APPENDIX A:

STRATEGIC PLAN WORKING GROUP REPORTS AND RECOMMENDATIONS

Submitted by SPAC

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WG 7: Global Focus and Responsibility

Strategic Plan Working Group #1
Priorities and Recommendations Overview
May 2023

Goal 1: <u>REIMAGINE JESUIT EDUCATION</u> to accelerate the achievement of a more just and sustainable world.

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Overview of Submitted Recommendations and WG#1 Objectives and Actions:

The Strategic Plan Working Group #1 recommendations that follow this summary, hereby respectfully submitted to the Strategic Plan Advisory Council (SPAC) and the USF Provost's and President's Offices for consideration, are designed to advance elements of Objectives I, II, III, and IV of our Working Group's goal to "reimagine Jesuit Education to accelerate the achievement of a more just and sustainable world." As outlined in the individual, detailed recommendations developed by subgroups of our larger Working Group, we have collectively addressed aspects of **<u>Objective I, Actions 1-3; Objective II, Actions 1-2; Objective III, Actions 1-2; and Objective IV, especially Actions 1-2</u>**. These objectives and actions are outlined in details on the Working Group webpage: https://myusf.usfca.edu/president/usf-2027-strategic-plan/working-groups/group-1

Five, multifaceted recommendations were prioritized and designed to advance and strengthen Strategic Plan Goal #1 by:

> 1)   recommending further ways to build **community-wide confidence in the Core Revisioning process** and help define a **more inclusive, yet still distinctive, Jesuit education** for USF;

> 2)   **strengthening curricular- and co-curricular programming** around a range of strategic objectives (e.g., **OEI, global, interdisciplinary, inclusive education**) through **interdisciplinary cluster and program incubation initiatives**, **Jesuit values faculty trainings**, and faculty hiring etc.;

3) **increasing diversity in faculty and staff hiring** with an eye to ease of implementation and maximum curricular and co-curricular University-wide impact; and

4) identifying **more inclusive assessment strategies** to improve student learning.

Background and Action Prioritization:

This working group confronted a sometimes overwhelming number and range of fundamental efforts and challenges that an institutional transformation on the order of the University's ambitious Strategic Plan poses. Taking as our guides the University's new Strategic Plan, including ADEI and globally oriented, interdisciplinary initiatives, *Laudato Si*/OEI, the distinctive history of Jesuit liberal arts education, the Mission Priority Examen, and current and emerging efforts across the University to address all of these, our working group first sought to identify existing and newly feasible ways to concretize and advance these efforts.

From the start, our work involved grappling with prioritizing multiple, broad objectives and actions that comprise our working group's complex charge. With a collective eye on both the foundational and the pragmatic, we worked to identify questions and issues that we hope will be considered at the highest levels, especially as we presumably embark on major structural and Core revisions. Working together and in subgroups, we landed on priorities for our work that comprise the various, multi-faceted recommendations in this submission.

The following recommendations include advancing new and existing interdisciplinary, global programs, collaborations, and diversity, equity and inclusion initiatives that break down silos while best making use of faculty and staff expertise; identifying "big" questions we should be asking in advance of the Core revision and key institutional values related to curricular and co-curricular efforts, program assessments, and hiring; and addressing how we can keep our institution's distinctive Jesuit pedagogy and values in an ever-more inclusive context at the heart of a reimagined USF Jesuit education at USF. Some of our recommendations do not have direct monetary costs associated with them, though they require University-wide buy-in and coordination that we acknowledge may be difficult. Some are more costly, but could also be structurally transformative.

We have also begun to identify the ways our submissions link up to others, both those within our own working group and those being put forward by the other Strategic

Planning working groups. We have noted these potential connections within each recommendation.

These proposals, and indeed, our working group's deliberations throughout the year, have benefitted enormously from the guidance of the Provost's Office, especially Associate Provost Anastasia Vrachnos, the CAS/SOM/SOE/SNHP Deans' Offices, and the Strategic Plan Advisory Council, especially our Working Group SPAC ambassador, Richard Stackman. We sincerely thank SPAC, the Provost's Office, and the wider University Administration in advance for its consideration of our recommendations.

Respectfully submitted,

Kate Lusheck, Joshua Gamson, and Simon Flores on behalf of Working Group #1

SP Working Group #1: Recommendation #1
Reimagining Jesuit Education / Core Redesign Consultation Initiative

<u>Recommendation</u>:

Working Group #1, *Reimagine Jesuit Education*, recommends that the University, Undergraduate Core Redesign Task Force, and Joint University Curriculum Committee consider and incorporate the following, multifaceted proposals relating to "Content" (Part I) and "Process" (Part II), related to Reimagining Jesuit Education Strategic Plan Priorities and Core Redesign into its deliberations and processes. Wholly respectful of other very important work been advanced in these areas across the University, this two-part recommendation is intended to help further the thinking about and designing of a reimagined Jesuit education at USF in concert with the deliberations of the Core Task Force, the other Strategic Plan Working Groups, and the University's wider deliberations, in order to help ensure our institution's most deeply held pedagogical, social justice, and Strategic Plan values are truly integral to our Core, liberal arts curriculum, and to help ensure community-wide participation and ultimately, *confidence* and relative *transparency* in the process and outcomes. This recommendation is meant to be largely *foundational* in nature, and is followed in our Working Group's Recommendations #2-5 with more or less narrow programmatic and structural applications of it.

<u>Rationale</u>:

Strategic Plan Working Group #1 was assembled to consider and offer recommendations on advancing some of the most essential elements of the University's 2027 Strategic Plan around "reimagining" Jesuit education and revising USF's curricular and co-curricular elements to be responsive to our students' aspirations and prepare them for a changing and pluralistic world. **This goal includes advancing efforts towards redesigning a new undergraduate Core curriculum as well (Obj. 1/Action 1).** This recommendation reflects this Working Group's contention that the two are indeed inextricably linked and that to think about Reimagining Jesuit Education also involves key considerations related to what will become its most material manifestation in a newly revised Core.

The multi-pronged recommendation that follows advances the idea that any meaningful, and moreover *successful*, reimagining of Jesuit Education at USF must ensure an iterative, community-wide, *and* timely process that takes into consideration both key strategic priorities around ADEI, One Earth Initiative, and strengthening USF's global, interdisciplinary liberal arts education, *and* leaves room open for asking other "big" critical questions too, especially around academic freedom, ideological diversity, technology and human values, academic expertise, and the role that Jesuit values and pedagogy can play in fashioning a distinctive, Jesuit education at USF into the future. This goes to say, we believe that the fundamental questions around what many of us already hold most "core" to a USF undergraduate education, including a commitment to social justice, *cura personalis*, and a liberal arts education marked by

academic excellence, *in concert with* future-looking perspectives can best drive and indeed, help define, a reimagined Jesuit education at USF into the 21st century. This includes promoting diversity and inclusion in all forms, a care for our planet and each other, and a reaffirmed commitment to the central role that the arts and humanities play in advancing a human- centered, *inclusive* Jesuit education in the context of an increasingly technologically-driven society.

While there is an Undergraduate Core Redesign Task Force in place to work on the actual Core redesign, given the importance of these issues to our entire Community – not least of which to our students who deserve the best Jesuit education we can deliver – our Working Group believes that our work only becomes meaningful and worthwhile if the group's deliberations and recommendations on central issues related to a reimagined USF, reflected most powerfully in a new Core Curriculum, are formally considered at early and other key stages of the community conversation, Core redesign, and approval processes by the Undergraduate Core Redesign Task Force and Joint University Curriculum Committee. We believe this work is too complex, multi-faceted, and far too important, for any one group to tackle alone. This process begs widespread faculty participation and expertise, and wider community involvement and "buy-in" only enabled through more, and more varied, fora for input at early and other key stages of the process. We also understand that there is a tension between doing good work around these issues and doing them in a timely fashion. Managing the process by which a new university Core is created and collectively embraced is one not to be taken lightly, and may represent as big a task as designing the resulting product.

This multifaceted recommendation primarily relates to <u>Objective 1, Actions 1-3 of Strategic Plan Goal #1</u>, but hopefully has wider ramifications in advancing other Strategic Plan goals and other Working Group recommendations too. Our goal is to offer content- and process-related recommendations that we feel are *essential* to support and inform the new Core Task Force's work and support some of the University's most essential Strategic Plan goals, as initially charged, while also recognizing and advancing USF's distinctive Jesuit identity and ensuring liberal arts, foundational excellence and integrity into the future.

Toward Reimagining Jesuit Education through the University Core and Beyond: Sub-Recommendations ("Content" and "Process")

<u>**Sub-Recommendation #1: Core-Related Content**</u>

A.   <u>Guiding Foundational Questions for Curriculum & Further Discernment</u>

The reimagination of Jesuit education will require ongoing, Community-wide conversations and debates, reflective of the fundamental values and competencies we deem vital to all USF graduates. This conversation and debate should inform all curricula at all levels within USF, and the work associated with developing a new Core will be the most visible and consequential activity associated with this redefinition.

We recommend that the Core Redesign Task Force and Joint University Curriculum Committee incorporate such fundamental, future-oriented questions into their own deliberations and considerations around a revised Core, and that these questions help inform other structural changes or initiatives around Reimagining Jesuit Education at USF (*Note: The Interdisciplinary Clusters Recommendation #2 and Program Incubation Recommendation #3 in the SPWG1 proposal also relate to this recommendation, as do various other Working Group initiatives.*) We recommend that the University consider formal Community-wide discussion and debate over these guiding questions. These guiding questions (in no particular order) include:

- How do we best develop the kinds of **empathy and creativity** in our curricula that will help our students deal with key challenges of the future and help them in efforts to make the world safer, more racially and economically just, more democratic, more kind?

- How do we balance the need to develop **intellectual curiosity, imagination, and learning the best lessons of the past** etc. that will help our students throughout their lives, with the need/desire to help our students build **professional experience and skills** that will help them in future careers?

- How do we deliver an education that promotes **positive, life-enhancing values** such as **joy, hope, beauty, community, and play** for our students, especially at a time when there are so many enormous local and global challenges they will be facing? How can we help them **build resilience** to meet the overwhelming challenges of the future?

- What does it mean to be human in an age of AI? How can we ensure the essential **"human" approach critical to *cura personalis*** to a USF education stays front and center at a time when technology alone is too often glorified and marketed to our students?

- How do we ensure that students in this age of increasingly "persuasive" digital media gain the **critical thinking, visual literacy, and historical awareness** to discern fact from fiction and counter harmful propaganda and authoritarianism in public communications, social media etc.? How do we build **civic awareness aimed at the common good**?

- How can we meaningfully incorporate *distinctive* **Jesuit philosophical, theological, and interdisciplinary, pedagogical perspectives** in a reimagined Jesuit education and what Strategic Plan priorities could most help us realize these? How can USF set ourselves apart from other institutions of liberal arts higher learning, including our Jesuit sister institutions?

● How can we make sure to integrate strategic priorities, especially around **ADEI, global education, and OEI** into a new Core? And how can we do all of this without giving up a) the focus on **liberal arts excellence** of our institution and Core, and b) building the key competencies and perspectives that have long been gained from the **arts and humanities** particularly? In other words, how do we ensure we do not inadvertently "throw the baby out with the bathwater" for our students in a newly revised Core?

● How do we ensure our students graduate with superior **written, oral, research, and editing skills** that will make them stand out in an age of increasingly digitally produced content?

● How do we teach and promote USF's fundamental **social justice values while also upholding important civic values** like freedom of speech and right to individual expression and a multiplicity of political, religious, and other perspectives?

● How do we ensure that USF remains an institution dedicated to free, intellectual inquiry and expression that is open and not ideologically censorious of students, faculty, staff, and administrators who might have unpopular views? How do we ensure a reimagined Jesuit education at USF remains **ideologically and philosophically inclusive** in a way that also reflects our institutional values and mission *and* the country's vital **democratic values** too? In short, how can we better support the important civic and social justice activism of our community without becoming ideologically rigid?

● How can we ensure that a **reimagined Jesuit education is integrated across the University** at both **undergraduate *and* graduate levels**, in both **curricular *and* co-curricular** ways?

● How do we ensure **academic excellence** and **disciplinary expertise** in a newly revised Core, especially if a thematic approach is being considered, and indeed how do we ensure it across both undergraduate and graduate education?

B.   Key Principles for a Reimagined Jesuit Education and Core

A newly revised Core will be the key pedagogical manifestation and driver of a reimagined Jesuit education at USF, especially for our undergraduate students. As such, it will also reflect the University's most closely held values, hopefully relevant for our graduate student populations and programs too. With a mind to advancing strategic priorities, building academic excellence into a new Core, teaching key, liberal arts competencies and perspectives that will help prepare our students for an uncertain future, and building conceptual and pedagogical foundations for a reimagined Jesuit education at both undergraduate and graduate levels, **we recommend that the University adopt the following key, philosophical and pedagogical principles into both deliberations**

around a Reimagined Jesuit Education and the Core Revision process:

1. That a "reimagined" Jesuit education and Core at USF continue to reflect **USF's Jesuit history, pedagogy, and constitutive humanist fields of inquiry**, and **USF's distinctive status as a Jesuit institution of higher learning** whose Core Curriculum has long been located in **liberal arts** faculty expertise and learning, especially the **arts, humanities, and social sciences**. The new Core should help provide a unifying, overarching principle that would consolidate the intellectual identity of USF grounded in its Jesuit Catholic heritage. This unity would be sought through the consolidated effort to implement the **Ignatian Pedagogical Paradigm** in the context of *Cura Personalis* and some awareness of the historical development of this pedagogical approach.

2. That the **USF *faculty* continues to be responsible for developing all curriculum and courses**, including in a newly revised Core, as well as new academic programs in order to safeguard academic excellence and integrity at the University. This principle is currently reflected in the [CBA, Article 21.1](#).

3. That the principles of **Academic Freedom and Open Inquiry and Debate** remain *fundamental* to a reimagined Jesuit education and Core teaching and learning; indeed to all curricular and pedagogical considerations at USF.

4. That any reimagined Jesuit education and Core Redesign **prioritize academic rigor and excellence**, and the continuation of the respect for faculty and **disciplinary expertise** (currently ensured by the [University Core Area "Turf" policy](#) last revised in 2017; also described and [linked here](#)) in its Core areas and course design and offerings.

5. That the [current Core curriculum](#) not be entirely discarded without serious deliberations and significant input, especially from current Core teaching faculty, and Core Advisory Committee and related Curriculum Committee members, of what it is doing well first, and what might be lost (or gained) in its replacement. In addition to revisiting the prior Core Advisory Committee assessment of Core areas, we recommend that this include an **open discussion of the potential impacts that major shifts in the Core would have on student learning and outcomes and possibly threatened programs across campus, especially in CAS, that remain the lifeblood of humanistic inquiry and longstanding Jesuit pedagogy.** It is worth noting that the latter are often programs, like Theology & Religious Studies and Philosophy that are essential to any liberal arts core but currently do not have a proportionately large share of majors.

6. That both important **Strategic considerations, especially around ADEI, One Earth Initiative, CEL, and global/interdisciplinary education** – which should remain open to academic inquiry, discussion, and debate – ***and* critical, future-looking disciplinary competencies** – especially around developing strong oral and written skills, critical thinking, creativity, original thinking, empathy, ethical decision-making, visual and digital literacy, civic and historical awareness, etc – be incorporated into a

newly redesigned Core.

7. That **faculty across the University be given ample opportunities for meaningful engagement in the Core Redesign Process** throughout the redesign process through multiple mechanisms aimed at getting the widest possible feedback (including through surveys, multiple community conversations, and other sorts of feedback loops). This Working Group could partner with the Core Redesign Task Force in this crucial effort to raise such important questions and keep faculty across the University involved in major Core redesign discussions.

8. That the **voices of *all* faculty and Schools** across the University (i.e., including Nursing and School of Management), be considered in Core Revision deliberations, including in questions related to Core courses and the number of required Core Units.

C.   Integrating an Inclusive, Jesuit Experience into a USF Education

With the intention of securing USF's distinctive Jesuit identity into the future and ensuring that USF's students continue to benefit from the distinctive values, humanistic pedagogical traditions, and academic excellence that have characterized Jesuit education for over 500 years:

1. **We recommend that the University provide an inclusive, humanistic, Jesuit educational experience that continues to emphasize the values of *Cura Personalis* across the undergraduate and graduate curricula, including in a newly revised Core.** The concept of *Cura Personalis* is at the core of Ignatian teachings; reaffirming and advancing it across the University will help ensure students receive a strong Jesuit education. The element of caring for the whole person has arguably been waning from the core curriculum and the intentionality of this element must be present to further discern and strengthen the education that the University can provide. The goal is to ensure that *Cura Personalis* is woven into the University Core to foster a ***harmonious, holistic development of the human person through a rigorous and humanistic liberal arts curriculum***. We further recommend that these values be also woven, if possible, into USF graduate curricula too, though absent the liberal arts curricular mechanisms that best ensure that such explorations are meaningfully engaged, the processes for how this might be achieved across the board are not as clear.

2. **We further recommend that Ignatian pedagogy and history, and the essential values of *discernment* and moving Ignatian *values to action* – that is, an inclusive approach to the values expressed in the *Spiritual Exercises* – be meaningfully incorporated into a newly reimagined Jesuit education, including but not limited to a newly revised Core.**

The desired result is to form happy, fulfilled, values-driven, informed, and empathetic individuals who know what it means to be human, and who know how to determine their own potential for fulfilling a creative existence as good citizens aware of their place in their local and global communities. The hope is also to cultivate interfaith dialogue and bridge religious and secular worldviews for the Common Good. Exposing students to these teachings will inspire and help them aspire to be outstanding citizens beyond USF. It is fundamental that faculty who teach in the Core are knowledgeable and aware of the history of Jesuit teachings, and the humanist foundations of Jesuit history, pedagogy, and learning, so that they can educate and engage their students and the community in refashioning Jesuit education at USF into the 21st century.

3. **To this end, we also recommend that a voluntary faculty, *Teaching Jesuit Values* Pilot Program be developed and instituted in the coming year.** This working subgroup is ready to work with the Jesuit Community and the Lane Center, if willing, to advance this recommendation. The goal is to test the feasibility for a more ambitious program in which all faculty teaching in the Core (new and existing) would be required to attend a 2-3 day session in the teaching of Jesuit values, pedagogical principles, history, and mission. Other faculty, including at both the undergraduate and graduate levels, and staff (perhaps down the line) would also be welcome to participate in the program.

   One desired outcome would be that upon completion of the program, faculty would create a new syllabus or revise an existing one, weaving in relevant teachings into their subject matter and coursework. This is a model that has already been tested locally at one of our sister Jesuit institutions and could be tried at USF in the recommended Pilot program. At least once a quarter, the Ignatian Center for Jesuit Education at Santa Clara University offers a workshop or lecture for faculty and staff on Ignatian Pedagogy. **This series seeks to improve teaching and learning outcomes through faculty's increased familiarity with the Ignatian Pedagogical Paradigm and the best practices of Jesuit education.** The program is relevant to faculty and staff across the University's varied units and will serve to enhance a sense of a unified and holistic approach to student formation. This recommendation is also intended to answer the call of **The Society of Jesus** for a more intentional recognition of the Order's essential religious, philosophical, and pedagogical contributions to USF in the past, present, and future. Assuming the success of the Pilot at the undergraduate level, such a program might also be considered for graduate educators and staff as well.

   Following is one recent example of how this recommendation might be successfully implemented and measured. Recently, a USF faculty member in the Languages, Literatures, and Cultures department implemented the **Ignatian Pedagogical Paradigm** (IPP) in her courses. The response of the students was overwhelmingly positive, and there are plans to create a new course in view of using IPP as the main didactic tool in reaching the learning goals. This example demonstrates that faculty members may be open to IPP as a pedagogical resource that might improve or innovate their teaching methodology. (See the article published in a UC Berkeley journal *L2*, which explains to neophytes the historical perspective of Jesuit education (*L2 Journal* Vol. 5]2013] 24)

Wolcott; Motyka *Subjectivity and Spirituality*. This article was co-authored by our working group member, Professor Matthew Mottyka, SJ and USF colleague, Professor T. Wolcott.)

Sub-Recommendation #2: Core-Related Process

Our Working Group believes that our work only becomes meaningful and worthwhile if the group's – and moreover, our *Community's* – deliberations on central issues related to a reimagined USF, reflected most powerfully and materially in a new Core Curriculum, are formally considered at early and other key stages of the community conversation, Core redesign, and approval processes by the Undergraduate Core Redesign Task Force and Joint University Curriculum Committee. Recognizing and wholly appreciating that the Core Redesign Task Force has already begun its work together, **we recommend a formal collaboration with the Core Redesign Task Force and a flexible, two-part process for Core redesign review and comment that takes into account the widest possible range of faculty and other community voices that could evolve up until final JUCC consideration and approval.**

To this end, we formally propose:

A.   Collaboration and Advisory Relationship of this Working Group with the Undergraduate Core Redesign Task Force, and Vice Versa

This Working Group enormously appreciates the **acceptance of our recommendation in spring 2023 that a subgroup of SPWG #1 act in an ongoing, advisory role to the Undergraduate Core Redesign Task Force**. The goal is to collaborate and coordinate our mutual efforts on these important University-wide conversations, and we look forward to supporting the Task Force in this advisory role. To this end, we further propose: **1) that the Core Redesign Task Force and JUCC consider SPWG#1 recommendations, particularly around Core Content (see above, Part I) in the Core Redesign process;** and **2) that a member of the SPWG#1 Core Redesign Consultation Initiative subgroup sits on the Core Redesign Task Force in an advisory role, and that a member of the Core Revision Task Force sits in on this Working Group** too to facilitate and enhance further collaboration and coordination.

B.   More and Varied Opportunities for Community Discussion and Discernment around Core Re-envisioning

One of this working subgroup's chief concerns is that the Core Redesign process includes ample, meaningful opportunities for faculty input and discernment on any Core redesign, including questions and issues raised earlier in this recommendation. The success of this most critical part of the Strategic Plan depends on stakeholders – *especially faculty stakeholders who are most responsible for curricula* – having collective trust in the process. To date, this working group has heard from innumerable faculty members, including many who have taught in the current Core for many years as well as those in schools outside of CAS, who feel that there have been very few sustained opportunities for substantive discussion around reimagining Jesuit education and the Core. **We recommend that more such opportunities (e.g., community conversations, surveys, meetings etc.) be organized early on in the Task**

Force work so as to help inform its work and deliberations towards a more collaborative, welcome outcome. This working group would like to help facilitate and organize further such conversations, if desired.

C.   A Two-Part, Iterative Core Redesign Review Process, with Organized Community Discernment and CAC/JUCC Feedback Built In

In addition to holding more community-wide conversations on issues related to guiding questions, Core principles, and Core design issues, **we respectfully recommend a two-part, iterative Core Redesign review process that hopefully helps build community trust and consensus on key pedagogical outcomes and foundations of a Reimagined Jesuit Education.**

We further recommend that the University, Community Core Advisory Committee (CAC) and Joint University Curriculum Committee (JUCC) be given ample and meaningful opportunity to weigh in on ideas and progress at key stages in the process, especially *before* **a final Core Redesign Task Force recommendation is finalized** and sent to the JUCC for a final vote. This would allow for key questions to be asked and potential revisions to be made earlier in the process, when they would likely be more consequential, thereby building greater community confidence in the process.

This would include two phases for wider review:

Phase I: Producing a Working Draft and Gaining Community Feedback and Buy-In: We recommend that the Core Redesign Task Force produce a **working draft of the Core Redesign proposal** sometime midway through the Core Redesign process timeline. **We recommend that this working draft would then be shared with the greater Community for open, transparent discussion and feedback. We further recommend that the current Core Advisory Committee (CAC), Joint University Curriculum Committee (JUCC), and Deans' Offices formally review the working draft and be given the opportunity for written feedback to the Core Redesign Task Force.** This working group is open to supporting the Core Redesign Task Force in organizing community input sessions or other mechanisms, if desired.

Phase II: **Final Proposal Incorporating Feedback from Phase I; followed by JUCC Submission, Review, and Approval:** We recommend that the Core Redesign Task Force then use the formal and informal feedback from the various stakeholders from Phase I in order to help shape their final Core Redesign Proposal that will finally go to the JUCC for discussion and final approval. If welcomed from the Core Redesign Task Force and Administration, this Working Group believes this iterative process could have a profound impact on the community, and especially faculty, acceptance of what otherwise might be a contentious process and roll-out of a new Core. The success of a Reimagined Jesuit Education at USF demands, we believe, that we get this piece right. We understand that this may mean that the process requires a bit more time and outreach effort than originally envisioned, but we believe this will be time and effort very well spent.

In conclusion, we urge the University and the Core Redesign Task Force to take its time to get this critical piece of the Strategic Plan right, for a Re-envisioned Core – alone and in concert with other curricular and co-curricular changes that will come in its wake at both the undergraduate and graduate levels – will most clearly reflect *and* inform a 21st-century, Reimagined Jesuit education at USF into the future.

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The Stakeholders for this multi-pronged recommendation include the entire University community. Overall, there should be **no direct costs** associated with most of the recommendations, especially those dealing with guiding questions, key principles, and processes. **The difficulties** will mostly involve planning of key conversations across the University, process timing, and the coordination and partnering of important stakeholders around the Core (especially in the Provost's and Deans' Offices, the Core Redesign Task Force, the Core Advisory Committee, and the Joint University Curriculum Committee, hopefully in conjunction with this working group). The potential **impacts**, however, could be enormously consequential if University-wide trust and buy-in for a newly revised Core are advanced through a more transparent, iterative process that involves the whole community, and University-wide consensus regarding Core outcomes can be reached.

Core-Revision Content and Process Recommendations:

Stakeholders: University-wide (students, faculty, administration, staff, all Colleges and Schools, Jesuit community, University Curriculum and Core Advisory committees, all special University Centers including Lane Center, McCarthy Center, CTE etc.)

Cost: \$-\$\$ (Possible travel to other Jesuit institutions to study and evaluate alternative approaches to Core and how those are worked into Core courses would be the greatest monetary cost; time costs, on the other hand, will be high across all schools/colleges/administration of the University.

Difficulty: Low in some ways, high in others. Recommendations require essential buy-in from Provost's Office and Undergraduate Core Redesign Task Force, JUCC, and Core Advisory Committee, as well as *de facto* buy-in from University faculty, administration, and staff in all Colleges and Schools.

Impact: Given the central importance of getting a new Core "right" and the need for substantial University-wide, faculty buy-in for a reimagined Jesuit education, the impact of the recommendation is viewed as essential. A revised Core will be the most fundamental reflection of USF's evolving idea of a 21st century Jesuit Education given its centrality to the education of *all* of our students across Colleges and Schools.

Measurables:

- Core Redesign and Reimagining Jesuit Education "Guiding Questions" (i.e., see above, Part I: "Content") are formally factored into Core Redesign deliberations and final Task Force recommendation (through at least JUCC final approval). This includes looking beyond a thematic or disciplinary approach (alone) to the building of core Jesuit, humanistic and civic values and outcomes into the fabric of a USF education.
- "Key Principles" (i.e., see above, Part I: "Content") are discussed and formally factored into the Core Redesign process and Task Force recommendation (through at least JUCC final approval). This includes retaining the interdisciplinary, liberal arts foundations of the Core, taught by faculty with disciplinary expertise, and informed by distinctive Jesuit values and pedagogy.
- Further Community-wide discussion and discernment planned for AY2023-24 around Core and Reimagining Jesuit Education, in a variety of formats, with special emphasis on faculty participation
- Creation and implementation of *Teaching Jesuit Values* Training Pilot Project; and pending program success, consideration of expanding it to all faculty teaching in the Core (see below)
- Ongoing advisory relationship of Working Group #1 Core Redesign Consultation Initiative subgroup to Undergraduate Core Redesign Task Force (and vice versa, if possible)
- Implementation of Two-Phase iterative, Core Redesign process, including sharing of Working Draft midway through process with the Community (especially faculty stakeholders), Core Advisory Committee, and JUCC discussion and comment (Phase I); incorporation of key feedback from Phase I into final Task Force Core Recommendation in advance of final JUCC review (Phase II)

Teaching Jesuit Values **Training Pilot Project:**

Stakeholders: Provost Office, Core Advisory Committee, College Curriculum Committee, Joint University Curriculum Committee, Core Redesign Task Force, students, faculty, Jesuit Community, Lane Center, CTE

Cost: $, for voluntary faculty Pilot Program. These include light costs associated with studying Santa Clara's model (e.g., travel, staff/faculty time); securing an appropriate facilitator for group training (e.g., a member of the Jesuit community, faculty member from Theology and Religious Studies, or Lane Center staff member etc.); and related staffing and events space to organize. Possible compensation costs for faculty attending the training. If Pilot is successful, any consideration of a long-term, required training program for all faculty teaching in the Core would obviously be substantially more expensive and more procedurally complex. More research

would be needed to establish feasibility of a required program during the Pilot program process. Another open question is whether mandatory training would also require faculty compensation and/or inclusion in the CBA.

Difficulty: Low-medium for Pilot program, potentially based on Santa Clara's model; far more difficult to implement across all Core classes long-term. (This would involve, for example, dedicated staffing and faculty/staff time, long-term organization; consistent access to expertise; and some mechanism for curricular review or assessment.)

Impact: Essential to securing that key aspects of a reimagined Jesuit education be communicated and taught to all students through the Core.

Time to Implement: New Pilot Program could be designed in AY2023-24 and implemented by summer/ fall 2024. If feasible, a required program would be planned, and hopefully implemented, on the timeline associated with the Core revision.

Measurables:

- Designing and implementation of Jesuit Values Training Pilot, potentially using IPP as chief methodology
- Advertising and participation of first Pilot cohort (~10 faculty)
- Successful faculty completion of the teaching workshop that includes training on issues related to *Cura Personalis* and other Core Jesuit teachings.
- Incorporation of training into one or more elements of Core or other syllabi and a written statement of how this training impacted course content

SP Working Group #1: Recommendation #2
Interdisciplinary Cluster Initiative

Recommendation:

We recommend the development of a model of cohort-based interdisciplinary curricular clusters, based on a set number of themes, that have a structural template that can be repeated as new clusters are developed. This recommendation proposes one key curricular structure for integrating foundational proposals from our Working Group's Recommendation #1 (*Core Redesign Consultation Initiative*) into an evolving Reimagined Jesuit Education across the University, specifically at the undergraduate level.

Students could enter a cluster in their sophomore year, and continue through their senior year. Each cluster could include:

- A mission-aligned theme or problem to be considered from a variety of angles and experiences over the course of three years. Examples might include: Environmental Justice and Sustainability; Violence, Non-Violence, and Conflict Resolution; Intersectional Racial Justice; Creativity and Social Change; Ethics and Human Values Across the Curriculum; Medical Humanities; Shaping the Future through Art, Science, and Technology; etc.
- A year-long interdisciplinary, cross-school, team-taught course for sophomores focused on the theme from social science, natural science, humanities, and arts perspectives.
- A set of additional classes, selected from a list of social science, natural science, humanities and arts courses. With requisite expertise, courses might also come from different schools in addition to CAS (SOM, SONHP, SOE, Law).
- A year-long problem-based, project-centered course (research or creative production) with a team of students under the direction of a faculty member.
- A community-engaged learning course in the topic area.
- A global or domestic immersion experience in the topic area.
- A (paid/stipend/for academic credit) internship, with an organization or company directly engaging with the cluster theme.
- One or more affiliated USF center(s) or institute(s) (e.g., McCarthy Center, Institute for Nonviolence & Social Justice, Lane Center, or other new entity advanced in the Strategic Plan process [e.g., global, OEI etc.]). *Note: This is also linked to Strategic Plan Working Group 7 Recommendation and proposed OEI Initiatives.*

Rationale:

While many institutions have interdisciplinary studies programs, these typically involve pathways self-generated by students. From our research thus far, we believe the proposed structure is quite unique in the field. The proposed initiative does in some ways resemble USF's Honors College Curriculum, in terms of its structural components and theme-based organization. It also leverages and expands existing strengths and initiatives at USF including immersions, centers/institutes, community-engaged learning, and interdisciplinary programming.

Connection to Strategic Planning Goals:

This initiative primarily addresses:
- **Goal 1, Reimagine Jesuit education**
  - **Objective 1** ("Revise USF's curricula and co-curricula to be responsive to our students' aspirations and to prepare them for a changing and pluralistic world"
  - **Objective 2** ("Build alliances and integrated infrastructure that provide a sustainable and incentivizing process to invite, design, and implement new programs and academic initiatives")
- **Goal 2, Invest in and promote the scholarly, creative, and community-focused endeavors that advance justice and address the pressing challenges of our time**, especially
  - **Objective 1** ("Advance scholarly, creative, community-focused work that generates social action and leads to positive impact aligned with USF's mission")

Stakeholders:

The Interdisciplinary Clusters Initiative has a wide array of stakeholders, including: Students, Faculty, Deans, Provosts, President, Trustees, Core Curriculum Redesign Task Force, JUCC, Core Advisory Committee (CAC), Career Services and individual (in relation to internship component), McCarthy Center (in relation to CEL component), International Student and Scholar Services (for immersion and possible internship component), Centers and Institutes, the Honors College, and Strategic Enrollment Management.

Cost:

The costs associated with the Interdisciplinary Clusters Initiative include:
- One-time costs associated with developing program (course release or compensation for those building a cluster and developing courses) $$
- Team-teaching (ongoing) $$$
- Immersion program support $$
- Administrative support (ongoing) $$
- Internship scholarships $$$

Difficulty:

Medium-High. Courses will need to be developed; community partners may need to be cultivated; immersion experiences will need to be planned; internship opportunities will need to be gathered. We believe an initial pilot Interdisciplinary Cluster (or two) could be developed over the course of one academic year, and launched the following year. The model might then be revised, and new Clusters developed.

Some of the risks and difficulties that might be encountered include:

- Working out the relationship between Interdisciplinary Clusters and the Core Curriculum: Might Interdisciplinary Clusters be an alternative pathway to fulfilling USF's Core Learning Outcomes? Might these clusters have an impact on the number of Core purses that need to be offered? *Note: This links to the Core Redesign Consultation Initiative.*
- What happens if a student stops participating in the Interdisciplinary Cluster before completion?
- What would be the relationship between the Interdisciplinary Clusters and Majors/Minors?

Impact:

We believe Interdisciplinary Clusters would hold considerable appeal to prospective students and aid in recruitment and retention of new students. Moreover, at the curricular and experiential levels, they offer a coherent and integrated, humanistic liberal arts experience that could help define and embody an evolving Reimagined Jesuit Education at USF (*Note: This links to Core Redesign Consultation Initiative Recommendation, Part I*). We also believe that many faculty members will find themselves reinvigorated by cutting across silos and disciplines, bringing new energy, new synergies, and new research and creative work to the work experience.

Measurables, milestones, and performance indicators:

We envision the following milestones that mark the creation and implementation of the Interdisciplinary Cluster Initiative:

- Research into other interdisciplinary programs at comparable institutions, as well as interdisciplinary initiatives already in place at USF. *Note: Content could also link to the Core Redesign Consultation Initiative: Part I* (*Key Principles and Guiding Questions*). Key Performance Indicator (KPI): Report and recommendations for a pilot structure for Interdisciplinary Clusters.
- Community fora at USF with various stakeholders, and conversations with relevant stakeholders in particular components (e.g., Career Services, Core Revision Group, Admissions / Strategic Enrollment Management, ISSS, etc.). KPI: Final proposal for IC structure.
- Development of pilot program(s): 1-2 proposals for particular ICs submitted for review through Curriculog. *Note: This could link to the Program Incubation recommendation.* KPI: Final approval

- Development of marketing materials. KPI: Measurable market response.
- Fundraising / development for additional financial support of ICs. KPI: Major donor support.
- Enrollment in pilot ICs. KPI: 25 student minimum enrollment.
- Assessment of ICs. KPI: Assessment report and action plan.

Recommendation:

We recommend that the University further substantially commit to expanding its ADEI-related hiring commitments through the continued support and regular funding of two existing, and already highly successful programs/positions: the Gerardo Marin Postdoctoral Fellowship Program and the Thacher Gallery Education and Outreach Manager (now, with an additional ADEI and Strategic Plan focus). This means committing to funding these full-time positions long-term, and to recognized pathways for GM Post-docs in good standing to be considered for tenure-stream positions following their post-docs.

Rationale:

This working group contends that the material and other University support for these two, critical hiring programs – both threatened by current budget shortfalls – will yield the greatest curricular and co-curricular pedagogical and diversity-hiring impact for the least effort across the University. Given that the GMPF program and the Gallery Manager position have both long successfully existed at USF, and just need continued, dedicated funding to continue to exist and thrive, these faculty/staff line and hiring recommendations represent what we believe to be **low difficulty, high impact recommendations that are worth the price** even in such a budget-constrained environment. We urge the University to save, and moreover, provide material support to, these positions.

1. Gerardo Marín Postdoctoral Fellowships Program

We recommend continued support for the Gerardo Marín Postdoctoral Fellowship program with sufficient funding to support a cohort of 5-7 scholars annually across the University, with recognized pathways for retention and tenure-stream positions. There is an additional need to develop strategies to attract and retain fellows in STEM disciplines as there have been no scholars to date that have been recruited into a STEM department at USF.

Rationale:

The Gerardo Marín fellows form a small cohort of scholars university-wide. Fellows are recent doctoral recipients or are in their final year of their dissertation or terminal degree when they come to USF. Each fellow is mentored by a senior faculty member, under the guidance of their Dean and in partnership with the Vice Provost for Antiracism, Diversity, Equity, and Inclusion (ADEI). Fellows teach one course in their discipline each semester and engage in service within their school/college or at the university-wide level, depending on interests. The program provides compensation and limited support for relocation and research-related expenses. Additional support includes access to office space, library privileges, and professional development opportunities offered by USF. The goal is to prepare the fellows to take on the role of tenure-track faculty members at USF after completing the fellowship. Historically, over the

last 15+ years, the program has been very successful at increasing the number of faculty members of color across the university. It is currently the most important mechanism for recruiting and hiring faculty of color. In more recent years, there has been an emphasis on recruiting larger cohorts of scholars in an effort to develop community and increase retention.

A more complete history of the program including information on the current cohort can be found here: https://myusf.usfca.edu/adei/policy-advisement/fellowships

This recommendation supports strategic plan **Goal 1: REIMAGINE JESUIT EDUCATION** to accelerate the achievement of a more just and sustainable world.

- **Objective 3.** Hire and invest in faculty, librarians, and staff to ensure that the curricula and co-curricular endeavors reflect USF's commitment to equity and inclusion.

- **Action 1.** Increase faculty, librarian, and staff diversity in order to infuse the curricula with diverse and global lived experiences and enhance equity and inclusion.

Stakeholders: University-wide (students, faculty, administration, staff, all Colleges and Schools)

Cost: $$$, Funds to support 5-7 fellows including research expenses and relocations costs. Long-term retention pathways also should be factored in.

Difficulty: Low, the program already exists and is very successful.

Impact:
Substantial, it is a targeted and thus, efficient, cost-effective way to hire faculty of color.

Measurables:
Increase in the number of faculty of color across the university, as well as an increase in the number of tenure-stream faculty of color over time.

2. Thacher Gallery Education and Outreach Manager

We recommend that a permanent, full-time staff line at the Manager level be created and hired for USF's Thacher Gallery. This position would focus on Education and Outreach, focusing on advancing ADEI and other University Strategic objectives, through both significant curricular and co-curricular mechanisms with significant University-wide impact. This would not be a new position; there has been a full-time (.8) Thacher Gallery Manager position for years under CAS supervision. However, the position was not renewed in fall 2022 due to a CAS staff hiring freeze when the long-time Manager left USF this past fall. The new iteration of this position is designed to focus more intently on community education and

outreach to further heighten the gallery's social and pedagogical impact through the exploration of the intersections of art and social justice, and other mission-driven issues. The recommendation further reflects the importance of the Gallery for advancing ADEI and other Mission-oriented initiatives in both curricular and co-curricular ways for the benefit of all of our students and community. We recommend that the position now be supported as a full-time, permanent position, still under the supervision of the CAS Dean's Office and Thacher Gallery.

Appendices and Justification:

Appendix 1: Education and Outreach Manager Request to make an exception in hiring freeze
Submitted to CAS Dean Fung, AY2022-23
Created by Thacher Gallery, with the Department of Art + Architecture and M.A. in Museum Studies

Justification

We recognize the University's current fiscal challenges and the College's need to limit new positions, but request that the Dean's and Provost's Offices make an exception for filling the existing open position of **Education and Outreach Manager** at the Thacher Gallery.

We recommend that this position be posted as a ADEI hire. It is a unique, early to mid-career position with direct engagement with students and faculty across the University as well as the public. This educator will have a major voice in shaping Thacher Gallery content, curricula, and culture to address ADEI and social justice topics.

This hire offers an opportunity to support numerous goals in the **Strategic Plan**, especially as they relate to **diversity, inclusion, anti-racist education and workplace, *cura personalis*, cross- and co-curricular education, admissions, student and staff retention, and community outreach**. This position will also help to support efforts to promote the **arts at USF (Ann Getty Institute)** as well as the University's Strategic Plan projects.

Please see below for bullet points demonstrating the ways in which this position is aligned with and will support USF's Strategic Plan and CAS's linked projects.

We make this request not only in recognition of the service capacity and physical/safety needs associated with the Gallery's exhibitions and programming, but because we see the ways in which the investment in this position will benefit the University and its educational, cultural, and fiscal goals.

The value and impact of this position is already proven as a way to create transdisciplinary and experiential programming to benefit the whole University. Filling this pre-existing position will provide a high impact to the University at a relatively low cost.

Outreach Statistics

CAS classes from Media Studies, Rhetoric, Honors College, Writing, Environmental Studies, PASJ, and the Department of Art + Architecture as well as the School of Management regularly collaborate with the gallery.

Student Outreach Numbers (Fall Semester 2022):
Tours: **28***
Class collaborations/labs (includes student performances, artist visits to classes, and direct work with Museum Studies Curatorial Practicum class): **19***
Public Programs: **5**
Other (use as venue, such as Interfaith Service and ADEI panel.): **5**
Individual engagements through programming: **1,215**

*In Fall 2022, we provided tours and labs to: **all USF101 classes, Race & Ethnicity in Media, Honoring LGBTAIQ+ Elders, Rhetoric, Gender and Environmental Studies, Creative Writing (undergrad), Wellbeing in the Workplace (SOM), Management and ADEI (MA SOM), HONC Rhetoric Across the Borders, HONC Gateway, MA in Creative Writing, Intro to PASJ, Chamber Orchestra, Electronic Sound Collective, Intermediate Dance, Drawing for Non-Majors, Art and Environment, Art in Multicultural SF, and the MUSE Curatorial Practicum.**

This position aligns with USF's Strategic Plan and CAS Strategic Plan Projects in the following ways:

Goal 1: Reimagine Jesuit Education
This hire fulfills all 5 objectives in this area:
- To build transdisciplinary, experiential, and co-curricular programs to nurture the whole person (tours and collaborations)
- Fostering collaboration between schools/colleges to create integrated co-curricular learning opportunities (tours and collaborations)
- Increasing staff diversity and transforming pedagogy to address these issues (the position)
- Instituting assessment and improved communication (evaluation and archives)
- Leveraging digital technology to support collaborative work and interdisciplinary learning (gallery archives and online resources)

Goal 2: Invest in and promote the scholarly, creative, and community-focused endeavors
This hire fulfills all 3 objectives in this area
(Note: even the language in this goal mirrors the gallery's mission statement to be a place where "creativity, scholarship, and community converge")

- Advances scholarly, creative, community-focused work that generates social actions by being a forum for the USF community (collaborations with faculty and groups like CTE, CRASE, Cultural Centers)
- Allow us to support student internships and creative collaborations (student workers and internships with MUSE)
- Increase staff diversity in order to infuse scholarly, creative, and community endeavors with diverse lived experiences (the position)
- Create programs to promote faculty expertise and creative activities of USF community members (CRASE collaborations, etc.)

Goal 3: Provide a radically inclusive, international, and welcoming campus experience
This hire directly supports 3 of the objectives under this goal:

- Provides formation experiences and co-curricular programs to help students deepen their understanding of cultural diversity, intersectionality, social justice, and anti-racism (tours, programs)
- Increases participation of first generation and new students (USF 101 tours)
- Offers holistic wellness programming for our students (programs such as Art Hour)
- Exhibitions and content in gallery and online assist with recruitment of Black, Latinx, and Asian-identified students (student experience of "seeing themselves in the gallery" further developed through educational content)

Goal 4: Extend Visibility, Prominence, and Accessibility through strategic partnerships, public programming, and community outreach
This hire directly supports 3 of these objectives:

- Increase USF's visibility through community outreach. (This objective also includes an action item directly linked to completing the "USF Social Change Museum" as a gateway to USF. (Outreach, community collaborations, public programs, support of public projects)
- Supporting projects that can work as an incubator space for artists and students to work together (collaborations with classes, pop-up exhibitions, class interactions with social practice artists)
- Strengthening SF Bay Area partnerships for anti-racist education (community collaborations, such as with 3.9 Collective (African American artist group in SF))

Goal 5: Ensure USF is an equitable and extraordinary place to work
This hire would help support three of these objectives:

- Co-create mission-centered enrichment programs, such as gallery programs, to support and retain all employees at USF (participation in Environmental Justice monthand other HR's wellness program)
- Foster belonging and retention of diverse employees (educational materials and exhibitions)
- Foster holistic wellness and spiritual health with a focus on those impacted by social justice (artist talks, Art Hour, Staff and Faculty of Color receptions, etc.)

Goal 6: Develop Inclusive and Participatory Shared Governance Structures
This hire would support 1 of the 2 objectives linked with this goal:

- Engage student in co-designing educational experiences by developing tools and resources that will assist departments in engaging their students in deeper discussions and co-curricular experiences (class collaborations, student involvement with gallery through Thacher Annual)

Project Goals:

The work of the Thacher Gallery Education and Outreach Manager will help to support, develop, and promote the following CAS and University Projects linked with the Strategic Plan:

- Assessing (and promoting) student retention
- Developing a CAS academic incubator with design-thinking tools
- Supporting Fellows, such as the Gerardo Marin Diversity Fellowship
- Student Research and Creative Activity

- The Arts vision and Ann Getty Institute for Art and Design
- Supporting Honors College
- Increase partnerships with the Fromm Institute
- Staff engagement programs/offerings

Appendix 2:

Education and Outreach Manager Position Announcement
Thacher Gallery

Manager of Education and Outreach, Thacher Gallery
**Approved position before CAS hiring freeze in fall 2022

Job Description
Under the supervision of the Gallery Director, the Thacher Gallery Manager of Education and Outreach coordinates publicity, outreach, archiving, educational programming, class tours, and student oversight and mentoring for the Thacher Gallery. In addition, the manager will support exhibition planning and collections management when possible.

While serving as a cultural and educational resource for the entire USF community as well as the public, the Thacher Gallery is a hands-on laboratory for three USF courses: Curatorial Practicum (MUSE), Thacher Practicum (AHMS), and Exhibition Design (MUSE/Design). On average each year, we present over 50 public programs, provide 40 hours of direct academic support to classes across the disciplines through tours and class projects, and meet with each of the laboratory classes up to 10 times a semester.

Job Responsibilities

Education:
- Co-develop a series of public educational programs linked to each exhibition
- Co-develop educational tours and in-gallery visitor engagement activities, including class "pop-ups" and Art Hours
- Plan, schedule, and coordinate all logistical aspects of events/programs, tours, class collaborations, and engagement activities
- Complete special projects such as faculty resources and digital tools for exhibitions
- Provide class tours
- Facilitate a docent training program for undergraduates and MA students (as needed)
- Provide hands-on instruction (including content, best practices, and safety) to MUSE graduate and undergraduate students utilizing the gallery as a laboratory
- Meet with, mentor, and supervise student workers and interns
- Maintain student training manuals and resources
- Track visitor and event statistics and evaluations

Marketing and Outreach:
- Co-develop and oversee an annual outreach plan to support academic classes, USF initiatives, and student groups as well as attract external audiences

- Coordinate and implement the outreach plan through all phases including design, printing, and dissemination of outreach materials; press releases; a robust, unique website for each exhibition; USF calendar listings; USF internal/external e-newsletters (EMMA); advertisements; social media; focused on and off-campus outreach
- Develop and maintain relationships with faculty and educational and programmatic collaborators
- Oversee orders for printing and advertising
- Supervise students working on publicity and outreach projects

Exhibitions:
- Participate in annual planning and development of all gallery exhibitions
- Research, collect, and edit curatorial components, with a focus on educational exhibition texts and wall labels
- Oversee production of printed materials
- Maintain a list of potential artists, facilitate "call for proposals" and juries, and respond to inquiries
- Support installations (as available): prepare exhibits (displays and mounts); schedule student workers, and participate in exhibition installation
- Teach student staff best practices for object handling, installation, working with tools, and using equipment such as ladders
- Provide on-site supervision of students working with tools and ladders

Archives:
- Document, develop, and manage an online archive of exhibitions (with Gleeson Library)
- Facilitate the transfer of the gallery's physical archives to the USF archive
- Maintain the Gallery's website and online archives such as Dropbox, Flickr, and Youtube
- Help to maintain the gallery's various databases, including the USF Art Collection and Displays

General:
- Collaborate with the Gallery Director to identify priorities and workflow
- Research and write grants, in partnership with Development, as time allows
- Act as a liaison at meetings with University groups such as MUSE, Art History/Arts Management and Gleeson Library

Minimum Requirements
- Bachelor's Degree required. Master's degree preferred.
- Minimum of two years museum or gallery experience in an educational setting with a preferred focus on museum education, event coordination, marketing, object handling, and installation
- Excellent interpersonal and written and oral communication skills, including public speaking
- Strong attention to detail
- Museum or art gallery experience and working with students is required.
- Working knowledge of MS Office, Google applications, and FileMaker Pro as well as basic framing and installation hardware is strongly recommended.
- Hands-on skills with tools, mat and frames, mounts a plus

- In-person, on campus position, and includes moderate lifting (35 lbs) and climbing ladders
- Demonstrated ability to work with diverse members of the University community including students, faculty, staff, and administrators
- Must demonstrate a strong equity lens, cultural humility, and proven ability to work well in a diverse context
- Understanding and commitment to USF's mission, vision, and values

Stakeholders: Thacher Gallery, CAS Dean's Office and CAS Departments (especially the undergraduate programs of the Department of Art + Architecture and the M.A. in Museum Studies Programs, given curricular and co-curricular ties), and the entire University and Community, given Thacher Gallery public exhibitions, programming, and significant co-curricular and curricular contributions across Colleges/Schools.

Cost: $-$$ given full-time, permanent nature of position. NOTE: This is a position that previously existed in CAS as Thacher Gallery Manager (.8). This recommendation reflects a more explicit emphasis on ADEI and other Strategic Priorities

Difficulty: Low. This position has existed in a nearly identical form in CAS before at the .8 funding level. It would be very straightforward to hire this position again and slot them right back into the Thacher Gallery and CAS, as before. While the earlier position was not explicitly devoted to advancing Strategic Plan goals, it was always University Mission-focused, as the Gallery has been since its inception. ADEI and University-wide reach, in both curricular and co-curricular ways, have long been this position's hallmark. This is the definition of "low hanging fruit" given ease of implementation and impact.

Impact: Unusually high for a single staff position, especially given the University- and Community-wide reach of Thacher Gallery's exhibitions, programs, and curricular and co-curricular elements. The Thacher Gallery is a gem, with real impact, that warrants further integration into the University's priorities.

Measurables:
- The funding and hiring of a new, full-time Thacher Gallery Education and Outreach Manager, with a focus on diversity and Strategic Plan objectives under the continued supervision of the CAS Dean and Thacher Gallery Director
- Future exhibitions, public and other co-curricular programs, class tours, and courses in Thacher Gallery (e.g., MA in Museum Studies Curatorial Practicum and Art History & Museum Studies Thacher Annual Exhibition Practicum) that include significant ADEI-related aims and objectives

SP Working Group #1: Recommendation #4
Program Incubation and Change Initiative Subgroup

<u>Recommendation</u>: **Develop a transparent and equitable process for creating new programs and updating curriculum.**

The creation of new programs at USF oftentimes happens by invitation or is facilitated by the promise of additional resources. The result is new programs created on a case-by-case basis with a lack of standardization in the process across the university. Opportunities for innovation and collaboration are missed and the equitable distribution of resources becomes an issue when interested stakeholders are excluded in the ideation phase of program development. Program creation is often siloed in individual departments that will directly house the programs without consideration for wider community input. That is, there typically isn't an opportunity for the wider community to weigh in until after the program has already reached the Curriculog stage, at which point the wider community has little ability to weigh in or make substantive changes. This siloing often results in programs that don't take advantage of existing resources on campus, are unsustainable, and/or have unintended consequences for certain student populations (e.g., international students). This can also be problematic after programs have already been established and changes are made to the curriculum. Thus, there is a need to address both the process by which new programs are created and how existing curriculum changes occur. This recommendation focuses on creating transparency and consistency in the process of creating new programs and updating curriculum across the university.

We recommend creating a standardized process for adopting new programs and making changes to existing programs, including providing the infrastructure to support such a process and to encourage idea generation and incubation, before program proposals or changes to curriculum are submitted to Curriculog. The necessary infrastructure would include:

- Establishing a clear process that is applicable across colleges/schools, which needs to include at a minimum:
  - Creating a checklist that outlines who should be informed and/or consulted in the ideation process; specific items to consider at the beginning stages as programs are being developed or curriculums are being modified:
    - Area expertise that initiates and drives the ideation process
    - Representatives who can speak on behalf of any and all departments that will be directly involved and/or might be affected
    - A representative from the Dean's office
    - Representation from ancillary offices who can provide feedback and consultation where their office(s) are involved such as- Admissions, Strategic Enrollment Management, Budget and Planning, Center for Global Education, International Student and Scholar Services, Career Services. This should be an opt-out process, so all offices are included by default and then opt-out if consultation is not necessary.

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- ○ A timeline for creation of new programs with requirements at each step
- ○ A decision tree or flowchart that all departments can refer to and follow e.g., adding this resource on the [faculty resources/curriculum page](#)
- ● Forming consultative committee or task force with chair, at least one representative, from each school/college that would:
  - ○ regularly convene to talk about potential areas of collaboration and creation of new programs and courses
  - ○ be the point person/group that would help facilitate idea incubation and progression
  - ○ Periodically review the process document and update as needed
  - ○ hold events to foster idea generation
- ● Formulating a mechanism to communicate/share ideas about new programs
  - ○ Campus-wide announcement
  - ○ Council of Associate Deans
  - ○ Other campus wide groups or centers where information could be shared

This initiative will address:
Goal 1: "Reimagine Jesuit Education"
- ● Objective 2: Build alliances and integrated infrastructure that provide a sustainable and incentivizing process to invite, design, and implement new programs and academic initiatives that serve all learners – undergraduate, graduate, and lifelong
  - ○ Action 1: Foster collaboration between the schools/college and between academic affairs and other units to improve effectiveness and increase our ability to offer new programs and integrated curricular/co-curricular learning opportunities.
  - ○ Action 2: Develop an infrastructure that breaks through existing siloes to support stakeholders to work collaboratively in proposing, testing, vetting, and launching new programs and non-degree offerings (e.g., career acceleration programs) that serve all learners.

Stakeholders: Department Chairs, Faculty, Deans, Provosts, Admissions/Strategic Enrollment Management (for recruiting and enrollment purposes), Budget and Planning (for budget considerations), International Student and Scholar Services (for international student considerations, Career Services (for employment/internship considerations), USFFA and Budget and Planning (for team teaching)

Costs:
The costs associated with the Program Incubation and Change Initiative include:
- ● One-time cost for a collaborative representative group to develop the process, appropriate checklist and timeline (Identification of members and workshop to flesh out ideas about structure and oversight)$
- ● Compensation, stipend and/or release time for the chairperson (ongoing) $

Difficulty: Medium

- Creating a standardized process requires buy-in from various stakeholders from the schools and the college. Administrators have to be on board to adopting a more inclusive and information based process: Medium
- Determining who needs to be in the room at the early stages can be identified, and each unit can share specific items that would need to be considered to assist with the creation of the checklist: Low
- Determining oversight over this process and establishing checks at balances at key approval stages is necessary prior to the Curriculog process.

Impact:

This recommendation would have a wide impact as this new infrastructure and process will create more transparency in the initial planning and creation of new programs across the university. Having a transparent and clear process may incentivize the creation of more innovative programs and collaborations between units which will allow for increased enrollments via the creation of in-demand programs that cut across disciplines.

Measurables:
- Creation of new interdisciplinary degree programs, non-degree programs and certificate programs
- Admissions numbers for students in new programs
- Updating of current programs with little to no impact on sensitive student populations (i.e. international students), or programs that are key to the delivery of the Core curriculum and a reimagined Jesuit education
- Student evaluations from new programs

SP Working Group #1: Recommendation #5
Equitable Assessment Initiative

Background:

Equitable assessment is key to USF's strategic vision #1 Reimagining Jesuit education. It is imperative that USF has structures, resources, and processes in place to effectively assess student academic success that is trauma-informed and inclusive of all students regardless of differences due to ethnicity, language, socio-economic status, or other factors. This initiative will address Goal 1, Objective 4 to develop a culture of responsive and evidence-based assessment that is inclusive and equitable, ensures programs of the highest quality, and improves relevant learning for all students.

Recommendation:

We recommend that the [University Assessment Committee (UAC](), supported by the Vice Provost for Student Success, Inclusive Excellence and Curricular Innovation, coordinates with each school's Dean of Academic Success and collaborates with Academic Success resources, and historically marginalized and non-traditional student populations to create equitable assessment. All instructors will have mandatory education to review syllabi and to revamp course assessment with help from UAC and respective school deans. Each school shall implement a committee to design and create comprehensive and consistent best practices in assessment across different courses of study that are in line with the following considerations:

- "Be aware of the student population(s) being served and involve students in the process of assessing learning;
- Use appropriate student-focused and cultural language in learning outcome statements to ensure students understand what is expected of them;
- Develop and/or use assessment tools and multiple sources of evidence that are trauma-informed and culturally responsive to current students; and
- Intentional improvement of student learning through disaggregated data-driven change that examines structures, demonstrations of learning, and supports which may privilege some students' learning while marginalizing others." (Montenegro, E., & Jankowski, N. A. 2020, January. A new decade for assessment: Embedding equity into assessment praxis - Occasional Paper No. 42. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Some potential strategies for more equitable assessment through design, content, and methods include the following and can serve as guides for individual schools, programs, and departments:

Design
- Have a variety of types of assessment (summative and formative) rather than a few high-value exams, making individual assignments worth a lower percentage of the total course grade
- Provide alternative options for students to demonstrate learning and highlight different cultural capital like aspirational, linguistic, familial, social, navigational, and resistance.

(Yosso, T.J. (2005). Whose culture has capital? Race, Ethnicity and Education, 8(1), pp. 69–91.)
- Scaffold larger assessments, breaking them into smaller assignments, and provide clear preparation and support for each one.
- Accommodate diverse student comfort levels and interpersonal communication styles if grading class participation.
- Offer flexible assessment formats that accommodate individual learners' strengths, background knowledge, interests, and needs (Bleasdale, 2022) e.g written (reflections, essays, discussion boards), verbal (reflections, individual or group presentations, speeches, discussions, podcast), visual (video, poster, art), etc.

Content
- Avoid references and overly complex vocabulary that may be unclear to international, different cultures, first generation, or students from low socio-economic backgrounds.
- Provide opportunities for practice with types of assessment questions to be used before the graded assessment.
- Ensure that the content of assessments accurately reflects key concepts and skills taught and is aligned with course objectives and intended learning outcomes.
- Ensure materials are accessible, in line with USF accessibility standards.

Methods
- Anonymous student assessment submissions when possible
- Utilize trauma-informed assessment processes
- Use criterion-referenced rather than norm-referenced approaches to grading

Stakeholders:
- Vice Provost for Student Success, for Student Success, Inclusive Excellence and Curricular Innovation
- University Assessment Committee
- Deans of Academic Affairs for each school
- Academic Success Programs
- School and/or program-specific evaluation or assessment committees
- BASE, SDS, and other on-campus resources for specific marginalized identities

Cost:
- Minimal to moderate. Minimize costs by utilizing existing best practices and research of USF staff. See resources and example below:
    - Zerquera, D., Berumen, J.G., & Pender, J. (2017). Assessment for social justice: Employing Participatory Action Research (PAR) as a framework for assessment and evaluation. The Journal of College and University Student Housing, 43(3), 14-27.
    - Usf Center For Teaching Excellence/Faculty Learning Circle "Creating A Trauma-Informed Campus" (2021). Addressing COVID-19: Healing-Centered Resources for Trauma-Informed Courses & Campus.

- ○ Yosso, T.J. (2005). Whose culture has capital? Race, Ethnicity and Education, 8(1), pp. 69–91. https://studentaffairs.ucmerced.edu/sites/studentaffairs.ucmerced.edu/files/documents/yosso_summary_.pdf

Difficulty:
- Aligning each school on consistent assessment frameworks, criteria, and practices will involve large-scale collaboration
- Creating committees to set norms and guidelines for assessment, or enhancing them where they already exist, sharing these
- Providing support to faculty to re-examine and reform assessment to be reflective of equitable and trauma-informed practices.

Impact:
- Impacting all assessments across the different schools and different assessment pieces in every class and course of study.

Measurables:
- Identifying strengths and weaknesses in student assessment of academic success outcomes for non-traditional or marginalized students.
- Syllabi by UAC auditing to ensure compliance across classes on a 3-year basis.

Working Group 2 Recommendation #1: Hire a Vice-Provost for Research

Background: Goal 2 of the USF Strategic Plan 2027 is **"INVEST IN AND PROMOTE THE SCHOLARLY, CREATIVE, AND COMMUNITY-FOCUSED ENDEAVORS** that advance justice and address the pressing challenges of our time." The current model for promoting scholarly, creative, and community-focused endeavors, hereafter referred to as scholarly activity, at USF relies on the contractual obligation as well as professional commitment of individual faculty to engage in such activity. Tenured and Tenure-track faculty are obligated by the Collective Bargaining Agreement to devote approximately 20% of effort to scholarly activity. This requirement is reviewed, with various evaluative criteria, annually by deans through the Academic Career Prospectus, as well as by College and University Peer Review Committees when faculty apply for promotion and tenure. Currently, faculty research is supported on campus by a variety of means, such as the contractually-determined Faculty Development Fund, the Office of Contracts and Grants (OCG), and CRASE, as well as various initiatives at the college and departmental levels. Faculty members have sought support through extramural grants and contracts and these grants have produced IDC funds (indirect costs) that were recently used to hire a new administrator for the OCG.

Our current model, which relies on individual faculty motivation and start-up monies provided through FDF and CRASE, has resulted in a measurable but uneven level of scholarly activity across departments in the form of published books, peer-reviewed publications, artistic presentations, and extramural grants. However, in our opinion this model will not suffice to meet the above mentioned Goal 2 without stronger administrative support for research. Specifically, it does not provide a clear vision of the University's commitment to fostering scholarly activity nor sufficient motivation for all faculty to engage in such activity. **Most peer institutions have a senior administrator at the vice provost or vice president level whose sole responsibility is promotion and support of scholarly activity.** If hired at USF, the Vice-Provost for Research would be responsible for promoting and supporting scholarly activity through a variety of mechanisms, including fostering collaborative scholarly activity across disciplines, encouraging and rewarding efforts to obtain extramural grants, strengthening the OCG, streamlining university policies and processes to help conduct research, and closely working with deans at College/Schools to monitor, promote, and evaluate scholarly productivity by faculty.

We envision that a central task of the Vice-Provost will be to set up a university-wide advisory council for the purpose of devising a shared-governance strategy on research with stakeholders from the administration and the faculty, and potentially staff and students. This would be chaired by the Vice-Provost of Research who should identify Associate Deans or Deans from each College/School to participate and be tasked with facilitating research in their domains. The Office of Contracts and Grants should be represented as well as faculty researchers from various Schools/Colleges. Students could also be involved if they so desire. This committee would be tasked with promoting and supporting faculty grant seeking and attainment, as well as with improving the culture of research at USF by reviewing university policies and processes in

procurement, licensing, and human resources to ensure they are compatible with executing research grants. We believe also that this committee would be very productive at improving intercollegiate research (between schools/colleges) by coordinating the activities of researchers working in adjacent or interdisciplinary areas.

 Stakeholders: The primary stakeholder for this recommendation is the Provost who, in our Town Hall discussion, acknowledged that such a position was a priority in her perspective but also that the funding is not currently available to create it. Other stakeholders would be the deans of the
college/schools, CRASE directors, OCG, faculty and students. However, it is the senior administration that would be responsible for finding funding for this position, hiring an appropriate individual through a national search, establishing responsibilities and performance measures, and providing sufficient funding and staff support for this individual to succeed. Deans and individual faculty would also benefit by having a single empowered advocate for scholarly activity.

 Costs: Costs for implementing this recommendation would be considerable ($$$) and ongoing, i.e. a position needs to be added to the Base Budget, but the assumption is that a VP for Research could work with the same administrative pool as the other Vice-Provosts. Other costs would be for expenses and travel, in addition to the Provost's Operations budget. However, a portion of the salary/expenses could likely be covered by increased grant activity at the university and the IDC inflows that would result from such activity. We estimate that it would take approximately 5 years from hire to realize income from such sources, but it really depends on the number and size of grant activity.

 Difficulty: Because of the complexity of responsibilities and interactions among senior administrative personnel, the procedures by which this individual would coordinate with the senior administration, other vice-provosts, the OCG, and colleges and schools would need to be carefully considered, based on descriptions of positions at peer universities. The issues that have resulted in high turnover in the OCG director position need to be carefully studied, and steps should be taken to ensure that this individual has all of the resources and presidential-level support needed to succeed. It is assumed that by establishing such a position, the coordination of research goals and the production of outcomes for faculty would be significantly increased, while the administration of research-related units would be aligned and enhanced through the focus and attention provided by the Vice-Provost for Research.

 Impact: If successful, a Vice-Provost for Research would have a major positive impact on faculty productivity, as well as on the reputation and financial well-being of the University. This could
change our status as a university (to Research II), enhance income through the introduction of new programs (PhD, MA, and Certificate), secure additional research funding (with larger IDCs), create greater incentives for securing and retaining diverse faculty, and generate enthusiasm and resources for student research, leading to greater desirability among prospective college students.

Time to implement: A search could be undertaken in FY 25, when the university budget is more stable.

Measurables: If implemented, the success of this recommendation would be evaluated as an increased scholarly productivity at USF over the following 3-5 years, including:

- The number and amount of extramural grant funding;
- The number of publications led by faculty and/or students
- The number of Independent Research Studies completed by (1) undergraduate and (2) graduate students.
- The research standing of USF (i.e., achieving Research II status).

Working Group 2 Recommendation #2: OCG Support

Context and objective of this recommendation: Central to advancing the university's scholarly, creative and community-focused work (i.e., Goal 2 of the USF Strategic Plan) is providing the necessary infrastructure for faculty and students to conduct externally sponsored research. A sponsored programs office (SPO) is an integral part of this infrastructure; the objective of an SPO is to partner with faculty in the pursuit and management of external grant-funded programs. An SPO manages and coordinates a broad range of tasks that include a) identifying and developing expertise on the requirements for funding opportunities that support the institution's overall mission and the faculty's scholarly activity, b) working with faculty, external collaborators and granting institutions to competitively pursue these opportunities and c) overseeing funded programs from start-up through to evaluation and closeout. All together, these activities strengthen the capacity of USF researchers to obtain sponsored awards, thereby increasing their research productivity. This leads to higher likelihoods of follow up sponsored awards and a continuation of high profile scholarly activity.

Current status and needs: The Office of Contracts and Grants (OCG) at USF is the central office that acts as the institutional intermediate between the USF faculty principal investigators (PIs) for externally funded research and funding agencies. Typically, a faculty member identifies a grant to apply for and submits an "intent to apply form", which if approved by the dean of the corresponding school, initiates an established process between an assigned OCG staff member, the faculty, and potential co-PIs. The process involves several internal deadlines, completion and collection of documentation, reviewing and editing the research proposal, and a final check and submission of the proposal with required documentation to the online systems of the funding agency. Importantly, each funding agency has unique rules, requirements and processes to be followed, which requires significant attention to detail by all stakeholders involved, as well as multiple iterations of proposal review by the OCG office and the faculty PI prior to the final deadline. Limited staffing at OCG has resulted in a lack of sufficient personnel to oversee grants submitted to various agencies with different requirements and overlapping deadlines. This hinders the ability of the OCG team, USF PIs and non-USF co-PIs and their grants offices must be agile and utilize all the available time they have to produce high-quality research proposals that are competitive with other institutions.

Adequate support and resources for OCG at USF are necessary in order to increase both the number of grants that faculty apply for, and the success rate for these grant proposals. This translates to a trained OCG staff member being assigned to each grant proposal, who is given the time and resources to provide adequate, thorough, and time-sensitive support to USF PI faculty members, coordinate with co-PI institutions and the funding institution, and ensure USF processes and procedures are followed. The following table provides action items that we believe are necessary to achieve these goals and thereby to increase faculty and student research productivity at every level of the university:

	Activity	Difficulty	Impact
Overall	● Hire additional OCG Staff to ensure adequate time spent per proposal ● Onboard a Grants Management Software Program ● Rename OCG the Office of Sponsored Programs ● Launch a Research in Action Series (Communication of Research Successes)	High Medium Low Medium	High High Medium Medium
Pre-award	● Implement a training program offered each semester for campus research administrators ● Implement routine training programs for faculty/staff applying for grant funding ● Provide OCG staff with access to payroll information to prepare budgets ● Provide OCG staff with training and career development opportunities (i.e., support participation in the National Association of Research Administrators, etc)	Medium Medium Low Medium	High High High High
Post-award	● Create templates for grant-funded research positions ● Add staff for close-out activities ● Add staff for federal government drawdowns ● Add compliance staff	Low High High High	High High High High

Stakeholders: Staff, Students, Faculty, Deans, Vice Provosts, Provost, CRASE directors, President, Finance, Advancement, Human Resources, Information Technology Services, General Counsel, Academic Affairs, Compliance offices, and External Community Partners

Costs:
● Grants Management System
● Hire at least two additional full-time taff

Difficulty: Several activities could be readily implemented immediately, including renaming OCG to the Office of Sponsored Research (consistent with peer institutions) and providing OCG staff with access to payroll information to prepare budgets. Other activities could be completed within the next academic year, including training programs for research administrators, launching of the Research in Action Series, and conducting an annual survey of customer satisfaction. The remaining activities could be completed within 2-3 years, including

renegotiating our indirect cost rate, purchasing a grants management system, and creating new and necessary staff positions.

Impact: This will have a significant impact on faculty and students by enabling and supporting increased research productivity. A Grants Management Software is critically needed to coordinate grant funding, allowing better pre- and post-award management of grants and supporting federal annual grant reporting and close out. Current systems rely on excel spreadsheets and multiple different staff to handle which creates confusion and the inability for PIs to manage grant budgets well. Current staffing cannot adequately support both pre- and

post-award grant activities. Assuming increased grant funding, this presents opportunities to fall out of federal compliance, risking compromising the ability of the university to apply for federal funding. Additional staff dedicated to compliance, drawdowns, and close-out will help to ensure we are compliant with federal funding guidelines (of which there are many). Additional trainings offered to faculty and staff will be useful for increasing grant funding secured.

Measurables:
- Number of proposals submitted.
- Number and funding amount of awards received.
- Percent of awards in federal compliance
- Annual USF federal Grant expenditures.

Working Group 2 Recommendation #3: Increase Student Research Opportunities

Objective of this recommendation: Central to advancing the university's scholarly, creative and community-focused work is increasing the research opportunities available to students at every level of experience and providing the structures and incentives for students and faculty to engage in externally and internally funded research. Student engagement in faculty-led research will not only benefit and advance overall research productivity at USF, but will also lead to increased student outcomes, including student retention and better future career prospects for students.

Current state and needs: Doctoral students carry high research expectations and offer frequent support to faculty research programs. They are therefore critical components of any active university research program. In the absence of a large number of doctoral students, the majority of research is supported by faculty, with assistance from undergraduate and graduate students. Currently, faculty engaging in scholarly activities recruit student research assistants (RAs) through USF's student employment system. Research positions need to be posted, students apply, and faculty select and hire qualified applicants in a manner identical to the process used for hiring teaching assistants or other non-academic positions like administrative support. However, research assistantships are fundamentally different from teaching assistantships; a model is needed that factors in research timelines and training requirements for students to participate in research.

Faculty PIs who hire research assistants need to provide significant training, supervision and support for students prior to the student being able to conduct research. Unlike a teaching assistantship, a research assistant works closely with their supervising faculty in a continuous fashion, rather than being given tasks that they complete independently. As a result, the time commitment for both the student and the faculty goes beyond the hours that typical student employment is associated with. Given that student research is more akin to an internship (i.e., learning and doing under guidance) rather than skilled work by a worker, using an Independent Research Study format is better suited for student RA work. An Independent Research Study is a course that is designed and run voluntarily by research faculty at no compensation. Students can enroll in Independent Research Study courses for credit.

Complementary to undergraduate and graduate research opportunities, increasing the doctoral opportunities available at USF is likely to greatly increase research productivity at the university.

To increase student participation in research activities at every level, the university will need to:

Student Level	Activity	Difficulty	Impact
Undergraduate	• Establish an Independent Research Study template	Low	Medium
	• Compensate faculty for independent research studies through the allocation of teaching or non-teaching units (or some equivalent	Medium	High

	compensation, such as contributing toward university or school service).		
	● Establish an office for undergraduate research.	High	High
	● Organize workshops that inform students about research opportunities both internally at USF and externally (e.g., REUs).	Low	High
Masters	● Establish an Independent Research Study template	Low	Medium
	● Compensate faculty for independent research studies through the allocations of teaching or non-teaching units.	Medium	High
	● Provide increased research opportunities through GRA assignments.	Medium	High
Doctoral	● Increase the number of doctoral programs available for graduate students.	High	High
	● Increase the number of doctoral graduates.	Medium	High
	● Provide fiscal support for doctoral students through GRA or TA positions and scholarships.		

Stakeholders: All units with research programs or research potential (particular impact anticipated for CAS and SONHP), VP of Research, OCG, CRASE, and OMC.

Costs:
- Possible compensation to faculty supervisors (i.e., NTA, teaching units, other acknowledged compensation like department/school/university service)
- Stipends available to doctoral students through GRA/TA positions and scholarships
- Programmatic costs of implementing doctoral programs

Difficulty: Several aspects could be implemented immediately, including the establishment of an Independent Research Study template and compensation schemes (or recognized service) to support faculty supervision of research. Establishing an office for undergraduate research and creating more GRA assignments are likely to be intermediate accomplishments, as these require additional infrastructure and some funding. Increasing the number of doctoral programs available is likely to be a longer term activity and will require curriculum development, accreditation and marketing (estimated 2-3 years required).

Impact: Each activity is likely to have a significant impact on faculty and student scholarship led by USF by increasing research productivity. These actions present the opportunity for USF to (1) showcase its undergraduate education as one that provides critical experiences for graduate
admissions and elite research internships.

Measurables:

Number of independent research study courses completed among (1) undergraduate and
(2) graduate students.
- Number of undergraduate students entering internships or admitted to graduate programs.
- Number of doctoral programs offered by USF.
- Annual number of doctoral graduates from USF.

Working Group 2 Recommendation #4: Community Engaged Learning Course and Dialogue Series

Ongoing university-community dialogue through a year-long community-engaged learning (CEL) designated course focused on a social justice issue and an annual series of community conversations; co-facilitated by USF faculty and community leaders.

What is the goal, objective, or action this recommendation is meant to address?
The CEL course and dialogue series is designed for USF to contribute to conversations and actions that address the most pressing justice issues of the moment by bringing together students and faculty with community leaders and residents who have a stake in the issues. USF students, staff, and faculty will build their capacities to participate in social change movements. The community partner co-educator will have the chance to share their expertise for fair compensation and ensure community-rooted wisdom informs student learning. Community partners who participate in the course as students will learn about a justice issue through diverse scholarship and build their knowledge and capacities to enact change. The collective experience will foster stronger connections between students, faculty, and community members, as well as between USF and community partner organizations. At best, the course and related public events seed collaborations and mobilizations to advance community change efforts.

What's the core idea?
This course and event series would be modeled on the Davies Forum with some key distinctions. The program could be named to signify prestige and commitment, possibly as the Provost's or President's or USF Social Change Fellowship. We envision a series of two consecutive 4 unit courses, running in fall and spring. The topical focus of the course series would change year to year with faculty and community partner teams collaborating on proposals for the topic they want to teach. These topics should be oriented around social justice issues and have a sense of timeliness or urgency. The course would be open to 12 USF students and 12 community members, with the latter participating at no cost, getting visiting student status at USF and some form of recognition upon completion of the course (e.g., a certificate). The faculty member and community partner instructors would have a budget for hosting large scale public facing events, which could include
relevant guest speakers, dialogues, performances, etc. The budget could also be used for field trips for the class (e.g., bus to Sacramento to lobby on an issue)

Why is this the right approach to an opportunity or solution to a problem?
We continue to need more CEL courses to ensure that our undergraduate students have sufficient options for completing the graduation requirement; and we know that some students want more than just a single semester of engagement. This course and event series would be an option for students who want to immerse themselves in a year-long learning process alongside members of the community to develop skills and competencies for advancing change in response to a particular justice issue.

Also, while USF offers a range of thoughtfully constructed CEL courses that address timely and enduring justice issues, we could benefit from innovating our practices to not only get our students out into the community for engagement, but to truly engage community partners, leaders, and residents in our classroom

spaces and in dialogues that allow for transformative learning and inspire collaborative action. We already have some wonderful courses at USF that model the power of this "coming together," including Amie Dowling's Performing Arts and Community Exchange CEL course, which partners USF students with incarcerated students to produce performance pieces. The new course and event series would take this a few steps further by putting a community partner in an official (compensated) instructor role, allowing them to dedicate time to shaping the curriculum and building relationships with faculty and students through the year. It would also put community members physically alongside our students in a USF classroom and make USF boundaries permeable in all directions. We are not just sending students off campus for engagement, but also welcoming community members to engage in change work on campus by learning with, and teaching, our students.

This would also be a somewhat cost-effective way to test out how to address three key issues with our current CEL structure:
1. Our semester timeline doesn't always allow for our faculty and students to meet the expectations and needs of community partners, whose work isn't bounded by a 16 week schedule. This course would allow for 9 months of engagement, learning, and partnership.
2. Community partners act as co-educators in all of our CEL courses to various degrees, whether they are coming into classes as guest lecturers or facilitating engagement and service experiences for students at their organizations or guiding student reflections. Partners should be honored and compensated as co-educators, and this course and event series would give us the chance to compensate partners for their labor, including intellectual and emotional labor of guiding our students through their community-engaged experiences.
3. Given USF's history, geography, and the current tuition rate, there are many community members who see it as an impermeable fortress or at least as a space that wasn't meant for them. Opening up our classroom and inviting community members to participate in engaged educational space demonstrates our desire to bring our community into our campus to build relationships and capacities that allow us to collectively address the issues that our community is dealing with.

How is this problem, situation or opportunity being addressed currently?
Currently, USF offers around 90 CEL courses for undergraduates, but we continue to have more student demand than courses offered in any given semester. This course would be one more option for students, and particularly those who want to invest a year in community engagement. The course also provides a creative opportunity for faculty to dig into issues to which their expertise can be applied, and do so in collaboration with a community partner who brings complementary and equally important expertise. We know faculty are motivated to teach CEL courses because they believe it is a transformative pedagogy and that they have a responsibility to use knowledge to advance positive change. However, the demands of CEL courses can lead to burnout. The compensation, recognition, and collaboration built into this course series, along with a budget for speakers, events, and trips, will incentivize faculty to develop dynamic learning and engagement experiences. With regard to community partners, the McCarthy Center compensates any partners who serve as guest speakers in their own CEL courses and programs, and they provide an honorarium to partners who support our CEA students through year-long internships. However, CEL faculty typically don't have access to funds to do this, so they
rely on partners to donate their time and expertise. USF has a responsibility to fairly compensate for the labor the community puts forward to shape our students' learning.

Who are the stakeholders?
This project would bring together stakeholders across the university including the McCarthy Center, faculty and students from all schools and colleges, Honors College and community partners from across the SF Bay Area.

What about complexity?
The complexity will be in how this program is structured to be inclusive of diverse students (undergraduate, graduate, and "visiting" community students). Depending on the annual topic, it might attract particular undergraduate majors or students from graduate programs. Thus, this could be an INTD 300-level course. It would need to be held in the evening to accommodate community members; and we would need a meaningful incentive to ensure community members' commitment to the full academic year. Also the community engagement work will be complex, particularly if students are working on advocacy, activism, and/or community organizing projects with the community.

How much will it cost? (one-time & ongoing)
Due to the amount of collaborative planning time needed to co-teach, this will require a faculty course load assignment (course release in semester prior) as well as pay for the full amount of units for the community partner instructor. There will be staff costs for administering the course and the events as well as stipends for invited presenters. There will be costs associated with public-facing events and field trips (similar to Davies Forum budget of $20,000). Finally, there will be costs associated with allocating 12 seats to non-paying community students who would earn a certificate.

Is there ongoing labor?
There will be ongoing staff, faculty, and community partner labor for facilitating proposals, planning, and implementing courses and related events, in addition to faculty and community partner co-developing and teaching the course curriculum.

How will you know when the recommendation is complete?
The goal is to make this a sustainable project that becomes part of USF tradition. We will know it is institutionalized when we have systems in place to facilitate the annual course and event series, and when there is a budget to sustain it.

How will you measure success?
Success will be measured by assessing USF and visiting student learning through direct (course assignments) and indirect (survey) measures, measuring perceived impact of student (USF and visiting) engagement and service activities and tracking any partnerships and collaborations that are seeded through course and events.

How long will it take?
- 2023-2024 academic year - Create the infrastructure for proposals, student selection, community recruitment, etc.
- Fall 2024 - Seek proposals and select faculty/partner teaching team
- Spring 2025 - Facilitate USF student and community application processes
- Fall 2025 - Launch course and event series

What are the potential risks and difficulties?
The primary difficulty will be securing funds and commitment from the university to adequately compensate the labor by staff, faculty and community partners administering and teaching in this project.

Strategic Plan Working Group 3 Recommendations

Sub cttee 1

Recommendations	Resources	Recommended Dept Responsible
Identity-specific centers be created within the Cultural Centers umbrella. Latine Center and Asian American Center specifically	and operations.	
Recognize the potential of physical spaces that aren't used at certain hours on campus, so that they can be dedicated to other purposes that center diverse students.	Map of available space and hours of availability - research potential and then make available Access allowed to student leaders for full variety of spaces that can be reserved through EMGS.	Library space etc.. University Space Committee, SLE or Student Engagement
Lift up the recommendations of the first year experience committee to increase participation in first-year experience programs.	Faculty/Staff/Libs. to support in teaching opportunities → reinvision space for an increase of course offerings	First-Year Experience, Orientation, Muscat Program, USF101. First Year Seminars
Lift up the development of new programming structure for all cultural heritage months/weeks (in conversation currently between Cultural Centers and ADEI).	ITS Support of external website editing. Access to tagging events as for heritage months available in EMGS system. OMC marketing of the effort (not just events) through email, website, articles to increase awareness, as this effort requires campus community participation.	Cultural Centers, ADEI, EMGS, OMC

Sub cttee 2

Recommendations	Resources	Recommended Dept Responsible
Increase staffing support in order to address food insecurity by hiring a Basic Needs Coordinator		Dean of Students Office

Collaborate with all campus partners to raise awareness and promote CAPS services	USF offices, faculty, student club who understands and willing to collaborate	1. Housing - RD, RA resource for raising CAPS awareness 2. SLE - Provide student club list for CAPS staff to reach out
Create fundraising events to address CAPS staffing issues and obtain resource	USF alumni who acknowledge importance on mental health issues	CAPS, USF Development office, alumni offices

Sub cttee 3

Recommendations	Resources needed	Dept Responsible
Comprehensive review and quality evaluation of all training to ensure they are updated, relevant, and addresses all key areas - harassment, and sexual, gender, and racial violence.	Available Resource: Working Group 3 - Offered Trainings	Student Life, Human Resources, Office of Provost/ADEI. See Available Resources.
Coordinate across other Strategic Plan working groups to ensure there is no duplication of efforts.	Strategic Plan working groups	SPAC Advisory Council Members
Create awareness of existing resources and training.	1) Create a central location for all available resources/training on myUSFCA. 2) Communication plan to promote awareness of resources/training and location.	A) Responsibility TBD: Secure content and approval of resources/training info. B) OMC: Create myUSFCA pages, and a communication plan to the USF community.

Sub cttee 4 (Bukola Adesokan-Cobb & Marie Dutton)

Recommendations	Resources needed	Dept Responsible
Improve how we gather and leverage data related to student post-graduation outcomes and alumni careers.	More collaboration with all departments collecting data (career services, institutional, academic departments, etc)	Office of Institutional Analysis
Document and make visible the ways a USF education provides quality-of-life and earnings advantages to our graduates.	ITS and marketing to combine on efforts to promote data to external stakeholders	MARCOM
Leverage alumni, industry, and government connections for mentoring, externships and employment opportunities that enhance the value of a USF education.	Cross campus Collaboration with departments (ex. Career Services) : Sample Survey to be sent to academic departments, possible committee with all stakeholders present	Career Center, Alumni Relations, Individual Academic Departments

Sub cttee 5

Recommendations	Resources needed	Dept Responsible
Implement Recommendations of the Latinx Excellence and Belonging Initiative		

Latinx Excellence and Belonging at USF

Recommendations for Immediately Actionable Items:

a. Create spaces for connection
b. Sponsor Latinx/e-specific welcome back and send of events every Spring and Fall
c. Develop a mentorship program to connect Latinx with Latinx faculty/alums
d. Rebuild a space for Latinx faculty and staff to come together (drawing inspiration from CELASA / La Colectiva)
e. Sponsor gatherings for Latinx faculty & staff
f. Create a space on the website and in communications materials for Latinx students to go to get plugged in, learn about resources and opportunities.
g. Highlight Latinx scholarship and leadership on campus
h. Compensate faculty/staff for supplemental load to meet needs of Latinx students
i. Recruit professionals from Latinx oriented professional orgs and ensure job descriptions speak to recruiting diverse staff
j. Create opportunities for faculty to hire Latinx student researchers
k. Create an Annual Report on Latinx community

- **Hold a "Welcome Back to Campus" event for all Latinx students in August 2023:** We encourage this to be planned in conjunction with Student Life and Latinx student organizations, but feel that a welcome event targeting undergraduate and graduate Latinx students would be well-received. This will require staff time and financial resources.
- **Offer a Latinx student and family orientation for new undergraduate students in August 2023:** Building on the model created last year as well as the Black student & family orientation BASE holds, we believe a new student and family orientation for Latinx and their families will both benefit these students and get them off on the right foot at USF but also send a clear message that creating a welcoming environment for Latinx students is an institutional priority. This will require staff time and financial resources.
- **Convene a group of Latinx faculty to discuss the reestablishing an intellectual and support hub on campus (Latinx faculty affinity group, CELASA, etc):** A small group of faculty can be immediately convened to take up this work and this group can simultaneously immediately begin holding events while also building towards a longer-term institutional formation. This will require release time for faculty who are leading this initiative and a small budget to support this work.
- **Reconvene La Colective or some body for Latinx staff:** A small group of Latinx staff can be immediately convened to take up this work, revitalizing La Colective and providing a space for Latinx staff to come together in community and collaboration. This will require a small budget to support staff gatherings and mentorship opportunities.
- **Create a website to Centralize Information pertinent to Latinx students and their families:** Ideally, we would build towards a bilingual website, with information for both students and families, accompanied by bilingual printed materials as well. The centralized website should contain resources and contact people and be a space for current and prospective students and their families to learn about programs, groups, and opportunities pertinent to Latinx communities.
- **Intersect Work of the Working Group with that of other Strategic Working Groups:**

The timing of this working group's efforts intersects with that of the strategic planning working groups. As such, it is critical that the recommendations being put forth are considered within the emphasis on the strategic plan. The action here is to integrate longer-term planning with the strategic planning work. In particular, we see alignment in the efforts of Working Group #2: "Investing in and Promoting the Scholarly, Creative, and Community-Focused Endeavors", Working Group #3: "Provide a radically inclusive, international, and welcoming campus experience", Working Group #5 "Ensure USF is an equitable and extraordinary place to work". These groups should be shared this report and our presentations to leverage our data and insights to integrate a focus on Latinx community in the strategic planning efforts.

EXTEND OUR VISIBILITY, PROMINENCE, AND ACCESSIBILITY through strategic partnerships, public programming, and community outreach that extend our reach as people for and with others.

WG4 Subcommittee 1: Increase USF's visibility in the San Francisco Bay Area and beyond through a comprehensive awareness campaign, strategic investments in facilities and technologies, and community outreach.
Members: Ellen Ryder (OMC), Dan Erwin (OMC)

RECOMMENDATION 1.1
Assess the viability of investing in a comprehensive awareness campaign that would 1) deliver compelling and memorable messaging across a variety of platforms to key audiences about USF's distinction and value; and 2) drive stakeholders (including prospective students and influencers, alumni and donors, potential employers, and thought leaders/higher education peers) to take action (i.e., visit/inquire, enroll, and donate/engage, support), Working Group #4 recommends the following steps be taken:
- In collaboration with OMC leadership, cabinet, and the Office of Business and Finance, identify existing staff and budgetary resources that are allocated to marketing and awareness effort across each of the units, schools, and college.
- Once this information is gathered, OMC leadership, cabinet, and the leadership team will be tasked with evaluating what, if any, resource reallocations will be required to successfully launch and maintain a comprehensive awareness campaign.
- OMC staff will convene and chair an Awareness Campaign Working Group, which will include representatives from various parts of the university community. This working group will be charged with collecting information through various methods including but not limited to a brand audit, target audience research, focus groups, etc. Once this information is collected, the working group will conduct analysis and prepare a final awareness campaign recommendation for university leadership.

If leadership approves a comprehensive awareness campaign, the following steps would be taken:
- In consultation with key university stakeholders, OMC staff will lead the creation and implementation of the comprehensive awareness campaign, beginning with an extensive RFP process.
- In partnership with key stakeholders, OMC will work to ensure that the awareness campaign reinforces and enhances all existing marketing communications efforts, including but not limited to the newly redesigned externally-facing website, SF street pole banner advertising, program-specific digital advertising, university/presidential events, presidential/provost/Development domestic and overseas travel, Development and Alumni Engagement efforts, the upcoming all-graduate digital advertising campaign, etc.

Description: How the recommendation will satisfy one or more objectives or goals

The recommendation above follows the necessary steps required to successfully increase USF's visibility in the Bay Area, regionally, nationally, and globally. The university's first and last institutional awareness campaign in 2012 achieved measurable increases in brand awareness and recognition of the target audience of Bay Area business, civic, and nonprofit leaders and influencers. In order to continue expanding awareness among a broader audience, it is to evaluate existing resources, identify or reallocate new resources, and then invest in a long-term, strategic awareness campaign.

Stakeholders: Who is accountable for this recommendation

Lead: Office of Marketing Communications:
- Ellen Ryder, Anneliese Mauch, Angie Davis, Marlene Tom

Consultative:
- Cabinet
- Vice President of Business and Finance
- UBAC

Communications Plan:

The process outlined above will be communicated to the university community in the following sequence:
- Initial email announcement detailing the efforts being undertaken and a general overview of the steps that will be conducted. All information will also live on a MyUSF webpage.
- An email announcement detailing what, if any, resource reallocations will be required to successfully launch and maintain a comprehensive awareness campaign.
- A community forum will be held to ensure all community members have an opportunity to share their voice.
- An email announcement detailing the Awareness Campaign Working Group with a nomination form.
- An email announcement detailing the members of the Awareness Campaign Working Group and next steps.
- An email announcement with an executive summary of the Awareness Campaign Working Group's recommendations.
- Final email announcement from leadership detailing the decision to start or not start a comprehensive awareness campaign with rationale and next steps.

Cost:

$$$

Time: Short (weeks), medium (months), long (years).

The steps outlined in the abstract will require a medium investment of time. If a comprehensive awareness campaign is approved and supported by leadership at the conclusion of this process, those efforts would require a long-term investment of time and resources.

Difficulty: Easy, medium, hard (expand on potential challenges)

The steps outlined above will likely yield a medium level of difficulty. If a comprehensive awareness campaign is approved and supported by leadership at the conclusion of this process, those efforts would likely yield a hard level of difficulty.

Impact: Within a unit or department, or a population, or the whole university

The initial process outlined above will impact OMC and a more limited number of stakeholders (leadership, the Awareness Campaign Working Group members, etc.). A comprehensive awareness campaign, however, would impact the entire university community.

Key Performance Indicators:

KPIs include but are not limited to:
- Brand awareness study results
- Net promoter score results
- Alumni participation
- Philanthropic investments in the university
- Enrollment targets
- Other measurements to be determined

WG4 Subcommittee 2: *Become a leading destination for career acceleration, lifelong learning, and both virtual and on-campus programming related to social justice, sustainability, health equity, and innovation.*
Members: Alice Kaswan (SOL), Ed Shirhall, Indre Viskontas (CAS), Christine Yeh (SOE)

RECOMMENDATION 2.1
a).   Create an Office of Certificate/Non-Degree/Extension to support certificate certification programs, continuing education credits, and other non-degree opportunities

Description: Create an Office of Certificate/Non-Degree/Extension to support certificate programs, continuing education credits, and other non-degree opportunities across the university. This office will provide administrative and logistical support for different schools and the college. Such an office may include:

- An institutional process for coordinating, supporting, and collaborating with university units to provide non-degree offerings

- Support for essential tasks such as receiving payments, advertising, reserving classroom space, delivering certificates, and coordinating with instructors

- Review of certificate and continuing education requirements

- Financial and administrative support for instructors in developing content for and offering programs (NTA, course release, stipend, etc).

- Outreach to alum, current students, high school students, Fromm participants, community partners, local school districts, etc.

- Support for virtual programming

Rationale: USF has the potential to be a l*eading destination for career acceleration, lifelong learning, and both virtual and on-campus programming related to social justice, sustainability, health equity, and innovation. We are seeking ways to increase our visibility and outreach by engaging non-degree students in certificate, continuing education, and other programming to increase our revenue and attract new applicants. Many alum of our professional programs require continuing education credits annually (teachers, counselors, therapists, nurses, etc) and are paid by their work to obtain these additional educational credits. USF is uniquely positioned to provide this programming with our large numbers of alum.*

Methodology: **WG4 Subcommittee 2** consulted with some stakeholders and recommended the development of a task-force to further develop this office. Stakeholders include (but are not limited to): Schools and the college, registrar's office, OMC, ITS, ETS, Alum engagement)

Difficulty: This office would be difficult to create without a point person (office director or coordinator) who can work with the different stakeholders across the schools and relevant external offices to make sure the continuing education credits/certificates meet the minimum requirements.

KPI's
Creation of a task force leading to an office

Estimate of cost: $$ cost of personnel (office director, payments for instructors and content developers).

Time to implement: 6-12 months

Difficulty: Medium. The task force should research other non-degree offices (most Bay Area schools have these). There needs to be structural support at USF and time dedicated to developing content and systems. Although this has the potential to earn money, there may need to be initial financial planning.

Timeline: 12 months

Impact: This has the potential to draw in many community members and alum to USF campus. It would increase our visibility. USF could be a leading destination for lifelong learning. This could generate revenue outside of traditional tuition streams.

Measurables: Did we create an office? Did we begin programming? Are there structures and systems in place to have this office function?

RECOMMENDATION 2.2
Support the growth of the Interdisciplinary Committee on Aging
Description

Improve connections between USF and Lifelong Learners already occurring through the work of the USF Interdisciplinary Committee on Aging (ICA), the Fromm Institute for Lifelong Learning, USF courses, and adjunct faculty with expertise in intergenerational programming. The commitment to this work was further affirmed when ICA led the effort to successfully have USF designated as an [Age-Friendly University](#) – the first Jesuit Age-Friendly University – in 2020.

The ICA can lead a Lifelong Learning - Age-Friendly Initiative by promoting and facilitating intergenerational programming and education on campus such as offering the Elderspeak training, hosting a Design-athon(s) in which USF students in aging-related courses team-up to envision or design products and/or services for seniors, with seniors participating either as team-members or as feedback-providers/advisors for all teams, offer activities that infuse issues of age within the curriculum, and other programmatic and events.

Rationale

The ICA was founded in 2003 and has promoted awareness of aging-related issues on campus through oversight of the Gerontology Minor, promoting connections between the Fromm Institute and USF, providing a community for faculty with aging-related interests, and holding intergenerational and aging-related events on campus.

Becoming an Age-Friendly University provided the opportunity of shaping students of all age's perception on aging, increase intergenerational learning, foster research collaborations, enhance alumni support and serve as a leader in social justice efforts for the city of San Francisco.

Methodology: **WG4 Subcommittee 2** consulted with some stakeholders to further develop this recommendation to support the ICA. We discussed with Associate Dean SONHP Erin Grinshteyn, Carolina Echeverria SONHP Director for Partnerships and Communication, Professor Lisa Wagner, Chair Interdisciplinary Committee on Aging. Additional stakeholders include Fromm.

Difficulty: Easy to medium. Much of this can be achieved with not too much effort and with support from existing structures and additional funding and support.

KPI's
Increase intergenerational participation in ICA/Fromm courses, events, and activities including educational and research programs.
Increase the number of older adults pursuing a second career in our masters programs.

Estimate of cost: An estimate of $$$ (Start with $5K) to support student workers, stipends, course release, NTA, personnel, events, and activities.
Time to implement: 3-12 months
Difficulty: Easy-Medium. Many of these activities and events have happened in the past and just need administrative support and funding
Impact: This has the potential to draw in many older community members and alum to USF campus. It would increase our visibility. USF could be a leading destination for lifelong learning. This could generate revenue outside of traditional tuition streams.
Measurables: Did we begin programming? Are there personnel, structures, and systems in place to have the ICA develop more programming for older adults? Generate Revenue.

RECOMMENDATION 2.3

Recommendation for a Center on the Environment and Justice

Description:

Establish a center that provides an interdisciplinary forum to connect, integrate, and uplift the many environmental sustainability and justice efforts that our faculty, students, and staff in all of our schools are already pursuing and that they could pursue in the future.

Develop a formal organizational structure for the center:
● Hire an executive director and program assistant tol enhance USF's sustainability justice curriculum

The Executive Director will:
● Foster faculty connections that further the development of interdisciplinary courses and programs of study – interdisciplinary approaches that are necessary to address the urgent climate and environmental justice challenges we face here and throughout the world.facilitate faculty research, collaboration, and grant success.

- Plan and host student events and activities, now scattered across schools and departments.
- Work with the McCarthy Center, to track, coordinate, and foster community partnerships for community-engaged learning and research, enriching student opportunities and expanding our impact and visibility.
- Provide a go-to resource for connecting administrative staff, including facilities staff, to faculty with expertise in energy, landscaping, transportation, food systems, and other issues where faculty and staff expertise overlap.
- Feature and promote USF's environmental sustainability and justice initiatives, including courses, community-engaged learning and research, as well as faculty research and service.
- Develop and promote environmental events of interest to the community, could facilitate new programs for community education, providing a potential revenue stream, and could facilitate local, national, and global partnership to benefit students, faculty, alumni, and community members.

External fundraising will be necessary to fund the center's structure and programming.

The One Earth Initiative's action plan proposal includes a range of interim steps to develop a viable proposal and to provide mechanisms for enhancing the visibility of USF's environment and sustainability efforts prior to the establishment of a center.

Description of how the recommendation will satisfy goals:

- *Laudato Si'*: In 2021, Father Fitzgerald signed a commitment letter in which he promised that the university would develop an action plan to align the university with the seven goals set out in the Pope's encyclical on the environment: *Laudato Si'*: On Care for Our Common Home. In the encyclical, Pope Francis urges us to respond to the cry of the earth and of the poor, and to embrace a commitment to pursue integral ecology, which acknowledges the interrelationships of all living things with one another, the environment of which we are part, and the social, political, and economic systems that affect our world. Fully realizing our commitment requires the kind of dedicated staff time that a center could provide.

- **Mission Priority Examen**: In reaffirming our Catholic Jesuit identity, the university's 2022 Mission Priority Examen set a priority of "motivating university-wide engagement and ensuring institutional accountability in meeting bold science-driven sustainability goals inspired by *Laudato Si'*," a priority that would be furthered by an interdisciplinary center.[1]

  The Center on Environment and Justice would support:
- **Strategic Goal #1: Reimagining Jesuit education** to accelerate the achievement of a more just and sustainable world.
- **Strategic Goal #2: Invest in and promote the scholarly, creative, and community-focused endeavors** that advance justice and address the pressing challenges of our time.

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[1] The Mission Priority Examen suggested meeting this priority by strengthening the current Office of Sustainability. Wherever the responsibility is located, interdisciplinary and collaborative efforts would be furthered by institutional support.

- **Strategic Goal #4: Extend our visibility, prominence, and accessibility** through strategic partnerships, public programming, and community outreach that extend our reach as people for and with others. A center could systematically feature and promote USF's environmental sustainability and justice initiatives, including courses, community-engaged learning and research, as well as faculty research and service. A center could also help develop and promote environmental events of interest to the community, could facilitate new programs for community education, providing a potential revenue stream, and could facilitate local, national, and global partnership to benefit students, faculty, alumni, and community members.

- **Strategic Goal #5: Ensure USF is an equitable and extraordinary place to work** through developing an agile, highly-motivated, collaborative, and growth-oriented workforce. USF's physical environment affects the well-being of those who work here. A center focused on environmental sustainability and justice, and designed in line with *Laudato Si's* integrated approach, would provide a focal point for community efforts to develop sustainable campus land use practices that serve the community's physical and mental needs.

Primary Stakeholders

- One Earth Initiative Working Group members
- Provost's Office
- Development Office (establishing a center will require external fundraising)
- Office of Marketing & Communications

Communications Plan

Meet with Development to assess and learn from past fundraising efforts for an environmental sustainability and justice center.

Work with One Earth Initiative Working Group on interim actions to build connections and visibility prior to establishing a center.

Work with One Earth Initiative and Development to craft a center proposal and discuss potential funders.

Cost Estimates

$$$: External funding will be necessary. Minimum funding would include an executive director with some expertise in environmental justice and sustainability and a program assistant. The center would also benefit faculty advisors. The advisors' capacity to provide substantive support would be enhanced by a course release.

The amount of necessary funding would depend upon whether the center would begin operating with direct donations or, instead, whether it would not begin operation until secured by an endowment, a much larger investment.

Time to implement

Short-term actions:

- Assess prior efforts to fund a center and identify lessons learned ('23-'24)
- Research centers at other schools to identify strengths and weaknesses ('23-'24)
- Adjust and refine the existing Center proposal (Spring 2024)
- Identify potential funders ('23-'24)
- Build Center fundraising into the Development Office's portfolio. (Fall 2023?)

Medium-term actions until the Center is established:

Because funding and staffing the Center could take time, USF should fundraise for and institute measures to enhance coordination, support, and increase visibility in the medium-term. These efforts would also build USF's reputation in this space, enhancing our capacity to garner funding for the Center.

- Survey faculty and staff to assess what would help them better achieve their pedagogical, research, and service goals and craft measures meeting existing needs (see outcome #2, below)
- Consider additional steps to coordinate, support and promote efforts:
    - Enhance faculty and staff grant-writing and fundraising skills
    - Enhance faculty and student research funds, which are currently limited and fragmented (See strategic plan goal 2, obj. 1, actions 3 & 5)
    - Further support existing "living laboratory" experiential learning opportunities and campus resources, like the on-campus Community Garden
    - Support fundraising efforts for new "living laboratory" projects, like the Energy Systems Management's proposal for a pilot on-campus solar microgrid.
    - Fund and support additional ideas revealed through the faculty and staff survey

Long-term action: Establish center within the next three years.

Difficulty and potential challenges:

Faculty across the university spent several years developing the center proposal, with widespread input from full- and part-time faculty. That lays a strong foundation for refining the proposal in light of our *Laudato Si'* and strategic plan priorities. Although that proposal did not obtain funding, we believe that we can learn from past experience and develop a compelling proposal that is capable of attracting donor interest and support.

Impact:

The whole university would be impacted by a center - across all schools, departments, faculty, students, and staff. A center would impact students by facilitating an enriched curriculum and faculty teaching, by bringing students from different departments and schools together for events, activities, and service, and by meeting students' desire to be part of an institution that is grappling with existential environmental risks and the injustices they could perpetuate.

A center would impact faculty by facilitating interdisciplinary connections across departments and schools, and the teaching and research benefits that flow from such connections, and by enhancing the visibility of faculty research and service.

A center would impact staff by highlighting the environmental sustainability initiatives undertaken by staff.

A center would impact the community (here and beyond) by strategically extending the reach of USF faculty's research and service and enhancing its visibility to those who would benefit.

Measurables (for center; different measurables needed for shorter-term actions)

Updated center proposal

List of potential funders

Eventual launch of a center

WG4 Subcommittee 3: *Partner with educational and community organizations serving K-12 students to extend college access and civic-engagement opportunities for local youth and USF students.*
Members: Brandon Graves (Development/Athletics), Jonathan Allen (OMC), Christine Yeh (SOE)

RECOMMENDATION 3.1
a)   Extend the Rising Dons Mentorship program for youth from under-resourced, resilient communities in multiple sites in San Francisco and at our regional locations.

Description: Support and enhance the Rising Dons Mentorship program in the USF Leo T. McCarthy Center for youth from under-resourced, resilient communities in multiple sites in San Francisco and at our regional locations. Furthermore, mentoring will also serve as a key to promoting diversity, equity, and inclusion. Participants will have the opportunity to build connections, explore challenges, and better understand opportunities within higher education. Youth will gain a greater awareness of civic engagement and social justice opportunities as well as the avenues for success in community engaged learning. Additionally, mentors and mentees will participate in bi-monthly workshops that will cover courses in Financial Literacy, Cultural Competency, Racial Equity, Civic-Engagement, how to apply to colleges, Health & Wellness, College Resources, Personal Development and more. These workshops will be adapted to be

developmentally appropriate to the age groups of youth. We will also offer different content in the workshops for middle schoolers and upper-level high schoolers.

Support to enhance the program may include:

- Dedicated fund-raising efforts
- Student worker support for administrative tasks
- Program assistant support for coordinating and organizing events and extending outreach
- Outreach to community organizations, social and professional networks, and local high schools to attract Rising Dons participants
- Support from Athletics, Development office, and other relevant units to support events and funding

Rationale: University of San Francisco has the potential to extend and enhance its community engagement with local youth. Through a partnership with the USF Leo T. McCarthy Center and Athletic Department the **Rising Dons** mentorship program seeks to link current USF students with young people city-wide, especially those from disadvantaged circumstances from various San Francisco Community Based Organizations. USF students will be paired and matched with students in grades 6th - 12th to help the youth succeed in preparing for college. The mission is to assist students who are approaching junior high school graduation and also high school graduation to make a successful and informed transition from junior high school to high school and high school to college, preferably to USF. Activities will be modified to adapt appropriately to the development range of this student group. Furthermore, mentoring will also serve as a key to promoting diversity, equity, and inclusion.
Methodology: **WG4 Subcommittee 3** consulted with Leo T. McCarthy Center Director Derick Brown and received input from Brandon Graves (subcommittee member from Athletics/Development). Stakeholders include (but are not limited to): OMC, Athletics, events management.

Difficulty: This program is already in the process of being created and developed but needs student and staff support to help coordinate efforts and oversea logistics. The program could benefit from a specific point person (i.e, a coordinator) who can work with the different stakeholders in the community on USF campus to support Rising Dons.

KPI's
Development and enhancement of the Rising Dons program

Estimate of cost: $$$ cost of personnel, programming, outreach efforts, events (food, athletic tickets, space, materials.,). Someone needs to oversee the mentorship pairings and the logistics of working with minors from the community.
Time to implement: 6-9 months
Difficulty: Medium. There needs to be structural support at USF and time dedicated to recruiting participants from the community and planning events and programming. There needs to be funding for staff and programs. Mentorship pairing needs to be organized and maintained. Developing content and systems.

Timeline:
Rising Dons will host activities bi-monthly for the Mentors and Mentees to engage in-person at USF and at various Community Based Organizations. There will also be celebrity appearances by Bay Area Sports players to give words of wisdom during the bi-weekly activities. Other activities will consist of BBQ's, On Campus Tours, Sporting Events and more.

Tentative timeline: Continue to raise funding and support for Rising Dons. Hire support (student worker, program assistant/coordinator) to help run the program.
Activities timeline:
-September (Orientation for Mentors and Mentees)
-October (BBQ/Campus Tour)
-December (Workshops – Junior High and High Schoolers)
-February (Workshops – Junior High and High Schoolers)
-April (Workshops – Junior High and High Schoolers)
-June (Workshops – Junior High and High Schoolers)
-Participation at USF Sporting Events throughout the year

Impact: This has the potential to draw in many young community members to USF campus which has the potential to create a pipeline to undergraduate admissions from local 6-12th graders. It would increase our visibility and community engagement. It would also create meaningful mentoring experiences for USF students. In the long term (1-6 years), this could generate revenue in terms of tuition streams.

Measurables: Did we recruit youth to participate in rising Dons? How many each semester? Did we begin programming? How many events? Did we create mentorship pairings with USF students? The Goal is to grow the amount of Community Based Organizations that we partner with to secure youth each year. Year 1, we can secure 2-3 sites and grow the following year and so on.

WG4 Subcommittee 4: *Create incubator spaces where USF students, librarians, staff, and faculty, as well as industry and community partners, can unleash creative and collaborative ideas and generate daring solutions.*
Members: Seth Wachtel (Architecture/A+A), Christine Yeh (SOE)

Recommendation 4.1

Description: Create an interdisciplinary virtual collaboration and incubator space for creative equity oriented solutions with faculty, students, and community partners locally and globally. Due to budget issues, our short term goal for this Objective is to find virtual ways to group and connect faculty through reviving, supporting, and funding CRASE Faculty Research Circles. Support may include:

- A Program Assistant for CRASE, or student worker who can help solicit faculty applications for the Research Circles, prepare the photo and description for the website, and work to get them on the web quickly (maybe advertise in the CRASE newsletter and add twice a month).

- Funding to host Faculty Research Circle events. For example, there are circles for NSF recipients, Fulbright Fellows, Researchers on Human Rights, etc. Funding for meet and greet events, refreshments, etc and collaborate on grants, mentorship, research projects, etc.

- Small grants for Faculty Research Circles to pursue conferences, research, training, student events, collaborations.

- Website support from USF.

Rationale: Faculty Research Circles are a great way to showcase the great work Faculty are doing at USF. These Circles also support innovation and collaboration internally at USF. It is an easy, low-cost, way to bring people together across disciplinary boundaries, support research, build capacity for grant-seeking, and make ourselves more visible (all elements of the SP). In the past, faculty were contacted by students, news media, and funders via these circles since they were also externally and internally facing.

Methodology: **WG4 Subcommittee 4** consulted with some stakeholders related to this topic. Christine also attended almost all of the Community Fora where different groups discussed interest in finding ways for faculty to collectivize and collaborate. Stakeholders include (but are not limited to): CRASE directors, former CRASE directors, web services, etc. Christine also met with Chris Brooks to discuss.

Difficulty: This recommendation would be relatively easy since the Circles already exist. However, they need to be built and maintained so there needs to be a student worker or Program Assistant that can support CRASE in maintaining these. It would not be feasible for the Directors to do it. There also needs to be support from Web services.

KPI's

Revival and further development of the CRASE Faculty Research Circles
Designated worker (student worker, program assistant) to support CRASE in maintaining these circles and related activities (events, socials, collaborations, newsletter information, web content, etc).
Estimate of cost: $$ cost of personnel (staff to support CRASE, web services expert, and content developers).
Time to implement: 3-6 months since these already exist and just need to get back on the web and be further developed and maintained.
Difficulty: Medium. There needs to be support staff at USF and time dedicated to developing content and systems to maintain the Circles. Support for CRASE needs to be added. This has the potential to raise visibility of USF, faculty research, and justice-oriented issues that are being tackled by faculty members (e.g., human rights, immigration, racism, etc).
Timeline: 3-12 months
Impact: This has the potential to draw in many students, funders, news outlets, community members and alum to USF website. It would increase our visibility.
Measurables: Did we revive and develop the Faculty Research Circles? Do we have a plan to maintain them? Does CRASE have financial support and staff support for these? Are there structures and systems in place to have this function? Funding for Circles' events?

NOTE: It does look like at least some of the Faculty Research Circle site was archived at archive.org:

 https://web.archive.org/web/20201125115622/https://usfblogs.usfca.edu/crase/faculty-research-circles/

There's probably some broken links for graphics and video, but at least some of the content is present.

Working Group #5 Recommendations

Working group #5 has had robust, meaningful conversations with working group members at meetings, during subcommittee gatherings, and at USF community-wide forums. This input has been incredibly valuable and has resulted in relationship building and reflections on how we can achieve **Strategic Plan Goal #5: ENSURE USF IS AN EQUITABLE AND EXTRAORDINARY PLACE TO WORK through developing an agile, highly-motivated, collaborative, and growth-oriented workforce for all employees.** *Overall the themes of our conversations have been focused on hope and change.*

It is clear through this process that USF employees have a need to be heard, and the ongoing process of gathering input is important. **There is a clear call from USF employees to move from the words used to describe our mission, vision and values, to actions that reflect those words**. The USF community has asked leadership to bridge the gap between our values and our actions. Additionally, there is a need for ongoing data collection that informs university action and policymaking. We understand ongoing climate assessments and reporting will be underway via ADEI.

Consistent with our charge, we present four robust, interconnected recommendations that advance strategically-aligned, specific, measurable, and timely goals – all of which connect to the vision for the Center for Wellbeing and Holistic Leadership. However, our overarching recommendation advances what we believe to be the ultimate call represented by this effort: **We must embrace a shift in the culture of USF that enacts policies, programs, and budgetary decisions that foreground what is needed for an equitable and extraordinary workplace.**

We recognize that these recommendations are coming in during a challenging budgetary time. As such, they are not made without great consideration. With respect and appreciation for the combined, collective goodwill of the various constituents aligned in stewarding our work in fulfillment of USF's Mission, Vision and Values, the members of our Working Group enthusiastically affirm the hope that these recommendations inspire further collaborative action.

Recommendations from WG #5 fall into four distinct and interconnected buckets:

A) **Center for Well Being and Holistic Leadership** - A number of staff and faculty have said they like or love working for USF and that they have a deep connection to our mission and stated values. What we heard were suggestions to help build out the professional skills and trajectories of employees across campus. Some concrete suggestions are:

   a) Increase and support pre-existing Faculty and Staff enrichment programming, e.g. Create/maintain fund for staff professional enrichment and explore means of enhancing faculty funds for professional enrichment. This includes: FDF; CTL, exploring the possibility of creating annual resources for staff ; considering recommendations from Staff Council re: professional development.

b) Develop a university-wide contemplative practices and pedagogy program aligned with Jesuit values (Sheila Smith McKoy; University Ministry; Rhonda Magee; CTL)

c) Create an Ignatian Leadership fellows program for faculty and staff (Provost office: Sheila Smith McKoy; Lane Center; Jesuit Foundation; Rhonda Magee, Karin Cotterman)

d) Reinstate/recreate a role for a University-wide Ombudsperson who will work with employees who have complaints or concerns. See, e.g., the role as described at Santa Clara: h ttps://www.scu.edu/ombuds/. (Office of the Provost)

e) Expand professional and well-being focused offerings and spaces for USF employees including gathering spaces. Suggestions include mentoring programs; Slack accounts to build community; coordination and expansion of outdoor gathering space with contemplative practice programming. This also includes promoting affinity groups for faculty and staff. (Human Resources; ADEI; ETC; CTL)

B) **Frame the work of ADEI and Equity as Institution-wide** - Given the focus of WG#5 on equity, many participants discussed how equity is being addressed and where our opportunities for growth are, with a particular focus on enacting our commitments to racial equity. Additionally, disability and disability justice is a part of ADEI work, and it has its own recommendation due to the amount of work necessary in this area.

a) The Office of the Provost should convene and provide sufficient support for a process of discernment of our historical policies and practices of African Americans on campus and in the community. As a foundation for strengthening our community and as exemplified by our recent Indigenous working group (Appendix A) and, in keeping with USF's stated values and ADEI commitments, WG5 recommends that a Task Force be developed to explore programs aimed at healing and repairing harm done. (ADEI; Prof. Rhonda Magee; Prof Candice Harrison; Additional long-term USF staff.)

b) Offer a series of curated, equity-focused professional enrichment programs and affinity spaces on an ongoing basis. These will draw upon content experts on campus and the national network of pre-existing professional relationships USF community members have. These opportunities should be available to all staff and faculty and will be informed by pre-existing work at USF and identifying/mapping what gaps in training exist. (Provost; Dr. Sheila Smith McKoy, ADEI; Staff Council; 6 + You Initiative- Dr. Colette Cann)

c) Develop and incorporate ADEI-related expectations into job descriptions, on-boarding and tenure and promotion processes. Identify and include metrics – including goals and timetables – in staff and faculty assessment related to equity. As a support, we recommend making permanent an ADEI hiring plan (e.g. hiring plans for each major unit which provide regularly-updated demographic baselines, describe the importance of diversifying faculty and staff to accomplishing our educational Mission, and support hiring consistent with implementing such plans; continuing the Gerardo Marin Diversity Scholars Program) as a support for Provost's faculty diversity hiring plan. (ADEI; Deans and Directors in collaboration with ADEI; Dr. Sheila Smith McKoy; Human Resources).

d) <u>Equity Audit or Climate Study</u> - adopt and share a policy of routine equity audits. We understand that ADEI is in the process of developing this. (Provost's Office and ADEI)

e) <u>Establish systems and resources for recognition and remuneration</u> for community partners, staff, and faculty who take on the additional work of community-engaged learning and scholarship as well as represented and non-represented staff take on additional roles or tasks for university business and planning such as UBAC and Staff Council. (Staff Council members; Leo. T. McCarthy Center; Office of the Provost; Deans)

C) **Become an Accessible, Inclusive campus that commits to Disability Justice** There is an overarching need for more accessible infrastructure, pedagogy approaches, and a cultural shift to embrace and enact a disability justice while decreasing ableism. With recognition that this is a multi-year process, the outcome for this set of recommendations is not to simply continue the conversation but to move forward with action to create a more equitable, accessible campus. Recommendations, with varying costs and timelines include:

a) <u>Update our language:</u> Adopt the description below (Appendix) as working language for becoming a more disability justice focused campus, across all units and programs. (SDS; ADEI; all Deans and Directors; Julia Thompson and ad hoc Disability Justice group)

b) <u>Gather data:</u> In partnership with ADEI, and as an important aspect of our Climate Surveys, create a task force to review and implement a campus-wide accessibility audit to assess what changes are needed and establish priorities. Document efforts that have been undertaken in the past and identify barriers or ways to incentivize this work. Sample audits [here](). (ADEI- include in climate survey; CIPE; ETS re: technology that is available or needed; review previous climate survey).

c) <u>Institutionalize support for the work of creating an accessible campus:</u> Based on feedback from campus members, it is anticipated that the results of this audit and the findings of the task force will include the need to set forth a plan to progressively support a cultural shift toward disability justice and access:

   i) Create a committee charged with implementing the audit and making recommendations.

   ii) Audit must include an assessment of the accessibility of facilities on campus

   iii) Create an events implementation checklist to support accessible programming on campus

   iv) Implement Universal Design protocols for teaching and learning.

   v) Create a centralized hub for accessibility led by executive leadership with content expertise that support faculty and staff in attaining and advocating for accommodations. This "hub" or position would not only support faculty and staff to make sure that materials are accessible, but also support those faculty and staff who need accommodations themselves. This position or "hub" would also be responsible for researching and obtaining the licensing and tools needed for staff/faculty accommodations and likely require the creation of a

new position at USF. (ETS; SDS; ADEI; Disability Justice ad hoc committee).

D) **Support Employee Wellbeing, Enrichment and Retention through Intentional, Values-Aligned Engagement with Technology and its Humane and Ethical Uses.** Drive a culture of engagement with the profound challenges and unprecedented opportunities of technological change, including:

    a) <u>Gathering, reviewing and applying</u> best practices from research on remote work policies and related applications. Create a short-term task force to review recent research re: remote work policies, including how remote work impacts employee retention and satisfaction, and to propose a process and structure for regularly reviewing current research on flexible work schedules and draw upon the best takeaways from the pandemic and beyond (Office of the Provost; Office of the President; Human Resources)

    b) <u>Regularly assessing and adopting technology</u> with a focus on the risks and benefits of remote/hybrid work modalities available for remote teaching and other work fulfillment for all employees at every level. Develop policies and procedures for varied types of work modalities.

    c) <u>Remaining mindful of the risk of abuse of and/by employees</u>, cultivating a culture of ethical use and assessing the equitable impacts of technology for employee wellbeing.

APPENDICES

<u>Appendix A:</u>
USF can do an accounting of our relationship to slavery and the ongoing exploitation / racial terror African Americans have faced, as well as other marginalized communities.

We lift up the message from Provost Oparah, who, in her March 9, 2023 email pointed out the recent <u>White paper on Indigenous</u> from August 2022. This white paper and the process surrounding the creation of it is an example of how a reflective, critical, vulnerable dialogue around the historical context of USF and African Americans could take place. Multifaceted accountability effort that would shift our culture to regularly demonstrate a culture of accountability. This document could be an interesting model for follow up on gathering recommendations and enacting recommendations. This process of discernment on how to more equitably respond to our relationship with local california tribes. We could do a similar process of discernment of African American Experiences and our relationship to that. To quote

> "We are also engaging in long-term initiatives and planning that will enhance our ability to deliver a distinctive Jesuit education, to imagine new ways forward, and to position us for a thriving future. As Michael Garanzini, S.J. and Michael Baur outlined in The *Ignatian Pedagogical Paradigm and Its Relevance for the Jesuit University*, 'The complexity of the systems and challenges we face — from the environment, to building democracies, to healing racial injustice and historic grievances that have wounded our social fabric — require ... a capacity to see all sides, to work for healing, and to imagine new ways forward.' "
> - Provost Chinyere Oparah, Campus Wide EmailMarch, 2023.

Appendix B

Language on inclusion that was updated during the Strategic Planning Process to include ability status reads as follows:

Advance strategies to foster the belonging and retention of diverse staff, faculty, and librarians, especially BIPOC (Black, Indigenous, People of Color), LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual, Plus), women, caregivers, visibly disabled (e.g wheelchair users, other mobility impairments, blindness, visual impairments, D/deafness), invisibly disabled (e.g. mental health conditions, epilepsy, and other chronic conditions), and neurodivergent.

Working Group #6:

Recommendation #1: Conduct outreach with peer institutions to explore what has worked well at their institutions and what could be adapted or replicated at USF.

Institutions often require different governance procedures depending on their mission, size, and character. In all instances however, there needs to be a deliberative body responsible for presenting the views of the University faculty and staff. The design and approval of the structures of faculty and staff participation should involve the joint action of the faculty, staff administration, and governing board. However, it is imperative that faculty and staff representatives are selected not by the governing board or administration but by the faculty and staff, according to procedures determined by the faculty and staff. Faculty and staff representatives should be free to share information with and seek input from their colleagues without the constraints of confidentiality agreements except in cases involving personnel matters.

In the most recent action letter to the University of San Francisco, the WSCUC visiting team recommended that the University develop a "a formal deliberative body, independent of the Faculty Association Policy Boards, to establish shared governance that will improve lines of communication and ensure participatory decision-making". Such a deliberative body would also enable the administration to establish "partners in the faculty." In addition, the WSCUC team recommended that USF "develop formal, timely, and informative channels of communication that allow for advice and dialogue across the campus *prior* to major decision-making and implementation," a point noted in many of the internal deliberations among working group members.

The best practices for creating this kind of partnership are, of course, defined by the University. As we considered how to create this participatory partnership, the members of Working Group #6 determined that it would be useful for USF to consult with other universities to explore how shared governance worked at their institutions. In support of this process, WG#6 has identified the following potential comparator institutions for this process:
- Loyola Chicago
- Loyola Marymount
- Saint Joseph
- Seattle University
- SFSU
- Stanford
- Western Washington University

In addition, the working group has cataloged the shared governance bylaws of each of these comparator institutions. Several members of WG#6 have also volunteered to participate in the conversations with the comparator institutions.

The member of the working group have curated the following set of questions to assist in shaping the conversations with comparator institutions:

1. What does shared governance mean to you?
2. What are the strengths and areas for improvement of existing shared governance structures?
3. How did your institution create equitable shared governance structure, especially if you were also building on our existing structures?
4. How did your university develop formal channels of communication that allow for advice, dialogue and co-design among full time faculty, part-time faculty and librarian, ALPPL, staff and administrators *before* decisions are made?
5. What shared governance practices have you experienced at other institutions that USF could learn from?
6. How might expanded shared governance structures enhance leadership opportunities across our campus?

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: The consultations with other institutions can be done virtually and would not require any additional financial commitments from the university.

Difficulty: Low

Impact: Consulting with comparator institutions is a key part of the process of creating USF's unique shared governance structure. Consulting with comparator institutions, along with building a robust inventory of existing shared governance structures, will enable USF faculty to explore a variety of shared governance structures being used at other institutions and to get responses to any questions that arise in the process.

Time to Implement:
Engagement with comparator institutions should begin in early fall of 2023 with the goal of launching the shared governance pilot structure in Fall of 2024.

Measurables:
- Completion of virtual meetings with comparator institutions
- Curation of the responses of the comparator institutions
- Review of the responses in alignment with the shared governance definition that USF will develop

Recommendation #2: Create a definition of shared governance for USF that is aligned with Jesuit values.

An important component of Jesuit values is the belief that as people come to understand the world, they come to think and act in that world in new ways. There is therefore an integral connection between knowing and acting, serving others, and undertaking a spiritual journey that does justice and centers the common good. Our shared governance structures should therefore emphasize the connection between knowing and acting while furthering justice and the common good.

The processes of shared governance are not only concerned with the direction of policies and resource allocation but with providing institutional mechanisms for resolving any conflicts that might arise. They must also work to ensure management accountability and leadership succession for strategic goals and policies.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation would not require any additional financial commitments from the university.

Difficulty: Medium

Impact: Emergence of a working definition of shared governance that balances broad stakeholder participation in planning and decision-making with managerial and administrative accountability.

Time to Implement:
This recommendation should be implemented in the charge to the shared governance task force so that it informs the work from the outset.

Measurables:
- Creation of a university-wide definition of shared governance informed by the findings of the consultation process with other comparator institutions.
-
- Review of the definition with the faculty, staff and students and in accordance with existing collaborative bargaining agreements.
-
- Incorporation of the shared governance definition on the university website and in university policies.

Recommendation #3: Develop a vision for integration of ADEI principles into shared governance structures at USF.

The commitment to diversity, equity and inclusion at the University of San Francisco is noted in USF's mission which seeks to nurture a:

> diverse, ever-expanding community where persons of all races and ethnicities, religions, sexual orientations, genders, generations, abilities, nationalities, occupations, and socioeconomic backgrounds are honored and accompanied. We are committed to educating hearts and minds to cultivate the full, integral development of each person and all persons; pursuing learning as a lifelong humanizing and liberating social activity; and advancing excellence as the standard for teaching, scholarship, creative expression, and service. Inspired by a faith that does justice, we strive to humbly and responsibly engage with, and contribute to, the cultural, intellectual, economic and spiritual gifts and talents of the San Francisco Bay Area and the global communities to which we belong."

Our commitment to affirm an inclusive community for our faculty students and staff must also be incorporated into the understanding of, definitions of, and engagement of shared governance at USF. The members of the working group note that a strategic and sustainable approach to shared governance must include a commitment to antiracism, diversity, equity and inclusion. In so doing our focus on shared governance will be shaped by *cura apostolica* and *cura personalis* in keeping with the Jesuit values that define our shared work.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation would not require any additional financial commitments from the university.

Difficulty: Low

Impact: This recommendation would impact the entire campus community.

Time to Implement:
This recommendation should be implemented in the charge to the shared governance task force so that it informs the work from the outset.

Measurables:
- Inclusion of the University's ADEI values in the language of the shared governance definitions.
- Engagement with the ADEI office as a partner in this important work.

Recommendation #4: Build on and recognize existing spaces that provide a voice for faculty, librarians, and staff in any new shared governance structures. To support this work, the process must be informed by a complete inventory of existing shared governance structures at the University.

Some systems of shared governance practices at USF already exist, but there is a need to expand and enhance those practices. An important first step toward this goal is to take a robust, and complete inventory of existing shared governance structures and practices at the University. This would include everything from the representatives to the Board of Trustees and its sub-committees, to joint University-wide committees, to faculty and staff councils in each of the schools and colleges; and the numerous other bodies that exist to facilitate shared governance at USF.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation would not require any additional financial commitments from the university.

Difficulty: Low

Impact: Recognizing and documenting what we already have in place is a critical precursor to think about what areas need to be improved, rebuilt, or created.

Measurables: An accessible and complete spreadsheet of all shared governance structures, processes, and practices at USF that contains the name, mission, composition, by-laws, meeting schedule, past actions and recommendations of these structures.

Recommendation #5: Explore piloting a body/structure that is consistent with collective bargaining agreements, that brings together part-time and full-time faculty and librarians from all the college/schools. in order to provide input to University leadership on policies, decisions, and priorities, the goal of which is to improve lines of communication and ensure participatory decision-making.

True shared governance tries to balance maximum participation in decision-making with clear accountability. It attempts to give voice to concerns common to all constituencies as well as to issues unique to specific groups. At USF, there are a number of groups who have collective bargaining agreements with the University that have brought a significant measure of shared governance and participation. But the University lacks a representative body that brings faculty and librarians together, including those who might not be represented though collective bargaining structures. The University should pilot such a body so that all groups on campus have a voice, are invited to participate, are kept informed, and understand what is happening at the University.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation may require some financial commitment from the University in terms of providing a venue for meetings and paid time-off for representatives to attend.

Difficulty: High

Impact: In terms of creating a broad and continuous flow of communication and discussion of the University's strategic goals and their tactical implementation, such a body could have a profound impact on morale and well-being at USF.

Measurables:
- Documented formation of a University wide forum with the charge of discussing strategic priorities, resource allocation, and policy implementation across the University.
- Existence of by-laws, agenda, minutes, and action items indicating a functioning and operational body.
- Documentation on how this body's deliberations and decisions have impacted University priorities and direction.

Recommendation #6: Pilot a forum for shared conversations, collaboration and visioning for faculty, librarians, staff, students, and university leadership the goal of which is to support shared governance and strengthen communication across the university.

Building on-going collective commitment is critical to USF achieving its mission and goals. Inclusive strategic planning processes are one way of doing this but this kind of commitment often languishes after a plan has been formulated, approved, and implemented. It is critically important therefore to ensure that all stakeholders have an opportunity to participate in an on-going dialogue about the University's priorities and direction. To facilitate support for shared governance and strengthen cross campus communication, there needs to be a forum for institutional discussions about what the pressing priorities for strategic direction and resource allocation are and how they can be integrated to the benefit of all stakeholders.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation would not require any additional financial commitments from the university.

Difficulty: Low

Impact: The development of such a forum would have a direct bearing on the development of commitment to planning processes at USF by fostering an environment that promotes "buy-in" based upon inclusion, information, and discussion.

Measurables: To be determined.

Recommendation #7: Create regular opportunities for all members of the university community to be included in spaces for consultation, engagement, and participation *prior* to decision-making and implementation.

One of the key recommendations of the WSCUC team was that USF "develop formal, timely, and informative channels of communication that allow for advice and dialogue across the campus *prior* to major decision-making and implementation." One of most oft-heard complaints that the working group members explored is the disappointment that often meetings, forums, and other opportunities to gather input from across the campus happen after decisions have been made elsewhere. Having an opportunity to discuss and participate in decisions on priorities provides all stakeholders with opportunities to listen to and understand the competing demands on resources and an understanding of how decisions are made in a challenging educational environment.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation would not require any additional financial commitments from the university.

Difficulty: Low

Impact: Embedding a sense of genuine inclusiveness and participation builds trust and shared commitment.

Measurables: To be determined.

Recommendation #8: Establish a yearly review of the implementation process based on key performance indicators that can include updated recommendations and feedback from diverse stakeholders.

One of the keys to keeping shared governance flexible and continuously updated is a regular schedule of assessment, review, and revision based upon key performance indicators. It might be beneficial to consider having an end-of-year assessment report on shared governance to ensure that the recommendations on shared governance in the strategic plan are assessed and that flexibility and adjustments can be made outside the fixed planning cycle.

However, it is not immediately apparent who will conduct such a review. Once the initial impetus of designing a new plan is over, who will manage the plan and how will it be managed on an operational basis? This will be essential to monitoring key performance indicators around shared governance.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation would not require any additional financial commitments from the university.

Difficulty: Medium

Impact: This recommendation would facilitate integrating strategy into operations which is integral to the overall success of the strategic plan.

Measurables:
- The development of key performance indicators for annual review of the shared governance structure.
- Recommendation and approval of review cycle.

Recommendation #9: Examine and create the structural and procedural components of this process, including shared practices for agendas, minutes, and policies.

Along with participation prior to decision making, it is also important that participants in shared governance have agendas, minutes, policies, and past actions at their disposal *before* meetings are conducted. The working group members note that this kind of transparency is key to assuring the success of and trust in shared governance processes. The University is a complex institution broken down into various groups with little experience of the conditions and expectations of people in other groups. Assuring that these vital structural components are in place assures that the entire university community has equal access to information and can participate effectively in the shared governance processes. It also assures that everyone involved can become effective participants in decision-making.

Stakeholders: The stakeholders for shared governance involve administrators, faculty, staff and students.

Cost: This recommendation would not require any additional financial commitments from the university.

Difficulty: Low

Impact: This recommendation is integral to having a system of shared governance that works and is sustainable. It would build commitment, recognition, and participation.

Measurables:
 A set of bylaws should be drafted, approved and circulated regarding the distribution and communication of agendas, minutes, and policies (e.g. bylaws) for university-wide committees and shared governance structures.

Working Group 7 Recommendation #1: A Definition of 'Global' for USF

Woven throughout the six goals and numerous objectives of the 2027 USF Strategic Plan are ideas and actions that include in whole or in part elements of global and cross-cultural engagement. In order to ensure that the global remains a key focus of USF throughout the Strategic Plan Implementation process and beyond and to provide clarity and a common understanding of this global engagement, Working Group 7 on Global Focus and Responsibility recommends the University of San Francisco adopt the following definition of 'global' as the foundation of our global education work:

The University of San Francisco develops global citizens who recognize the importance of supporting a diversity of perspectives, experiences, and traditions as essential components of building a humane and just world. To do so, we define 'global' as comprising three components;

- First, 'global' includes <u>outbound</u> efforts such as study and research abroad, global internships, international alumni networks, and global partnerships with both other institutions and communities around the world.
- Second, 'global' includes our <u>inbound</u> efforts, including bringing international students, faculty, and visitors to campus and providing a welcoming and inclusive home for them.
- Third, 'global' encompasses <u>efforts within our community</u>, such as ensuring global perspective in the curriculum, support of the different peoples and cultures who call our community home, and promoting cultural awareness and humility as a key facet of our work.

This definition of 'global' for USF will serve as a foundational pillar of the university and is essential for the promotion and development of the values and sensitivity necessary to be people for others and true global citizens focused on the common good and care of our common home.

<u>Stakeholders</u>: All units, with the Provost's office, the Office of International Initiatives, and the various unit heads and college Deans responsibility for disseminating this definition to working groups and units. FABI, CRASE, CTE, and UM can also contribute to disseminating and integrating this definition to facilitate awareness and communal understanding.

<u>Cost</u>: There is no financial cost for this recommendation.

<u>Difficulty</u>: Low

<u>Impact:</u> This will have a significant impact on the global at USF by creating a common understanding of the inclusive way in which we think about global responsibility and engagement and a central focus for our efforts.

<u>Measurables:</u>
- Add this definition to the university website
- Adoption of this definition by the six other SPI working groups as they think through their own recommendations
- Recognition and incorporation of this definition by various units across campus, as well as by faculty and staff in our work

Working Group 7 Recommendation #2:
Improve Access to Study Abroad across Undergraduate Programs

Summary of the Proposal:

Study abroad experiences can provide life changing learning opportunities. Many students come to college hoping to participate in these experiences. USF offers a wide range of both internal and external study abroad programs, however, students are often detoured from these experiences when they learn that their study abroad program will not count for courses that they need to graduate. This results in students needing to decide between extending their degree and incurring additional financial costs, or forgoing their desired study abroad experience. We recommend the university explore more ways to provide access for students to take classes abroad that can count for their major/minor academic and core requirements at USF.

There are a number of steps that could be taken to achieve this recommendation, including:

- Work with departments and programs to identify study abroad programs that work best with their requirements and curriculum and create templates advisors can use to substitute study abroad courses for major courses.
- Create a process by which departments may develop their own programs abroad that are tailored to their disciplines, academic needs and interests.
- Build a student peer advising network of students who have participated in programs abroad to promote the benefits of study abroad to their peers and help students plan early for their program.
- Streamline the Petition to Enroll and Another Institution (PEAI) form pre-approval process of course equivalencies

Importance and Impact:

As described above, study abroad is an important component of higher education, and for many students college is a singular opportunity to experience other cultures. The availability of these opportunities is not currently equally open to all students at the university because of the difficulty in some programs and majors of 'counting' the courses taken while abroad towards the completion of the degree. Developing ways to ensure all students are able to study abroad during their regular course of study at USF, should they so choose, is an impactful component of the
USF missions to create just global citizens.

Streamlining the study abroad application process, including the PEAI approval process, will improve processing times and reduce red tape that may become a barrier that causes much anxiety to students and dissuades them from following through with their desire to have an academic international experience.

This recommendation supports Strategic Plan Goal 1 Reimagining Jesuit Education by ensuring that the global citizenship component of that education is available to all students. It also supports Goal 3 Providing a Radically Inclusive, International, and Welcoming Campus Experience, as the more our students, faculty, and staff are exposed to opportunities abroad and to experience other cultures, the more they will bring this back to their work on campus in San

Francisco. This recommendation also supports Strategic Plan Goal 4 to Extend our Visibility, Prominence, and Accessibility because the more we engage with the world, the more the world will engage with us.

Stakeholders:

There are multiple stakeholders that would need to be part of the conversation to implement this recommendation, including:

- **Colleges and Departments**: This recommendation will require collaboration with the academic departments and their input will be crucial to making it successful.

- **Center for Global Education**: As the primary organizer of study abroad opportunities, CGE has a great deal of knowledge about the study abroad programs and which ones may work better for which departments/program/majors. CGE is also currently the first review of the PEAI form.

- **Strategic Enrollment Management (SEM) and the Office of the Registrar:** These offices process the PEAI forms and would need to be part of the conversation about how best to streamline that process.

- **Students**: Previous study abroad participants could be useful as peer advisers or mentors to students on study abroad. They can also provide feedback on the process and share their experience. CGE will take the lead and advertise to our study abroad returnees and select a few and pay them as student assistants to promote, peer advise and mentor.

Cost: Many academic programs have expressed that study abroad opportunities are important to them, but it takes time and administrative oversight to review and approve programs and courses to transfer. The main cost of this recommendation is in the staff and faculty time it would take to review and approve new procedures. The units that would experience the most impact are the
academic departments, the dean's offices, and CGE.

Difficulty

The time to implement is medium to long and can be challenging depending on academic department participation, buy-in for programs abroad, and approval of courses. Faculty advisors and department chairs may not have previously considered how study abroad fits into their program and may not have a great deal of time to devote to this without incentive or they may perceive that it will take away from other program priorities. There are also not enough staff focused on efficiently processing the PEAI forms, so working with the relevant office to find ways to prioritize study abroad may be difficult as well. If the number of students applying for study abroad increases through peer advising and integrating study abroad in major curriculum, everyone still needs to complete a PEAI. Currently there is just one person for CAS and one person for SOM that has the ability to give CASA approval which is the final step for students to have pre-approval for their study abroad courses. We have reached out to CASA to discuss this challenge and will engage late summer in creating a plan.

Measurables and Timeline

There are currently a few departments/programs on campus who already have a well-development process for integrating study abroad courses into their major (eg. International Studies, Latin American Studies, Asian Studies). The procedures of these departments could be offered as examples and baselines against which to measure success in implementation of this recommendation. CGE can reach out and identify a few departments to start the discussion about integrating study abroad and see who has the time to join in.

Concrete measurables could be:

- A shorter time-frame on processing PEAI forms.
- Creation of a study abroad peer advising program.
- Hold an informational session with faculty on incorporating study abroad into academic advising and curriculum.
- An increase in pre-approved classes for study abroad for each major.
- An increase in the number of students studying abroad in a wide variety of majors and programs.

A measurable is to start the development of a peer advisor program for Fall 2023. Start of pilot programs led by two academic departments for Fall 2024, would be a desirable outcome.

Working Group 7 Recommendation #3:
Re-introducing the Faculty-Staff Global Immersion Program

Summary of the Proposal:

"*Solidarity is learned through contact rather than concepts. When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is a catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection.*"
- *Rev. Peter-Hans Kolvenbach*

We recommend the re-introduction of the Faculty-Staff Immersion program. The USF Mission is at the core of a USF Faculty-Staff Immersion program, which broadened the experience of many staff and faculty before being suspended after 15 years. The initial Faculty-Staff Immersion was initiated by the former President, Provost and the Mission Council. The immersion was designed to deepen faculty-staff understanding of the university's mission and Jesuit Education. Each year a group of approximately 10 faculty, librarians and staff participated in a week long international immersion. The objective of the immersion program aligned with the quote above by Rev. Peter-Hans Kolvenbach the former head of the Jesuits. Additionally, the immersion program was designed around the Ignatian Pedagogical Paradigm in this order; context, experience, reflection, action and evaluation.

Ideally with a re-introduced immersion, a group of 8-10 faculty, librarians, and staff could participate in a one-week international immersion program. The oversight of the immersion program should be determined during the rollout of the immersions with the Jesuit Foundation Grant funds. If this initiative is funded by the Jesuit Foundation Grant, it will provide a pilot for making this an ongoing program. The location of the program would connect USF with Jesuit universities and institutions around the globe, particularly those institutions who engage deeply in efforts of equity and inclusion and explicitly work towards justice and equality from all levels of the university and in their communities.

Importance and Impact:

Faculty, librarians, and staff who were able to attend this immersion program before it was suspended report that it was one of the most meaningful and reflective development experiences they have had at USF. Experiences such as these immersions have the ability to connect us with the Jesuit mission, the foundations of the Ignatian educational experience, and our desire to be global citizens for others. The immersion experience allows for a hands-on international experience of the Jesuit Mission of justice and engaging social reality. Nothing is more important for providing a catalyst for solidarity that can give rise to intellectual inquiry and reflection than experiencing the lived realities of others.

This recommendation has the potential for a significant impact at USF that will cascade from those who participate to others on campus and, most importantly, to our students. This recommendation supports Strategic Plan Goal 1 in that it will give participants new experiences to bring into the classroom and into their overall engagement with students as we re-imagine

Jesuit education. It also supports Goal 2 by providing new experiences in the support of scholarly and creative endeavors, Goal 3 by helping us create a welcoming global campus, Goal 4 because as USF engages with communities around the world they will be better able to engage with us, and Goal 5 by providing faculty, staff, and librarians with a unique and meaningful professional development experience deeply ties to our university values and mission.

Stakeholders:

There are a number of stakeholders that could be involved in the process of creating and running the faculty-staff immersion program, including:

- Mission Council
- Deans Council
- Provost
- FABI
- CTE
- Faculty and staff

One of the aspects of a renewed program that needs to be negotiated in conjunction with stakeholders is where the immersion would take place, what the criteria are for participant selection, and who would make the selection.

Cost:

The Jesuit Foundation initially funded the Faculty Staff Immersion at $100,000 for the first 4 years. The Provost's Office then funded the $25,000 annual budget.

Approximately $25,000 annually. Costs covered for faculty, librarians-staff include; roundtrip airfare to the immersion destination. Ground transportation, lodging and meals are also covered during the immersion experience.

Difficulty

Mild. Planning the immersion and selecting the participants will be the majority of the work. The Center for Global Education will need to be consulted for the destination and logistics. The process for selecting participants will need to solidified but we will want a diverse group of participants from across the University. Previously, the VP's and Deans would nominate potential participants. The Mission Council and the Provost would review and select the participants. The immersion location is decided by the Mission council and Provost in collaboration with the host Jesuit institution. Immersion logistics, follow up presentations, and other components would be determined by the Mission Council and other appropriate entities.

Measurables

With the funding, this recommendation could be implemented relatively quickly, recognizing that these kinds of immersions are planned 9-12 months ahead of time. It is possible the first immersion could run as early as 2024.

The performance indicators for successful implementation of this recommendation could include:
- Connect with Strategic Planning Working Group 5 on how this fits with their efforts.
- Secure funding for the immersion program through the Jesuit Grant Foundation proposal or separately.
- Determine administration and selection process for the immersion.
- Participant reflections pre- and post-trip to measure whether there is an increase in understanding of the USF Mission and Jesuit Global Education
- Building of connections with other Jesuit universities and community organizations
- Demonstration of a better sense of collegiality and moral among participants
- More advocacy for global programming across the university

Working Group 7 Recommendation #4:
Build an Active Global Alumni Network

Proposal summary

To build an active global alumni network, WG7 recommends the establishment of **global alumni chapters** to formally drive such a network. These chapters will be an active networking hub brought into existence to support USF's global positioning.

Such chapters will assist in building bonds between existing alumni, drive engagement between alumni and USF, nurture the USF community in their region, recruit potential students through events and contacts, promote USF's mission in context of global education, and help strengthen USF loyalty amongst its district or region's alumni.

Background

A great tool currently employed to build stronger alumni networks is *NetworkUSF*, a type of social media site currently hosting 65,000 members (and growing), consisting of current students, faculty, staff, and alumni. Alumni from 66 countries are currently represented. The Office of Alumni Relations works with ISSS, for instance, to grow alumni relations, which also includes for instance a mentorship program. In addition, Father Paul and members from the alumni office travel to countries from time to time focused on alumni events and of course fundraising. These could be existing opportunities to build upon.

Proposed plan to set up chapters

- Focus on areas where there are the greatest number of alumni (for example, the Asia Pacific region, including, Hong Kong, Indonesia, Philippines, Singapore, Thailand, India, and Taiwan), and then move to other areas (see Appendix A). USF already has a greater China alumni chapter (strong prior to covid), which can be used as an example for the creation of a new alumni chapter. South East Asia in particular has a strong number of alumni, current and prospective students and would be an opportune place to explore the next global alumni chapter.
- A chapter could consist of a director that is a USF alumnus and has a great passion for USF which in profile should be people who will make it a priority to not only coordinate their local alumni, but also to actively work with all relevant USF stakeholders, and their local institutions. One can also imagine this director having alumni serving on the board that could align with industries representative of our major colleges or schools, like business, engineering, the arts, social sciences, nursing, etc.
- To facilitate the creation of chapters, USF could commit resources (refer to "Cost" further on in this document) to the development of a standardized Chapter Creation Template which will be a virtual document or site that outlines a set of standardized steps, resources and processes for those wishing to start a chapter. The intention is to create a roadmap to include a set of guidelines which identify some common aims of chapters, reporting mechanism for these chapters and a central and cohesive conduit through which information can flow to ensure that chapter activity and efforts do not become fragmented or disparate by way of their processes. Such a template presents not only an efficiency in coalescing the initiative but also permits some degree of process refinement and input by the University. Included in this template are branding guidelines to help

ensure and promote branding consistency throughout all global chapters (see Appendix B).

- Practically; one of USF's stakeholders in our alumni, marketing office, school chairs or directors, or our global office, for example, could reach out to a key alumnus in a region on perhaps doing a story on them or to ask them to help organize an event. At such an event a database could be built and a board could be recruited with a basic year-plan and budget. USF can provide a myriad of different types of initiatives to the chapter and also provide a complete list of USF stakeholders, contact people, and possibilities of activities or exchanges. USF also needs to identify support people at our alumni office that can help set up such a chapter, a strategy and basic output criteria (metrics or touch points to report on annually). It may be a good idea to build in an incentive of sorts to recognize the most active alumni chapters globally; or perhaps one per continent, that could serve as motivation to keep going or even to connect chapters in a country.

Importance and impact

This proposal aligns with Strategic Plan Goal 2; Invest in and promote the scholarly, creative, and community-focused endeavors. These global alumni chapters could be a superb leverage point to actualize and facilitate these endeavors on local ground. This also aligns with Strategic Plan Goal 4, to; Extend our visibility, prominence, and accessibility through strategic partnerships, public programming, and community outreach that extend our reach as people for and with others. These global alumni chapters could not be a better strategic partnership, and these alumni chapters, for instance, could in themselves do community outreach to live the USF brand and mission wherever they are, changing the world where they are now. This recommendation can also further Strategic Plan Goal 3; Provide A Radically Inclusive, International, And Welcoming Campus Experience, by improving the international student experience through a network of support before, during, and after their program.

The impact can be significant and exponential, if one were to formalize the chapter, with clear objectives, performance metrics, channels to connect with USF and channels to connect with local alumni, and local stakeholders. It is essential to build stronger alumni networks around the world to connect with prospective and current students and engage students in each stage along the student life-cycle from application to graduation and beyond.

Creating a global alumni network has the potential to have a significant impact in keeping our alums connected to USF and to each other. Alumni relations are based on human needs like belonging, networking, esteem needs like affiliation or sharing success stories or giving back, which makes creating USF-supported opportunities for people to get together will have a high impact. These types of alumni groups allow people to stay connected to USF and feel involved with initiatives that stem from marketing liaisons to the speaker series – one person in each critical reason can potentially move mountains.

Stakeholders

Office of Alumni Relations	To act as the key constructor and conductor in liaising with the global alumni chapters offering them ideas and support. Also, they would be resourced to create and refine the Chapter Creation template materials and processes.
ISSS	They promote a global perspective by means of educational and programmatic outreach, and could play a role in ensuring support; making it easier for international students to study at USF as alumni chapters will help spread the word on this support.

NetworkUSF Administrators	Critical in perhaps building the chapter community groups online as a way for them to connect with another, with another chapter, or to get involved in the mentorship programs that are facilitated through this platform.
Departments and Programs	Chairs and Directors could promote their programs with the chapters and could also influence alumni engagement from their prior students, and also connect current students with these alumni, be it for mentoring or internships or whatever.
Faculty and Staff	Opportunity to build relationships, especially if faculty or staff is from the given country, or even if they could source advice, wisdom, materials for their curriculum with some of the alumni, or even set some up to be guest speakers.
Office of Development	Fundraising advice, facilitation, and identifying opportunities. Assist with corporate and foundational relationships the chapter could facilitate with their local alums.
International Admissions	Recruitment of international students associated in some way with their local USF chapter; these chapters can promote USF through a lens of its global mission.
WISE	Resources and strategies for supporting current and future international students by tapping into the cultural wisdom these chapters can offer.
Career Services Center	They can directly work with the chapters for employment opportunities amongst members, perhaps help facilitate career workshops and employer events.
OMC	Can assist with marketing advice, perhaps develop templates for basic chapter communication, advise on social media or any contact points chapters have with current and prospective alumni members in their district. We can also focus on chapters in USF's magazines, Facebook posts, LinkedIn posts, etc.
Center for Global Education	Key liaison through its outbound programs that includes anything from study abroad to faculty-lead immersions, having locals 'on the ground' to help lead these immersions, for instance.
Alums	Pivotal role players; from fulfilling roles on the board of directors of such chapters, to mentorship, internship provision, etc.

Cost

Currently the resources for this project are limited, and alumni relations has shared that they do not have it in their budget. Cost will depend on the funding model and may differ from chapter to chapter. It could very well be that individuals or businesses involving USF alumni could sponsor the director's stipend, or that meetings and initiatives could be mainly funded by local alumni with marginal support from the USF alumni office. The cost model would depend on country to country and region to region, with some support in marketing and materials from USF.

As a projective overview, initial costing of this initiative would be capital intensive but with the aim of being self-sustaining. USF would need to fund the Chapter Construction Template, the costing of which is conservatively placed at an initial $15,000 with a subsequent maintenance cost of $2,500 per annum.

The rationale of this costing structure is derived from an assumed start-up cost of approximately 100 hours to design and deliver an initial community sourced template which would outline the phases for the creation of an alumni chapter.

These 100 hours* would include (but not be limited to) the following phases;

(1) USF Community Input: Process information obtained from within the SOM community to ensure that any chapter creation process be made relevant to specific graduates & disciplines (e.g., It is imperative that this not become a template for the creation of one

school's alumni). This would include a sampling of stakeholders, namely; faculty, staff, alumni, donors, trustees etc.

(2)   Guided Design: Step oriented guide outlining the establishment and registration of a USF Alumni Chapter. This would include criterion and obligations for those leading an alumni chapter to ensure brand consistency and experience across the chapters in addition to minimum expectations of events and membership.

(3)   Soft Launch & Piloting: The initial process suggests creating no more than five pilot chapters in order to obtain feedback and refine the template process based on the experimental data of chapter leads.

(4)   Formal Launch & Hosting: Based on the pilot refined template, the application and solicitation process for chapter creation would be launched by the University.

As noted above, the initiative would be hosted from within the Office of Alumni Relations where it could be piloted to establish the template and pilot the delivery to a set number of newly formed chapters. A further commitment by USF of $1,000 per chapter (i.e., $5,000) to fund a one-time initial event at the chapter location would act as a catalyst to the creation of chapter with the expectation that subsequent events and associated costs be borne by the chapter members or through locally derived sponsorship etc.

These events can be timed and coordinated with regularly scheduled USF admissions events in a variety of global locations (e.g., there currently exists SOM events in New York City, NY; Mumbai, India; & Shanghai, China) not only to defer costs but also to increase the scale and scope of potential alumni events acting symbiotically with recruitment and admission initiatives.

To succeed, the initiative would require strong collaboration with the Office of Marketing and Communications in order to create key marketing materials in order to raise awareness of these global chapters. A marketing toolkit could be developed to include:

- digital assets (digital screen signage, social media ads)
- print (posters, postcards, brochures)
- promotional materials (table throws, banners, giveaways)
- global chapter graphics (unit distinction logos, templates)
- videos (testimonials from alumni, current students, prospects)

Total Estimated Investment:

As a speculative costing, this would be a $17,500 undertaking. The costing would be broken into $10,000 for design, $5,000 for the initial pilot and $2,500 as an anticipated annual maintenance cost (designated for OMC refresh of marketing materials etc.). It is noted that the overall cost would be determined by OMC calculations and capacity but the following examples are provided by way of comparative initiatives at other institutions (See Footnote[1]).

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[1] The 100-hour approximation is drawn from similar structures created at Birkbeck, University of London & Clemson University (South Carolina) assuming three individuals sharing the creative and constructive capacity for the template. In the above instances, the template was created in approximately 80 hours of work with a further 20 being allocated towards refinement and revisions based on stakeholder input/

The Office of Alumni Engagement also has sent USF brag boxes or collateral with USF branded promotional items to chapters from time to time. Depending what is in such a box and postage, could be $250-$500 per such box.

Set up	Once-off Chapter Construction Template: $15,000
	Marketing Toolkit: $5,000 - $10,000
	One time event per chapter to launch: $1,000-$5,000
Annual cost	Maintenance of Chapter Construction Template: $2,500
Ad hoc costs	USF merchandise boxes for events: $250-500
Staff Time	This will require staff time from the Alumni Relations office to maintain. The impact will need to be determined.

Difficulty

This recommendation is of medium difficulty. In countries where USF already has alumni relationships, it would be much easier to establish these chapters, given that one finds one great person to head the chapter up. If no such person exists, it may be worthwhile to find related stakeholders who are supporters of USF or individuals in the Jesuit society.

Time to Implement

This recommendation could be implemented in the short- to medium-term. We cannot see that a set of chapters, at least in the highest priority countries/regions to start with, across all international regions, could not be brought into existence by 2027. It is not an unrealistic goal. The most important would be to establish a modus operandi to find the perfect individual to lead the chapter, and assess the resources such a chapter would need to succeed. We would suggest, by way of proof of concept, that initial efforts be directed towards the piloting of the initiative prior to scaling. This would not only provide a realistic understanding of costs in terms of financial and resource capital but also permit a refinement of the initiative through understanding the experience of those establishing chapters.

Measurables

There are a number of ways to measure the successful implementation of this recommendation, including:

- The number of alumni (and active alumni) in each chapter
- The number of quality annual interactions (events, et al.) between alumni within these chapters (that could include interaction via Network USF)
- The number of prospective USF students who interacted with (and recruited)
- The number of current USF students mentored (sophomores to seniors based on the current mentorship program)
- The number of current USF completing internships or immersions or research opportunities attached to the chapter
- The number of graduates recruited into the chapter (and their interaction with the chapter)

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feedback. The associated costing is based on $150 per hour which includes total expenditure (e.g., content design, template construction, refinement, web hosting etc.).

- Number of connections or initiatives with particular USF colleges or departments or programs
- Number of quality interactions (or initiatives) with other chapters in a country (or region or district)
- The number of initiatives implemented in liaison with the USF stakeholders (that can include anything from alumni features in USF magazine, or speakers in the Silk Speaker Series)
- Awareness and perception levels among alumni about USF's global positioning identifiers
- Funding received from alumni or businesses or stakeholders to keep the chapter afloat
- Funding received from alumni or businesses or stakeholders toward USF

Opportunity for a global speaker series

With the Silk Speaker Series as inspiration, a golden opportunity exists to maximize alumni involvement, create global knowledge and discourse, and to create a sense of symbiosis between alumni chapters and the university. Refer to a brief outline of this opportunity in Appendix C.

Appendix – Global Alumni Network

A. Information on concentration of alumni members per country that could be provided by the Office of Alumni Engagement:

MAILABLE WORLDWIDE ALUMNI BY COUNTRY

Africa

Country	Count
Algeria	14
Burundi	1
Cameroon	2
Comoros	1
Cote D'ivoire	2
Egypt	12
Eritrea	1
Ethiopia	9
Gambia	1
Ghana	3
Guinea	2
Kenya	11
Libya	2
Madagascar	1
Mali	2
Mauritius	1
Morocco	7
Mozambique	2
Nigeria	39
Republic of the Congo	3
Rwanda	4
Sierra Leone	1
South Africa	9
Sudan	9
Tanzania	4
Uganda	10
Zimbabwe	2
Total	155

Caribbean

Country	Count
Bahamas	2
Barbados	1
Cayman Islands	2
Dominica	1
Dominican Republic	3
Guadeloupe	1
Haiti	1
Jamaica	4
Trinidad and Tobago	6

Europe

Country	Count
Albania	1
Austria	15
Belarus	2
Belgium	30
Bosnia & Herzegovina	2
Bulgaria	3
Croatia	5
Czech Republic	30
Denmark	3
Deutschland	1
Estonia	3
Finland	13
France	92
Germany	103
Gibraltar	1
Greece	36
Hungary	48
Iceland	12
Ireland	38
Italy	82
Kosovo	1
Lithuania	2
Luxembourg	5
Macedonia	1
Malta	1
Montenegro	1
Netherlands	29
Norway	168
Poland	6
Portugal	7
Romania	2
Russia	23
Serbia	4
Slovakia	4
Slovenia	3
Spain	155
Sweden	23
Switzerland	51
Ukraine	2
United Kingdom	138
Total	1,146

Middle East

Country	Count
Azerbaijan	3
Bahrain	4
Cyprus	11
Georgia	2
Iran	4
Israel	18
Jordan	5
Kazakhstan	7
Kuwait	24
Kyrgyzstan	1
Lebanon	16
Occupied Palestinian Territory	1
Oman	2
Qatar	6
Saudi Arabia	114
Syria	1
Turkey	76
United Arab Emirates	23
Uzbekistan	4
Yemen	1
Total	323

South America

Country	Count
Argentina	14
Bolivia	7
Brazil	63
Chile	21
Colombia	29
Ecuador	11
Guyana	1
Paraguay	2
Peru	22
Uruguay	3
Venezuela	23
Total	196

Asian-Pacific

Country	Count
Australia	72
Bangladesh	5
Brunei	2
Burma	10
Cambodia	7
China	2,301
Federated States of Micronesia	4
Fiji	2
French Polynesia	11
Hong Kong	271
India	308
Indonesia	653
Japan	401
Macau	6
Malaysia	99
Marshall Islands	2
Mongolia	4
Myanmar	3
Nepal	6
New Zealand	17
Pakistan	25
Palau	2
Philippines	295
Singapore	340
South Korea	124
Sri Lanka	3
Taiwan	532
Thailand	412
Vietnam	86
Total	6,003

America

Country	Count
Canada	206
Mexico	79
Belize	3

Recommendations	Resources Needed	Recommended Dept Responsible
Informational access and organization - students should be able to learn of engagement opportunities more easily and have the opportunities feel more connected as an experience	ITS support in edited external website - as centralized location for all campus engagement opportunities OMC support in photo collection? As this includes all campus events and programs, and not just those run out of the Student Engagement unit, there should be method of gathering the data that could perhaps live in EMGS with room reservations?	

Connections between faculty and staff offerings - feeling more connected/less silo. Library being connected with faculty and being embedded in the syllabus. Building connections more than just 1 class invite - students seeing as support more consistently.	Faculty + Staff + Librarian meet-ups, celebrations, and gatherings can help with engagement and having staff and faculty get to know one another.	Deans Office, On-Campus Resource Offices, Gleeson Lib.
Evening and weekend university-provided free opportunities so that students can engage when they have the free time - can we shift funding to more opportunities like that?	Funding available for programs that had costs prior. New programs to be created at no cost require funding source. New committee to discuss opportunities and movement of daytime programs into evening.	SLE, Koret, First-Year Experience, CAB, Cultural Centers
We can't talk about diversity to bring students here, and then not have specific space for students around those identities (not just cultural orgs). Recommend that	Space reallocation for centers to be located for ease of student use. Funding for operations of centers to include staffing (even if only student-staffing),	Cultural Centers, Student Engagement Unit,

MAILABLE WORLDWIDE ALUMNI BY REGION

Total Number of Mailable Worldwide Alumni = 106,621
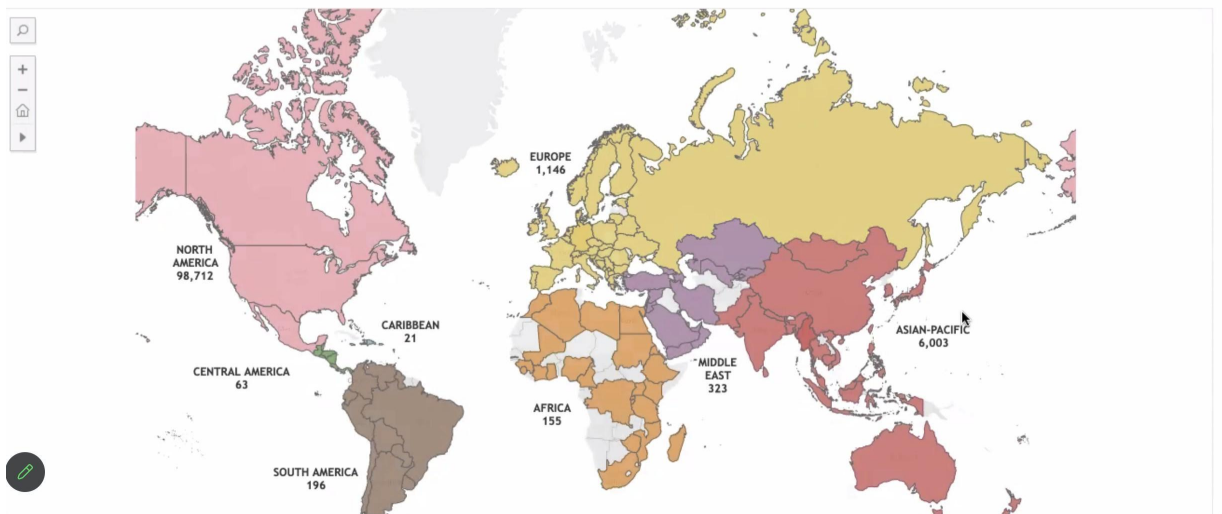
B. USF Brand Guide:
https://myusf.usfca.edu/marketing-communications/resources/brand-guide

C. Global Speaker Series

As the Silk Speaker Series draws favorable attention, and by choice of presenter and topic furthers the mission of USF, an opportunity exists to do something similar by involvement of speakers and thought leaders globally, by employing the resources of our alumni chapters.

It is not suggested that it specifically is related to the Silk Speaker Series, unless a funding opportunity as such could surface, but more a suggested separate online alumni engagement platform, even if done via YouTube - TED Talk style, or panel discussion style; short, palatable, thought-provoking videos. Ideally interactive if could be; where our students or faculty or other alumni could ask questions via a moderator and thus evoke engagement.

Either alumni themselves (supported perhaps by an alumni spotlight in our USF media), or icons, achievers, thought leaders who they may know, could be asked to do such an online talk or partake in a panel discussion, that is recorded and stored on a USF YouTube channel, which could especially be useful for marketing and PR purposes.

Topics could range from anything in business, engineering, communication, technology, and any social justice, or country-specific topics that truly shows that USF also creates a global platform to change the world, and to get people to think differently about important subjects.

Even if some of these talks are merely inspirational – it is a platform for change, hope and most importantly, a global community with the global mindset USF embraces.

Working Group 7 Recommendation 5: Compensation for FABI Director

We recommend that the Director of the Faculty Advisory Board on Internationalization (FABI) receive compensation for serving in the position in order to have dedicated service time to continue to develop FABI and put into action some of the many project ideas the committee has discussed since its inception. Our primary recommendation is for a 2-unit course release per semester to provide the FABI Director with some dedicated time to devote to FABI projects. We do provide a secondary recommendation, below, of NTA as an alternative to course release, though this is not as desirable because NTA does not create dedicated time for the Director. We further recommend the provision of a small budget of $2,000 for FABI to develop some engagement activities.

Background on FABI

The Faculty Advisory Board on Internationalization is a collaborative creation between USF faculty and the Office of International Initiatives to draw on faculty expertise and provide a space for faculty collaboration on global endeavors at USF. To create FABI, we looked at other global faculty advisory committees at a number of universities including Santa Clara University's Travel Policy Advisory Committee, Georgetown University's Global Engagement Faculty Committee, New York University's Faculty Committee on the NYU Global Network, and Amherst College's Faculty Committee on Global Education, among others. At its inception, FABI was created to respond to some issues related to global research travel of faculty and graduate students, and over time its mandate was expanded.

FABI was the first entity at USF to adopt the definition of 'global', which has now been made official through a recommendation of this Working Group, that considers 'global' broadly in terms of outbound, inbound, and within the campus community efforts. This is reflected in the FABI mandate (*see* Appendix I). The original idea behind the group was to engage in a process of collaboration on globally-related issues, provide a body of expertise that can be drawn on for global initiatives, and to serve as a hub and resources on global issues and ideas related to the work of the USF community.

FABI membership includes faculty from all schools and colleges at USF and the committee has worked to ensure diverse representation in terms of these units, as well as across regions of the world and the three prongs of the definition of global. To date, members have been proposed and then approved through consensus vote of the committee for two-year, renewable terms. The director has been selected via consensus of the committee. One KPI (as identified below) for this recommendation is to clarify and formalize the procedures for FABI, including membership and selecting the director, and the director's term and responsibilities.

FABI has made a number of contributions to global endeavors of USF:

- In collaboration with other units (OII, CTE), organized several workshops, including one during the pandemic on how to do global research when unable to travel and one recently for faculty interested in leading short-term programs abroad.

- Worked with OII and CGE to develop a new process for the creation and approval of new faculty-led immersion programs.
- Worked with CGE to create a more streamlined process for graduate students who wish to do research or internships abroad.
- Served as a sounding board and source of expertise for the Office of International Initiatives.

Impacts

FABI has made some contributions to global efforts at USF, as noted above, but the committee's ability to transform ideas into action could be more effective. As a university-wide committee with goals of connecting with all global partners on campus and developing collaborative opportunities with other units on global issues, FABI could be contributing a great deal more with more time and resources to do so. While those who have taken on the position of director of FABI since its inception have been dedicated, there is much more that could be done if there was time made available.

Providing some course release to the FABI Director and a small budget for FABI activities will have a significant impact on internationalization at USF. There is currently no faculty leadership position centered on global at the university, so this would be a valuable addition in the promotion of our global academic efforts. FABI has, to this point, relied solely on the goodwill and efforts of the FABI Director to fit in this work amongst other things. As a result, while many great ideas have been discussed at FABI and in conjunction with OII (for programming, ways to connect across units, policy ideas, etc.), very few of them have been implemented. Providing this course release as recommended will designate five hours per week for the FABI Director to focus on global projects.

Providing a course release for the FABI Director to focus on specific projects and deepen FABI's ability to engage across campus supports a number of the strategic planning goals and efforts, including:

- **Goal 1 of Reimagining Jesuit Education**: Educating global citizens is a critical component of a Jesuit Education, as is focusing on solutions to build a sustainable and just world. These values are at the core of the work of FABI, and the committee is well positioned to facilitate the development of global perspective in USF's educational
  efforts.

- **Goal 2 on Investing and Promoting Scholarly, Creative and Community-Focused Endeavors**: One of FABI's primary goals is to facilitate faculty research and teaching on global issues and through engagement with communities around the world.

- **Goal 3 of Providing a Radically Inclusive, International and Welcoming Campus**: The second and third prongs of USF's definition of global work - inbound and on-campus - is directly related to this goal. With a number of members who themselves are international faculty, FABI is well-positioned to tackle issues related to this goal.

- **Goal 4 of Extending or Visibility, Prominence, and Accessibility**: One of FABI's main goals has always been to highlight the work our faculty do around the world, as well as the work our international faculty do on campus - in research, teaching, and community engagement.

- **Goal 6 regarding development of shared governance structure**: As a university-wide community that seeks to collaborate with numerous offices, departments, and programs on campus, FABI has the potential to be an excellent facilitator of collaborative endeavors at USF.

Stakeholders:

One of FABI's primary purposes is to engage collaboratively with all other units on campus that, in some way, work on global issues as broadly defined, from academic departments to the Office of International Initiatives. The original intent of FABI was that it would be a group that engages in shared governance with OII on relevant issues, as well as serve as an expert body and resource for people and units engaging globally. Relevant stakeholders include, but are not limited to: OII, CGE, ISSS, WISE, UM, Mission Council, CTE, CRASE, McGrath, and all departments, programs, and schools working on global engagement.

Cost:

The recommendation is that the FABI Director receive a course release of 2-units per semester (4 units annually). This compensation will ensure that the FABI Director has adequate time to carry out the responsibilities of FABI and work with corresponding units to develop new global programming and policies. This model is similar to that provided for for the directors of CTE and CRASE, which are also university-wide committees.

An alternative option would be to provide the FABI Director with 2 units of NTA per semester. This option is not as desirable because it does not create time for the Director to devote to FABI projects, but it does provide recognition of the efforts of the Director in taking the lead on these global projects.

Additionally, while we recognize that the university budget is very tight right now, should it be feasible, we also recommend that FABI receive a small budget ($2,000) to assist with the committee with being able to put on a couple of workshops or other events every year.

Difficulty:

As FABI is already an existing entity, the difficulty of implementing this recommendation is very low. It only requires the requisite record-keeping for the course release.

Measurables:

The idea behind this recommendation is that having some course release for the FABI director will increase the impact of FABI, the ability to actively complete some of the many projects that

have been brainstormed over the years, and overall impacts and reach on campus. As such, KPIs to consider regarding this recommendation identify an increase in FABI activity and productivity. Specific projects to be undertaken within the next two years (the term of the Director) are:

- Implement updated FABI bylaws and operating procedures to ensure diverse representation from all schools and colleges across campus, and across all three prongs of the global definition and regions of the world;
- Organize workshops and events related to the tripartite definition of global, including collaboration with units across campus interested in similar issues. Examples of workshops that have been discussed are: How to Create Social-Justice Immersion Programs, Incorporating Global Perspectives into the Classroom, Decolonizing Global Research, and The Skill of Cultural Understanding.
- Undertake additional efforts to explore shared governance opportunities with the Office of International Initiatives and other administrative units, including in the areas of immersions, partnerships, global education opportunities, and integrating international students, faculty, and staff on campus.
  - o One specific example is related to the Working Group 7 Recommendation 6 on Global Partnerships. The FABI Director could serve a key role on this new recommended committee and FABI could serve as the repository body for information on university partnerships.
  - o Similarly, related to the Working Group 7 Recommendation 9 on creating a task force to create a global center, the FABI Director and members must play a key role in facilitating this work, conducting necessary research, and serving as the administrative hub for this undertaking.
- Work with university units such as Development, Alumni Relations, and Marketing to highlight the wonderful global work - again as broadly defined in the definition adopted - being carried out at USF.

APPENDIX I: Mandate of the Faculty Advisory Board for Internationalization

This Mandate was approved at FABI Meeting on May 8, 2017.

Following the Internationalization Task Report from 2012, the Faculty Advisory Board for Internationalization (FABI) has been created to provide advice, consultation, and expertise on all matters pertaining to internationalization at the University of San Francisco.

Internationalization: For purposes of the FABI, internationalization comprises three components: outbound (study abroad, research abroad, internships abroad, global relationships); inbound
(international students and faculty coming to USF); and on campus (curriculum, mission, community engagement).

The FABI is responsible for:

- Maintaining emphasis on internationalization in conformance with the university mission.
- Providing expertise on issues pertaining to faculty travel for research and conferences.
- Participating in decisions regarding the addition/subtraction of study abroad programs and ensuring there is adequate global representation of study abroad programs.
- Reviewing and providing expertise on applications for graduate student travel.
- Consulting regarding policy or procedure change that includes elements of internationalization (as broadly defined above).
- Reviewing USF programs and curriculum, and recommending methods for better incorporating internationalization.
- Facilitating the organization of programming to better integrate international students and faculty coming to our campus and to better help our own students and faculty returning from abroad share their experiences.
- Serving as a sounding board for the Vice Provost for Academic Affairs and the Center for Global Education for new policies and procedures regarding internationalization in all its forms.
- Serving as the point committee for other members of the university community who wish to raise issues pertaining to internationalization.

STRUCTURE

Membership:

The FABI shall be composed of representatives from all schools at USF, with an eye to ensure representation of those from both undergraduate and graduate programs, as well as faculty with expertise in the various regions of the world (Africa, Asia, Europe, Latin American, and Middle East) and expertise in areas related to the three components of internationalization.

Faculty shall be appointed to the FABI by the Senior Vice Provost for Academic Affairs for two year, renewable terms. Service on the FABI shall count as university service for the purpose of promotion and tenure.

Working Group 7 Recommendation #6: Form a Task Force to Map and Support Global Partnerships

We recommend creating a task force to focus during the next academic year (2023-2024) to catalog existing global partnerships at USF (including partnerships for education abroad opportunities, research-centered partnerships, and Mission-driven engagement), as well as develop clear policies and procedures on how to develop educational, research-based, and Mission-centric partnerships between USF and educational and community entities around the world. We would recommend, wth their agreement of course, the lead in creating this task force be shared by the Office of International Initiatives(OII) and the Faculty Advisory Board on Internationalization (FABI). Members of this task force should be invited from units across the university and draw on the expertise of those involved in current partnerships. We recommend close collaboration during this process with relevant stakeholders, including, in addition to FABI and OII: University Ministry, Mission Council, and relevant schools, departments, and programs.

Background:

One of the most common questions raised by faculty at USF during numerous community conversations is how to partner with academic and community institutions around the world. Many faculty have connections in the communities where they do their research and with academic institutions abroad. To date, however, USF has not had any clear guidelines or procedures on who can suggest or form a partnership, what kinds of institutions USF is interested in partnering with, and what are the guidelines, policies, and procedures surrounding forming partnerships. Additionally, there is no clear information available on the various types of partnerships that may be available, including academic-oriented, research-based, and Mission-centric.

Impacts:

Forming quality partnerships for purposes of teaching, research, and Mission-driven community engagement is a foundational part of fulfilling the university's strategic planning goals. Quality partnerships are a key component of educating global citizens, which directly ties in to **Goal 1** on Reimaging Jesuit Education. Broadening and deepening our global relationships supports both **Goals 2** (Investing in Scholarly, Creative, and Community Endeavors) and **Goal 3** (Provide a Radically Inclusive, International and Welcoming Campus Experience) as it provides greater opportunity for Mission-driven educational and professional connections.

Focusing on our partnerships is particularly relevant for **Goal 4** on extending our visibility and prominence. USF cannot become a global leader on its own. We need partners around the world to support the educational, research, and community engaged efforts of our faculty, staff, librarians, and students.

Stakeholders:

Stakeholders that should be included in discussions regarding partnerships include academic units and individuals on campus, both those who have already developed successful partnerships and those that are interested in doing so, as well as all the stakeholders referenced above.

Costs:

The costs of forming a task force to map current partnerships and make proposals for formal procedures to support the creation of new partnerships is minimal. A task force should be created via the collaboration of the Office of International Initiatives and the Faculty Advisory Board on Internationalization, with the Director of FABI chairing the committee. This follows the model of the collaboration this academic year between the two on short-term faculty led programs. The report compiled by the task force will indicate what additional costs may be needed in the future.

Difficulty:

The difficulty of this recommendation is low. The greatest challenge will be finding qualified task force members from across units on campus who have the time and expertise to participate. Conducting the survey of existing partnerships will require some sleuthing, but should be feasible (see 'Measurables' section below for some ideas on how to collect information.

Measurables:

- Complete a survey of existing partnerships (academic, research-based, and Mission-centric) on campus and compile a report.
    - o To gather this information, there are several possible methods:
        - ▪ Send a survey out to the campus community (upside: can be sent to everyone; downside: a lot of people do not respond to surveys)
        - ▪ Work with the deans of each school to gather the data from their respective programs. This could include, for example, conducting a review of partnership mentions in ACPs. (upside: may capture more information; downside: requires time from staff in the various deans' offices and also presumes faculty write about partnerships in their ACPs and ACPs information can be made available)
        - ▪ The task force members are in charge of collecting the information from the units they represent, which could involve going to department/program meetings, or holding community conversations with different groups. (upside: most likely to get detailed information; downside: most time-consuming)
- Identify the parameters for developing partnerships at USF, including anticipated costs, and feasibility of various kinds of arrangements, including exchanges.
- Develop guidelines, policies, and procedures for faculty, staff, and librarians who may be interested in proposing a new partnership in the future.
- Hold a workshop (or several workshops) informing the university community of our existing partnerships and of the procedures to propose new partnerships.
- Determine future next steps regarding maintaining an updated database of USF partnerships, including:
    - o Determining where this information will be housed;
    - o Determining who is responsible of maintaining up-to-date information and how they will do so;
    - o Determining how proposals for new partnerships will be reviewed and approved.

Working Group 7 Recommendation #7: Create Awards Recognizing Global Work

We recommend creating university awards to recognize excellence in global work for faculty and librarians, staff, and students. For purposes of this award, 'global work' should encompass what is included in the newly adopted definition of global (see Appendix I). There is an additional skill set, including multilingualism, cultural sensitivity and humility, and levels of patience, persistence, and tenaciousness that can differ from what is required in work within our own
communities. Collaborations and engagement across borders and with communities different from our own, however, is essential to create better global understandings, as well as to build connections, highlight the efforts of USF around the world, and fulfill our mission of educating global citizens and creating a more sustainable and just world.

We recommend that the process for bestowing this award should follow procedures similar to other university-wide awards supported by the Provost's office, including a nomination process and decision by a committee. In the case of the global award, we would recommend this committee include members with global experience and expertise.

We suggest the following three awards, two for faculty, staff, and librarians, and one for students:

- **Innovation in Global Education Award**: An award given to any faculty, staff, or librarian who greatly contributes to facilitating global educational opportunities, whether related to education abroad (study abroad, immersion programs, internships, research opportunities) or bringing global perspective to campus (incorporating global perspective into courses, development of new global courses, developing initiatives that broaden access to global perspectives on campus).
- **Global Justice Award**: An award given to any faculty, staff, or librarian working to further the university's social justice mission in a global context, including, but not
limited to, advancing ADEI work in communities around the world or in a cross-cultural space, work centered on sustainability initiatives and environmental justice in a global context, and efforts engaging partners and communities in the Global South with the goal of amplifying these voices in our research, teaching, and service.
- **Global Engagement Award:** An award given to a USF student (graduate or undergraduate) who has thoughtfully incorporated global justice and perspective into their educational experience at USF. The recipient of this award should demonstrate engagement abroad, as well as incorporation of global perspective into their work on campus in the USF community.

Impacts: While the university offers a number of awards recognizing different achievements and efforts every year, there is no award specifically focusing on efforts related to global focus and
responsibility. Global research, teaching, service, and study requires additional skills, time, and sensitivities that merit their own recognition. Offering such an award will highlight the importance of global work to the university mission and the educational endeavors of the university, and, hopefully, lead to more interest in research, teaching, and learning globally, as well as more development activity surrounding global endeavors.

Offering these awards promotes a number of the Strategic Planning Goals, including:
- **Goal 1** on reimagining Jesuit Education: Global education and engagement is a key component of the Jesuit mission. Specific recognition of this component of the Mission will solidify its importance.
- **Goal 2** on promoting scholarly, creative, and community-focused endeavors: The three awards identified above touch on all of these, and recognition of this work through Provost-level awards highlights the importance of global work to the university.
- **Goal 3** on providing a radically inclusive, international, and welcoming campus experience: Recognizing the additional effort and skill set that is often required for global work will go a long way towards highlighting how important this work is to the university. As many of our international students, staff, and faculty engage in global work - whether situated abroad or on our own campus - these awards can be a place to make them feel more included.
- **Goal 4** on extending our visibility and prominence: Creating awards focused on global work is something that can be highlighted as USF endeavors to recruit international students and faculty. Moreover, award winners will highlight the importance USF places
on global education, research, and community engagement when they continue to engage in their work.

Stakeholders: The primary stakeholder here is the Provost's office, as that is where these awards would be housed and where the awards review committee would be formed. Other stakeholders include the various academic and non-academic units who can promote the awards and nominate candidates.

Costs: The costs of these awards would be similar to those of other provost-level awards: a certificate and a small monetary gift.

Difficulty: We do not anticipate great difficulty in implementing this recommendation since the infrastructure for evaluating and bestowing awards already exists.

Measurables: The measurables for this recommendation are fairly straightforward:
- Descriptions of the awards are finalized and any specific criteria indicated.
- The awards are posted on the list of awards on the Provost's page, and nominations are opened along with all of the other already existing awards.
- At least two individuals with global expertise are added to the awards review committee to help provide input on selecting awards winners.
- Awards are successfully bestowed and the recipients highlighted in USF marketing materials.

Working Group 7 Recommendation #8: Create a Task Force to Develop a Blueprint for a Global Center at USF

We recommend the establishment of a task force for the purpose of developing a blueprint for the creation of a Global Center at USF. We further recommend that this task force work with the Office of Development to create a plan to raise the necessary funds for the establishment of such a center.

 Summary.

The University of San Francisco highlights the global educational experience in its Mission and materials. While there are a number of endeavors across the university focused on supporting and highlighting these global aspects of research, teaching, experiential learning, service, and study at USF, there is no centralized hub focused on the academic aspects of the global to highlight this work. One of the most frequently noted comments in the community conversations held by Working Group 7 is that USF needs a hub focused on our global work, under our definition of 'global' as broadly defined in the definition proposed by this working group and
adopted by the Provost (see Appendix I).

The creation of a Global Center is, of course, a huge undertaking that requires research and discussions with multiple stakeholders on campus. It also requires funding and a dedicated marketing and development effort to make it happen.

We, therefore, recommend a task force be created to complete this work during the 2023-2024 academic year to develop concrete blueprints for a global center, along with a development and marketing plan to make this happen. We recommend that nominations be collected for the task force and that it be co-chaired by faculty or staff who have different areas of global expertise. The members of the task force should be made up of faculty, librarians, and staff from among relevant stakeholder units across the university, as identified below. There should be an open nomination period to encourage a wide range of participation in the process.

 Impact

The importance and impact of this recommendation are both very high. While USF advertises itself as a global university, the 'global' components of the institution are disconnected, making us less effective at fulfilling our mission. If we are true to the mission and values we elucidate; seek to be an institution that strives to educate global citizens, create a welcoming space for people from all cultures and nationalities, and "engage with the global communities to which we belong" in order to "critically, thoughtfully, and innovatively" address "inequities to create a more humane and just world", then more needs to be done to support the faculty, librarians, and staff who largely carry these global aspects. Whether this is through carrying out research and engaged work in communities around the world, teaching classes with global content, or providing welcoming space for international persons on campus.

In the conversations with stakeholders over the past two years (including with members of the CTE faculty learning community on bringing the global into our work, the members of FABI, and members of the broader campus community who have been invited to three

community conversations to discuss the global components of the strategic plan), one of the most common sentiments expressed was that there is not enough cross-campus collaboration and awareness

regarding global work at USF. Moreover, university policies are often unknown or unclear, opportunities for collaboration – both on-campus and around the world – do not have the infrastructure for long term success, and, for some, there is uncertainty on how to bring global aspects into the classroom or support international students. A Global Center could help address these issues by integrating all or some of the following:

- Creating a research hub, ensuring that USF is a leader in global and cultural research, publication, and community engagement
- Creating curricular and extracurricular programming focused on global education and multicultural perspectives
- Encouraging the incorporation of the global into research, teaching, service and providing recognition for the work people do.
- Serving as guiding force for conversation and information, including college and university policies (for example, policies on how to create global partnerships, or current travel policies)
- Providing space for faculty, staff, librarians, and students to connect with others on campus, in the local community, and around the world for possible collaborations
- Offering workshops on global issues such as working with international students, teaching cultural awareness and intercultural communication, creating immersion programs, building global networks, etc.
- Keeping the community up-to-date on what is going on vis-à-vis the global efforts through a monthly e-newsletter.

A Global Center will have a very significant impact on the global work at USF by creating a hub to serve as a center point for our global intellectual work, build connections across units at the university, and develop programming that supports the development of academic programming, partnerships, and global perspective to continue to enhance the diversity and dynamism of USF.

A Global Center touches on all six of the university's strategic planning goals. This is outlined in Appendix II.
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 Stakeholders

The entire university community is a stakeholder in this recommendation, as global education and our global presence are outlined in the university's mission, values, and strategic plan are foundational components of the work we do. Building a strong, interdisciplinary, social-justice focused global center at USF will benefit everyone - faculty, students, librarians, staff, alumni, and administrators.

Particular stakeholders that we suggest either be represented on the task force or included in community conversations (since not everyone will be able to serve on the task force), include: the Vice Provost of Global Education and Strategic Initiatives, academic units across all schools and colleges, FABI, CGE, ISSS, WISE, Cultural Centers, University Ministry, Development, Alumni Relations, Facilities Management, CRASE, CTE, OCM, and Mission Council.

<u>*Costs*</u>

The costs of creating a new Global Center will depend in great part on the kind of center that is proposed. Possible uses for funding include a building or dedicated space, faculty lines or fellowships, scholarships, travel funding, curricular funding, and event funding. Such an endeavor, regardless of form, however, does require resources. Therefore, as part of this recommendation, we propose that the task force work closely with the Development Office to create a fundraising plan to support this new entity.

<u>*Measurables*</u>

The job of the task force will be to develop a blueprint for the creation of a Global Center at USF. Specific items for the task force to undertake during the 2023-2024 academic year include:

- Conduct research on Global Centers on other campuses, especially at Jesuit institutes, around the world.
- Survey existing global initiatives on campus to determine what is already in place, what could be folded under the umbrella of a center, and what should stand alone.
- Hold conversations with stakeholders around the university to gather feedback on what would be most important for such a center.
- Work with Facilities Management to understand campus spaces that may be available and what it would take to make a physical space for the global center.
- Reach out to members of the community that may be important relationships for a Global Center. Community in this case could be local or global, and could include our global
  alumni network (see WG7 Recommendation 4).
- Identify the various components of the center across the areas of research, teaching, service, study, and community engagement. These could include:
  - Support and promote faculty research on global issues, creating an intellectual hub on campus for global work
  - Serve as a repository for information about global partnerships, research, and programs.
  - Work collaboratively with campus to set and maintain consistent policies around global programs
  - Provide workshops for faculty on creating global programs and curriculum
  - Create a welcome space for the campus community to share food, culture, and engage in events, forums, and receptions that promote intercultural understanding and global learning.
  - Offer a global citizenship certificate program and other curricular or extracurricular programming to students and community members.
- Draft a White Paper proposal outlining the center proposal and submit to the university by May 2024, along with a development plan for raising funds.

Working Group 7 Recommendation #9: Ensure that the USF ADEI Definition and Practices include Global, Cultural, Linguistic Diversity

We recommend that 'linguistic' diversity is added to USFs ADEI definition, inclusion statement, and practices.

Background:

USF is one of the most diverse universities in the United States, with a high percentage of international students and a diverse American student population. Given this broad diversity and social justice mission, we are well positioned to build an inclusive community that educates students to think both locally and globally.

Engendering inclusivity in our community is the foundation for allowing all members to thrive and contribute, making the way for learning across differences. The [University's inclusion statement](#) acknowledges the need to support the many identities in our community. We acknowledge the inclusion of 'culture' and 'nationality' in the statement as these are both crucial elements of recognizing and respecting the global aspects of diversity and inclusion.

To build on this, we recommend adding 'linguistic' diversity as an additional component of the inclusion statement. This would recognize those in the community who are non-native English speakers, those who are multilingual, and those who strive to improve their linguistic skills to better engage with our international community on campus, as well as with partners around the world. Linguistic diversity and multilingualism fosters stronger listening and communication skills, promotes cultural sensitivity, and breaks down systemic barriers left by legacies of colonial language imposition. All of these highlight the role that language plays in culture and how multilingualism is an important part of educating global citizens and building global perspective.

Adding to the inclusion statement is an important step to support our community members of different linguistic backgrounds. However, in addition to this step, we recommend further conversation around what action items are needed to foster inclusion within our community and support cultural and linguistic diversity.

Impact: This recommendation has the potential to have a significant impact over time as long as we continue to explore how we support linguistic diversity within our community, and build an inclusive and a more culturally sensitive environment for our community members. This recommendation supports several goals in the Strategic Planning process. These goals are; Goal 3: Provide a Radically Inclusive, International, and Welcoming Campus Experience, Goal 5: Ensure USF is an Equitable and Extraordinary Place to Work, and Goal 6: Develop Inclusive and Participatory Shared Governance Structures. This recommendation is aligned with creating an inclusive community which is a large part of Goals 3 and 5. However, this also is important to Goal 6, because it aims to break down assumptions and barriers that we may hold as a community, and give voice to those of different linguistic and cultural backgrounds. In turn, this can lead to inclusion of linguistic diversity in our shared governance structures.

Stakeholders: This recommendation should be explored in collaboration with ADEI, CC, ISSS, CGE, WISE, WG2, WG7, HR.

Cost: There is no determined cost to this recommendation, however discretionary costs for training, speakers, events, or platforms could be requested during implementation.

Timeline: This recommendation should be rolled out immediately with additional discussion to happen in the next year.

Possible Action Items and Measurable Steps:

- Update the USF inclusion statement.
- Further discussion on the actionable items to support this recommendation.
- Create an awareness campaign around linguistic diversity.
- Develop a cultural training for faculty and staff that includes supporting non-native English speakers.

<u>Appendix I: Definition of Global</u>

The University of San Francisco develops global citizens who recognize the importance of supporting a diversity of perspectives, experiences, and traditions as essential components of building a humane and just world. To do so, we define 'global' as comprising three components;

- First, 'global' includes <u>outbound</u> efforts such as study and research abroad, global internships, international alumni networks, and global partnerships with both other institutions and communities around the world.
- Second, 'global' includes our <u>inbound</u> efforts, including bringing international students, faculty, and visitors to campus and providing a welcoming and inclusive home for them.
- Third, 'global' encompasses <u>efforts within our community</u>, such as ensuring global perspective in the curriculum, support of the different peoples and cultures who call our community home, and promoting cultural awareness and humility as a key facet of our work.

This definition of 'global' for USF will serve as a foundational pillar of the university and is essential for the promotion and development of the values and sensitivity necessary to be people for others and true global citizens focused on the common good and care of our common home.

Appendix II: Alignment with Strategic Planning Goals

GOAL 1: REIMAGINE JESUIT EDUCATION to accelerate a more just and sustainable world. *The relevance to global education is right in the title. The Jesuit educational mission is inherently global; therefore, a global perspective should be front and center in teaching, research, and service. Of the individual sub-points, the following as being most relevant:*

- Revise USF's curriculum and co-curriculum to be responsive to our students' aspirations and to prepare them for a changing and pluralistic world. *The global center could, for*
  example, assist with this by offering conversations and workshops on adding global content to classes, teaching cultural awareness, better including international students in the classroom, and developing international programs.
- Build alliances and integrated infrastructure that provide a sustainable and incentivizing process to invite, design, and implement new programs and academic initiatives that serve all learners – undergraduate, graduate, and lifelong. *The global center can facilitate faculty in building or utilizing relationships with universities and other academic institutions/research hubs around the world, including the Global Jesuit Network.*

GOAL 2: INVEST AND PROMOTE IN THE SCHOLARLY, CREATIVE, AND COMMUNITY-FOCUSED ENDEAVORS that advance justice and address the pressing challenges of our time. *The global center can facilitate investment and promotion of all of these with a global focus (as we are broadly defining it). By providing a specific space for conversations surrounding global research, teaching, and service, the global center can be a source of support the way CTE and CRASE are sources of support.*

- Advance scholarly, creative, community-focused work that generates social action and leads to positive impact aligned with USF's mission. *The global center can take up the work supporting the idea that community doesn't just mean our local community, but rather is global and our work has a global reach.*
- Hire, invest in and retain diverse faculty, librarians, and staff to ensure scholarly and artistic endeavors that strengthen academic excellence and reflect USF's commitment to diversity, equity, and inclusion. *The global center as a resource may be useful in helping retain international faculty or faculty who work on global issues by providing a space for community and support.*
- Elevate the public profile of scholarly and creative achievements through proactive media outreach, social media, and USF's communication platforms. *The global center could help ensure a focus on global work and in general create a better pipeline to highlight faculty and staff efforts.*

GOAL 3: PROVIDE A RADICALLY INCLUSIVE, INTERNATIONAL, AND WELCOMING CAMPUS EXPERIENCE that propels students to realize their full potential as leaders, social change agents, creators, practitioners and lifelong learners. *The entire purpose of*
creating the global center is tied to goal three. To meet this goal there needs to be more centered conversation and support for all aspects of global work. If faculty and staff are not supported in the work they do, they will not be able to carry out the educational mission. The global center

can directly impact students as well by facilitating connections to alumni and networks around the world. For each of the sub-points below, the global center could also possibly assist by providing workshops on relevant topics (e.g. integrating international students into the
classroom, teaching cultural awareness, etc.) and creating space for discussion. The global center can also be a source of communication between various units of the CAS, or between CAS and the broader university.

- Improve equitable sense of belonging, retention, and success for all students.
- Provide a climate free of sexual, gender, and racial violence, using a compassionate survivor-centered and trauma-informed approach.
- Develop creative, responsive and collaborative data-driven strategies to expand undergraduate and graduate enrollment.

GOAL 4: EXTEND OUR VISIBILITY, PROMINENCE, AND ACCESSIBILITY through strategic partnerships, public programming and community outreach that extend our reach as people for and with others. *People tend to forget about the global here, but our international network should be nurtured. We need a better program to connect with our global alums (undergraduate and graduate) and strengthen our links organizations like the Jesuit Refugee Service and the Global Jesuit university network. The global center can serve as a hub for faculty and staff working on these issues, and also promote faculty global research and*
community projects.

GOAL 5: ENSURE USF IS AN EQUITABLE AND EXTRAORDINARY PLACE TO WORK through developing an agile, highly-motivated, collaborative and growth-oriented workforce.

- Co-create a comprehensive and mission-centered employee engagement and enrichment program that institutes concrete practices to support the formation, development, success, and retention of faculty, librarians, staff, and administrators. *Through the global center, we could create special recognition/awards for excellence in research, teaching, and service in global work. Global work requires something more than local work and it is important to recognize this. Also, in assessment for promotion, there should be recognition for global work. Having specific mention of it is important because those who don't do global work often do not know the extra effort, skills, and relationships that global work requires.*

GOAL 6: DEVELOP INCLUSIVE AND PARTICIPATORY SHARED GOVERNANCE STRUCTURES to harness the creativity, vision, and brilliance of our students, staff, faculty, and librarians. *The global center would establish a space for shared governance across our global efforts. Creating a global center would be a clear point of contact and support for those doing global work, and allow them to come together to share resources, ideas and coordinate efforts. This would lead to better collaboration around, and awareness of, campus policy, resources, and best practices in our global educational endeavors.*