



UNIVERSITY OF SAN FRANCISCO

REAFFIRMATION PROCESS

— 2016 —



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INSTITUTIONAL CONTEXT

Early History

On Oct. 15, 1855 an immigrant Italian Catholic priest opened the doors to a one-room school in the middle of the sand dunes surrounding San Francisco on what is today Market Street. Antonio Maraschi, S.J., saw the need for a high school and college (Saint Ignatius Academy) that would institutionalize the Jesuit ideals of educating leaders in service. The first three students who enrolled in the academy in 1855 were soon joined by others, and by 1859 the group had grown to 65 students who were immigrants or children of immigrants of Italian, Irish, and Mexican origin who now attended what had become Saint Ignatius College.

By 1863, the college awarded its first bachelor of arts degree and by 1867, the first master's degree. The fires of the 1906 earthquake destroyed the college's second campus, forcing its relocation to a temporary building. In 1927, USF moved to its current location by Golden Gate Park. In 1930, the college was renamed the University of San Francisco as a reflection of its historical place as the oldest institution of higher education in the city and an expression of its commitment to serve, educate, and be an ongoing part of this unique and thriving metropolis.

USF Today

Today the University of San Francisco (USF) enrolls more than 10,800 students in its five schools and colleges: the College of Arts and Sciences, the School of Business and Management, the School of Education, the School of Law, and the School of Nursing and Health Professions. USF's academic programs are accredited by the American Bar Association (ABA), the Association to Advance Collegiate Schools of Business (AACSB International), the California Commission on Teacher Credentialing (CCTC), the Commission on Collegiate Nursing Education (CCNE), and the Western Association of Schools and Colleges (WASC). The university is recognized as one of the most ethnically diverse universities in the country and has consistently received the new Carnegie designation as a "Community Engagement Campus."

Classes are offered at the main 50-acre San Francisco campus and at 101 Howard St., at four branch campuses in Northern California (San Jose, Sacramento, Pleasanton, Santa Rosa) and in Southern California (Orange County). The university is a private institution, distinguished by its Jesuit Catholic tradition, San Francisco location, diverse community and global perspective (cf., Appendix 1).

USF is governed by a 43-member Board of Trustees that includes 10 priests of the Society of Jesus (Jesuits). Mr. Stephen Hamill is chair of the Board of Trustees and Paul J. Fitzgerald, S.J., is the university president. The rector of the Loyola House community, John Koeplin, S.J., is an ex officio member of the Board of Trustees and of its executive committee.

Student Demographics

The undergraduate student body is 62 percent female, 38 percent male. USF is proud to be rated the seventh most diverse undergraduate student body of any university in the U.S. We are 4 percent African American, 25 percent Asian American, 27 percent Caucasian, 20 percent international, 20 percent Latino/Hispanic, and 3 percent Native American/Native Hawaiian/API. According to freshman application data, our undergraduate students are 3 percent Buddhist, 29 percent Catholic, 1 percent Hindu, 2 percent Jewish, 2 percent Muslim, 6 percent Protestant, 20 percent none, 7 percent other, and 31 percent unspecified. To put it another way, only 49 percent of our undergraduate students claim a religious identity, thereby leaving a large number of individuals who are either spiritual but not religious, "seeking," atheist, or agnostic.



VISION, MISSION, and VALUES

In September 2001, the Board of Trustees approved the current Vision, Mission, and Values statement (cf., Appendix 1). That document was the result of lengthy discussions and extensive reflection by the entire university community. USF's vision is to 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."

The university's mission is to "promote learning in the Jesuit Catholic tradition...for undergraduate, graduate, and professional students" and to provide them with "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 Vision, Mission, and Values statement further defines USF as a "diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice" that is fully engaged with San Francisco and with the Pacific Rim.





In 2008, the university community engaged in an effort to further expand its understanding of the key characteristics that determine USF’s uniqueness among the constellation of universities across the country. These characteristics are: Jesuit Catholic tradition, academic excellence, diversity of the university community, San Francisco location, and educating from a global perspective. The product of this effort was the USF 2028 Planning Document (cf., Appendix 2). That document stated that the above-mentioned “five qualities are not discrete attributes that may be neatly separated one from the other, but five closely interwoven strands that together, and only together, are the ‘whole cloth’ of educational excellence in USF’s distinctly Jesuit tradition.”

With regard to the Jesuit Catholic tradition, USF 2028 states:

The Jesuit tradition is fully committed to the pursuit of excellence in the framework of students’ realizing the fullness of their humanity — of their developing into intelligent, sensitive, and responsible members of society. As a Catholic university, USF asserts the centrality of God as mystery that should engage believers and non-believers alike and the compatibility of faith and reason in the pursuit of truth. Therefore USF:

- a. Challenges students to wrestle in a disciplined and thoughtful way with “big questions” of ultimate meaning and purpose so that they may live lives of passion, integrity, and purpose;
- b. Rigorously explores the transcendent dimensions of human experience and its consequences for individuals and society;
- c. Promotes learning from other cultures and informed conversation between faith and reason, religion and culture, belief and non-belief, and among the different faith traditions;
- d. Serves the Catholic Church, local and universal, through teaching, research, creative expression, and service;
- e. Offers students the knowledge, skills, sensitivities, and motivation to succeed as persons and as professionals contributing to the common good of all, especially the most vulnerable;
- f. Provides opportunities for persons of faith, and or Catholics in particular, to explore, share, celebrate, and appropriate their faith tradition;
- g. Offers programs and resources that allow trustees, faculty, staff, and students to experience the dynamics of Ignatian spirituality, which animates USF’s Jesuit Catholic educational tradition.

UNIVERSITY COUNCIL FOR JESUIT MISSION

The University of San Francisco does not have a vice president for mission or any single person with primary responsibility for promoting its Jesuit Catholic tradition. The president, vice presidents, and deans share this responsibility with all faculty, staff, centers, divisions, and departments across the university. In 2012, the university established a University Council for Jesuit Mission to coordinate and promote the various activities and programs at USF that promote our Jesuit Catholic mission. The council is co-chaired by the directors of the St. Ignatius Institute, University Ministry, and Institute for Catholic Educational Leadership. Membership is ex officio to include directors or chairs of the following centers and departments:

- Academic Affairs, Office of the Provost
- Athletics
- Center for Pacific Asian Studies
- Center for Teaching Excellence
- Faculty/Staff Spirituality Program, University Ministry
- Human Resources Professional Development
- Institute for Catholic Educational Leadership
- Lane Center for Catholic Studies and Social Thought
- Lo Schiavo Chair in Catholic Studies and Social Thought
- Loyola House Jesuit Community (Rector or His Representative)
- Marketing and Communications
- McCarthy Center for Public Service and the Common Good
- Office of Diversity Engagement and Community Outreach
- St. Agnes Spiritual Life Center and Parish
- St. Ignatius Parish
- St. Ignatius Institute
- Student Life
- University Ministry
- USF Jesuit Foundation
- Anyone Assigned by the President

The council meets approximately twice each semester and sponsors programs to promote leadership development and campus conversations on the Jesuit and Catholic mission and heritage of USF (cf., Appendix 3 for a list of AY16 activities).

The University Council for Jesuit Mission works closely with the University Council for Diversity, Equity, and Inclusion and the Office of Diversity Engagement and Community Outreach to promote campus programs and policies that align the Jesuit mission with our goals of diversity and inclusion. In the fall semester of 2015 we sponsored Western Conversations with a specific focus on diversity and mission, and followed that up with a campus-wide Living the Mission event on the same topic.

UNIVERSITY CONVERSATIONS ON MISSION

In August 2015 the University Council on Mission sponsored a series of grassroots conversations on the university's Jesuit Catholic tradition (cf., Appendix 4). The university chose to use its own articulation of defining characteristics rather than the AJCU's "Some Characteristics of Jesuit Colleges and Universities" because it wanted to engage in an exercise of institutional integrity rather than external compliance and because the central concerns of "Some Characteristics" is adequately captured in the university's 2028 document. With regard to "Some Characteristics," USF opted to use the document in "the manner that best fits its circumstances and even to write its own document..." ("Some Characteristics of Jesuit Colleges and Universities," p. 1).

These multi-tiered university-wide conversations began with the Leadership Team and thereafter filtered down through every level of the institution. Vice presidents hosted such conversations across their areas; deans promoted these conversations among the schools' leadership groups and by academic departments in their schools. Over 70 pages of minutes were taken at each of these meetings and sent back to the Council on Mission, which compiled a summary document that was subsequently distributed to members of the Leadership Team as a catalyst for continued discussion in their areas (cf., Appendix 5. Minutes from the many campus meetings are available in a separate document or PDF posted on the Council on Mission website: usfca.edu/Mission-Council).

Generally, USF 2028 was seen as a useful document that warranted wider circulation and broad discussion. 2028's articulation of the key defining characteristics was regarded as thoughtful, comprehensive, and engaging. For many, this was the first time they had read the document and had the opportunity to talk in depth about the Jesuit Catholic character of the university. The process was largely seen as a successful method for engaging the university; many expressed the desire to continue the discussions. A number of individuals noted that conducting the routine business of the university left little time to step back and consider such critically important issues as mission and values.

Below is a summary of some common themes that surfaced during these discussions. They are taken from over 70 pages of notes taken at the various campus conversations on USF's Jesuit Catholic tradition and subsequently sent to the University Council on Jesuit Mission. The summary below only identifies what was common to many of those conversations and makes no attempt to capture the richness of the discussions that have taken place from September 2015 and continue through the present.



The most salient considerations include the following:

- A general sense that USF 2028 is a thoughtful and comprehensive statement that should enjoy broader circulation across the campus community;
- Appreciation for the variety of reflective experiences — retreats, book clubs, spiritual walks — available to faculty and staff, along with a hope that more people take advantage of these;
- Concern that part-time faculty and staff in San Francisco and at the branch campuses are not sufficiently exposed to USF's Jesuit tradition;
- Ethical decision making figures prominently in many academic programs, though this focus still remains somewhat compartmentalized and insufficiently integrated across the curriculum;
- "Higher standards" terminology is open to be misinterpreted as "elitist" and "exclusive";
- The relationship between Ignatian Spirituality and Ignatian pedagogy warrants amplification;
- USF 2028's defining characteristics should be more evident in the student experience (e.g. classroom, residence halls, campus activities);
- Stressing USF's Jesuit Catholic tradition should carefully avoid limiting decisions and policy formation to "real Catholics" and excluding non-Catholics;
- Consideration should be given to a required course that exposes all students to USF's Jesuit Catholic tradition — 101 courses are cases in point;
- The university could do a better job of communicating the multiplicity of programs in the Jesuit tradition that are available for faculty and staff;
- Illustrating how exploring the "transcendent dimension" of human experience moves people beyond the superficialities of popular culture;
- A recurring concern to clarify and better understand how the university "serves the Catholic Church" without compromising a fundamental value: "the freedom and the responsibility to pursue truth and follow evidence to its conclusion" (USF Core Values).
- A genuine sense of the common good requires far greater transparency and better top-down and 360 degree communication to break down "silos" and promote collaboration across departments, offices, and schools;
- An identified need for greater intercultural competency education for students' education for students, faculty, and staff, given the wide diversity of the USF community.





IMPLEMENTING USF 2028

In addition to the above listed points, these conversations produced numerous examples of how the university was implementing each of the seven bullet-pointed characteristics listed under “Jesuit Catholic Tradition” in USF 2028. Those examples are too numerous to list here but have been compiled into a single document that is available in Appendix 6.

1. Challenges students to wrestle in a disciplined way with “big questions” including ultimate meaning and purpose so that they may live lives of passion, integrity, and purpose.
 - Core curriculum’s three courses or twelve-unit requirement in philosophy, theology, and ethics, where the learning outcomes for these courses explicitly support this component;
 - The Center for Academic and Student Achievement’s (CASA) use of an interpretive advisory model that encourages the purposeful personal development of each student;
 - USF’s semester-long Casa Bayanihan program and other shorter immersion experiences for students, faculty and staff routinely incorporate reflective exercises, as well as offer pre- and post-immersion workshops that focus on questions of meaning, purpose, and vocation in light of direct experiences of human misery (cf. Appendix 7).
 - Student retreats provide opportunities to reflect prayerfully on one’s experience as the locus of grace.
2. Rigorously explores the transcendent dimension of human experience and its consequences for individuals and society.
 - The learning outcomes for the required theology/religious studies course explicitly address this aspect of the Jesuit Catholic tradition;
 - Immersion experiences, domestic and international, as well as the community-engaged learning required of every undergraduate promote reflective engagement with the depth dimension of human experience to counter the superficialities of popular culture;
 - Communities of Reflection (CORE) offer students structured opportunities to communally reflect on the demands of faith in everyday life;
 - 19 Annotation retreats for faculty and staff during the academic year
3. Promotes learning from other cultures and informed conversations between faith and reason, religion and culture, belief and non-belief, and among different faith traditions.
 - The core curriculum’s diversity requirement directly addresses this dimension;
 - USF’s Office of Diversity Engagement and Community Outreach promotes critical dialogues within the university and within the multicultural communities surrounding the university;
 - The Swig Program in Jewish Studies and Social Justice promotes understanding between Christians and Jews;
 - Interfaith prayer space institutionalizes the university’s commitment to promote understanding across religions
4. Serves the Catholic Church, local and universal, through teaching, research, creative expression and service.
 - The Institute for Catholic Educational Leadership prepares individuals for careers in Catholic primary and secondary education;
 - The resident ministry training program prepares young adults for careers in ministry;
 - The Lane Center for Catholic Thought and Social Justice offers numerous public lectures open to the public through the academic year and through its Summer Scholar program;

- The university has a close working relationship with St. Anthony’s Foundation that supports internships, faculty research, and direct faculty involvement with programming for the homeless.
5. Offers students the knowledge, skills, sensitivities, and motivation to succeed as persons and professionals contributing to the common good of all, especially the most vulnerable.
 - The America Reads program takes USF students into the community to teach underrepresented children to read;
 - Since 2008 the university’s efforts to educate for the common good have earned an “excellence” ranking from the Carnegie Foundation for “excellent alignment between mission, culture, leadership, and resources that support dynamic and noteworthy community engagement”;
 - The Leo T. McCarthy Center for Public Service and Common Good has launched Engage San Francisco to advance collaborative projects addressing family issues in the Western Addition, one of the city’s most underserved communities;
 - The community-engaged learning requirement of the core curriculum directly supports this component.
 6. Provides opportunities for persons of all faiths, and for Catholics in particular, to explore, share, celebrate and appropriate their faith traditions.
 - University Ministry hosts affiliated ministers to serve Muslim, Jewish, and Protestant students;
 - A prayer space has been set aside where persons of all faiths or no faiths may comfortably pray or reflect at any time;
 - University Ministry works to promote faith development with persons of all faiths through liturgies, retreats, reflective experiences, service opportunities, and spiritual direction.
 - The Saint Ignatius Institute is a residential program that integrates academics, spirituality, service, and communal living.
 7. Offers programs and resources that allow trustees, faculty, staff, and students to experience the dynamics of Ignatian Spirituality, which animate USF’s Jesuit Catholic educational tradition.
 - The Lane Center sponsors discussions among faculty and staff of books on spirituality during the academic year;
 - The 19th annotation version of the Spiritual Exercises is available each year for faculty, staff, and trustees;
 - The Board of Trustees generally dedicates its June meeting to a retreat/reflective experience on some aspect of Ignatian Spirituality;
 - Through 2016 the university has offered faculty and staff the opportunity to participate in a one-week immersion experience in a developing country.

In addition to all of the ways that the mission has been integrated into the life of the university, five institutions, in particular, bear an explicit responsibility for advancing the university’s Jesuit Catholic mission: University Ministry, The Joan and Ralph Lane Center for Catholic Studies and Social Thought, the Leo T. McCarthy Center for Public Service and the Common Good, Casa Bayanihan, and the Saint Ignatius Institute. Appendices 7, 8, 9, 10 and 11 list the various activities and opportunities provided by each of these units.

Strategic Initiatives for Advancing USF’s Jesuit Catholic Character:

Following this extensive and ongoing university conversation, the Leadership Team supports current curricular and co-curricular efforts that promote the Jesuit Catholic character of USF and endorses the following three strategic initiatives, to supplement all the good work done by faculty and staff that was touched on in this brief report.

1. Work with the four other Jesuit universities in the two provinces to collaborate in sharing resources and coordinate formation programming for trustees, faculty, and staff.
2. Centralize research funding at USF to more effectively support community-engaged research efforts that involve faculty and students working collaboratively with St. Anthony’s Foundation in San Francisco and the Kino Border Initiative with immigrants in Nogales, Arizona, and Mexico.
3. Increase endowed funding for both the recruitment and hiring of mission-focused faculty and to support formation programs that advance the Jesuit Catholic character of USF with trustees, faculty, and staff.

The University of San Francisco looks forward to its reaffirmation by the Society of Jesus as a Jesuit Catholic University.



APPENDICES



APPENDIX 1

University Vision, Mission, Values Statement

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.

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.

Approved by the Board of Trustees
September 11, 2001

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 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.

APPENDIX 2

USF 2028 Planning Document

The core mission of the University of San Francisco is to “promote learning in the Jesuit Catholic tradition” (Vision, Mission, Values Statement). In this tradition, education aims at fully developing every dimension of a person’s humanity — intellectual, moral, social, religious, and aesthetic — so that our graduates, in addition to mastering a requisite body of knowledge, think clearly, analyze critically, communicate effectively, evidence a disciplined sensitivity to human suffering, construct lives of purpose and meaning, and work effectively with persons of varying background and cultures for the common good.

In pursuit of its mission, USF offers students a demanding, integrated, and holistic education that is the product of: 1) its Jesuit Catholic tradition, 2) academic excellence, 3) its San Francisco location, 4) the diverse experiences, perspectives, and opinions within the university community and the Bay Area, 5) a global perspective. These five qualifiers are not discrete attributes that may be neatly separated one from the other, but five closely interwoven strands that together, and only together, are the “whole cloth” of educational excellence in our distinctively Jesuit tradition.

1. Jesuit Catholic Tradition

The Jesuit tradition is fully committed to the pursuit of academic excellence in the framework of students’ realizing the fullness of their humanity — of their developing into intelligent, sensitive, and responsible members of society. As a Catholic university, USF asserts the centrality of God as a mystery that should engage believers and non-believers alike and the compatibility of faith and reason in the pursuit of truth. Therefore, USF:

- a. challenges students to wrestle in a disciplined and thoughtful way with “big questions” of ultimate meaning and purpose so that they may live lives of passion, integrity, and purpose;
- b. rigorously explores the transcendent dimension of human experience and its consequences for individuals and society;
- c. promotes learning from other cultures and informed conversation between faith and reason, religion and culture, belief and non-belief, and among different faith traditions;
- d. serves the Catholic Church, local and universal, through teaching, research, creative expression, and service;
- e. offers students the knowledge, skills, sensitivities, and motivation to succeed as persons and as professionals contributing to the common good of all, especially the most vulnerable;
- f. provides opportunities for persons of all faiths, and for Catholics in particular, to explore, share, celebrate, and appropriate their faith tradition;
- g. offers programs and resources that allow trustee, faculty, staff, and students to experience the dynamics of Ignatian spirituality, which animates USF’s Jesuit Catholic educational tradition.

2. Academic Excellence

The university holds-up “excellence as the standard for teaching, scholarship, creative expression and service” (Core Values). USF evidences this commitment to excellence in the core activities of discovering, communicating, and applying knowledge.

Therefore, USF:

- a. offers demanding academic programs that challenge students to maximally expand and develop their intellectual capacities and transformative educational experiences that will “act” them into new ways of thinking about the world and their role in it;
- b. supports a faculty of teaching scholars whose pedagogy is informed by rigorous research and who engage in their disciplines, participate in scholarly discourse that constitutes serious inquiry, and involve students in their research efforts;
- c. encourages faculty to address issues, questions, and problems of import through their scholarly work;
- d. fosters the development of curricula that reflect the most recent advances within and between the disciplines;
- e. sponsors campus programs and activities that promote student development and resident hall experiences that enhance learning and strengthen community;
- f. challenges students of demonstrated academic capability to develop the intellectual curiosity and discipline that support advanced learning;
- g. promotes close student-faculty relationships and effective mentoring/ advising by faculty and staff on the personal and professional development of students.

3. San Francisco Location

- a. USF contributes to and benefits from the energy, resources, diversity, and opportunities of a world-class city on the edge of the Pacific Rim. Therefore, USF:
- b. draws on the cultural, civic, legal, commercial, service, and scientific resources in San Francisco to create opportunities that connect classroom learning with out-of-class experiences
- c. taps into the creativity, diversity, and entrepreneurial energy of the Bay Area to enrich curricular and co-curricular experiences;
- d. cultivates partnerships with local organizations that mutually benefit the university and the community;
- e. works with community organizations on issues of common concern and provides space for conflicting interest groups to work towards the common good;
- f. serves as a social and educational agent by applying creative expression, knowledge, and research skills to promoting human development, advancing understanding, and improving the quality of life for all Bay Area residents and promoting academic engagement from the university.

4. Diversity

USF prepares students for the complexities of a diverse and interdependent world through curricular and co-curricular offerings which capitalize on the differences within the city and the university. Therefore, USF:

- a. creates structures, programs, and courses that engage differences of persons, perspectives and opinions so that students appreciate the commonality of our humanity as well as what distinguishes individuals and groups within the human family;
- b. ensures that different voices and perspectives are present in curricula, programs, and activities across the university so that students engage the complexities and subtleties of human experience;
- c. recruits and retains a richly diverse mix of students, faculty, and staff so that the university community, as much as possible, broadly resembles the world to which our students will contribute;
- d. promotes disciplinary competence for students and faculty while also providing opportunities to cooperatively probe issues, questions, and problems from multi-disciplinary perspectives;
- e. offers students a wide variety of activities that promote engagement with each other and affiliation with the university, as well as opportunities to develop important life skills;
- f. draws from the cultural offerings of San Francisco to enrich students' understanding and appreciation of a diverse and multicultural world-class city.

5. Global Perspective

USF educates students to responsible global citizenship in an increasingly interdependent world that offers innumerable opportunities for good, but is also home to two billion people who struggle to survive on \$2 a day or less. Therefore, USF:

- a. exposes students, faculty, and staff to the multiplicity of values, the rich artistic and cultural achievements and the natural beauty of our world, as well as to the inhumane conditions which diminish the lives of seventy-five percent of the world;
- b. recruits and retains students, faculty, and staff from other countries, who have global exposure and perspectives that ensure a breadth of experiences and whose views inform a campus culture which challenges students to think and act in a globally responsible manner;
- c. acts in an environmentally responsible way, which acknowledges that the earth and its resources are to be shared justly among all people and held in trust for future generations;
- d. challenges students to pursue a common good that transcends local and national boundaries;

- e. educates students to issues affecting the global community, e.g., environmental justice, the creation and distribution of wealth and resources, war, migration, health, and education;
- f. offers on-site courses, programs, and experiences that help students understand and appreciate the complexities of our global reality, so that they may succeed in an interdependent world and contribute professionally across the globe.

The university's challenge is to interweave these five qualities into a single multi-hued tapestry that is Jesuit Catholic education at the University of San Francisco.

It is critical for the future of USF that it recruit, retain, and develop faculty, staff, and students who share its understanding of and commitment to offering this academically rigorous, integrated, holistic education. USF's continued success demands that we be increasingly intentional, focused, and accountable in educating the minds and hearts of our students so that they change their piece of the world.

APPENDIX 3

Council on Mission: Programming

The University Council on Jesuit Mission promotes opportunities for USF leadership to engage, discuss and explore the Jesuit Catholic mission and identity of the University of San Francisco (USF). Following is a list of programs and activities currently available at USF for faculty, staff and administrators, coordinated by several different offices and departments at USF and covering areas such as professional development, spirituality, leadership development, the Jesuit tradition, Catholic social thought, and immersion experiences. Past and current participants share a range of beliefs, religions and spiritual traditions all of which contribute to a broad, rich and inclusive understanding of the Jesuit Catholic mission and tradition at USF. Faculty and staff of all religious and spiritual beliefs are welcome.

A. ON CAMPUS DROP-IN PROGRAMS

(Recommended that faculty, staff and senior leadership attend one program annually)

Living the Mission Discussion Series

Panel discussions led by members of the USF community about themes related to USF's Jesuit Catholic mission and identity. Held 2-3 times per semester.

- October 22, 2015, 11:30 am-1:00 pm, McLaren 250, The Church as "Field Hospital"? Insights from Liberation Theology and Implications for Jesuit Education (Dr. James B. Nickoloff)
- November 18, 2015, 11:30-1:00 pm, Diversity: Opportunities and Challenges (Stephen Privett, S.J. with faculty respondents)
- February 16, 2016, 7:00 pm, Rick Jones, Director of CRS Latin America, Economic Updates from El Salvador
- April, 5, 2016, 7:00 pm, Fr. Jose Ramon "Jett" Villarin, S.J., The Pope, the Poor, and the Planet: Overcoming Insularity in an Integral Ecology

Ignatian Half-Day Retreats

Includes lunch, presentation on Ignatian spirituality, and the opportunity for reflection and conversation with colleagues.

- December 4, 2015, 10:00 am-2:00 pm, Fromm Hall, led by Professor Rhonda Magee, School of Law
- May 6, 2016, 10:00 am - 2:00 pm, Fromm Hall, retreat leader TBD.

Faculty Lecture Series

A lecture by USF faculty or staff on their personal faith journey. Buffet luncheon included.

- December 8, 2015, Featured Speaker: Professor Julie Nice, School of Law.
- May 10, 2016, TBD

B. LONGER-TERM FORMATION AND DEVELOPMENT PROGRAMS

(Recommended that senior and emerging faculty and staff leaders complete one of these programs every 5 years.)

Ignatian Weekend for Faculty and Staff

Introduction to the Spiritual Exercises of St. Ignatius of Loyola at the Jesuit Retreat Center in Los Altos, CA. \$150 fee includes a private room, meals, and wine & cheese reception with colleagues.

- August 28-30, 2015 with Greg Boyle, S.J., Founder of HomeBoy Industries

Ignatian Book Club for Faculty and Staff

6-week book club on some aspect of adult spirituality. Wednesdays at 12 noon in the UM office. Light lunch is provided. RSVP: Donal Godfrey, S.J. at godfrey@usfca.edu.

- Fall: Sep. 26, Oct. 3, 10, 12:00-1:00 pm
- Spring: Wednesdays, March-April 2016, 12-1:00 pm

Human Resources Ignatian Leadership Book Discussion Group

Offered through HR on a different book each semester on Ignatian principles and spirituality.

For more information please visit the HR Professional Development Online Calendar.

Western Conversations Conference

Annual gathering of faculty and staff of the Jesuit universities of the Western region of the US to discuss Jesuit education. USF group organized by the Lane Center; participants selected by the Provost.

October 9-11, 2015 at USF

AJCU Seminar on Higher Education Leadership

5-day conference in June at Loyola Chicago on issues facing current academic and administrative leaders and develop leaders who will guide Jesuit institutions into the 21st century. Permission from dean/VP required.

June 14-17, 2016 at Loyola University Chicago

Ignatian Faculty Forum

Intensive seminar for small groups of faculty (12) facilitated by two faculty members. Four hour class once per month for reading, discussion, case study analysis, contemplation and reflection. Permission from dean/VP required.

California Province Partners Retreat

Six-day non-silent retreat for those who work in Jesuit institutions throughout California (high schools, universities and parishes). Offered every other year (odd years). 4 spaces available.

Center for Teaching Excellence: Faculty Teaching Retreats

October 9-11, 2015 at Marconi Conference Center in Marin (See CTE website for more information.)

C. INTENSIVE LEADERSHIP FORMATION EXPERIENCES

(Recommended for University Leadership Team to complete at least one of these programs in the first five years of their tenure.)

Faculty/Staff Immersion Program

Held annually for 8-10 days in the spring or summer. Organized by the Lane Center for Catholic Studies and Social Thought. 10-12 participants selected by the Provost from nominations submitted by deans and vice presidents.

Leadership Team Immersion Program

Organized approximately every two years by the President's Office for the Leadership Team exclusively.

The Spiritual Exercises of St. Ignatius (19th Annotation)

An opportunity to complete the Spiritual Exercises of St. Ignatius over the academic year through weekly meetings with a spiritual director. Past participants describe the experience as rewarding and transformative personally and professionally.

Ignatian Colleagues Program

An intensive 18-month AJCU program designed to educate and form administrators and "animators of mission" more deeply in the Jesuit tradition of higher education. 2-4 leaders (faculty and staff) per university may participate annually. Permission from dean/VP required. Requirements:

1. Orientation: July 19-22, 2016 (Chicago)
2. 6 online workshops (approx. 8-10 hours each)
3. Monthly meetings with the campus coordinator.
4. Immersion experience: US/Mexico Border (January), Nicaragua (June), or Dominican Republic (August).
5. Experience of the *Spiritual Exercises* of St. Ignatius (5-day retreat or 19th annotation).
6. Capstone Project that involves the application of program material to a project directly related to one's work.
7. Concluding Workshop: 4 days, January (Florida)

Co-Chairs of University Council on Jesuit Mission | usfca.edu/MissionCouncil

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APPENDIX 4 Council on Mission

The University Council on Mission has been asked to sponsor and oversee a series of grassroots conversations to elicit input from across the community that will sharpen our self-understanding and support the initiatives that advance our Jesuit Catholic Tradition, as they are spelled-out in the USF 2028 Planning Document. (See below and usfca.edu/mission-council/about.)

These conversations assume that the richness of a USF Jesuit education is the product of the thoughtful integration of five constituent pieces: Jesuit Catholic Tradition, Academic Excellence, San Francisco Location, Diversity, and Global Perspective. These five qualities taken together, and only together, constitute "learning at USF in the Jesuit Catholic tradition" (USF 2028).

This year's conversation will focus on one of those strands: Jesuit Catholic Tradition. The aim is to refresh our collective memory, broaden and deepen our understanding, and re-energize initiatives to advance the outcomes specified in USF 2028.

The Conversations will respect existing university structures and processes rather than "add on" to what we are already engaged in. In this spirit, key groups within the university will be asked to spend some already allocated time to discuss the outcomes specified under "Jesuit Catholic Tradition" in USF 2028. The groups will be asked to address the following concerns:

1. Does 2028 adequately articulate the Jesuit Catholic character at USF;
2. How do these 2028 outcomes affect what/how your area does its "piece" of USF;
3. What are the key initiatives in your area that advance the outcomes;
4. How successful are initiatives mentioned above;
5. Is there a need for new initiatives in your area to advance the 2028 outcomes?
6. Does this conversation raise any questions or reactions?

The University Council on Mission will monitor these ongoing conversations and present the university community with a succinct summary of progress to date on the Jesuit Catholic Tradition piece of our mission, propose any adjustments to the 2028 outcomes, and describe significant Initiatives from particular units. The Council hopes to finish these conversations by the conclusion of the first semester. Second semester will be devoted to collating, distilling and presenting findings and conclusions to the university community.

Ultimately what we hope to accomplish through these conversations is:

1. Community affirmation of and commitment to USF 2028 outcomes for advancing USF's Jesuit Catholic Tradition;
2. Support/stimulate initiatives that advance USF's Jesuit Catholic mission/identity;
3. Review, refresh, and revitalize our understanding of USF as a Jesuit Catholic university

APPENDIX 5

Summary of Conversations on Mission

Dear Colleagues,

We write to offer you a concise summary of over seventy pages of notes taken at the various campus conversations on USF's Jesuit Catholic tradition that were sent to the University Council for Jesuit Mission. We encourage the continuance of these conversations and felt that the university community would appreciate an update on what has been said thus far. This summary only identifies what was common to many of those conversations and makes no attempt to capture the richness of the discussions that have taken place over these past five months.

Some of the most salient considerations include the following:

- A general sense that USF 2028 is a thoughtful and comprehensive statement that should enjoy broader circulation across the campus community;
- Appreciation for the variety of reflective experiences – retreat, books clubs, spiritual walks — available to faculty and staff, along with a hope that more people take advantage of these;
- Concern that part-time faculty and staff in San Francisco and at the branch campuses are not sufficiently exposed to USF's Jesuit tradition;
- Ethical decision making figures prominently in many academic programs, though this focus still remains somewhat compartmentalized and insufficiently integrated across the curriculum;
- "Higher standards" terminology is open to be misinterpreted as "elitist" and "exclusive";
- The relationship between Ignatian Spirituality and Ignatian pedagogy warrants amplification;
- USF 2028's defining characteristics should be more evident in the student experience, e.g., classroom, residence halls, campus activities;
- Stressing USF's Jesuit Catholic tradition should carefully avoid limiting decisions and policy formation to "real Catholics" and excluding non-Catholics;
- Consideration should be given to a required course that exposes all students to USF's Jesuit Catholic tradition – 101 courses are cases in point;
- The university could do a better job of communicating the multiplicity of programs in the Jesuit tradition that are available for faculty and staff;
- Illustrating how exploring the "transcendent dimension" of human experience moves people beyond the superficialities of popular culture;
- A recurring concern to clarify and better understand how the university "serves the Catholic Church" without compromising a fundamental value: "the freedom and the responsibility to pursue truth and follow evidence to its conclusion" (USF Core Value).

- A genuine sense of the common good requires far greater transparency and better top-down and 360 degree communication to break down "silos" and promote collaboration across departments, offices, and schools;
- An identified need for greater intercultural competency education for students, faculty and staff, given the wide diversity of the USF community.

In addition to the above listed points, numerous examples were given of how the university was implementing each of the seven bullet-pointed characteristics listed under "Jesuit Catholic Tradition" in USF 2028. Those examples are too numerous to list here but have been compiled into a single document that is available on-line at usfca.edu/mission-council.

On May 10 & 11, USF will host three individuals from other Jesuit universities who have been invited by the university Council for Jesuit Mission to review the outcomes of the conversations we are currently engaged in. They are: Dr. Salvador Aceves (Senior VP/CFO, Regis), Dr. Allan Deck, S.J. (Professor of Theology, Loyola Marymount) and Ms. Lulu Santana (Director, University Ministry, Santa Clara). The visitors' role is to verify the substance of our conversations and to offer any observations that would support USF's ongoing efforts to advance its Jesuit Catholic character. Their letter coupled with our summary materials will serve as the basis for the official recognition of USF as a Jesuit Catholic university by the Jesuit order.

We wish you a restful break over the Easter holiday.

Sincerely,

Julie Dowd Mike Duffy Sonny Manuel, S.J.

APPENDIX 6

Illustrative Examples of USF's "Jesuit Catholic" Character

Of general interest may be a partial listing of the activities and programs that support each of the defining characteristics of USF's Jesuit Catholic character.

A non-exhaustive listing of examples for each characteristic is listed below:

- a. Asking "big questions"
 - Exercises that invite students to understand the implications/impact of their actions as students might not know who they are even though we presume they do coming into the university
 - CASA & interpretive advisory re: personal development & purpose
 - Listen to your life w/classes
 - Retreats
 - CORE
 - National Conference on Race/Ethnicity on Critical Issues to San Francisco & St. Dennis
 - Information literacy (Gleeson Library); building knowledge & exposure to sources
 - McCarthy Center; vocational issues (dispositional questions) embedded in systems of justice & change; holding tension & moving forward
 - Lane Center workshops pre/post immersion
 - All USF Undergraduates must successfully complete the core curriculum to graduate. The core curriculum includes 12 units in philosophy, theology and religious studies, and ethics (area D). The general goals of this area include:
 - To comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others
 - To understand that moral dimension of every significant human choice, taking seriously how and who we choose to be in the world
 - Among the learning outcomes for the philosophy requirement, all undergraduates will:
 - Understand the value of thinking philosophically by reflecting on the meaning of one's own life, the conceptual foundations of human actions and beliefs, and the nature of the self and of human responsibility
 - Understand and discuss coherently the central philosophical issues, such as the problem of evil, the existence of God, free will, the mind/body relation, human knowledge, and the question of being
 - Demonstrate an ability to identify and articulate, both orally and in writing, the primary philosophical themes and issues found in the writings of the major philosophers
 - During the fall of 2015, representative courses that met the philosophy requirement and that had the highest enrollment included:
 - Philosophy 110: Great Philosophical Questions
 - Philosophy 251: Mind, Freedom & Knowledge

- Philosophy 256: Existentialism
- Philosophy 202: Philosophy of Religion
- Philosophy 203: Social & Political Philosophy
- Among the learning outcomes for the ethics requirement, all undergraduates will:
 - Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers
 - Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life
 - Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories
 - Investigate ways of settling ethical disputes in arriving at ethical judgments
 - Think and write critically about classic and contemporary moral issues
 - Identify the contributions of diversity and recognize the challenge that is presents in resolving contemporary ethical issues
 - Demonstrate an ability to evaluate philosophical arguments critically, both orally and in writing, using philosophical methods that have been developed by either historical or contemporary philosophers
 - Identify and articulate central ethical problems concerning equality, justice, and rights, and understand the role these play in personal and professional life
 - Compare and contrast major ethical theories, to show how actions can be determined to be just or unjust, right or wrong, or good or bad, and to demonstrate knowledge of the strengths and weaknesses of major ethical theories
 - Investigate ways of settling ethical disputes in arriving at ethical judgments
 - Think and write critically about classic and contemporary moral issues
 - Identify the contributions of diversity and recognize the challenge that is present in resolving contemporary ethical issues
 - Demonstrate an ability to apply ethical theories and values in personal decision-making
- During the fall of 2015, representative courses that met the ethics requirement and that had the highest enrollment included:
 - Philosophy 240: Ethics
 - Philosophy 240: Ethics: Business Ethics
 - Philosophy 390: Ethics: Human Rights
 - Philosophy 240: Ethics: Environmental Ethics
 - Theology and Religious Studies 327: Social Justice, Activism & Jews

- b. Exploring the transcendent
 - Brown bag lunches (understanding construct of race)
 - Retreats
 - Immersion
 - CTE (Center for Teaching Excellence)
 - Ignatian Pedagogy
 - CASA- human experience
 - ISN & trip to Washington D.C. Teach-in
 - Faculty retreats
 - CORE (Communities of Reflection) & LLC
 - Lo Schiavo talks
 - Interpretive advising beyond their grasp of realities
 - Summer Scholars
 - Among the learning outcomes for the theology and religious studies requirement, all students will:
 - Understand their own spirituality and recognize how religion, theology, and spirituality underlie and correlate with a broad range of human experience.
 - Understand, differentiate, and appreciate various traditions, as encouraged by Vatican II's stance on the Catholic Church's relationship with other faiths. This understanding will entail the creedal vision, moral teachings, historical context, social expression, and key rites and symbols of these faith traditions
 - Investigate and discuss how religious and theological traditions can work effectively for social justice and for the good of the entire human family and the environment that sustains it
 - During the fall of 2015, representative courses that met the theology and religious studies requirement and that had the highest enrollment included:
 - Theology and Religious Studies 201: Catholic Thought
 - Theology and Religious Studies 361: Religion and the Environment
 - Theology and Religious Studies 360: Sacred Places, Sacred Times
 - Theology and Religious Studies 306: Theology in HIV/AIDS Contexts
 - Theology and Religious Studies 220: Catholic Social Thought
 - Theology and Religious Studies 325: Modern Jewish Thought
 - Theology and Religious Studies 388: Religion, Psychology & Modern Literature
 - Theology and Religious Studies 270: African Theology/Cosmologies
 - Theology and Religious Studies 308: Who is Jesus? Intro to Xtology
- c. Promote understanding across cultures and belief systems
 - Diversity requirements/studies
 - Critical Diversity Studies

- Ichai & Ignatian Pedagogy; Islam & S.J. Institute dialogue (Islam at Jesuit universities; Ignatian Immersion)
- Pacific Rim
- ISS
- CASA Programming
- Ricci Institute
- Museum exhibits
- Interfaith prayer space
- Community of faith gathering with San Francisco Interfaith Council
- Judaic Studies
- All USF undergraduates must successfully complete a cultural diversity requirement to graduate. The cultural diversity requirement will be met by courses that promote understanding and appreciation of the richness and diversity of human culture. Among the learning outcomes of the cultural diversity requirement, all undergraduates will:
 - Demonstrate familiarity with the factors that create diversity in human societies, including, for example, gender, race, class, and ethnicity
 - Understand the relationships among diversity, inequality, and justice
 - Demonstrate an understanding of the effects of global interdependence on contemporary societies, for example the role of migration and immigration, economic, political, and cultural globalization on contemporary societies
 - Demonstrate familiar with the historical contributions of traditionally marginalized groups to contemporary ideas, values and culture
- During fall 2015, courses that met the cultural diversity requirement and that had the highest enrollment included:
 - Chinese 355: Chinese Lit in Translation
 - History 130: East Asian Civilizations
 - Latin American Studies 376: (cross listed in History), American Perspectives
 - Theology and Religious Studies 306: Theology in HIV/AIDS Contexts
 - Comparative Literature & Culture 200: Intro to Comparative Studies
 - Anthropology 200: Intro to Anthropology
 - Theology and Religious Studies 270: African Theology/Cosmologies
- In 2011, USF created the Office of the Diversity and Community Outreach, which seeks to promote an organizational culture that values diversity in all its forms through inclusive dialogue, experiences, and appreciation of diverse populations as a source of learning, campus unity, and institutional strength. Among the office's strategic goals are to "enrich the urban community and university community engagement through outreach, service, and partnerships with diverse communities." The office partners with USF schools, departments, and faculty to engage the university in critical dialogues in the multicultural communities

surrounding USF and throughout the Bay Area. These efforts connect USF to its neighboring communities, and to community leaders working in San Francisco's most under-resourced neighborhoods. Throughout strengthening these community relationships, USF students learn from and engage with groups that have traditionally been marginalized. Current areas of focus include some of the most under-resourced areas of San Francisco: Bayview Hunters Point, Fillmore and the Western Addition, Mission District, and Tenderloin.

- University Ministry offers an international social justice program, the Arrupe Immersion Experience (named after the late Superior General of the Jesuits) in which students visit communities in Peru, El Salvador, Colombia, Uruguay, Dominican Republic, Mexico and the Appalachian region of the US to learn firsthand the complexities of domestic and global poverty and establish relationships in solidarity with those communities. Each trip is hosted by a local Jesuit University giving USF students the opportunity to learn alongside students from other Jesuit universities.
- The School of Nursing and Health Profession launched the Vietnam Nurse Project in 2010, an international academic and practice partnership in Hanoi between USF's School of Nursing and Health Professions and various Vietnamese nursing institutions to improve the health and well-being of the people of Vietnam by improving education, training, and practice standards of the nurses who care for them. A new generation of nurse leaders are partnering with the Vietnamese Ministry of Health and Ministry of Education to develop a more effective system of nurse education and practice.
- The Center for Law and Global Justice in the USF School of Law implements a new model for international community engagement and legal education in collaboration with foreign institutions, government agencies and human rights organizations in developing countries to pursue the rule of law with justice. In recent years, law students and faculty worked on human rights issues related to Haitian refugees displaced by the earthquake in Port-au-Prince; assisted lawyers for victims of genocide before the Khmer Rouge Tribunal on Cambodia; and combatted human trafficking in Cambodia, Haiti, and India. These programs for law students have also included internships in Vietnam, El Salvador, and the Dominican Republic, and international human rights clients, wherein students prepare and present reports for the U.N. Human Rights Council and the U.N. Commission on the Status of Women.
- The Casa Bayanihan Living Learning Community, launched in 2009, is a social justice and international immersion program with Santa Clara University and Ateneo de Manila University. The program involves work with marginalized communities, rigorous academic study, community living, and practiced spirituality. In their coursework, students learn about the Philippine economy, culture, and society; gender equality; and Tagalog. Two days a week, students share the lives of the underprivileged in the Philippines in diverse settings, including centers for assistance for the disabled, farming communities that have no potable water or electricity, and advocacy organizations for street children.
- The Privett Global Service Learning Program is an intensive interdisciplinary year-long program that combines community-based sustainable development

projects abroad with intensive educational programming on campus. Privett Global Scholars cultivate appreciation for their responsibilities as global citizens and develop personal skills, professional competencies, and values consistent with the mission of the University of San Francisco. The program begins with a spring course on global sustainable development, taught by a USF faculty fellow. The summer abroad experience takes place in India or Bolivia, and is facilitated by the Foundation for Sustainable Development (FSD). Students live in homestays to engage in full-time internships in grassroots organizations where they develop a proposal for a sustainable development project, solicit grant funding, and collaborate with colleagues and community members to implement the project. The experience culminates with a 2-unit course in the fall that allows students to reflect upon their internships abroad through an academic and values-based program.

- In 2010, based in large part on the quality of its international social justice programming, USF received the Senator Paul Simon Internationalizing the Campus Award from NAFSA. USF was the only university west of the Mississippi to receive that award in 2010.
- d. Serving the Church
- Cultural Centers
 - Lane Center ICEL
 - Schools in the Mission Programs
 - St. Anthony's Foundation
 - Service learning/Community engagement courses
 - USF students volunteer as catechists at St. Ignatius and St. Agnes Parishes
 - ICA program
 - Opinder Bawa, CIO working with San Francisco diocese on Technology
 - Resident Ministry-Internships
 - St. Ignatius Church lecture series-Adult Faith Formation
 - Lane Center-Lane Center Services Volume; Roundtables (publications)
 - Examen-Xavier University Mission Examen
 - Library CRRRA (Catholic Research Resources Alliance of America)
 - In 2004, Ralph and Joan Lane endowed a Center for Catholic Studies and Social Thought to be named in their honor. The center focuses on the insights of Catholic social thought on contemporary social problems and advances the scholarship and application of the Catholic intellectual tradition in the Church and society. The family of the late USF President and Chancellor John Lo Schiavo, S.J., endowed a chair on the center, named for Joseph and Anna Lo Schiavo. The center sponsors academic programs, research, conferences, seminars, and public lectures than enrich the Jesuit Catholic identity of USF and engages and develops Catholic social thought for the Church, the city, and the world. The Lane Center also sponsors faculty and staff immersion trips to El Salvador to create greater understanding of those who live vastly different lives than most Americans, helping to foster USF's mission to educate students to create a more humane and just world.

- Founded in 1976, the Saint Ignatius Institute was designed to provide an integrated curriculum based on the Great Books and authors of Western Civilization, with an emphasis on works in the Catholic tradition. Students in the Saint Ignatius Institute have the option to live together in the same residence hall, engage in off-campus outings, community service, spiritual retreats, and study abroad opportunities. In the fall of 2015, there were 157 students in the Saint Ignatius Institute.
 - The Institute for Catholic Educational Leadership (ICEL), launched in 1976 in the School of Education, was one of the first higher education programs in the nation that coordinated academic offerings and community service programming for educators in Catholic and private education. The institute offers a doctorate and a master's degree in Catholic School Leadership, community service symposia and conferences workshops for diocesan teachers and administrators, and various research initiatives. ICEL's mission is to offer scholarly programming for Catholic and private school personnel, to build community among students and faculty who pray together and serve others, and to prepare highly competent and dedicated educators for Catholic and private schools. Since its founding, the program has graduated 963 master's and doctoral students. During the 2015-16 academic year, 37 students worked on graduate degrees in Catholic Education leadership and teaching.
- e. Knowledge, skills, sensitivities to succeed as person/professionals
- Community engagement learning
 - MSB (Muscat Scholars Program)
 - PACT
 - Environmental Studies - Outreach
 - Pre-college outreach for marginalized youth (Outward Bound)
 - Casa Bayanihan
 - Architecture Programs
 - Law School Outreach; clinics
 - Drama & Social Justice Program
 - Recovery (students in recovery)
 - St. Anthony's Foundation
 - All USF undergraduates must successfully complete a Service Learning requirement to graduate. The Service Learning requirement will be met by courses that integrate a form of community/public service into the academic undergraduate learning experience. Service-learning is not about volunteering. It is about learning problem-solving skills and shifting perspectives. Among the service-learning outcomes students will:
 - Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience.
 - Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others

- Demonstrate an understanding of the extent to which all individuals share the need to be ethically engaged in furthering the welfare of their communities
 - Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community
 - Reflect on the personal and academic impact of their experiences with a community or agency
 - Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action
 - Think critically and act compassionately as they promote social justice
- The Leo T. McCarthy Center for Public Service and the Common Good educated leaders for ethical public service, develops and maintains authentic community partnerships, and supports community-engaged learning across USF. It coordinates public service programs at the local, state, national, and global levels, and runs two master's programs: the Master of Public Affairs and Master of Arts in Urban Affairs. Both graduate programs have integral community-engaged components, including public service internships and community-based research projects. The Center was established in 2001 through a major gift from Leo McCarthy, USF graduate and former Lt. Governor of California. More than 150 service-learning sources are offered every academic year across disciplines. To support these courses, the Center engages more than 200 community-based organizations, representing every neighborhood and demographic group in San Francisco, and regional, national, and global organizations. The Center also launched a multi-year initiative called Engage San Francisco, providing five grants for collaborative projects addressing youth and family issues in the Western Addition neighborhood, one of the city's most underserved communities. The Center continues to administer the McCarthy Fellows in Sacramento program, USF in DC, Advocates for Community Engagement (ACE) student leadership program, and the Privett Global Service-Learning Program (formerly Sarlo Scholars) in Bolivia and India. The McCarthy Center recently expanded its support and resources for USF's Living-Learning Communities (LLC's), including the Martin Baro Scholars Program, Esther Madriz Diversity Scholars, and Erasmus Community. All three LLC's have a social justice focus and significant service-learning requirements. The Center budgeted a dedicated Advocate for Community Engagement (ACE) student leader to support peer service experiences and in-class reflections in the LLC's. The Center also revised the Public Service and Community Engagement Minor (initiated in 2012) to make the program more inclusive of students and courses across disciplines and build in integrated introductory and capstone requirements. The Center offered workshops, seminars, educational events, and individual consultations to support faculty and community partners in integrating service with academic content. In 2014, the McCarthy Center contributed to a year-long faculty learning community on Community-Engagement Pedagogy. A major focus has been on assessment of student learning, pedagogical practices,

and community impacts across undergraduate service-learning courses and McCarthy Center Programs. In addition to these institution-wide measures, the McCarthy Center has aligned all of its public service and service-learning programs with USF's Institutional Learning Outcomes and developed direct assessment tools to measure student learning, including portfolios, performance evaluations, and capstone assignments. The Center also sponsored or co-sponsored many campus events, including a faculty workshop on "Getting Community-Engaged Scholarship Published," a Nonprofit Expo to connect students with volunteer and internships opportunities, the annual International Human Rights Film Festival, and the Change Agent Initiative training for students.

- Since 2004, faculty members and students in the Architecture and Community Design Outreach Program have worked with underserved communities in San Francisco, the Bay Area, and around the world during the academic year and summer sessions to support the university's social justice mission to fashion a more humane and just world. Students in the program receive a rigorous and broad-based architecture education, and the tools and sensitivity to contribute to the common good for all members of the human community, particularly the vulnerable and disenfranchised. The program's director, Seth Wachtel, associate professor in the art and architecture program, has published numerous articles about his work and that of his students in designing and building community centers and gardens in San Francisco, the Bay Area, and in other countries, including Haiti and Zambia. Students have partnered with nonprofits and communities to develop projects for underserved communities to enhance outdoor education for children in city parks, to develop food production gardens in underrepresented San Francisco neighborhoods with little access to healthy food, and to adapt re-use projects for historically landmarked buildings. The program's Bridgeview Teaching and Learning Garden won the 2011 Neighborhood Empowerment Network award from the City of San Francisco for "Best Sustainable Community Project." In 2014, Dr. Wachtel won the Distinguished Teaching Award from the USF Faculty Association and USF, representative of the importance that the university places on community service. Students in the Community Design Outreach Project and in the Construction Innovation Lab worked with local community members on various initiatives, including GPS trail mapping at a camp for blind children, a community garden for Asian immigrant families, a community posting board in the traditionally underserved San Francisco neighborhood of Bayview-Hunters Point, in an outdoor classroom for cooking and food garden classes at a public elementary school in San Francisco, at a pedestrian bridge at the Enchanted Hills Camp, at a Head Start Preschool for a Native American tribe in Northern California, and at a bicycle workshop for youth in Richmond, California. Working with international NGOs, USF students also designed a leadership center for the Maasai Tribe in Tanzania; a K-12 school in rural Haiti; an urban housing development plan near Port-au-Prince, Haiti; a pig farm in rural Nicaragua; and an organic tea processing facility in Nepal. In architecture courses, including "Introduction to Construction Materials, and in Engineering, Design, and Testing," students conducted research on environmental issues related to physical properties of polar bark siding, passive solar roof

structures, mechanical properties of willow wood, adobe reinforcement, and other sustainable, low carbon approaches to building and energy efficiency. USF's Architecture and Community Design program is committed to developing solutions to homelessness and related problems in the city, state, nation, and world as part of the university's mission.

- The Upward Bound Math and Science Project prepares disadvantaged high school students during the summer months, including follow-up programs during the regular academic year, for successful entry into, retention in, and completion of post-secondary education. The project seeks to generate the skills and motivation necessary for success in education beyond high school among low-income students, and to reduce the academic achievement gap between lower- and higher-income students. The Upward Bound Math and Science Project's goal is to prepare students from this target population to pursue the study of STEM fields specifically, and to enter those fields as careers upon completion of their post-secondary education. The Upward Bound Project began at USF in 1966, under the 1964 Economic Opportunity Act. The program's objectives were to retain 80 percent of the participants through graduation from high school, place 90 percent of the graduates in post-secondary institutions, and document that 80 percent of those will complete college or will still be attending college in 5 years. The project met or exceeded these objectives consistently for the last two grant cycles, spanning more than 10 years. Upward Bound Project provides a safe and secure environment where students, parents, and school administrators are confident that an outstanding educational experience is being provided. Upward Bound staff members serve as role models for other USF staff members in engaging and serving the community. As a host institution of a well-established and respected national project, USF has been the preferred site for campus visits and admission presentations from many of the over 800 currently funded Upward Bound Projects and the 174 Upward Bound Math and Science Projects. Upward Bound evidences USF's long history of service to the community and reflects the core values of the university's mission "to distinguish itself as a socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice."
- The America Reads program brings USF students into the San Francisco Bay Area community to assist underrepresented elementary school children with learning how to read. This engagement with young children, families, and teachers gives university students an opportunity to observe how education makes a difference in young learners' lives, trains students to teach reading, provides education experience for students who seek a career in teaching, and helps understaffed schools. In 1997, the University of San Francisco, through its Office of Academic and Enrollment Services, and the School of Education, was one of the first institutions of higher education in the nation to participate in this Federal Work-Study Program. In the first year of the program, USF collaborated with numerous San Francisco Unified School District elementary schools and community based organizations to serve the city's children and their families. In 2014, 76 students spent more than 10,000 hours reading approximately 2,500 books to more than 4,000 elementary school students. The America Reads program has provided training and educational

experience to approximately 950 USF students during the past 19 years. Many of these students have gone on to careers in teaching. Other students have pursued different careers, but have come to greatly appreciate this opportunity to give back to the San Francisco community, and they are currently engaged in various forms of community service, or plan to do so later in life. The America Reads program has sensitized staff and students to the concerns of children, families, and schools in the community. The American Reads program has enhanced the linkage between USF and the community while concurrently providing a critical support to understaffed schools as they strive to teach children one of life's most important skills. The program reflects the institution's "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."

- The San Francisco Teacher Residency Program (SFTR) aims to improve academic achievement and social-emotional development for students in San Francisco's public schools by recruiting, preparing, and supporting highly effective and equity-centered teachers. The University of San Francisco partners with the San Francisco Unified School District (SFUSD), Stanford University, United Educators of San Francisco, and Community Initiatives. Candidates in the program have an opportunity to make a difference in the lives of students, earn a master's degree and a California teaching credential, obtain tuition remission, receive coaching support for the first two years of teaching, obtain health care benefits, establish a network of colleagues dedicated to student excellence, and maximize career opportunities within SFUSD. To be eligible, students must commit to working to improve equity and access for children, have a long-term interest in teaching as a profession, a commitment to teaching in a high-needs school in San Francisco, a bachelor's degree from an accredited school, successful completion of the CSET and CBEST exams, admission into the University of San Francisco Master of Arts in Teaching Program, and be a candidate for a secondary math, science, Spanish bilingual, or elementary multiple subjects credential. SFTR is designed to train aspiring teachers who are committed to teaching in urban public schools in math, science, and Spanish bilingual literacy (Bilingual Authorization). Beginning in 2011, graduates of SFTR taught in 20 district schools and served more than 1,500 students across the city. Now in the fourth year of the program, SFTR graduates have over a 90 percent retention rate at SFUSD, and they serve over 10 percent of the public school children in the city. The USF Teacher Education faculty all worked directly with the teacher residents, taught their courses, and supervised the teacher residents. The program fulfills a critical community need, and reflects USF's mission to help students become professionals to serve others.
- The School of Management was named a GOLD Net Impact Chapter (the highest level) for the last three years, a distinction held by only 38 of the nation's graduate business schools. Net Impact is one of the most prestigious nationally recognized nonprofit organizations, as it manages over 300 clubs for students focused on doing well and doing good.
- In 2015, for the eighth straight year, USF was named to the President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. This honor highlights USF students' exemplary service on

issues ranging from poverty and homelessness to environmental justice. Honorees are chosen on the basis of the scope and impact of service projects, percentage of students participating in service activities, and the extent to which the school offers academic service learning courses.

- In 2006, USF was named by the Carnegie Foundation for the Advancement of Teaching as one of 76 community engaged colleges and universities in the nation. USF received the community engagement classification in both possible categories: curriculum engagement and outreach and partnerships. In awarding the classification, the Carnegie Foundation stated that USF's community engagement programs were "exemplary" and that the university demonstrated an "excellent alignment between mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement." In 2015, this classification by the Carnegie Foundation was renewed for 10 years.
- f. Provide opportunities to explore, celebrate, appropriate faith
- Lane Center book discussions
 - University Ministry Programs- Lecture Series; Affiliated Ministers; Retreats; Liturgies
 - Interfaith prayer
 - University liturgy; H.S. of Baccalaureate
 - In the Jesuit Catholic tradition, University Ministry is committed to faith development and to working with people of all religious backgrounds who seek to develop their spiritual lives. University Ministry provides opportunities for retreats, worship, resident ministry, social justice programs, one-on-one spiritual direction, inter-denominational Christian fellowship and community, interfaith meditation, and Catholic initiation and sacramental preparation.
 - In 2016, St. Ignatius Church on the USF campus continues to be a thriving and active parish that serves more than 1,500 families and that affords USF students, faculty, staff, and alumni an opportunity to be fully integrated into the life and faith of the Catholic Church. St. Ignatius Church offers the Catholic Sacraments, and church programs include adult confirmation and faith formation, children and youth's faith formation, liturgical ministries, social outreach, and meal programs for neighborhood shelters
- g. Programs in Ignatian spirituality for trustees, faculty, staff, students
- Immersion Programs for faculty
 - Ignatian Book Clubs/Faculty Forum/College Program/Retreats
 - 19th Annotation
 - Board Retreat
 - Stakeholder Worker Community Forum (Latinas in Leadership)
 - Lane Center-Kino Border Initiative
 - Loyola Lunches
 - The Ignatian concept of service has been manifest at USF since the school's founding in 1855, and is reflected today in many forms:

- During the 2013-2014 academic year, USF students engaged in more than 600,000 hours of community service work, including serving 400,000 meals to the homeless and tutoring some 5,500 students in public schools.
 - For the academic year ending in May 2014, 2,167 undergraduate students participated in service-learning courses, representing 32.1 percent of the undergraduate enrollment.
 - USF has more than 50 student organizations, and four living-learning communities dedicated to community service.
- University Ministry's Community Action Program collaborates with many Bay Area nonprofit agencies to serve the local community. The program is supported by private sources and the university. USF students, faculty, and staff honor the university's Jesuit ideals of social justice and service to others by volunteering their time at different poverty focused organizations within the city to prepare and deliver meals, help to repair and build houses, work on community gardens, provide health-related services, and spend quality time with those in need. Every year, more than 750 students spend more than 7,500 hours engaged at San Francisco Bay Area sites, including the St. Anthony Foundation, St. Vincent De Paul Homeless Shelter and Wellness Center, the USF Community Garden, the Corpus Clinic for underserved patients, Project Open Hand, America SCORES, and other social service agencies. Every year, University Ministry also organizes two special days of service to the community, October Outreach and April Action, focused on issues of poverty in the community. Through these programs, the entire USF community witnesses the daily struggle of people living on the margins of society, is encouraged to ask questions about the systems which perpetuate suffering, and tries to reduce the hardships people face. As part of the USF philosophy to "change the world from here," these outreach opportunities are meant to enhance the personal growth of students while making a positive change in the lives of others. Students, faculty, and staff help to enhance the lives of people in the community, congruent with the institution's mission "to fashion a more humane and just world" and to "promote the dignity of every person."

APPENDIX 7

Casa Bayanihan

A semester abroad with Casa Bayanihan is not your typical study abroad program. It is an education for transformation, which will expand your imagination, broaden your worldview, and provide an international dimension to your academic experience.

Casa Bayanihan has a unique educational philosophy: In order to better understand the world, and ourselves in relation to it, we need to experience it firsthand — be immersed in it. In the Casa program, therefore, the emphasis is on living and learning with the people and sharing daily realities.

As a student participating in this community-based learning program, you will gain an education that no classroom alone can offer. There are four main components, or pillars, of the Casa program: accompaniment, academics, simple community living, and spirituality. These dimensions of the program provide students with an immersion experience in a supportive living-learning community.

Accompaniment

The and vision of Casa Bayanihan is centered on the students' experience accompanying marginalized communities in the Metro Manila area. Throughout the semester, students in pairs or groups of three will spend two days a week in our "praxis communities," learning about the reality of poverty and life in the Philippines from the Filipinos that live it every day.

This experience, which we call "praxis," will allow students to develop genuine and lasting relationships in Filipino communities and create the opportunity for students to take part in a kind of experiential learning that many Casa alumni have deemed transformational or life-altering.

Academics

While immersed in culture and life in the Philippines, students also explore topics in political science, sociology, philosophy, theology, language, and culture in classroom-based learning at the Ateneo de Manila University.

Community

Casa Bayanihan is a community of students from universities around the U.S. and the Ateneo de Naga University in the Bicol region of the Philippines. We aim to create a supportive and loving environment in which students can explore ideas like vocation, justice, and the reality and culture of the Philippines.

Some aspects of community life include simple living, developing relationships within the community through community nights and outings, and co-creating a space in which all members are able to be authentic.

Spirituality

Casa Bayanihan provides students with an inclusive space to reflect on deeper questions about life, justice, and God in the midst of their Casa experience.

Through weekly optional spirituality nights, individual spiritual direction, and a guided retreat, students are able to explore how to integrate spirituality into their everyday lives and into their experience of immersion into the complex realities of our world.

Casa Bayanihan is rooted in the Catholic, Ignatian tradition; however, we integrate many different types of spirituality into our practices. The opportunity to develop one's spirituality or deepen one's beliefs is open to all students regardless of faith tradition or background.

APPENDIX 8 University Ministry: Programming

Fall 2015 Semester

- August 3-August 13: Resident Minister Orientation
- August 12-August 13: Mercy Center - Full Staff Retreat
- August 22: Move-In Day/UM Open House
- August 23: 9:30 am, Saint Ignatius Church - Welcome Mass
- August 23: 11:00 am, War Memorial Gym - Don's Feast
- August 23: 3:00 pm, Saint Ignatius Church - Convocation
- August 24: Time TBD, Saint Ignatius Church - Mass of the Holy Spirit
- August 25: Classes Begin
- August 26: 7:15-8:15 pm, Loyola House: Jesuit High School Alumni Dinner (Tentative)
- August 28: 12:00 pm, Romero Room - Fr. Greg Boyle Lunch
- August 28-August 30: El Retiro - Ignatian Weekend for Faculty/Staff (Faculty/Staff only)
- Nonprofit Expo (Tentative)
- August 29: 10:00 am-5:00 pm, Romero Room - CORE Leaders Retreat
- August 30: 6:00-7:00 pm, Romero Room - First RM Staff Meeting
- August 30: 10:00 am-5:00 pm - Kairos Leaders Retreat
- September 1: 7:00-8:00 pm, Romero Room - UM Kickoff Event
- September 1: Application Process for Spring Break Immersion Begins
Arrupe Mentorship Program Recruitment Begins
- September 2 or September 3: TBD - Mission Council-Encyclical on Environment
- September 3: Solidarity-in-Action Monthly Volunteer Programs Begin
- September 12: 10:00 am-5:00 pm, Golden Gate Park - New Student Retreat
- September 15: Time TBD, Loyola House - HR Book Club
- September 17: Time TBD, Gleeson Plaza - Study Abroad Fair
- September 17: 11:30 am-1:00 pm, Loyola House - 19th Annotation Luncheon (Faculty Only)
- September 21: 12:00-1:00 pm (weekly through October 12), Loyola House -
Ignatian Book Club for Faculty/Staff Begins (Faculty/Staff only)
- September 24: 12:00-1:00 pm, Loyola House - Loyola Luncheon (Faculty/Staff only)
- September 24-September 26: People Visit to USA
- September 26: 9:00 am- 7:00 pm, Los Altos - International Student Retreat
- September 29: Time TBD, Loyola House - HR Book Club

September 30: Applications Due for Spring Break Arrupe Immersion

October 1-October 4: Applegate: CRS Ambassadors Retreat

October 2-October 4: Alumni Weekend

October 2-October 4: Applegate - CRS Ambassadors Retreat

October 2: Time TBD - UM Alumni Event (Carlos Menchaca)

October 4: 6:00 pm, Romero Room - RM Staff Meeting

October 10: 10:00 am- 5:00 pm, St. Agnes - "Hears on Fire" Graduate Student Retreat

October 13: Time TBD, Loyola House - HR Book Club

October 19-October 20: Fall Break

October 22: 11:30 am-1:00 pm, Loyola House - Loyola Luncheon (Faculty/Staff only)

October 24: 7:00 am-12:00 pm: October Outreach

October 25: 9:00 am-5:00 pm, Muir Woods - Women's Retreat

October 27: Time TBD, Loyola House - HR Book Club

November 1: 6:00 pm - RM Staff Meeting

November 7-November 9: Washington, D.C. - Ignatian Family Teach-In

November 10: Time TBD, Loyola House - HR Book Club

November 13: November 15: Applegate - Kairos & Fourth Day Retreats

November 15: 6:00-7:30 pm, Location TBD - Orientation Meeting for Arrupe Immersion Spring

Break Participants

November 17: 11:30 am- 1:00 pm, Loyola House - Loyola Luncheon (Faculty/Staff only)

TBD: Fall Interfaith Week

November 22: Interfaith Retreat (Tentative)

November 24: Time TBD, Loyola House - HR Book Club

November 29: Advent Begins

November 30: 5:30 pm, Lo Schiavo Plaza - Christmas Tree Lighting

December 4: 10:00 am-2:00 pm, Fromm-Maier - Fall Ignatian Half-Day Retreat for Faculty & Staff (Tentative; Faculty/Staff only)

December 6: 6:00 pm, Romero Room - RM Staff Meeting

December 8: 11:30 am-1:00pm, Location TBD - Faculty Lecture Series (Tentative; Faculty/Staff only)

December 9: Last Day of Classes

December 13: 8:00 pm, Saint Ignatius Church - Last Student Mass of the Semester

December 18: 10:00 am, Saint Ignatius Church - Commencement Mass

Winter 2016 Intercession

January 4-January 12: Peru Sports Immersion

January 10-January 14: L'Arche Retreat in Tacoma

January 23: Location TBD - Resident Minister Retreat

Spring 2016 Semester

January 25: Spring Classes Begin

January 28: Solidarity in Action Begins

January 31: 10:00 am- 5:00 pm, Romero Room - CORE Leaders Retreat

January 31: 6:00 pm, Romero Room - RM Staff Meeting

January 31: 8:00 pm - First Student Mass

TBD: Ignatian Book Club for Faculty/Staff Begins (Faculty/Staff only)

TBD: Loyola Luncheon (Faculty/Staff only)

February 5-February 7: Mercy Center - USF Female Alumnae Retreat

February 10: Ash Wednesday

February 11: 6:00 pm, LM100: Hospitality Dinner

February 20: 10:00 am- February 21 6:00 pm. Camp Cazadero - LGBTQQ Retreat

February 21: 6:00-7:30 pm, Location TBD - Spring Break Arrupe Immersion Orientation Meeting

February 27: 9:00 am- 5:00 pm, Muir Woods - Men's Retreat

March 6: 6:00 pm, Romero Room - RM Staff Meeting

March 13-March 18: Spring Break Arrupe Immersions

March 16-March 20: Los Altos - Immersion into Silence

TBD: Loyola Luncheon (Faculty/Staff only)

March 24: Holy Thursday

March 25: Good Friday

March 27: Easter Sunday

March 29: 7:00 pm, Location TBD - Post-Immersion Gathering

April 11-16: Spring Interfaith Week

April 3 – 6:00 pm, Romero Room – RM Staff Meeting

April 9 – 9:00 am-5:00 pm, Mount Tamalpais – Meditation Retreat

April 16 – 7:30 am-12:00 pm – April Action

TBD: Interfaith Retreat

TBD: Loyola Luncheon (Faculty/Staff only)

May 1: 6:00 pm, Romero Room – RM Staff Meeting

May 6: 10:00 am-2:00 pm, Fromm-Maier – Spring Ignatian Half-Day Retreat for Faculty & Staff (Faculty/Staff only)

May 10: 11:30 am-1:30 pm, LM 100 – Spring Faculty Lecture Series (Faculty/Staff only)

May 12: Last Day of Classes

May 15: 8:00 pm, Saint Ignatius Church – Last Student Mass of the Semester

May 19: 3:00 pm, Saint Ignatius Church – Commencement Mass

APPENDIX 9

Joan and Ralph Lane Center: Programming

The Lane Center engages students and others committed to integral human development, solidarity, and a preferential option for the poor with a vibrant and relevant church. Drawing upon the rich diversity of USF, the center sponsors academic programs, research, and public praxis that promotes Catholic social thought — especially in response to contemporary issues — in order to fashion a more just and humane world.

Some of the publications and events include the following:

- Vatican II Conference Commemorating *Gaudium et Spes*
- Interfaith Lunch Celebrating *Nostra Aetate* with the San Francisco Interfaith Council
- *Laudato Si* presentation and discussion with Mary Evelyn Tucker
- Lane Center Faculty/Staff Series Book Lunch: “Pope Francis and the Future of Catholicism in the United States: The Challenge of Becoming a Church for the Poor”
- Book Discussion: *Catholic Women Speak* (Faculty/Staff only)
- Roundtable: Pope Francis and U.S. Catholicism

APPENDIX 10

Leo T. McCarthy Center: Programming

The Leo T. McCarthy Center for Public Service and the Common Good is dedicated to inspiring and preparing students at USF to pursue lives and careers of ethical public service and the common good.

The McCarthy Center provides a forum for education, service and research in public policy-making and programs for the common good. It supports undergraduate and graduate academic programs, provides service learning and government experiences for students and generates publishable research. A curriculum that blends rigorous intellectual training with fieldwork experience prepares students to articulate and promote the common good of all society's members through careers or service in government, nonprofits or the private sector.

The Leo T. McCarthy Center also has a number of programs in line with the above. These programs are:

Advocates for Community Engagement (ACE): The Advocates for Community Engagement (ACE) Program develops socially responsible, civilly engaged student leaders who facilitate quality service-learning experiences for all stakeholders and advocate for the common good of the community.

ACEs make a one-year commitment to work onsite at Bay Area nonprofit organizations to facilitate meaningful service-learning experiences for USF students. Primarily, ACEs act as liaisons between their host organizations, USF faculty, and service-learners to ensure the needs and expectations of all stakeholders are accounted for and prioritized. Additionally, ACEs contribute to service project development and oversight, facilitate regular reflections, and engage in their own direct service activities at the host organization. To ensure that ACEs are prepared to take on their responsibilities and are supported throughout their experience, the McCarthy Center provides a training curriculum designed to cultivate and hone their skills, knowledge and sensitivities as advocates for social justice.

Engage San Francisco: Engage San Francisco is an intentional, systematic and transformative university-community initiative that will achieve community-identified outcomes supporting children, youth and families in the Western Addition through student learning, research and teaching consistent with University of San Francisco's mission and vision 2028.

The University of San Francisco is well positioned to contribute directly to a more just San Francisco while advancing USF's core values of social responsibility and a culture of service that respects and promotes the dignity of every person by thoughtfully preparing students, staff and faculty to work collaboratively with the Western Addition, and employing experiential pedagogy such as service-learning and community-based research.

The initiatives include faculty, staff and students from all five colleges at USF, (Management, Nursing and Health professions, Law, Education, and Arts and Sciences), and the Division of Student Life. Engage San Francisco is hyper-local in its focus, asset-based in its philosophy, and multifaceted in its approach as it builds upon existing community partnerships.

The Western Addition and USF are deeply interconnected, not just geographically, but through history and intergenerational relationships. As the city's first university we are uniquely situated to address issues related to the poverty and inequality in the Western Addition, and we do this work in partnership with residents and service providers to address a lack of access to high quality, affordable housing, health care, and education. This initiative draws upon the history of community engagement at USF and recognizes the unique potential of working with residents to achieve community-identified goals.

Privett Global Service-Learning Program: The Privett Global Service-Learning Program is an intensive interdisciplinary year-long program that combines community-based sustainable development projects abroad with intensive educational programming on campus.

Privett Global Scholars cultivate appreciation for their responsibilities as global citizens and develop personal skills, professional competencies, and values consistent with the mission of USF.

The program begins with a spring course on global sustainable development, taught by a USF faculty fellow. The summer abroad experience takes place in India or Bolivia, and is facilitated by the Foundation for Sustainable Development (FSD). Students live in homestays and engage in full-time internships in grassroots organizations where they develop a proposal for a sustainable development project, solicit grant funding, and collaborate with colleagues and community members to implement the project. The experience culminates with a 2-unit course in the fall that allows students to reflect upon their internships abroad through an academic and values-based lens.

McCarthy Fellows in Sacramento: In this summer program, McCarthy Fellows spend 12 weeks in full-time internships at Sacramento institutions that contribute to the California policy-making process.

Students engage in everything from conducting legislative research to responding to constituent concerns to drafting policy memos. Concurrently, they participate in a California Politics course focused on exposing and analyzing the structures and systems that frame our state's policy making processes and helping students make meaning of their first-hand experience. Students live, work, and learn in the state capital, while taking advantage of powerful learning opportunities within the context of their internships, their academic course, and the co-curricular offerings that abound in their thriving host city.

USF in Washington DC: USF in DC is a semester-long program in Washington, DC that integrates a full-time internship with relevant coursework taught by USF faculty and University of California Washington Program (UC DC) faculty.

Participants can choose from a range of elective courses and internship opportunities that meet their interests and skill sets. Students will spend their semester engaging with peers from across the country in the heart of the capital, where they will live, learn, and explore all that DC has to offer.

Some of the events include the following:

March 23: 6:30-8:30 pm, FR 120 – Arlie Hochschild: The Political Divide, the Tea Party and an Emotions Approach

April 7: 1:00-2:30 pm, KN 100 – Understanding the Paris Agreement on Climate Change

April 22: 8:30 am-5:00 pm, MG 230 – Urban Affairs Capstone Presentations

May 12: 6:00-9:00 pm, KA Welch Field – 2016 California Prize for Service and the Common Good Gala Event

May 16: 8:30 am-5:30 pm, UC 503 – MoPa Capstone Presentations Day 1

May 17: 1:30 am-10:30 am, UC 503 – MoPa Capstone Presentations Day 2

May 17: 10:00 am-1:00 pm, LM 100 – McCarthy Center Graduation Celebration

May 18: 6:00-8:00 pm, The Public Policy Institute of California – Master of Public Affairs and Urban Affairs Graduation

APPENDIX 11

Saint Ignatius Institute

The St. Ignatius Institute is a core living/learning community at the University of San Francisco (USF) that is distinctively Jesuit.

It integrates studying the great books, engaging the challenging realities of our world, sharing community, and exploring spirituality in the Jesuit tradition. It forms leaders to use their imagination, creativity, and critical analysis to promote the common good, especially for those most in need.

Core Learning

The St. Ignatius Institute (SII) offers a rigorous academic program that begins with studying the “great books.” The SII curriculum is an alternative to the university core curriculum engaging students through academically challenging classes in disciplines like philosophy, theology, and literature. SII students enjoy smaller seminar style classes and close personal attention from the SII faculty. The integration of academics, community-based learning and living, and openness to exploring spirituality are hallmarks of the SII curriculum.

With the exception of math and science, SII courses fulfill the USF core curriculum. Students in the SII may choose any major area of study.

Engaging Reality in the World

Community-based learning

SII students engage the world outside of the classroom through community-based learning. Building community with and learning from those most in need foster depth of thought and imagination. Examples of SII outreach include partnerships with local churches and NGOs who provide hospitality and dialogue with those living on the margins of San Francisco society. Students participate in a variety of programs at the St. Vincent de Paul Wellness Center promoting healing and healthy living for underserved people in the city. They also provide tutoring and mentoring for local grammar, middle school and high school students.

Global Education

SII is home to three unique study abroad opportunities. Located in Oxford, England, The Centre for Medieval and Renaissance Studies and Blackfriars Hall are traditional study abroad experiences that offer Oxford tutorial style learning. Casa Bayanihan in Manila, Philippines is an exemplary Jesuit study abroad program focusing on justice, faith, and global education. It is education for transformation broadening students’ worldviews. Casa Bayanihan integrates immersion into the reality of the Philippines, especially the reality of the poor, rigorous academics, simple community living, and Ignatian spirituality.

Sharing Community

SII is a community within the larger USF community. Our students experience cura personalis (care of the person) through the mentorship and support of SII faculty, staff, and fellow students. SII students are invited to live on the SII floor in the USF residence halls and continue building community through various social events on campus and off.

Our community gathers for an optional liturgy and community night every Tuesday evening.

The SII community encourages peer mentoring. Students study together and learn together. SII students who complete four years of the program often credit their SII experience as the highlight of USF.

Exploring Spirituality

The SII is an inclusive community that welcomes peoples of all faith traditions, including those questioning and challenging their views on God. Seeking to educate not just the mind, but the whole person, SII creates an open environment where students can move beyond the business of university life, and more deeply reflect on how they are being touched by what is sacred and holy in their lives.

The SII offers a holistic formation that gives students the opportunity to experience different types of prayer and reflection, to engage the Catholic tradition in all its richness, and to practice the art of spiritual discernment. Inspired by the Jesuit ideal of being “contemplatives in action,” the SII helps students integrate their spiritual growth and active engagement with the world.

Weekly liturgies, retreats, and evenings of reflection are offered to the students. There is a retreat in the fall for the senior class and a spring retreat open to all students. Mass is held for the SII students on a weekly basis. Many SII students actively participate in the life of the local St. Ignatius Parish. All students are invited, but never required, to take advantage of these and other opportunities for prayer and reflection.

Students also have the opportunity to complete a minor in Catholic Studies. They can also complete other minors at USF.



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