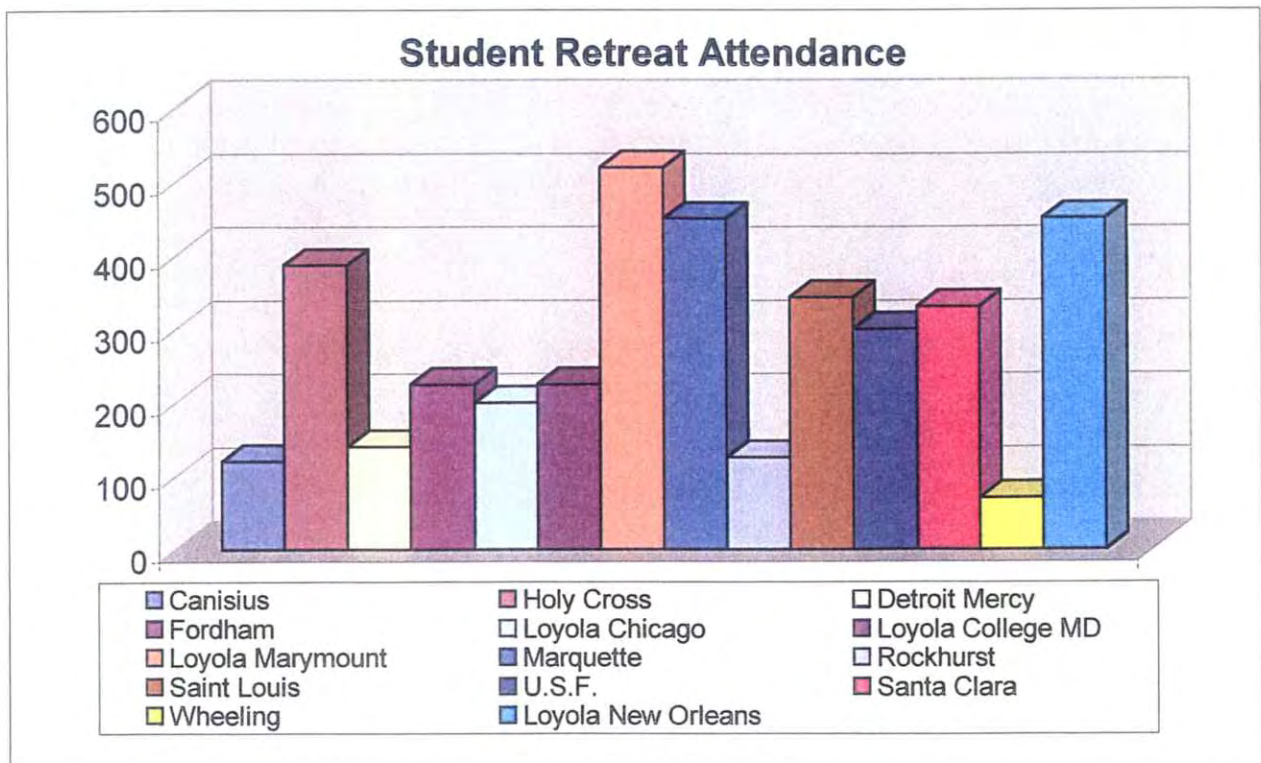




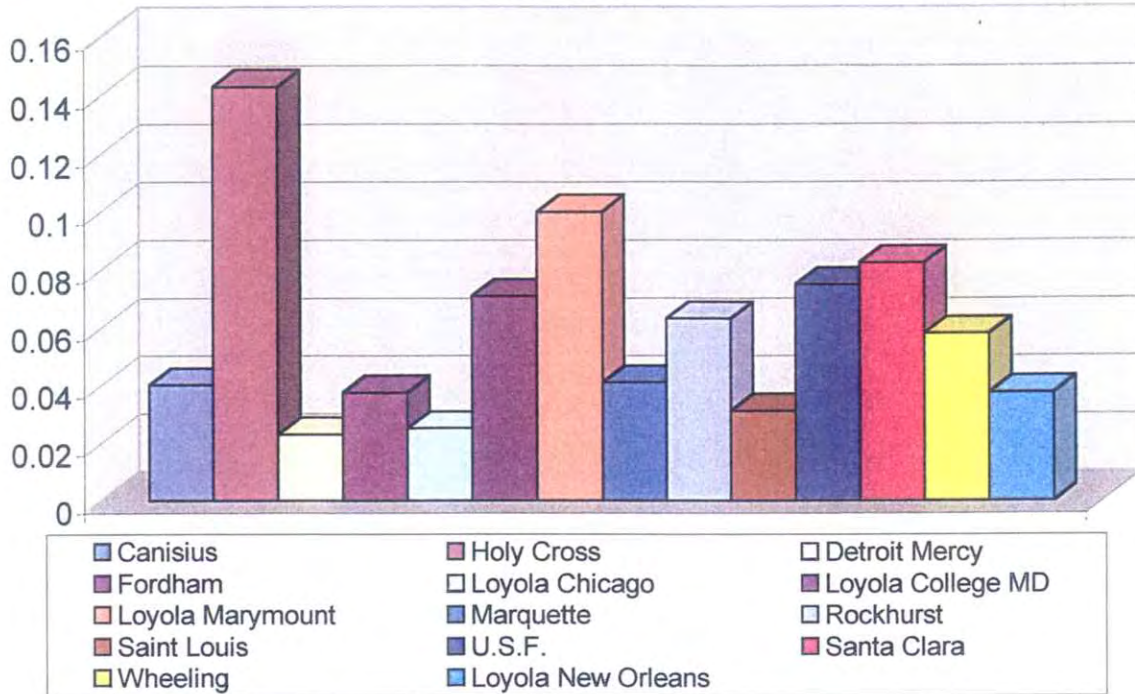
B. Retreats:



Note: An \* denotes each silent Ignatian retreat offered.

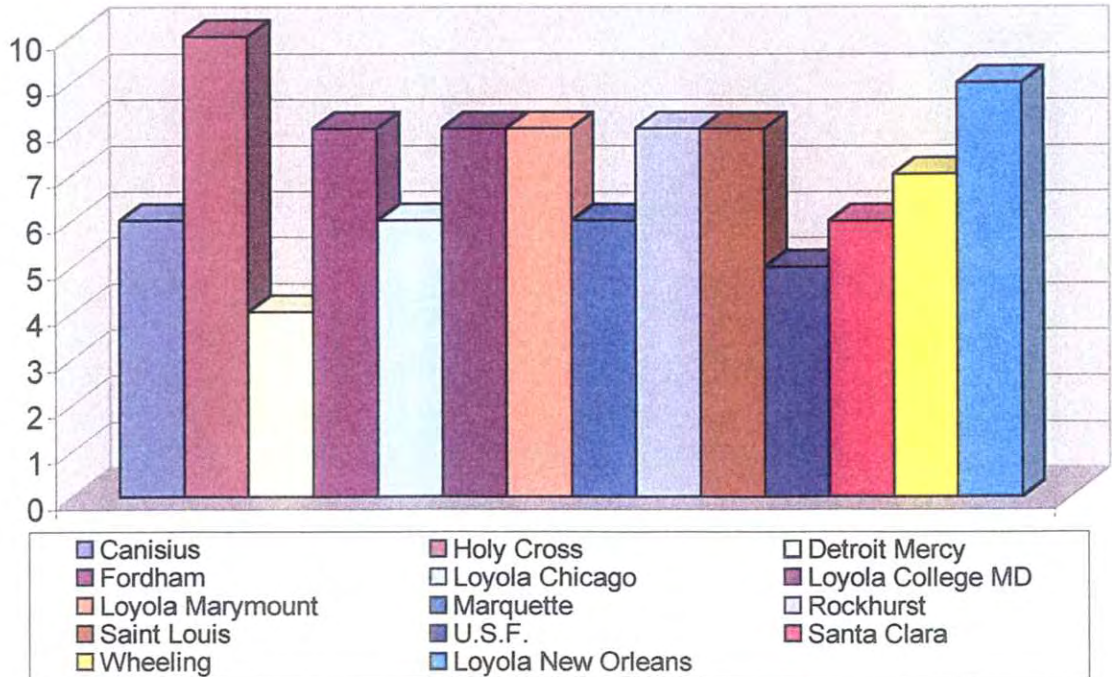


### Ratio of Student Attendance on Retreats to Student Enrollment



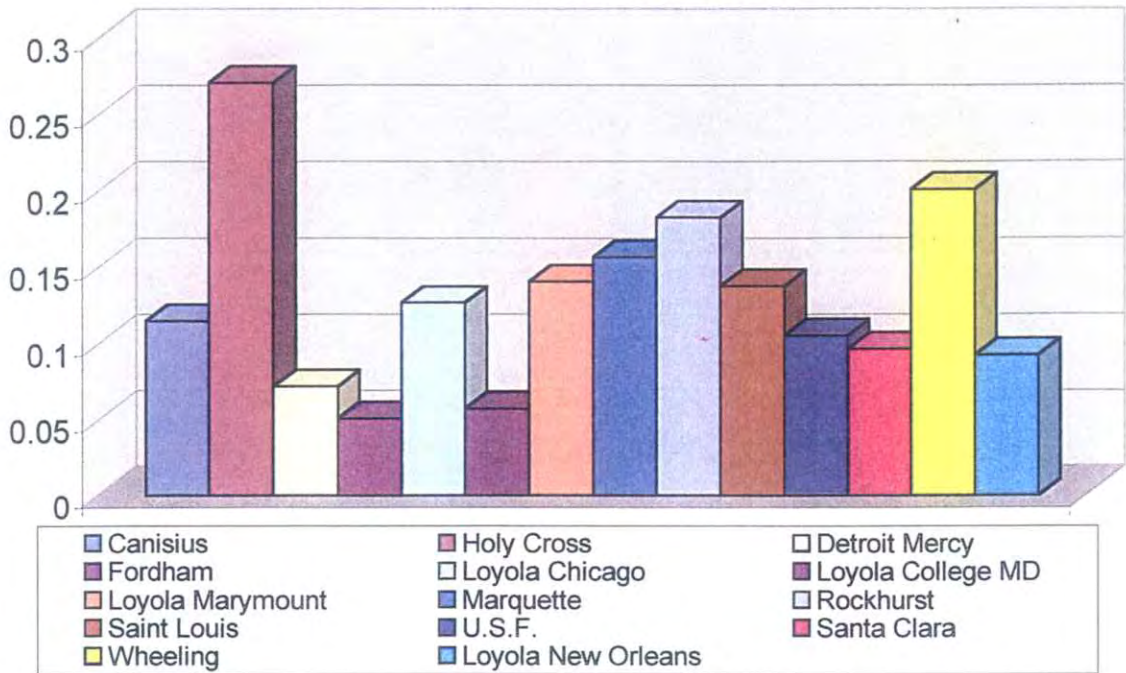
### C. Liturgy:

### Quantity of Liturgical Services



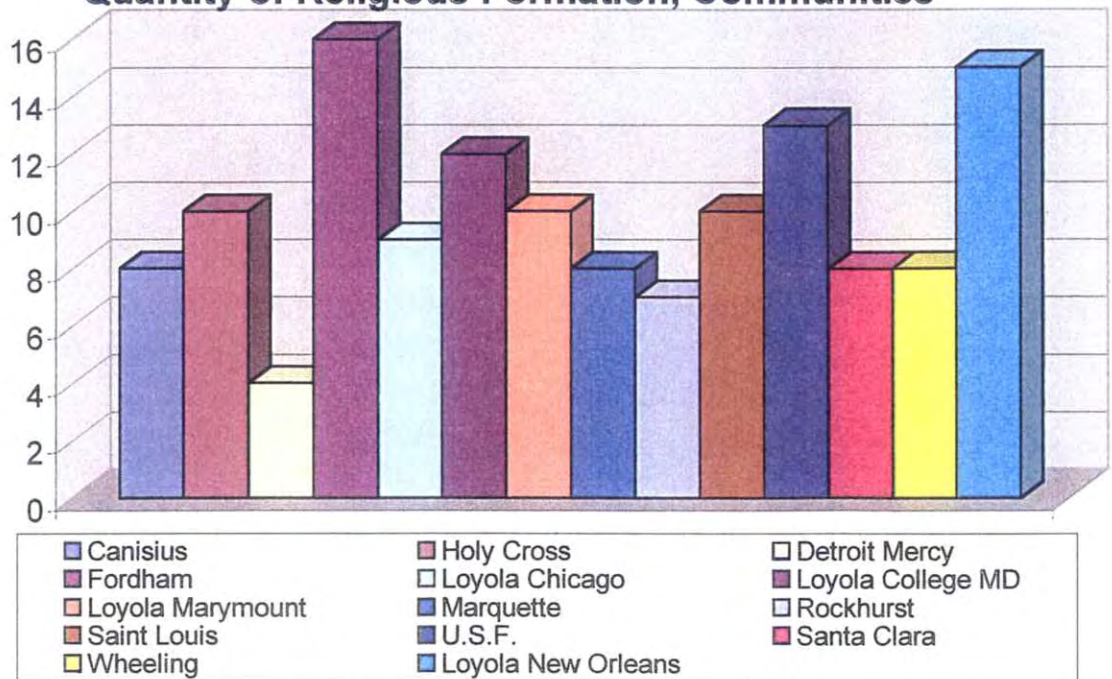


**Ratio of Net Student Participation in Liturgical Services to Student Enrollment**

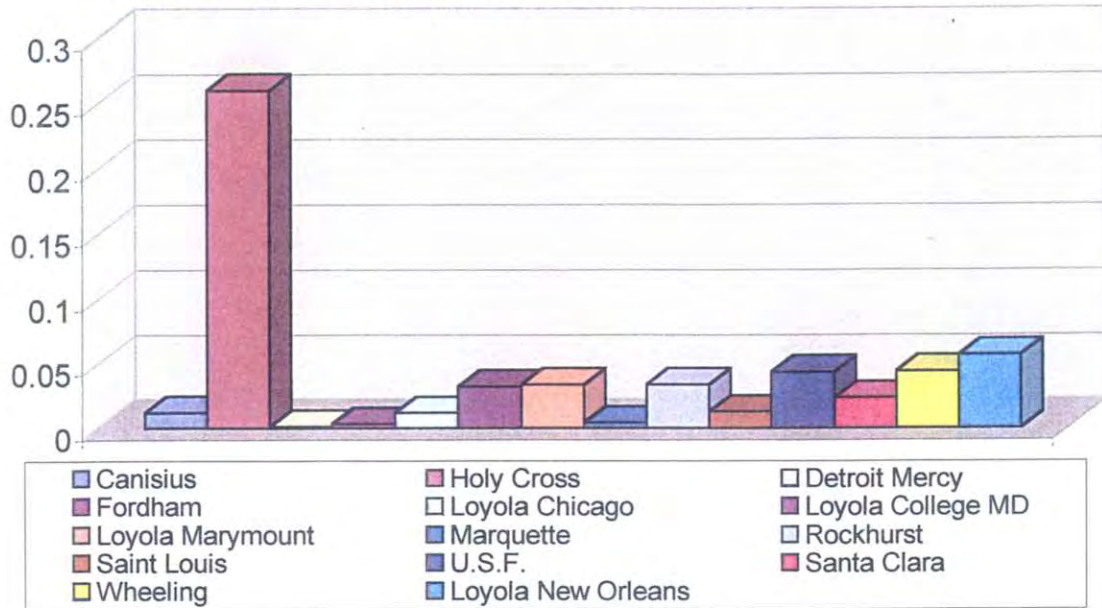


**D. Religious Formation, Communities :**

**Quantity of Religious Formation, Communities**



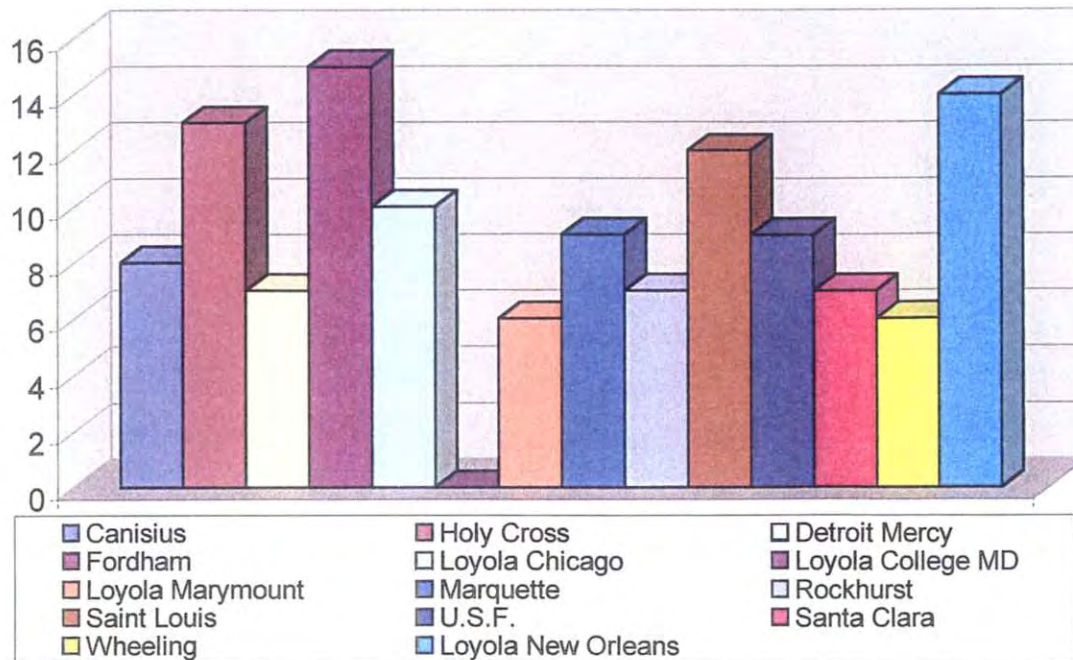
### Ratio of Net Student Participation in Religious Formation, Communities to Student Enrollment



Note: All Holy Cross Graduates attend one weekend of marriage preparation.

### E. Community Outreach / Justice :

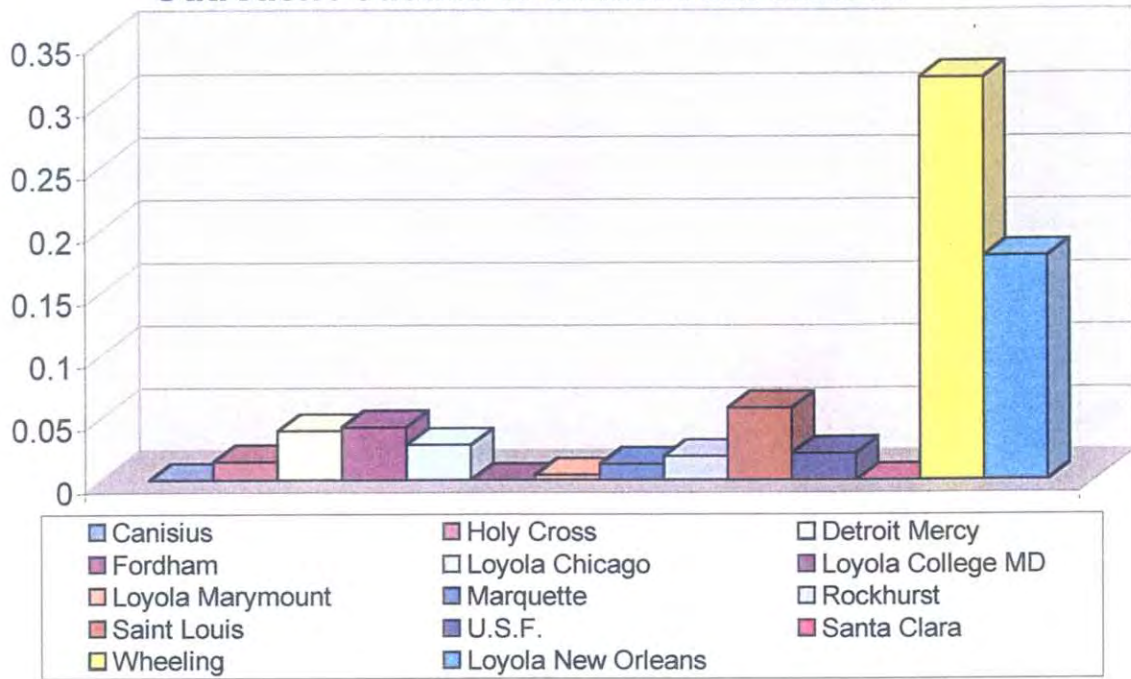
### Quantity of Community Outreach / Justice



Note: Loyola College MD Community Outreach / Justice Information is incomplete.

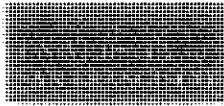


### Ratio of Net Student Participation in Community Outreach / Justice to Student Enrollment



Note: At Wheeling Jesuit, over 300 students participate in a Wellness Program.

Note: Data for the numbers of participants in Justice programs at Canisius, Loyola College MD, and Santa Clara universities was not provided.



## UNIVERSITY MINISTRY EVALUATIONS AND ASSESSMENT PROCESS AND FEEDBACK

- Attached are program planning, evaluation, and assessment forms used for University Ministry programs. Also attached are the instructions we give Resident Ministers for planning and evaluation programs and community action activities.
- Assessments and feedback from all of our fall programs are available in University Ministry. Two copies are available at this meeting if you wish to review them.
- The EBI results with regard to University Ministry:

This year (AY2006) we changed the institution specific question regarding Residence Ministry to be more value focused. Last year (AY2005) we asked if students were aware of the residence minister programs. This year we asked them to report their level of agreement with the statement "Access to Resident Ministers has been beneficial to my spiritual development." 27% responded with "moderate agreement" and 44% of the responses leaned towards stronger agreement.

Question 38 asks about the degree of satisfaction with the extent to which living in a residence hall enhanced their ability to participate in volunteer activities. This year 65% responded with a degree of satisfaction (versus choosing neutral or any degree of dissatisfaction). This is about the same response rate as 2005, and an increase of 8 percentage points over our first year of participating in the study (2003).

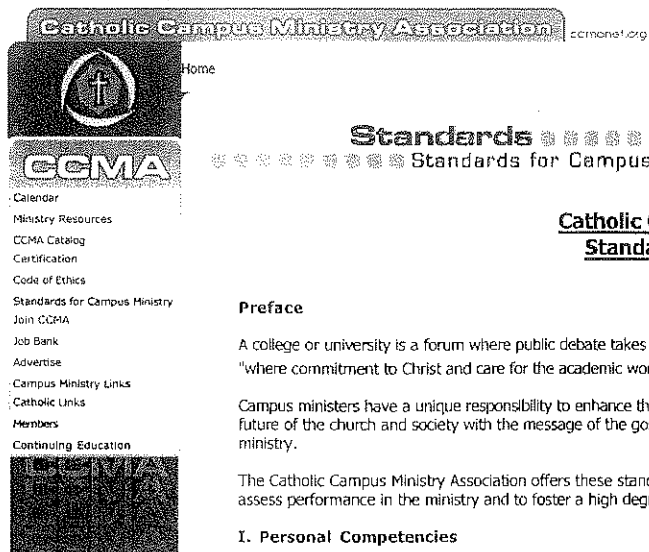
- Community Action and the Residence Halls:

This year each residence hall has assumed a particular service agency. The Resident Ministers in that hall recruit students to volunteer. So far that has worked out well and perhaps is one of the reasons that the EBI reflects an increase in resident student satisfaction with volunteer opportunities.

Additionally, the RA Day of Community Engagement evaluations and assessments demonstrated a successful collaboration between Residence Life and University Ministry.

- Surveying Other Jesuit Institutions:

The Campus Ministry and University Ministry Centers at all Jesuit Colleges and Universities received an on-line survey requesting input on their services and programs. The statistics for this survey should be available in the next few weeks.



## Standards for Campus Ministry

### Catholic Campus Ministry Association Standards for Campus Ministers

#### Preface

A college or university is a forum where public debate takes place, where opinions are shaped, and where values are formed. Campus ministry is "where commitment to Christ and care for the academic world meet in purposeful activity to serve and realize the kingdom of God."<sup>1</sup>

Campus ministers have a unique responsibility to enhance the presence and the ministry of the church within higher education and to influence the future of the church and society with the message of the gospel. The church calls forth talented and gifted people to serve in this challenging ministry.

The Catholic Campus Ministry Association offers these standards to delineate a level of competency for campus ministry. They provide a means to assess performance in the ministry and to foster a high degree of professional excellence.

#### I. Personal Competencies

A Catholic campus minister:

- 1) Is a fully initiated member of the Catholic Church;
- 2) Nourishes his or her faith through participation in a worshipping Catholic community and a commitment to prayer and spiritual growth;
- 3) Publicly adheres to Church teaching and the CCMA Code of Ethics;
- 4) Demonstrates a balanced lifestyle, showing concern for the emotional, intellectual, physical, psychological and spiritual components of one's life;

#### II. Theological Competencies

A campus minister is expected to:

- 1) Have a basic understanding<sup>2</sup> of Roman Catholic teaching in the following areas:
  - a) God, Christ, Church
  - b) Pastoral Theology
  - c) Ethics and Moral Theology
  - d) Liturgy and Sacrament
  - e) Justice and Peace
  - f) Spirituality and Prayer
  - g) Canon Law
  - h) Scripture and Scripture Interpretation
- 2) Church History: World and American;
- 3) Articulate an understanding of the six aspects of campus ministry as delineated in *Empowered by the Spirit: Campus Ministry Faces the Future*, the pastoral letter on campus ministry (N.C.C.B., 1985);
- 4) Have a familiarity with other religious traditions;
- 5) Continue theological reflection and education.

<sup>1</sup> *Empowered by the Spirit: Campus Ministry Faces the Future*, Pastoral Letter on Campus Ministry, National Conference of Catholic Bishops, November 15, 1985, paragraph 21.

<sup>2</sup> Basic understanding refers to familiarity with the major concepts and language of these areas and an ability to access additional resources.

#### III. Professional Competencies

The campus minister demonstrates:

- 1) The ability to discern the needs of the campus community and to call forth and coordinate the diverse gifts of the community for:
  - a) Meaningful worship;
  - b) Evangelization, catechesis and theological reflection;
  - c) Conscience formation and justice education;
  - d) Leadership development and vocational discernment;
  - e) Personal development and service to others.
- 2) Communication skills by:
  - a) His or her ability to articulate the faith through preaching, teaching, writing, and spiritual direction;
  - b) His or her ability to articulate an understanding of the nature and purpose of higher education;
  - c) His or her ability to articulate an understanding of developmental theory as it applies to ministry on campus.
- 3) Pastoral counseling skills;
  - a) The ability to organize, facilitate, administer and share responsibility and decision-making;
  - b) With other campus ministers;
  - c) In an ecumenical, interfaith and multi-cultural environment;
  - d) With other college and university professionals.
- 4) Develop and sustain effective professional relationships:
  - a) With peer campus ministers;
  - b) With college and university professionals;
  - c) By maintaining membership in local, regional and national campus ministry organizations.

### University Ministry Participant evaluation

*We value your perspective about the University Ministry activity or program that you just completed. Please take a few moments to provide us with feedback that we will use to improve and enhance that activity or program. Your comments will remain anonymous unless you chose to sign your name at the end of this form.*

Name of Activity or Program:

Name(s) of Resident Minister coordinating program:

Date of Activity or program:

Assessment goal(s):

**Please indicate your level of agreement with the following statements concerning the activity or program you attended:**

1.     agree     somewhat agree     somewhat disagree     disagree
2.     agree     somewhat agree     somewhat disagree     disagree
3.     agree     somewhat agree     somewhat disagree     disagree

4. This activity enhanced my ability to make a connection between my heart and my mind.  
 agree     somewhat agree     somewhat disagree     disagree
5. This activity helped me consider ways to serve and support others.  
 agree     somewhat agree     somewhat disagree     disagree
6. This activity inspired or challenged me to personally strive for excellence.  
 agree     somewhat agree     somewhat disagree     disagree
7. During this experience, I felt fully engaged in body, mind and spirit.  
 agree     somewhat agree     somewhat disagree     disagree
8. This activity motivated me to reexamine my purpose and values.  
 agree     somewhat agree     somewhat disagree     disagree
9. How will you use or apply this experience in your life?

10. Please offer additional comments or feedback in the space below:

(Optional) Your name: \_\_\_\_\_

Email address: \_\_\_\_\_ Phone: \_\_\_\_\_

## University Ministry Program Assessment Form

Name of Activity or Program: \_\_\_\_\_

Date of Activity or Program: \_\_\_\_\_

Resident Minister(s) coordinating program: \_\_\_\_\_

Number of participants: \_\_\_\_\_ Number of evaluations returned: \_\_\_\_\_

Assessment goal(s):  
\_\_\_\_\_  
\_\_\_\_\_

Results of evaluation questions (numbers 1-3 are the learning outcomes):

1.	% agree	% somewhat agree	% somewhat disagree	%disagree
2.	% agree	% somewhat agree	% somewhat disagree	%disagree
3.	% agree	% somewhat agree	% somewhat disagree	%disagree
4.	This activity enhanced my ability to make a connection between my heart and mind.			
	% agree	% somewhat agree	% somewhat disagree	%disagree
5.	This activity helped me consider ways to serve and support others.			
	% agree	% somewhat agree	% somewhat disagree	%disagree
6.	This activity inspired or challenged me to personally strive for excellence.			
	% agree	% somewhat agree	% somewhat disagree	%disagree
7.	During this experience I felt fully engaged in body, mind, and spirit.			
	% agree	% somewhat agree	% somewhat disagree	%disagree
8.	This activity motivated me to reexamine my purpose and values.			
	% agree	% somewhat agree	% somewhat disagree	%disagree

(over)

9. How will you use this experience in your life?

10. Additional comments:

Resident Minister overall comments:

What worked/did not work on the evaluation tool? What suggestions do you have to improve the evaluation tool for this activity?



**UNIVERSITY MINISTRY  
PUBLICITY**

## Justice Lecture Series at USF

Dr. Paul Farmer  
September 2006

Shirin Ebadi, Nobel Laureate 2003  
May 2005

His Holiness the Dalai Lama, Nobel Laureate 1989  
September 2003

Oscar Arias, Nobel Laureate 1987  
September 2002

Adolfo Perez Esquivel, Nobel Laureate 1989  
October 2001

Rigoberta Menchu Tum, Nobel Laureate 1992  
October 2000

Mairiad Corrigan Maguire, Nobel Laureate 1976  
October 1999

Jody Williams, Nobel Laureate 1997  
April 1999

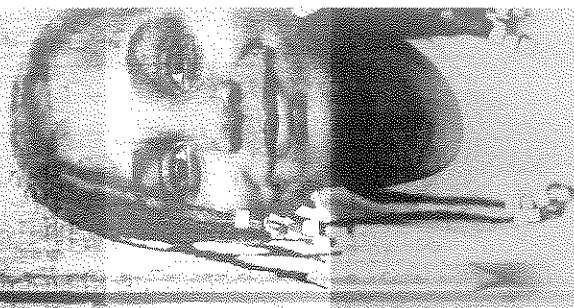
Helen Prejean, C.S.J.  
May 1998

Dr. Paul Farmer  
Justice Lecture Series

Ft. Gérard Jean-Juste  
Honorary Degree & Mass of the Holy Spirit

# Justice Lecture Series and Honorary Degree Conferral

Monday, September 11, 2006



VISION, MISSION and VALUES  
SERIES: CONFERENCE OF SAINT FRANCIS

# Justice Lecture Series and Honorary Degree Conferment

Monday, September 11, 2006

12 pm

Honory Degree & Mass of the Holy Spirit

**Fr. Gérard Jean-Juste**

Saint Ignace Church



Father, Pere Gérard Jean-Juste is a distinguished Haitian human rights advocate and activist concerned with the welfare of the common Haitian. Jean-Juste founded and runs a food program serving hundreds of hungry children weekly out of his parish in Port au Prince. Father Jean-Juste has survived persecution and military detention by his own people for wishing to instill human rights and ideas of democracy within Haitian society.

4 pm

Justice Lecture Series

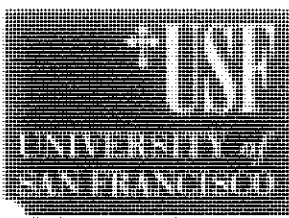
**Paul Farmer, M.D., Ph.D.**

Distinguished Speaker

University of San Francisco, AlLanon Complex



Medical anthropologist and physician Paul Farmer has dedicated his life to treating some of the world's poorest populations, in the process helping to raise the standard of health care for the destitute sick everywhere. A founding director of Partners In Health, an international charity organization that provides direct health care services and undertakes research and advocacy activities on behalf of those who are sick and living in poverty, Dr. Farmer and his colleagues have successfully challenged the policymakers and critics who claim that quality health care is impossible to deliver in resource-poor settings.



Educating Minds and Hearts  
to Change the World  
www.usfca.edu

Physician, Medical Anthropologist, Writer

# Dr. Paul Farmer



## Justice Lecture Series

4 pm Monday,

September 11, 2006

University of San Francisco, McLaren Complex

### Dr. Paul Farmer

Justice Lecture Series Distinguished Speaker

4 pm Monday, September 11, 2006, McLaren Complex



Medical anthropologist and physician Paul Farmer has dedicated his life to treating some of the world's poorest populations, in the process helping to raise the standard of health care for the destitute sick everywhere. A founding director of Partners In Health, an international charity organization that provides direct health care services and undertakes research and advocacy activities on behalf of those who are sick and living in poverty, Dr. Farmer and his colleagues have successfully challenged the policy makers and critics who claim that quality health care is impossible to deliver in resource-poor settings.

### Fr. Gerard Jean-Juste

Honorary Degree & Mass of the Holy Spirit

12:15 pm Monday, September 11, 2006, St. Ignatius Church



At this liturgy the University will confer an honorary degree upon Father Gerard Jean-Juste an outspoken human rights advocate and tireless worker on behalf of the poor in his native country, Haiti, who has established food programs for hungry children and sought to bring human rights and the ideas of democracy to Haitian society.





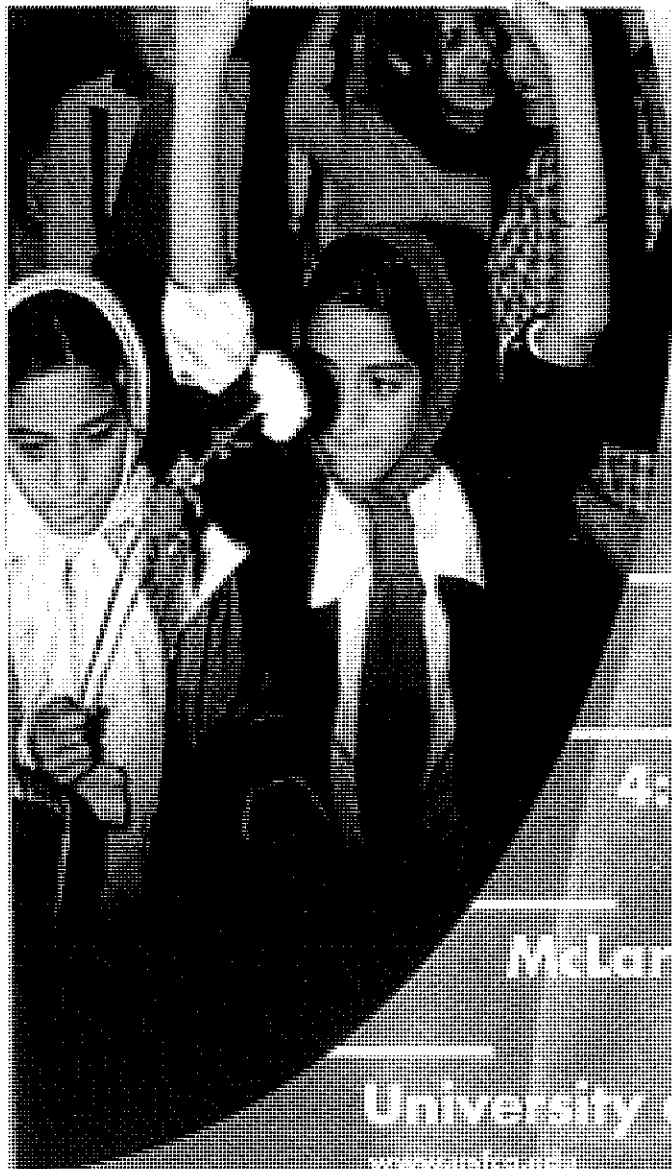
Motivate Minds and Hearts to Change The World

# Shirin Ebadi

2003 Nobel Peace Prize Laureate



Justice Lecture Series



May 16, 2005

4:30 pm

McLaren Complex

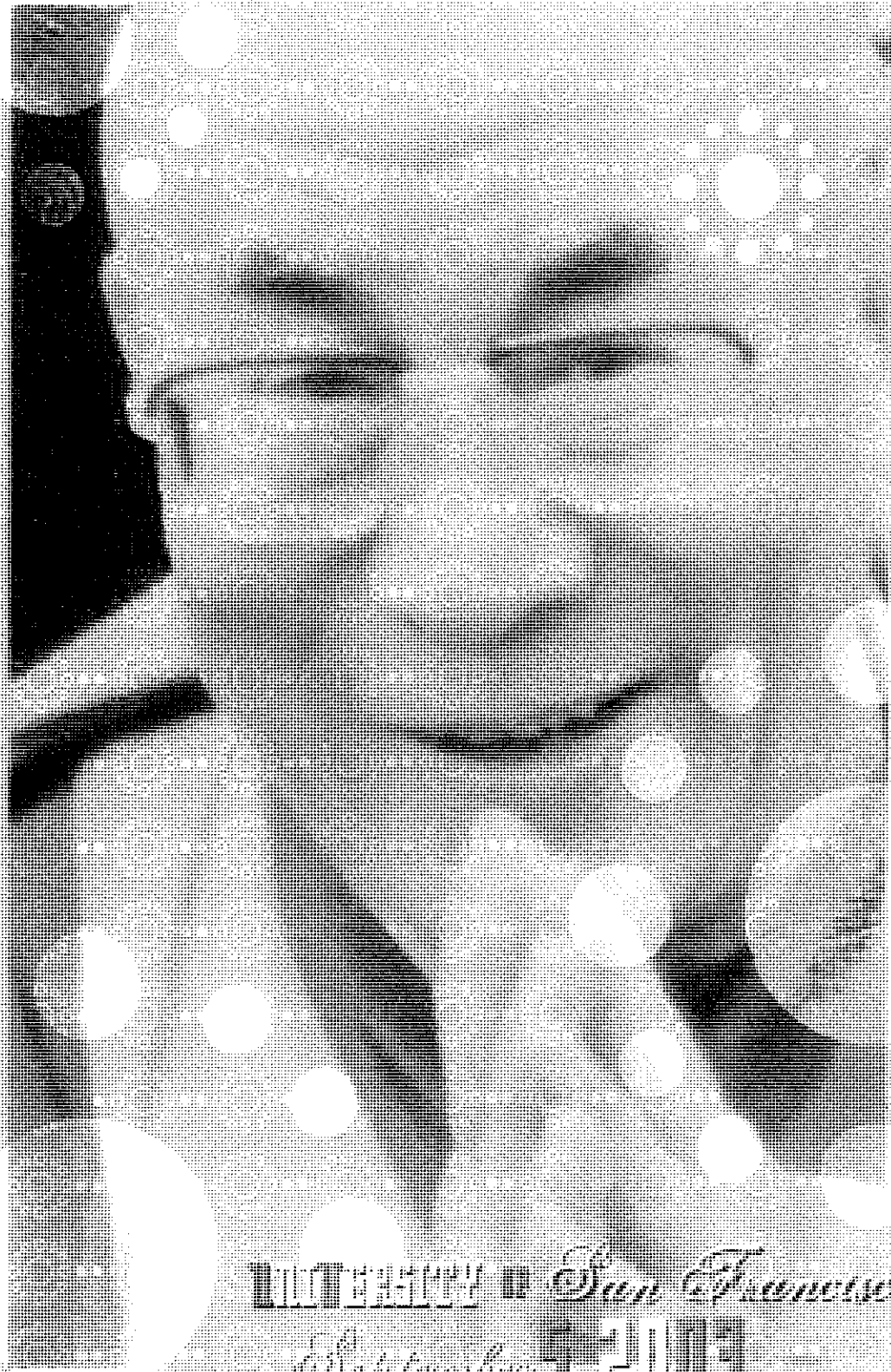
University of San Francisco

www.usf.edu



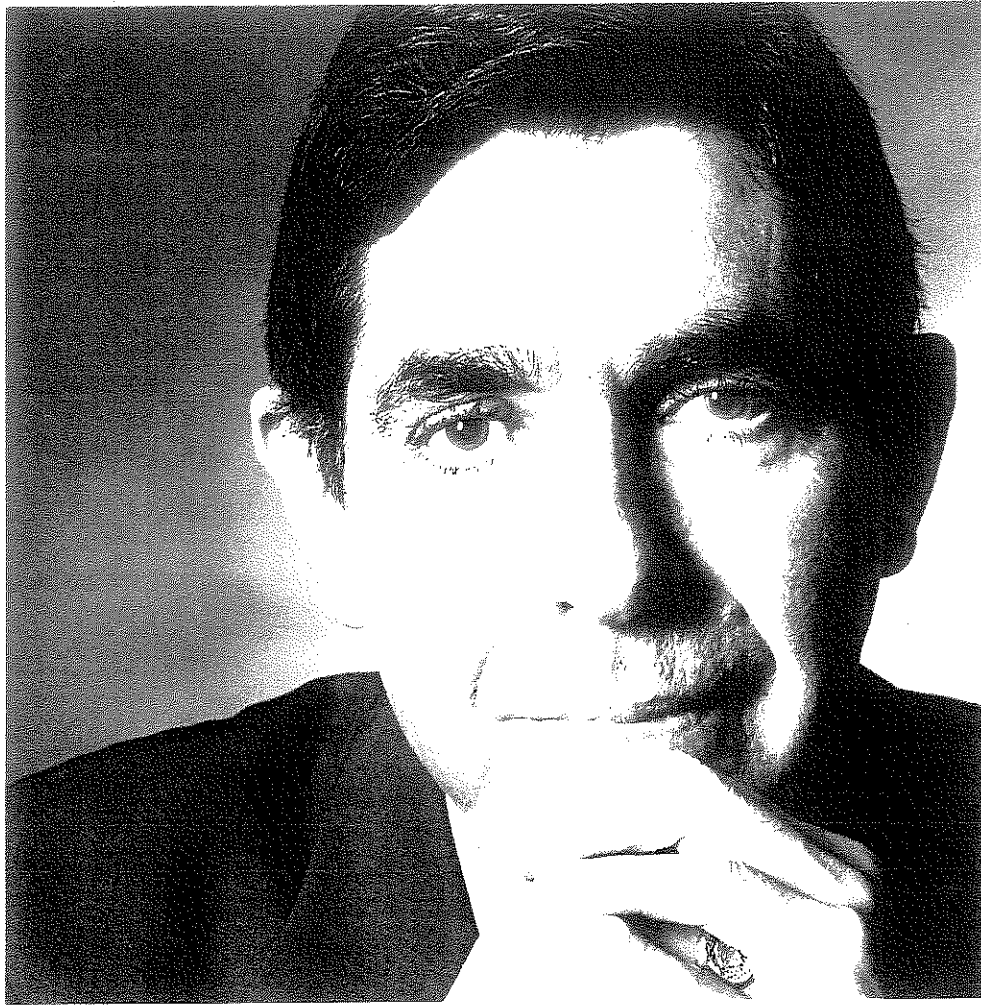
WISDOMERS THE NIGHT

# Daba Lamma



WISDOMERS THE NIGHT *San Francisco*  
*September 2003*

*University of San Francisco*  
*presents*



*Human Rights &  
An International Code of Conduct*

*Oscar Arias*

*Nobel Peace Prize Laureate  
Former President of Costa Rica*

*Tuesday, September 17, 2002  
4:00 p.m.  
McLaren Complex*

*University of San Francisco*

*presents*



Photo: Alan Sobotnik

*A Global View of Human Rights*

*Adolfo Perez Esquivel*

*Nobel Peace Prize Laureate*

*Ray T. Bien*

*Requiem*

*Tuesday, October 9, 2001*

*4:00 p.m.*

*McLaren 250*

*University Ministry - Justice Lecture Series*



# University Ministry

presents



## Building a Culture of Non-Violence

Mairéad Corrigan Maguire  
Nobel Peace Prize Laureate

Monday, October 4, 1999

4:00 p.m.

McLaren 250

*Peace,  
Mairéad Maguire*

*5.10.99*

University of San Francisco

*xo.*



IN CELEBRATION OF THE USF SCHOOL OF LAW'S  
DEDICATION OF THE NEW CENTER FOR LAW & GLOBAL JUSTICE  
THE THACHER GALLERY PRESENTS

**SNAKES IN THE GRASS: THE DEADLY LEGACY OF LANDMINES**  
PHOTOGRAPHS BY DON DOLL, SJ

&

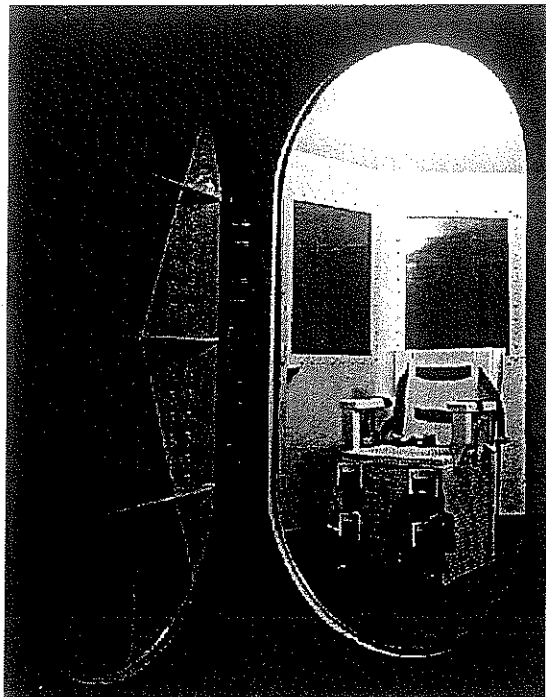
**THE ART OF PEACE AND JUSTICE:**  
ART & ARTIFACTS  
FROM THE FRIENDS OF THE CENTER FOR LAW & GLOBAL JUSTICE

MARCH 30, 1999-APRIL 15, 1999

DEDICATION AND RECEPTION  
WITH SPECIAL GUEST, JODY WILLIAMS,  
RECIPIENT OF THE 1997 NOBEL PEACE PRIZE  
MONDAY, APRIL 12  
4:30-6:30 PM  
THACHER GALLERY

EXHIBIT SPONSORED BY THE CENTER FOR LAW & GLOBAL JUSTICE/USF LAW SCHOOL,  
CAMPUS MINISTRY, MODEL, THE OFFICE OF THE PRESIDENT AND THE THACHER GALLERY.

# **UNIVERSITY MINISTRY PRESENTS**



## **“THE DEATH PEALTY IN AMERICA”**

**Sr. Helen Prejean, C.S.J.**

May 13, 1998  
1:30 p.m.  
Pacific Rim Room

*Take, Lord, and receive all  
my liberty,  
my memory,  
my understanding  
and my entire will,  
and all that I have and possess.*

*You have given all to me  
to you, Lord,  
I return it.*

*All is yours;  
do with it what you will.*

*Give me only your love  
and your grace,  
that is enough for me."*

*-St. Ignatius of Loyola  
Spiritual Exercises*

The University of San Francisco  
Office of University Ministry  
presents the

# Ignatian Silent Retreat

*Experiencing the  
Spiritual Exercises of  
St. Ignatius*

**The Ignatian Retreat is rooted in Ignatian spirituality**

that allows persons of a variety of Christian traditions to participate. If you have a desire to engage your spiritual life more fully, as well as deepen and broaden your prayer life, discernment ability, and relationship with God, then the Ignatian Silent Retreat may be for you.

**If you have further questions**

about the Ignatian Silent Retreat or discerning its appropriateness for you, please contact the University Ministry office at (415) 422-4463 or Radmar [ao, SJ] at [rajo@usf.sfsu.edu](mailto:rajo@usf.sfsu.edu).

**Cost of Attendance**

US Students  
US\$500/Student



*February 16-19<sup>th</sup>, 2007  
Institute of Noetic Sciences  
Petaling, California*

Ignatian spirituality is a gift from God to all  
of us, and it is a gift that we can share with  
others.

Ignatian spirituality is a gift from God to all  
of us, and it is a gift that we can share with  
others.



## THE LEGACY *of* SPIRITUAL EXERCISES

The spiritual exercises of St. Ignace of Loyola have helped generations of people of faith to deepen their trust in God and achieve a more profound level of personal and spiritual freedom. The Ignatian Silent Retreat is an opportunity for faculty, staff, and students to take some quality time to reflect on God's active presence in their lives, in light of their experience and understanding of their faith.

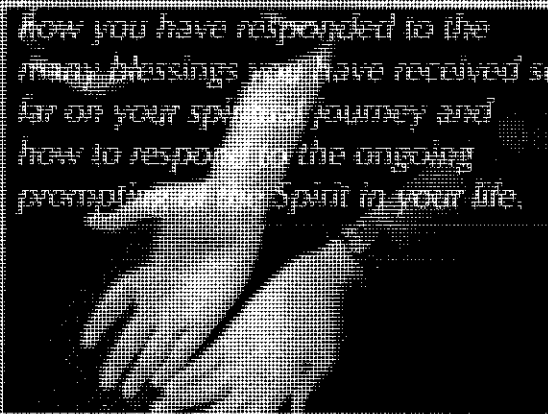
The Ignatian Silent Retreat is rooted in the Ignatian tradition, which invites persons of all varieties of Christian traditions to participate. If you have a desire to engage your spiritual life more fully, a walk in prayer and discernment, your prayer life, your discernment skills, and relationship with God, the Ignatian Silent Retreat is for you.



## RETREAT STRUCTURE

This four-day retreat engages retreatants in the tradition of Ignatian spirituality, allowing time for liturgy, contemplation, and silent reflection. Aside from the meals, each day begins with a presentation on an aspect of the Spiritual Exercises, followed by ample time for private reflection and individual spiritual direction. Evening prayer services and liturgies round out the day. This structure allows you to listen, pray, and reflect in an atmosphere of silence and quiet in order to pay close attention to the movement of God in your life.

This silent retreat is an invitation to discern the movement of God in your life, noting how God has already begun to act in your life.

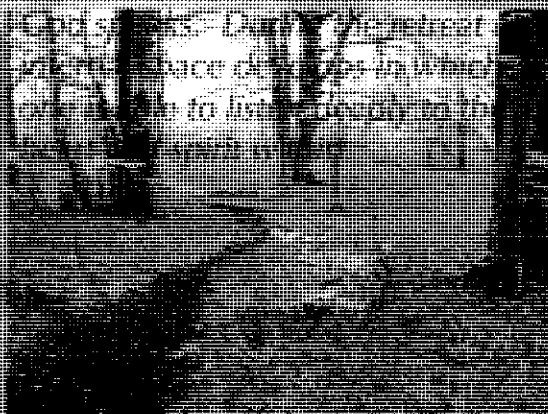


How you have responded to the many blessings you have received so far on your spiritual journey and how to respond to the ongoing presence of the Spirit in your life.

## THE ROLE OF SILENCE AND DISCERNMENT

One of the primary elements of the Exercises is the observance of silence. For many, the idea of spending even one day without talking can be intimidating and unsettling. However, retreatants are invited to the quiet and silence and silence gives us access to the internal universe that is not always noticed.

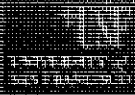
The purpose of silence is to cultivate a quiet heart so that we may be able to listen and "hear" the voice of God. It is not that we should not talk or speak, but rather, we should be able to listen to the voice of God. It is not that we should not talk or speak, but rather, we should be able to listen to the voice of God. It is not that we should not talk or speak, but rather, we should be able to listen to the voice of God.



The Exercises are designed to help you discern those areas of your life where you lack freedom. Are you seeking things that are inconsistent with being your authentic self? Do you know what your deepest desires and longings are? Are you living a life that you truly feel about?

These silent days should not allow us the time and space to ask those kinds of questions. The Ignatian Silent Retreat allows you to focus on these questions that are central to your life and the love of God.





University Ministry presents

# The Ignatian Silent Retreat

*Experiencing the  
Spiritual Exercises  
of St. Ignatius*

February 16 - 19, 2007

*This is a retreat rooted in Jesuit spirituality. Come and experience four days of silent reflection, prayer and presentations on the Spiritual Exercises.*

For more information or to apply, visit [www.usfca.edu/universityministry/retreats](http://www.usfca.edu/universityministry/retreats) online, contact the University Ministry at ext. 4463, or Radmar Jao, S.J. via email at [rajao@usfca.edu](mailto:rajao@usfca.edu).

Cost: \$35 students, \$75 Staff/Faculty and includes spiritual direction, housing, and meals.

Location: Institute of Noetic Sciences, Petaluma, CA

***Open to USF Staff, Faculty, and Students***

# Kairos

Growth, Connection,  
Transformation



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## Fall Retreat – November 17-19

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*This student-led retreat is an opportunity to explore our relationship with ourselves, our community, and with God. Retreatants are invited to reflect on their own faith journey and begin to deepen their spiritual lives. Conversation, prayer, social activities, and community reflection allow for a powerful and enriching retreat experience to bring back with you to your life at USF.*

*Spaces are limited and the cost is \$45  
Register today in the University Ministry Office,  
Lower Phelan Hall or online at*

*<http://www.usfca.edu/universityministry/retreats/kairos.html>*

*or call Rev. Dina Gardner, 415.422.4463*

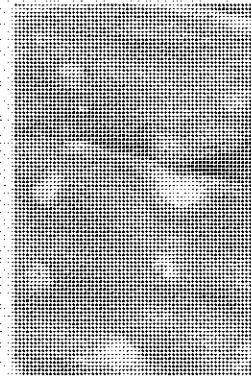
*Deadline to register is November 3<sup>rd</sup>*

***Open to all USF Students!***





Celebrating 150 YEARS



# Sacred Quest Retreat

*“Dive into the Desert”*

March 10-17, 2006 (Spring Break)  
Death Valley, CA

This is a  
**wilderness retreat**

in which participants prepare as a community in advance to  
*engage in a three-day fast and time of aloneness*  
so that they might return ready to share themselves more authentically and fully with their  
community and world. The whole process is an  
**eight day experience**  
with advance brief gatherings and readings done  
**as a community**  
before departing to the wilderness.

**Deadline to register: February 3, 2006**

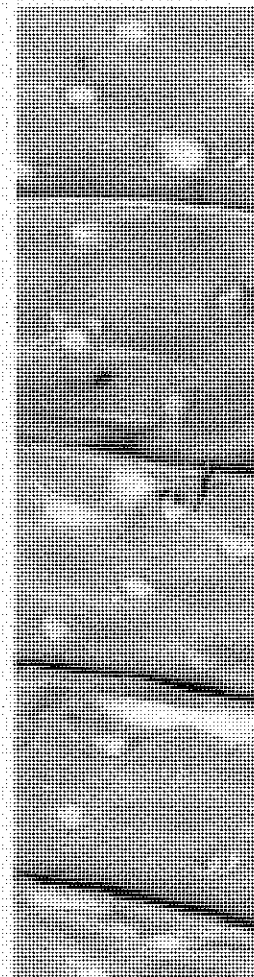
For more details on this retreat contact:  
Rev. Dina Gardner, ext. 4463 or [gardnerd@usfca.edu](mailto:gardnerd@usfca.edu)



go online to:  
<http://www.usfca.edu/universityministr/retreats/vision.html>

Registration: online or in the University Ministry Office

*Fast, Feast, & Find Your Freedom*







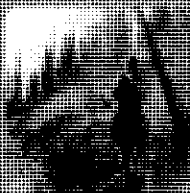
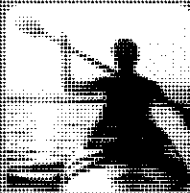
August 16 - 20, 2004

# Outdoor Adventure Retreat

You've never had an adventure like this before!

Start your Year of Right! Join us in the Santa Cruz Mountains for a Week Full of Connection and Challenge.

Keep the water cool



Ride a horse through the wilderness

Scale a rock face

Crash the sea's cliffs

Leap from the tree tops

Event is subject to change without notice. For more information, please contact the Santa Cruz Mountains Conservancy at (408) 293-1111. Website: [www.scmconservancy.org](http://www.scmconservancy.org). All proceeds support the Santa Cruz Mountains Conservancy's conservation and education programs.



• **Registration Fee: \$100 (includes all meals)**  
 • **Room and Board: \$100**  
 • **Travel: \$100**  
 • **Registration Fee: \$100**  
 • **Room and Board: \$100**  
 • **Travel: \$100**

# *Light Your Way*

## New Student Retreat

September 15-16, 2006

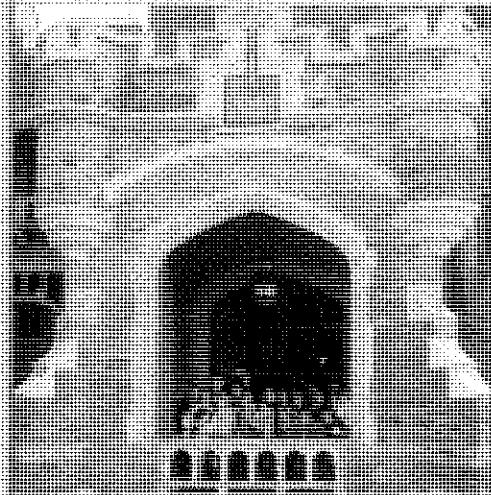
• **Registration Fee: \$100**  
 • **Room and Board: \$100**  
 • **Travel: \$100**  
 • **Registration Fee: \$100**  
 • **Room and Board: \$100**  
 • **Travel: \$100**

• **Registration Fee: \$100**  
 • **Room and Board: \$100**  
 • **Travel: \$100**





Establishing THE YEAR



# L'Arche Retreat

*"Serve, Reflect, Grow, and Change"*

March 11-18, 2006 (Spring Break)  
Seattle, Washington

L'Arche is an international federation of faith-based communities

creating homes and life partners with people who have developmental disabilities. The word "L'Arche" is French for

**the ark.**

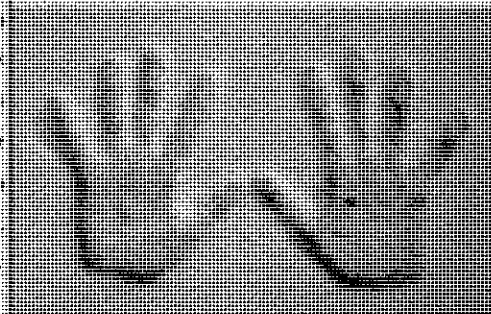
Referring to Noah's ark, the biblical symbol of deliverance, a place of safety.

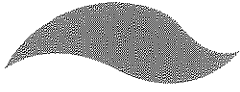
Retirees are invited to live together in a L'Arche community for a week, serving and working with residents of L'Arche. This experience will include prayer, reflection, service, and engagement with an intentional faith community.

**Deadline to register: February 17, 2006**

For more information about this retreat, or to register, please contact: Rev. Dan Gardner, L'Arche Ministry to Senior People Blind

1000 1st Ave. Seattle, WA 98101  
or call: 206-462-1111  
or visit: <http://www.larche.org>





# Contemplative Interfaith Retreat

October 20-22  
El Retiro, Los Altos, CA

**Open to staff, faculty, and students**

This weekend retreat offers time for silent reflection, prayer, spiritual direction, and exposure to a diversity of spiritual practices from various faith traditions and perspectives. Retreatants are invited to deepen their awareness of their spiritual lives and reflect on that in light of decisions, transitions, questions and responsibilities they face in dealing with personal challenges and the current circumstances of our world. This retreat is led by students, staff, and faculty of USF. Cost is \$45 for students and \$70 for staff.

For more information about this retreat or to register, contact  
Rev. Dina L. Gardner, Associate Director, University Ministry,  
Ext. 4463 or via email [gardnerd@usfca.edu](mailto:gardnerd@usfca.edu)

You may find out more about this retreat and register on-line at:  
<http://www.usfca.edu/universityministry/retreats.htm>





# Take a Walk on the Wild Side!

## *Leading With Soul*

Leadership Retreat  
February 10-12, 2008

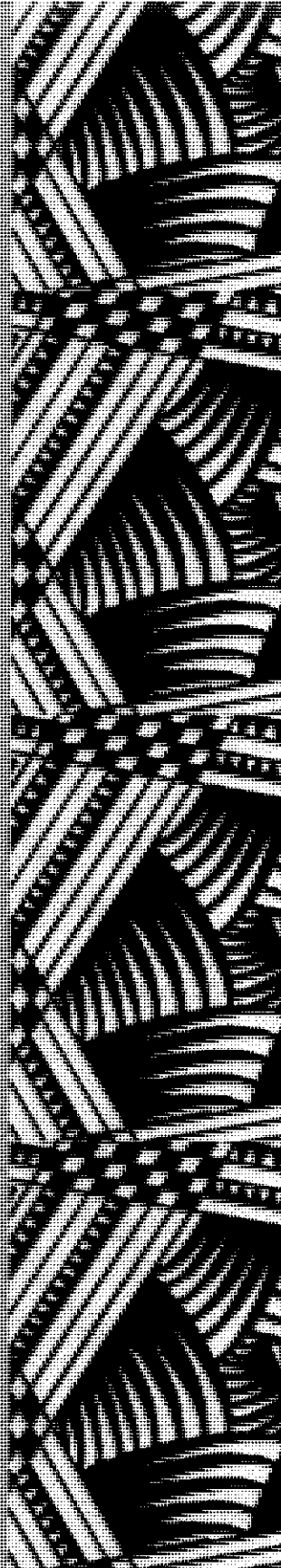
Westminster Woods  
Occidental, CA

Learn more about your gifts for leadership,  
do the ropes course challenge, make new friends,  
and get involved in University Ministry.

This retreat will help you develop your  
leadership skills and explore new opportunities!

Register online: University Ministry Retreats,  
Lower Plaza Hall, Room 100, San Francisco, CA 94133  
or [www.usf.edu/ucm/retreats/retreats.htm](http://www.usf.edu/ucm/retreats/retreats.htm)

Cost for the retreat is \$45 and includes housing, meals,  
ropes course and transportation.  
Deadline is February 6th.



# University Ministry Retreats



Retreat	Dates	Location
New Student Retreat	September 15-16	Math Headlands
Contemplative Retreat	October 20-22	El Rialto
Koinon (Fall)	November 17-19	Applegate
Leadership Retreat	February 9-11	Westminster Woods
Ignatian Retreat	February 14-19	ICNA, Novato
L'Arche	March 11-17	Seattle, WA
Koinon (Spring)	April 13-15	Applegate

For more information, or to register, please contact Rev. Heidi Gardner, Associate Director, University Ministry, Ed. 4423 or via email at [gardnerh@u.washington.edu](mailto:gardnerh@u.washington.edu). You may also find our retreat calendar at <http://www.usmf.org>.





## Participants speak...

...have been able to not only understand, but LIVE the Jesuit values through my experiences through the immersions I took part in... men and women for others."

-Lindsey Morales

Guatemala, Spring Break 2003  
SF Tenderloin student leader,  
Spring Break 2004

"Not only do Arrupe trips give students the chance to travel and see other countries and even different parts of our own country, but they allow students the opportunity to become more culturally sensitive. Living in America, we are constantly surrounded by people from other cultures. But perhaps we move too fast from point A to point B to see how they are so uniquely different and are just as wonderful of people as you and I."

-Susie Haley

Guatemala, Spring Break 2003  
Guatemala student leader,  
Spring Break 2004

"What's important is the human connections we develop with people from other countries. These connections break down any barriers, ideologies, nationalisms that usually separate people."

-Kique Bazan, Resident Minister

"The program creates opportunities for participants to learn more about themselves and the world through experiences that challenge them to ask questions about social and political justice and injustice."

-Mike Duffy, Associate Director  
University Ministry

[www.usfca.edu/universityministry/](http://www.usfca.edu/universityministry/)



UNIVERSITY of  
SAN FRANCISCO

University Ministry  
2130 Fulton Street  
Lower Level Phelan Hall  
San Francisco, CA 94117

# The Arrupe Immersion Experience



[www.usfca.edu/universityministry](http://www.usfca.edu/universityministry)

Educating minds and hearts  
to change the world.



UNIVERSITY of  
SAN FRANCISCO

## What are Pedro Arrupe's

most important contributions to the Society of Jesus?

1. He was the first Superior General of the Society of Jesus (1963-1977).  
2. He was the first Superior General of the Society of Jesus to be elected by the members of the Society.  
3. He was the first Superior General of the Society of Jesus to be elected by the members of the Society to a five-year term.

4. He was the first Superior General of the Society of Jesus to be elected by the members of the Society to a five-year term.  
5. He was the first Superior General of the Society of Jesus to be elected by the members of the Society to a five-year term.



## What is the Arrupe Immersion Experience?

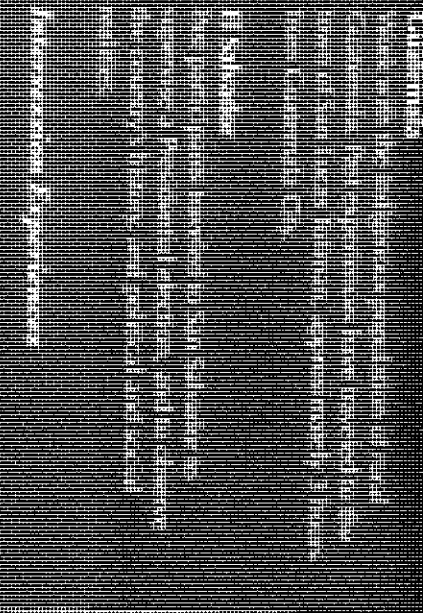
The Arrupe Immersion Experience is a program that allows members of the Society of Jesus to spend time in the company of the Superior General, Pedro Arrupe, and other members of the Society. The program is designed to provide a unique opportunity for members to learn from the Superior General and to share their own experiences with him.

## Fr. Pedro Arrupe and Fr. Juan

Fr. Juan and Fr. Pedro Arrupe

Fr. Juan and Fr. Pedro Arrupe were two of the most important figures in the Society of Jesus. Fr. Juan was the first Superior General of the Society of Jesus to be elected by the members of the Society to a five-year term. Fr. Pedro Arrupe was the first Superior General of the Society of Jesus to be elected by the members of the Society to a five-year term.

Fr. Juan and Fr. Pedro Arrupe were two of the most important figures in the Society of Jesus. Fr. Juan was the first Superior General of the Society of Jesus to be elected by the members of the Society to a five-year term. Fr. Pedro Arrupe was the first Superior General of the Society of Jesus to be elected by the members of the Society to a five-year term.



## Immersion Experience

The Immersion Experience is a program that allows members of the Society of Jesus to spend time in the company of the Superior General, Pedro Arrupe, and other members of the Society. The program is designed to provide a unique opportunity for members to learn from the Superior General and to share their own experiences with him.

## What are the most important

contributions of the Society of Jesus?

1. The Society of Jesus has been instrumental in the education of millions of people around the world.  
2. The Society of Jesus has been instrumental in the founding of many of the most important universities and colleges in the world.  
3. The Society of Jesus has been instrumental in the founding of many of the most important hospitals and medical centers in the world.

4. The Society of Jesus has been instrumental in the founding of many of the most important schools and seminaries in the world.  
5. The Society of Jesus has been instrumental in the founding of many of the most important research centers and laboratories in the world.



## What are the most important

contributions of the Society of Jesus?

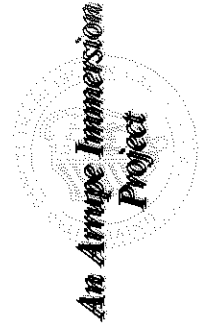
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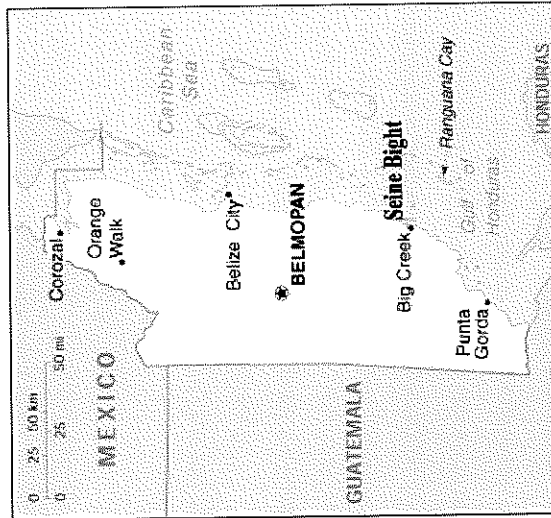
*University of  
San Francisco*



**Seine  
Bight,  
Belize**



**USF** | **university of san francisco**  
*Educating Minds and Hearts to Change the World*



**University Ministry**

2130 Fulton Street  
San Francisco, CA 94117  
(415) 422-4463

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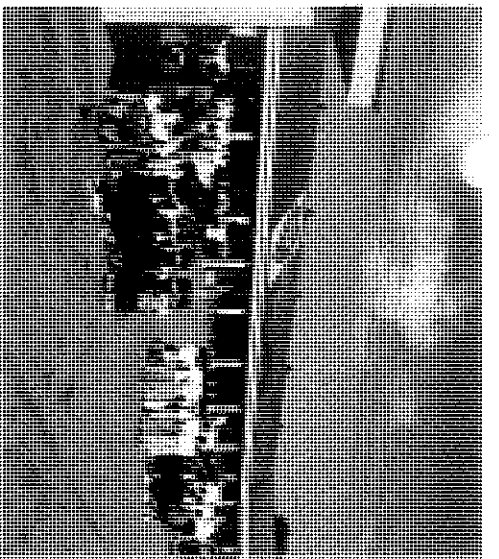
I wish to support \_\_\_\_\_  
as a USF volunteer going to Seine Bight, Belize in March, 2007.  
\$ 25                      \$ 50                      \$ 100    \$ Other \$ \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Please send checks to: University Ministry  
2130 Fulton Street  
San Francisco, CA 94117

\* make checks payable to University Ministry





### **A Brief Description**

Belize lies on the East coast of Central America in the heart of the Caribbean Basin. The population of approximately 200,000 people consists of a mixture of Creole, Garifuna, Mestizo, Spanish, Maya, English, and more.

Due to racial harmony and religious tolerance, all of these different elements have mixed and blended successfully, and Belize has gained a widespread reputation for its friendly people. English is the official language of Belize, although Spanish, Creole, Garifuna and Mayan are widely spoken throughout the country.

The Town of Seine Bight is home to a large Garifuna community that is enriched through its deep respect for their family and friends, dedicated to spiritual growth and reverence, and pride for their culture and heritage.

### **USF Volunteer Participation**

As a group we will fully immerse ourselves in the town of Seine Bight. We will live and work alongside those in the community and will educate ourselves about the culture around us.

We will be working at the Seine Bight Elementary School assisting with the winter teaching session. We will focus on individualized tutoring, teaching entire class periods, and organizing extracurricular activities.

Seine Bight is a community that strongly believes in empowerment through education. However, the school has very limited resources. We will contribute our energy and supplies where the school demonstrates the most need for them.

Through working with one another we will broaden our perspectives, gain an appreciation for our differences and empower each other. We truly aspire to carry out the Ignatian theme of being people for others.



### **How can you support a USF Volunteer?**

Eight students and several staff members from USF will be living out the school's Jesuit tradition and mission statement, "Educating minds and hearts to change the world." They will travel during their winter break to Seine Bight from March 9 – 18 2007. Past immersion programs have been to Sacred Heart School in Dangriga, Belize. The school is grateful for our presence and service, and the USF students were amazed at how much they worked and learned in just two weeks. We add this program to Seine Bight to expand our commitment to the children of Belize.

Each participant needs to raise \$1,000 towards the cost of the trip. You are invited to help with money, prayers, encouragement, time – all is appreciated. Financial support helps with airfare, living costs, and supplies that will be used in Dangriga. Please see the back of this brochure for our contact information.

University of  
San Francisco

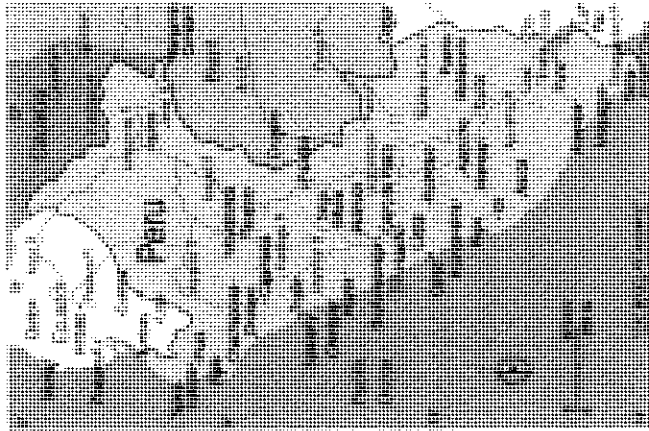


Discovering

Peru

An Arrupe Immersion  
Project

**USF** university of san francisco  
*Educating Minds and Hearts to Change the World*



THE  
USF ARRUPÉ  
EXPERIENCE

University Ministry  
2130 Fulton Street  
San Francisco, CA 94117  
(415) 422- 2404

Cut Here

I wish to support \_\_\_\_\_  
as a USF Arrupe Student going to Peru in March, 2005.

€\$ 25      €\$ 50      €\$ 100      €\$ 1,400      €Other \$ \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Please send checks to University Ministry  
c/o Prof. Michael Duffy  
2130 Fulton Street  
San Francisco, CA 94117

\*Please make checks payable to the University of San Francisco





### A Brief Look into Peru

Peru lies on the West coast of South America, the third largest country in South America. The population of approximately 27.9 million primarily consists of a mixture of indigenous people and mestizos who may speak Spanish, Quechua, Aymara, or other indigenous languages. Peru is one of the most populous countries in Latin America, with an every growing number of people leaving the rural areas and migrating to the urban cities.

Peru's distinct geographical regions are mirrored in a socioeconomic divide between the coast's mestizo-Hispanic culture and the more diverse, traditional Andean cultures of the mountains and highlands.

Environmental disasters such as El Niño, migration, drug trafficking, and corrupt government and police practices, have led to the devastating problem of street children in Peru.

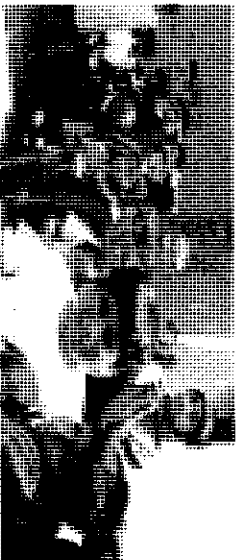
The Arrupe Experience gives students the chance to explore their commitment to social justice and activism while connecting with a community of diverse individuals who share this common goal.

### Student Involvement

As a Arrupe volunteers we will fully immerse ourselves in Lima, living and working alongside those in the community and will educate ourselves about the culture around us. Through working with one another we will broaden our perspectives, gain an appreciation for our differences and empower each other. We truly aspire to carry out the Ignatian theme of being people for others.

We will be working with a group called Generation, which provides shelter and support for the street children of Lima. The kids are often victims of neglect, poverty, sexual abuse, HIV/AIDS, and other injustices. We will spend our days in the shelters working with the children and engaging in activities, and most importantly learning from them.

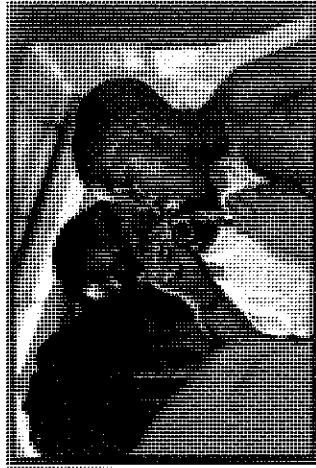
USF students are committed to working together when confronting injustices, following the example of Pedro Arrupe, SJ, and many others like him, historical figures that had a large impact on our lives. They are truly striving to be men and women for others.



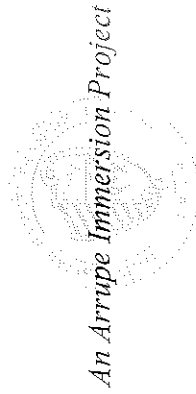
### How can you support a USF Volunteer?

Ten students and four faculty members from the University of San Francisco will be living out the school's Jesuit tradition and mission statement, "educating minds and hearts to change the world." They will travel during their Spring break to Lima from March 11-17, 2006. After the success of the trip last March, USF hopes to offer this Immersion Program every year. Generación was grateful for our presence and service, and the USF students were amazed at how much they worked and learned in just one week.

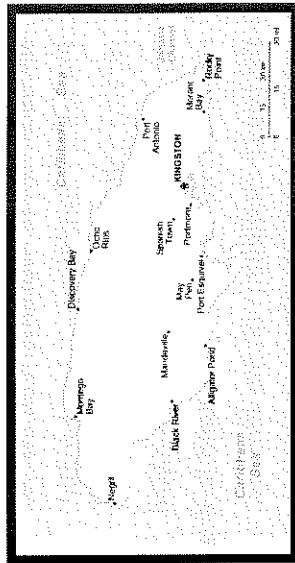
Each participant needs to raise \$1,400 towards the cost of the trip. You are invited to help with money, prayers, encouragement, time—all is appreciated. Financial support helps with airfare, living costs, and supplies that will be used in Lima. Please see the back of this brochure for our contact information.



**Kingston  
 JAMAICA**  
 March 10-19, 2006



**Kingston  
 JAMAICA**  
 March 10-19, 2006



**University Ministry**  
 2130 Fulton Street  
 San Francisco, CA 94117  
 (415) 422-4463

----- Cut Here -----

I wish to support \_\_\_\_\_  
 as a USF volunteer going to Kingston, Jamaica from March 10-19, 2006

\$ 25 \_\_\_\_\_ \$ 50 \_\_\_\_\_ \$ 100 \_\_\_\_\_ Other \$ \_\_\_\_\_

Name: \_\_\_\_\_

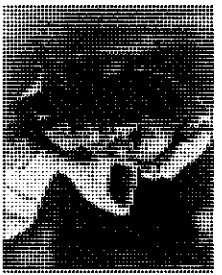
Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Please send checks to: **University Ministry**  
 Arrupe Immersion: Kingston, Jamaica  
 2130 Fulton Street  
 San Francisco, CA 94117

*Please make checks payable to University Ministry*





### **A Brief**

#### **Description**

The country of Jamaica is home to over 2.6

million people from diverse ethnic, racial, and cultural traditions. An island nation of the Greater Antilles, Jamaica is situated in the Caribbean Sea east of the Central American mainland, south of Cuba, and west of Haiti and the Dominican Republic.

Independent from the British since 1962, Jamaica is known the world over as a premier tourist destination, the birthplace of reggae and Rastafarianism, and as a producer of sugar, rum, and spices. Less well known is the nation's unfortunate history in the trafficking of Africans. Until slavery was abolished in 1838, Jamaica served as the chief slave market of the Americas.

Jamaica's capital city, Kingston, is located below the Blue Mountains on the island's southeastern coast and fronts the seventh largest port in the world. A far cry from the white sand beaches of the

North Coast, Kingston is a microcosm of Jamaica's gaping disparities in the wealth, education, and general well-being of its citizenry. In the main streets of the city, modern buildings contrast sharply with the decaying architectural relics of former centuries.

#### **USF Volunteer Participation**

The USF group traveling to Kingston, Jamaica will be working with the St. Patrick's Foundation—a local social service and youth development agency—and other community based organizations to take a first-hand look at the health challenges facing Jamaica today.

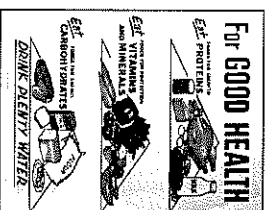
Through the lens of healthcare, students will be exposed not only to the pervasive poverty of Kingston's shantytowns but will learn from and support the efforts of front-line workers combating the spread of HIV/AIDS, providing palliative care



to lepers, and performing medical miracles in greatly under resourced clinics. These experiences will challenge the student's perspectives and assumptions while giving them an up-close-and-personal look at cultural and social realities that differ greatly from their experiences as students at USF.

#### **Your Support Is Needed!**

After the success of a similar trip in May 2005, USF hopes to offer this Immersion



Program every year. The St. Patrick Foundation was grateful for our presence and service, and the USF students on last year's trip were amazed at how much they learned in 10 short days.

Each student needs to raise \$1,400 to make this trip a reality. You are invited to help with money, prayers, encouragement, time—all is appreciated. Financial support helps with airfare, and transportation costs while in Kingston.

**THANK YOU!**

# STUDENT MASSES

# UNIVERSITY

*Come to the table...*

*be a part of the Community*

## Sunday Nights

5:00 pm  
St. Ignatius Church

9:00 pm  
Xavier Chapel  
[ice cream social following]

*Come join your friends...*

*in worship and praise*

These masses are your weekly celebrations in which everyone has a part. Please consider bringing your gifts as a singer, musician, Eucharistic minister, reader, greeter, minister of hospitality, liturgical planner or in any other way you may wish.

Contact Don Crean in Univeristy Ministry (6369) to explore the possibilities



The University Community, Faculty, Staff,  
and Students are invited to join

**FR. STEPHEN A. PRIVETT, S.J.**  
**UNIVERSITY PRESIDENT**

**MASS  
OF THE  
HOLY  
SPIRIT**

**MONDAY, SEPTEMBER 11, 2006**

**SAINT IGNATIUS CHURCH**

**12.15 PM**

Conferral of a  
Father Gerard  
spoken human  
tireless worker  
poor in his na  
who has establ  
for hungry chil  
to bring huma  
of democracy



UNIVERSITY MINISTRY  
COMMUNITY ACTION

Weekly Programs

**Mondays**

St. Anthony's Women's Shelter

6:30-8:15PM

*Spend time with women, serving dinner, playing games, and bringing dessert.*

Meet in UM at 6:30PM.

**Wednesdays**

Project Open Hand

3:15-5:45PM

*A walking route delivering meals to people living with AIDS and senior citizens in the Tenderloin.*

Meet in UM at 3:15 PM.

Contact Community Action

for more information:

[communityaction@usfca.edu](mailto:communityaction@usfca.edu)

(415) 422-3177

**Saturdays**

St. Anthony's Grocery

Distribution

7:00-10:15AM

*Distribute emergency food to low-income families in the Tenderloin.*

1<sup>st</sup> Saturday of the month.

Meet in UM at 7:00AM.

**Saturdays**

St. John's Grocery Distribution

7:00-11:15AM

*Unload delivered food, prepare it, and clean up after clients have been served. Any students speaking Cantonese, Mandarin, or German would be especially helpful.*

2<sup>nd</sup> and 4<sup>th</sup> Saturday of the month.

Meet in UM at 7:00AM.



Educating Minds and Hearts to Change the World

Celebrating 150 Years

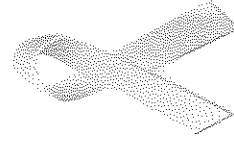
University Ministry & Community Action Presents

# October Outreach

Join 150 volunteers from the USF community in a day of service. Partner with the American Cancer Society and thousands of other volunteers in a 5-mile Making Strides Against Breast Cancer walk through Golden Gate Park to increase breast cancer awareness.

Free Continental Breakfast and T-Shirt provided.  
Registration Deadline: October 16th at Noon  
Ways to register: Individually or as a club/group  
Contact Person: Michelle Leitch or John Dzida  
415.422.5172 or [communityaction.usfcsf.edu](http://communityaction.usfcsf.edu)

*Saturday, October 21st 2006  
Check in at Horney Plaza  
7:30am - 11:30am*



# **MISCELLANEOUS**

**Student Quotes**

**Articles**

**Letters**

## Quotes from participants in the Retreat Program

### Outdoor Adventure Retreat

"I'm doing this again! I made a lot of friends while learning and demonstrating Jesuit values to them. Attending this retreat was one of the best things I've ever done. We really did build community and that really made me feel welcome as an incoming freshman."

### New Student Retreat

"Best retreat I've ever been on – you have done a great job! The group was very open to making connections and meeting people. I felt very able and supported to make new friends."

### Contemplative Retreat

"My gratitude for being at USF is greatly increased by this. It was an opportunity for reflection and thought that I do not get very often."

### Ignatian Retreat

"I definitely feel my spiritual life has become much richer and more joyful as a result of this retreat."

### Kairos Retreats

"Without going into detail, this retreat allowed me to understand truly what love is and showed me that through any hard times, that's all that matters. - I have never been so happy!"

### Leadership Retreat

"Through this retreat I overcame some of my greatest fears. I now have the ability to work better with people not as a leader, but as a follower – both of them and myself as well."

### L'Arche Retreat

"This retreat helped me understand the real definition of spiritual community with no boundaries and has helped me make my education more meaningful and with a purpose."

### Sacred Quest Retreat

"I'm speechless with the results of the retreat. It's amazing on how this retreat has changed my entire body, mind, and soul."



## Quotes from participants of the Arrupe Immersion Trips

### Guatemala

“The personal connections we developed with people in Guatemala were unforgettable. This trip helped us feel their struggle and see the injustices in which they live. Now we want to be part of the solution.”

Luis Enrique Bazan, USF Theology graduate, JSTB Masters student

### Peru

“It was important for me to be “with” the people in Peru to understand who they were. It’s very different from reading about them. Being in their community (especially with the children) really showed me that we all have some common threads, but not the same means and resources.”

Brianna Dwyer O’Connor, Sociology student

### Belize

“For an aspiring teacher it was so moving and motivational to be able to help children realize they can succeed. Most times these kids are discouraged because they don’t get the kind of one-on-one attention needed to thrive.”

Christopher Calderon, School of Education student

### Tijuana

“This trip gave me a realistic view of poverty. It made me aware of my level of privilege and made me question how to use my privilege to change the world. It was a great way to interact with students on social justice issues outside our day to day work”

Lee Swain, Hall Director of Gillson Hall

### Tenderloin

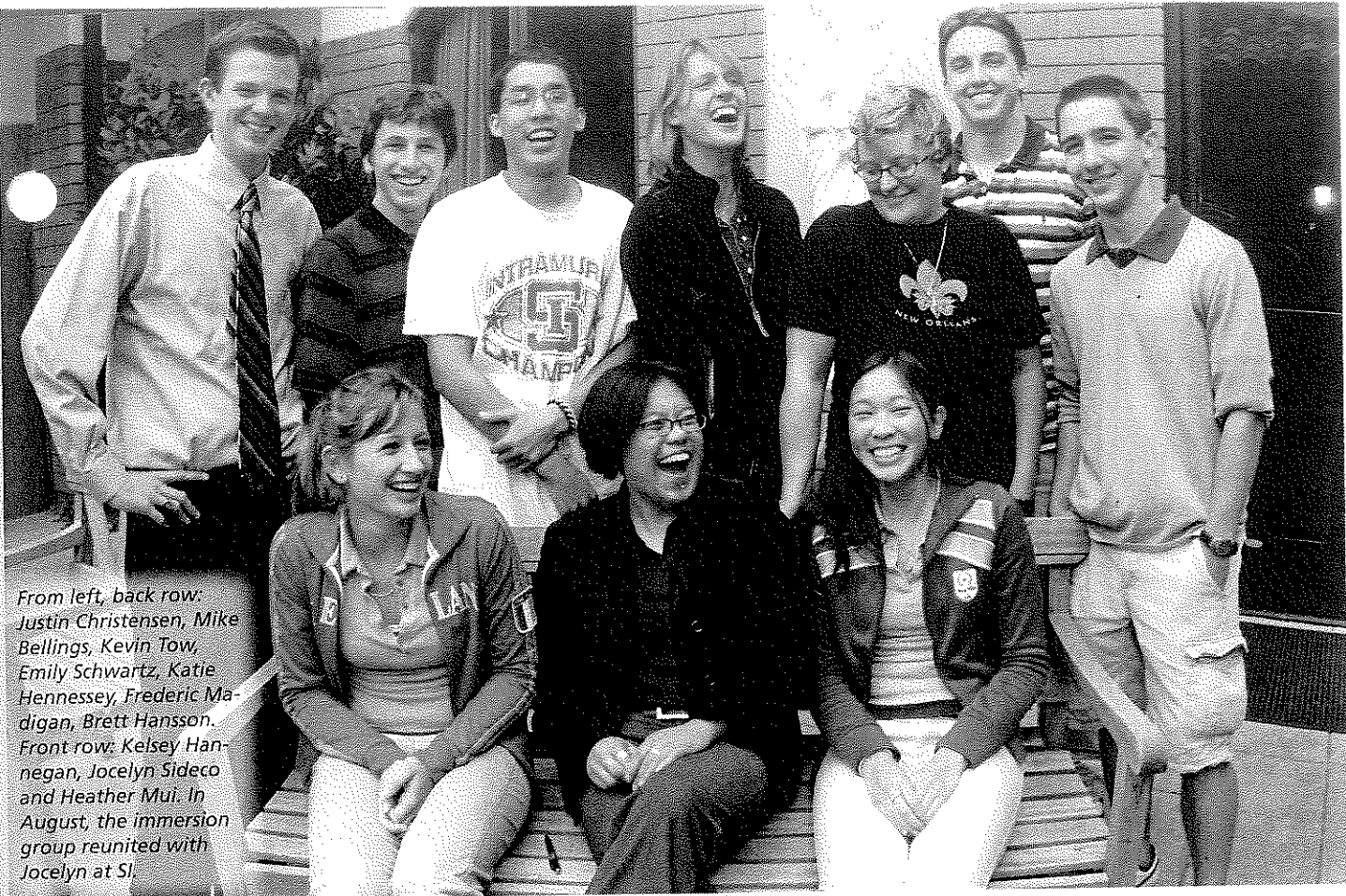
“This was the kind of life changing experience I needed to help me with my decision to go into the field of social service after graduation.”

Angelina Barrisone, USF graduate and  
Director of Volunteer Services at St. Anthony’s Foundation, SF

“My stay in the Tenderloin showed me how people there are challenged every day – and living their lives trying to survive on a daily basis --- yet they were able to show us what hope is and appreciate that we were there to be with them.”

Katsuki Sakai, Psychology student

### Jamaica



From left, back row: Justin Christensen, Mike Bellings, Kevin Tow, Emily Schwartz, Katie Hennessey, Frederic Magdigan, Brett Hansson. Front row: Kelsey Hannegan, Jocelyn Sideco and Heather Mui. In August, the immersion group reunited with Jocelyn at SI.

taking the time to thank our high school share her story. For us, an evening at a baseball game turned into an unexpected moment of solidarity.

— Kevin Tow

This immersion would not have been possible without Jocelyn Sideco '95, the coordinator of our trip. She and three other women left their jobs to move to New Orleans and help the relief efforts. Jocelyn, Meg, Stacey and Jessica started a volunteer network for Jesuits to help find places for people to stay and volunteer. On our very first day, after a red-eye flight, everybody was exhausted, but we met Meg and Jocelyn in the French Quarter for a tour anyway.

As we drove through the many districts of New Orleans, we saw the contrast within many of the city's neighborhoods. Some parts were still in ruins while other parts appeared untouched.

Jocelyn and the others have opened their home to volunteers and dedicated their time to rebuilding New Orleans, turning it to the fun, spirited Big Easy. They have founded the non-profit Contemplatives in Action to continue their shared ministry.

— Heather Mui

## Jocelyn Sideco Organizes New Orleans Relief Efforts

Jocelyn Sideco's turning point came in El Salvador the summer between her junior and senior year at SI. On this immersion trip, faculty members Barbara Talavan and Bea Wenstrup led Sideco '95 and other SI students in a meditation.

"They told us that it doesn't matter what material possessions we have or don't have," recalls Sideco. "All that matters is if you live your life facing the poor. Otherwise, you'll find yourself facing the other direction, where you just want more and more and more. If you want your life to be informed by faith, you must face the poor."

Sideco took that lesson to heart. She now faces the poor every day with her job as pastoral associate for relief ministries for the New Orleans Province of the Society of Jesus, coordinating the hundreds of volunteers who come to rebuild a city torn asunder by Hurricane Katrina.

Her work has earned her much praise, especially from the woman who hired her — Mary Baudouin, assistant for social ministries for the New Orleans Province.

"Since last March, Jocelyn has been such a gift to not only the Jesuits here but to the City of New Orleans," said Baudouin. "She has facilitated the involvement of more than 1,000 students and colleagues from Jesuit institutions in the rebuilding of New Orleans and has done so with great enthusiasm, decisiveness and compassion. She has a rare combination of pastoral care and organizational skills, and we in New Orleans needed both. Hiring her was the smartest decision I've made since I came to work for the Jesuits."

Sideco helps volunteer groups who come to New Orleans to gut homes that have been damaged by water, stripping the walls of waterlogged sheetrock to the bare studs to prepare the homes for reconstruction.

She also provides volunteers with a house for prayer and reflection. "Volunteers find this work grueling, and unless we create a space for prayer and thoughtful, quiet response, they won't last long. This work will eat you alive. Combining work and prayer is just what St. Ignatius did when he asked his



follows to be contemplatives in action." She also coordinates communal prayer, calling upon priests to say Mass or lead services for volunteers as they reflect upon their work.

In addition, she trains local people to serve as tour guides, driving volunteers through the city to show them how much work remains to be done.

Sideco took a circuitous road from San Francisco to New Orleans. At SI she excelled at tennis and softball and received the Brophy Award. At SCU she majored in political science and joined ROTC but was asked to leave after marking that she was a "conscientious objector" on one form. She served on SCU's student council every year including a year as student body president, and she helped to form living/learning communities among students in the dorms, including one devoted to multicultural learning.

After college, she worked as a Jesuit Volunteer in Atlanta with an African American community center, and she helped people with AIDS.

She then worked at USF and St. Agnes Parish while earning a master's in theological studies from the Jesuit School of Theology at Berkeley. In 2002, she moved to Milwaukee to work for Marquette University's campus ministry program.

Two months after Hurricane Katrina slammed into the Louisiana and Mississippi, Sideco organized a group of Marquette students to work in New Orleans. She returned in November to help Catholic Charities begin gutting the 160,000 homes damaged

by localwaters. An expert at organization, Sideco saw the need for better communication among the various agencies and volunteers working in New Orleans, and she sent her suggestions to Catholic Charities.

She returned again the day after Christmas with a group of Jesuit Volunteer alumni, including her sister, Tonilyn '99. There she met Mary Baudouin from the province office who asked her to supervise a group of volunteers from SCU and Wheeling University later that month.

Baudouin was so impressed by Sideco's organizational skills that she offered her a full-time job, telling her to write her own job description. Sideco initially told her no. "New Orleans saw a 200-percent hike in unemployment after Katrina, and I told Mary she should hire from within the community.

But the minute I hung up the phone, I felt as if I had made a mistake. I couldn't say no to that offer. I knew this was my next step."

Sideco's experiences in New Orleans also sealed the deal. She recalled helping an 82-year-old man and his wife, who was nearly blind and suffering from dementia.

"After we removed the debris from his home, he made a point of sending me a card to thank me and the student volunteers. Two months later, Catholic Charities chose his as the second house to rebuild. He became the human face to persuade me to make the move to New Orleans and work here full time."

As a result of her work with the Jesuits, Sideco began to minister to those who care for the people of New Orleans. Contemplatives In Action's ministry began last June with the help of two of her colleagues from other Jesuit universities. Together, they launched a newsletter called *The Lifeline* to "tell the real story about what is happening here, especially regarding the weakened infrastructure that includes the loss of professionals. We need people to return and to share their talents so that New Orleans can be rebuilt."

They have also housed and coordinated the efforts of volunteers, including a contingent of SI students led by faculty member Justin Christensen and Katie Hennessey who worked in New Orleans last summer. (See photo essay accompanying this piece.)

If you want to learn more about Sideco's work and to find out how you can help rebuild New Orleans, go to [www.norprov.org/katrinarelief](http://www.norprov.org/katrinarelief) or [www.contemplativesinaction.org](http://www.contemplativesinaction.org).



These cars were tossed by Hurricane Katrina and the flood waters into a house in St. Bernard Parish. This was a common scene seen 10 months after the devastation.

# This Catholic

## Scripture and social justice frame young woman's view

Community organizing and advocacy are a career for Sarah, she readily admits. "I can't see myself not working with my faith and my community wherever that community may be. If I have the opportunity to give people what they need to not feel ignorant about the issues around them, I want to do it."

The impact of community organizing goes beyond the immediate participants, Sarah said. "It helps everyone generally. It is changing the culture of government to recognize the importance of community input. Charity is important but we must also ask why we need to feed the poor and house the homeless."

Sarah and Patrick Nolan were married three months ago in a Mission church in Las Cruces, New Mexico, the bride's hometown. "We met in El Salvador about four years ago," Sarah said. "We were living in community there working among the poor and attending the Jesuit University."

Sarah's strong faith was inspired by the example of her grandmother. "She taught me to pray the Rosary and celebrate the Virgin of Guadalupe. She has a very deep faith. I continue to carry those traditions with me."

Sarah says the possibility of returning home to help her local community is a strong one but in the meantime, her mom, Lucy, has taken up the challenge. She

now works for local government in an effort to bring community centers and youth activities into low-income areas and graduates in May from New Mexico State University. "I'm so proud of her," Sarah said.

The key to community building, she says, is "relationship, relationship, relationship."

"Community organizing lets us see the importance of working together," Sarah said. "More affluent communities standing with lower income people and asking the mayor and others for more resources."

How much is possible on the advocacy front remains a mystery even to disciples like Sarah.

"My goal is to put myself out of a job," she said, with a huge laugh. "Who knows what's going to happen? I hope that hunger and poverty are someday eradicated. I work with the idea that I may not see the answer or the full revelation of what we're working toward but that I am walking with people and teaching people who will. I know I'm planting good seeds today."

"I feel Jesus comes back every day to us when we do this kind of work and when we do our best to make sure the rights and dignities of every human being are realized. I believe Jesus is resurrected through that. It also helps fulfill the mission of the Church. Our faith calls us to it."



**Sarah Silva Nolan**

Lucy, her mom, has taken up the challenge. She

### By Tom Burke

Moved by Scripture and the social justice tenets of the Catholic Church, Sarah Silva Nolan seeks daily to live her Catholic life in the light of Christ.

"I really love the Bible as a great reference to justice and the way prophets and Jesus taught people to have their own voice," she said.

A native of New Mexico, Sarah is a 2003 graduate of the University of San Francisco with degrees in Theology and Latin America Studies. She now works as a community organizer with the Office of Public Policy and Social Concerns of the Archdiocese of San Francisco.

While Sarah was involved in her home parish as a reader and Extraordinary Minister of Holy Communion, it was not until her move to California that she gained an interest in social justice.

"I didn't realize the injustice that existed even in my home town until I moved away from it and the scales fell off my eyes," Sarah said. "My family was poor and the poor were largely overlooked. Revisiting my own experience was powerful for me after moving away from it."



196-05B 65<sup>th</sup> Crescent, #3A  
Fresh Meadows, NY 11365

To the Review Committee:

My name is Donna Plante and I am writing to provide you with a description of my wonderful experience with University Ministry at the University of San Francisco. I worked at USF as a Resident Minister from 1991-1994 and again from 1997-2000. I was a graduate student from 1991-1993 in USF's School of Education. I received a master's degree in Educational Counseling in 1993 and worked for several years in Catholic high schools in the Bay Area as a teacher and counselor. At the present time, I work for a municipality as a civil engineer in the New York metropolitan area.

I arrived at USF after receiving a B.A. from Fordham University and spending 2 years in the Jesuit Volunteer Corps (JVC). In 1991, I observed that the Resident Minister program seemed to be in a time of transition: lay ministers were replacing some of the priests, brothers and nuns that had traditionally been hired by the University as Resident Ministers. I believe that the hiring of lay ministers introduced a new dynamic into the residence halls that was extremely beneficial to students. As an undergraduate at Fordham, I remember having "Jesuits in Residence" but for the most part, I did not get to know the priests living in my hall. As a young woman, I felt awkward approaching the Jesuits and my only experience with most of them was asking them to say a dormitory Mass for the Residence Hall Association. While I think there is still a strong need for clergy in the halls, I know that students often find it easier to relate to a lay person.

I think the introduction of lay ministers in the residence halls has brought University Ministry to students who don't normally participate in many of the other programs University Ministry offers. In my opinion, the Resident Minister presence is one of the best ways that a Jesuit university can reach its ideal of *cura personalis*-- the personal care and concern for the individual. I found that just by inviting students into my room for coffee, snacks and conversations, I was able to have very involved discussions with them about God, spirituality and Jesuit education. Students also found my residence to be a safe place to talk about problems, frustrations, hopes and expectations. Resident Ministers also provide a huge support system to the residence life staff. I realized that the job of a minister is not one with set hours. I had students knock on my door at very late or very early hours for help or consolation. I accompanied students to the counseling center to seek help, and visited them in the hospital. I ate meals with them in the dining hall, tutored a few in math courses and celebrated with them at Mass. As a Resident Minister, I probably offered more counseling and support than spiritual direction, partly because of my own education and talents, and partly because that is what was needed by the students I served in that time and place.

While it is difficult for those in education and ministry to quantify the results of their efforts, I can clearly describe the effect the Resident Minister program had on me. Going into the program, I believed that it would allow me to share my experiences with students. At the time I

was hired, I was the youngest Resident Minister the University had ever hired. I came to San Francisco straight from my JVC community and knew I had learned much about spirituality, community and social justice that I could share with the students. I was beginning my studies in counseling and knew that the USF students would benefit from the techniques I would be learning and my desire to help others. What I didn't realize was the impact this experience would have on me. I don't think at age 24 I would have described the Resident Ministry program as a formation process, but that is exactly what it became for me. I immersed myself in University Ministry and the programs that were offered to students and staff. I participated in weekly liturgies and attended retreats. Through these experiences, I truly felt like I was part of a regular worship community, something that I had not experienced before, even during my JVC years. I joined a Christian Life Community (CLC) for graduate students which met for three years. CLC provided me with a community that allowed me to examine deeply my faith and spiritual life.

I loved Fordham University and have many wonderful memories there, but I didn't take advantage of the campus ministry programs that were offered to undergraduate students. It wasn't until I was living on campus at USF that I both explored and questioned my faith. Because of my experience at USF, I believe I have a much deeper faith and stronger relationships with God and the people I care for in my life.

In 1992, I started teaching full time at a Catholic high school in San Francisco and for the first time in my life, I felt like I was able to articulate my own feelings about faith, spirituality and my need for a relationship with God. Because of the outstanding mentoring and direction I received from University Ministry staff, professors and Jesuits with whom I had the opportunity to work, I felt better equipped to discuss my beliefs in an intelligent and passionate manner. I was more confident in identifying injustice and speaking out against it.

One of the best lessons I learned as a Resident Minister was to meet people with an open mind and listen to their stories before forming an opinion of them. USF attracts a diverse student population to its campus. The students I worked and lived with came from a variety of countries, cultures and religious backgrounds. We were all thrown together and expected to live harmoniously for the duration of an academic year. In order to get along with so many other people, I learned to try to listen to and understand people who are very different from me. At the present time, this proves to be more of a challenge than ever before. When I read about the current political tensions in our world, I am often reminded of my time at USF. I think about how so many different cultures seemed to be able to learn from and appreciate one another.

In 1997, I made the decision to return to school in order to prepare myself for a career change. After working for about 7 years in secondary education, I decided to change to a career in engineering. I was re-hired as a Resident Minister and remained on the staff until 2000, when I moved to New York to complete my degree and return to my hometown. My experiences as a Resident Minister continue to assist me in my current job. Engineering is not generally seen as a helping profession, but in many ways it allows me to be of service to other people. Every project I work on improves the quality of life for someone. Since I work at a municipality, I often deal with residents and the problems and concerns they have about their town. I come into contact with people from all backgrounds and have to treat them in a manner that is respectful and kind.

This is often one of the most challenging aspects of my job but my experiences in ministry work have prepared me well for these encounters.

I understand that the Resident Minister program has changed since the time I was employed by the University. I have been told that the current program is a more structured formation program for those who are interested in working in ministry and requires ministers to work in several areas of university Ministry. I think this can benefit both the students in the halls and the Resident Ministers. Resident Ministers receive a wider breadth of experience that will better prepare them for their future positions. I feel that it will also challenge them to grow personally, since they may be faced with responsibilities that may not be of their choosing. Those residing in the halls can benefit from seeing their Resident Ministers in a variety of settings, which will make the ministers more approachable and better able to relate to the students. I hope that the Resident Ministry program continues on for many more years and continues to touch the lives of future generations of USF students.

Very truly yours,

Donna Plante