



**MISSION PRIORITY EXAMEN
SELF-STUDY 2022**



UNIVERSITY OF SAN FRANCISCO

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Institutional Information

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Executive Summary

As a Jesuit Catholic university, rooted in a faith that does justice and inspired by the universal apostolic preference of the Society of Jesus, we focused our examen on the following areas:

- Advancing diversity, equity and inclusion, grounded in our Catholic identity
- Living and learning environmental sustainability in the spirit of *Laudato si'*
- Educating students to become discerning global citizens

So, while we invited open and widespread reflection on all themes in Characteristics of Jesuit Higher Education, we focused our examen on a centering question:

What should be our goals and accompanying strategies for the next seven years be, so we will more deeply and authentically live out our commitment to:

1. *Diversity, equity, and inclusion grounded in our Catholic identity*
2. *Living and learning environmental sustainability in the spirit of Laudato si'*
3. *Educating students to become discerning global citizens?*

The mission priorities that emerged out of sustained reflection on this question, which will be described in more detail throughout the document, may be summarized as:

- Build capacity and opportunity among faculty, staff, students, and leaders to understand and engage in substantive conversations about Jesuit Catholic identity in the context of higher education, to share our worldviews and our visions—secular and religious—for how USF can embody a faith that does justice and ensures institutional accountability.
- Develop a transparent, sustainable, university-wide plan to strengthen Jesuit mission with diversity, equity, and inclusion priorities, supported by a well-resourced, visible structure to ensure institutional accountability.
- Strengthen the Office of Sustainability so that it promotes cross-disciplinary faculty participation in shaping the curriculum, motivating university-wide engagement, and ensuring institutional accountability in meeting bold science-driven sustainability goals inspired by *Laudato si'*.
- Cultivate collaborative structures among university stakeholders that model *cura personalis*, practice Ignatian discernment, and respect the legitimate autonomy of the several unions that represent subsets of our employees.

Dear Father General,

Enclosed please find the materials generated by members of the University of San Francisco's internal community as well as the insights of our external visitors, all gathered through a process of communal discernment on our Jesuit Mission and Catholic Identity.

G.K. Chesterton once said, "Art is limitation; the essence of every picture is the frame."

Our 'frame' is our eponymous City of San Francisco and the region known as Silicon Valley. At once one of the wealthiest and greatest wealth-producing regions in the world (technology, bio-tech, hospitality, venture capital, etc.), and also a crossroads of human cultures by virtue of our location on the Pacific rim, our location is also marked by great social disparities, often called the "digital divide." Soaring real estate values have pushed the working poor, unless they are in government subsidized housing, to the peripheries of the region; a large homeless population, many suffering from mental illness, live in tents on sidewalks and vacant lots. The Covid pandemic exposed the precarity of the lives of undocumented immigrants, including our own students and their families.

The University is a socially engaged learning community. Through internships, our students gain access to experiential learning in the public and private sector. Through community-engaged learning courses, these same students come into close and regular contact with those who have been marginalized in whatever way. Our faculty and staff are similarly connected to, and in dialogue with, the City of San Francisco, the Bay Area, and beyond.

Many alumni are members of, and at the service of, the local Church, and the University collaborates with the Archdiocese in a number of ways. As well, through our participation in activities and programs sponsored by the San Francisco Interfaith Council, we are connected to many different faith communities who are not only our neighbors but also supporters of their co-religionists who are members of our University family.

The process of secularization that has long been a part of the developed world has belatedly come to California. The Church has lost meaningfulness to many people, though faith remains important – just in a way far less tied to institutions and traditions. For all these reasons, I consider USF to be missionary territory: in many different ways we seek to engage the faith journey of every member of our community, with curricular and co-curricular offerings that pose the question of meaning in many different ways, hopeful that our meager human efforts will be used by God to draw people further into the graced mystery of creation.



Rev. Paul J. Fitzgerald, S.J.
President.

Preface to Self-Study

Since 1855, the University of San Francisco has dedicated itself to offering a daring and dynamic liberal arts education in the Jesuit Catholic tradition. As a community, we empower and hold accountable our students, faculty, librarians, staff, administrators, alumni, and community partners to be persons for and with others, to care for our common home, including the native lands on which our campuses reside, and to promote the common good by critically, thoughtfully, and innovatively addressing inequities to create a more humane and just world. We seek to live USF's mission by nurturing 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 mission statement tells the story of who we are, what we stand for, what we do, and why it matters. This mission statement, approved by the USF Board of Trustees on September 24, 2021, is the outcome of a nine-month discernment process led by the University Council for Jesuit Mission (see appendix A). During this period of time, we listened to more than 50 groups of USF faculty, staff, students, alumni, and community partners, inviting them to name areas of consolation and desolation as a writing team drafted and revised the mission statement (see appendix B). We see the Mission Priority Examen as an extension of this period of discernment and a time to reflect intentionally on how we as a university live into this statement and integrate it into everything that we do.

Progress on Our 2016 Jesuit Mission Priorities

We completed our first Mission Priority Examen in 2016 (see appendix C) and named the following goals, which we have developed and expanded in the years since our self-study:

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

We have cultivated collaboration across Jesuit universities in the province in a number of ways, including through engagement with Jesuit social and pastoral ministries. In 2018, USF hosted representatives from all Jesuit universities in the new UWE Province for Western Conversations on the topic of cross-apostolic collaboration. USF's Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition (Lane Center) created a wraparound event focusing on social research for faculty and representatives from various social ministries in the province. The Lane Center partnered with the province for a subsequent Summit for Social Research, which brought together representatives from each Jesuit university of the region along with social ministries to continue the conversation on cross-institutional research collaboratives on social issues. The provincial assistant for higher education has convened regular meetings of the chief mission officers of Jesuits West to explore opportunities for collaborative formation of faculty and staff. As a result of these ongoing conversations, we have started to reimagine Western Conversations as a way to structure a formation experience for faculty, staff, and leadership across Jesuit universities. We are also exploring possibilities for regional immersions and retreats for faculty and staff.

The university has continued to fund and encourage faculty and staff engagement with the Kino Border Initiative and St. Anthony's Foundation, as well as several other mission-driven partnerships. Flowing from the university's commitment to offer faculty and staff transformative opportunities to engage the mission, the Lane Center coordinated a faculty and staff immersion to the Kino Border Initiative in 2019. The partnership with Kino is sustained in a particular way through the Master of Arts in Migration Studies (MIMS) program. The Lane Center partnered with the St. Anthony Foundation to create a local justice immersion experience for staff as part of a nine-month formation program called People for Others. Finally, the Leo T. McCarthy Center for Public Service and the Common Good (McCarthy Center) invests in and cultivates community-engaged research and teaching with several partners.

Particularly noteworthy is Engage San Francisco, a place-based initiative that funds faculty research and teaching in the Western Addition neighborhood to address community-identified needs around housing, education, and inequality. The Jesuit Foundation continues to be a source of support for mission-driven teaching, research, and community engagement with a local and global scope. In 2020, the Jesuit Foundation generously funded six anti-racism initiatives within the university including Black Student Leadership Fellows, Reimagining Public Safety, and Faculty Conversations on Racial Pedagogy. Coordinated by the School of Education's Center for Humanizing Education and Research (C-HER), the \$350,000 initiative includes small grants for faculty and staff projects that advance anti-racism work at USF.

The University Council for Jesuit Mission offers a reflection guide for search committees and a reflection guide for prospective candidates as a way to prompt meaningful and authentic conversations on mission at all stages of recruitment and hiring. Offering a concrete example of mission-driven endowed funding, through the generosity of an anonymous alumna, the School of Law was able to hire an endowed chair in animal law, advancing USF's commitment to environmental justice and sustainability inspired by *Laudato si'*.

In addition to participating in mission formation programs offered through the Association of Jesuit Colleges and Universities (AJCU), including the Ignatian Colleagues program and the AJCU Leadership Institute, we continue to build meaningful mission formation programs for

faculty, staff, and trustees at USF. The University Council for Jesuit Mission coordinates short-term, long-term, and intensive formation opportunities for faculty and staff (see appendix D). The mission council was restructured in 2019 so that ex officio resource personnel, whose roles at the university focus on mission-related programs, partner with 12 faculty and staff selected by nomination to promote and animate mission integration across divisions.

Notes on the Mission Priority Examen (MPE) Process

Following the invitation from US West Provincial, Scott Santarosa, S.J. (see appendix E), Fr. Paul Fitzgerald, S.J., the 28th president of the University of San Francisco, announced that the Mission Priority Examen would be undertaken in the 2021–22 academic year (see appendix F). President Fitzgerald appointed the following self-study committee:

- Erin Brigham, PhD, chief mission officer and executive director of the Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition (Chair)
- Kimberly Rae Connor, PhD, faculty chair for Mission Integration and Professor, School of Management
- Donal Godfrey, S.J., university chaplain and associate director of Faculty and Staff Spirituality, University Ministry
- Timothy Godfrey, S.J., rector of the Jesuit Community and professor, School of Nursing and Health Professions
- Angélica Nohemi Quiñónez, EdD, interim director, University Ministry

All members of the self-study committee are also standing resource personnel for the University Council for Jesuit Mission. The University Council for Jesuit Mission, chaired by Erin Brigham, assisted the self-study committee throughout the process described in the section below.

In consultation with the US West Provincial and provincial assistant for higher education, Robert Niehoff, S.J., President Fitzgerald assembled the following Peer Visitor team:

- Nancy Dallavalle, PhD, associate professor of Religious Studies, Fairfield University (Chair)
- Robbin D. Crabtree, PhD, dean of the Bellarmine College of Liberal Arts, Loyola Marymount University

- Sami Helewa, S.J., president of Campion College, University of Regina (Observer)
- Michael McCarthy, S.J., vice president for Mission Integration and Planning, Fordham University
- Nancy Tuchman, PhD, founding dean of the Institute of Environmental Sustainability, Loyola University Chicago

In the spirit of the Ignatian examen, the following principles guided the process: inclusion through meeting people where they are, openness to the unexpected, attentiveness to the particular, and striving toward reconciliation.

We fostered an inclusive process by creating multiple opportunities and modalities to support participation. Specifically, we solicited feedback through a survey that was posted to our website and distributed to faculty and staff groups. The survey was used to promote self-guided group reflections among departments and affinity groups. We provided a reflection guide (see appendix G) to encourage these department-level conversations with or without a facilitator from the self-study committee or mission council. Through one-on-one conversations with all academic deans and several university leaders, we encouraged each department to tailor the reflections according to their particular work. In addition to one-on-one conversations and department-level reflections, the mission council hosted open and focused listening sessions for USF faculty, staff, and students. This strategy enabled us to achieve broad representation in the feedback we received (see appendix H). In partnership with the chair of the Board of Trustees Committee on Catholic Identity and Jesuit Mission, we formed a trustee MPE working group. This group of six trustees met twice to engage the MPE process.

The self-study committee observed barriers to achieving the level of participation we desired at our listening sessions. Following local public health orders around the COVID-19 pandemic, we were unable to bring groups together in person and instead met in a virtual environment. In addition to the real possibility of “zoom fatigue” hindering enthusiasm for the gatherings, the MPE occurred immediately after widespread listening sessions related to the mission statement revision and strategic planning process. Some people expressed concern that people were

overloaded with listening sessions and were uncertain and slightly cynical about the outcomes of listening sessions in general.

We strove to balance attention to the university's particular areas of focus and openness to unexpected areas of interest or concern within the larger context of the MPE. In preparation for listening sessions and group reflections, we provided the reflection guide specific to USF's foci as well as "Characteristics of Jesuit Higher Education," which was still under revision when we structured and launched our MPE listening process. We encouraged groups to read these documents in advance to inform their reflections, but during the facilitated conversations, we simply asked:

- When you reflect on your experience of USF's mission, what brings you joy and gratitude? What are we doing well?
- Is there anything missing in USF's commitment to [its] mission? In what areas do you hope to see the university grow?

True to the examen, participants were given space to celebrate the ways we actualize the mission at USF and name challenges, tensions, and their longings for the university to be more mission-focused. We entered into the year of discernment aware of the pain and trauma many members of our community were experiencing in the midst of the pandemic. Among other hardships caused by the pandemic, many university employees experienced isolation through remote work and faced temporary salary reductions, furloughs, and reassignments. Given this context, university morale was a significant concern during our MPE. We embraced the MPE as an opportunity to promote restorative conversations and move the community toward healing and reconciliation. In partnership with the provost and faculty and staff associations, we engaged the MPE structure to lay groundwork for further conversations on *cura personalis* and right relationship. We also discovered that recently hired librarians, faculty, and staff participated in multiple listening sessions in order to better understand their colleagues.

Community Input

Characteristic 1: Leadership and Public Commitment to Mission

The commitment to mission draws people to USF and remains a motivating factor in the retention of faculty and staff. In our most recent WASC regional re-accreditation report, peer reviewers noted a consistent public commitment to the university’s mission among faculty, staff, leadership, and trustees. Additionally, they commended USF for a “well-articulated commitment to integrating the University’s mission into all aspects of the institution’s life and educational efforts.” In listening sessions, faculty, staff, and administrators identified the mission as a deciding factor in choosing to work at USF. The mission attracts talented people to higher education who could earn more money in other industries. Participants observed widespread commitment to mission among colleagues and appreciated the inclusive way Jesuit mission and Catholic identity are presented so that people of diverse faith traditions and nonreligious colleagues feel at home at USF. People “get” the mission even if they do not use the same language to describe it. For many, the commitment to mission is what keeps them at USF. One faculty member responded, “I cannot imagine working anywhere else. My work at USF gives me a sense of purpose.”

We approach mission-driven hiring as an opportunity for reflection and formation. The University Council for Jesuit Mission provides a reflection guide for search committees with recommended readings and prompts to encourage current USF faculty and staff to reflectively discuss ways to center the mission in the search and hiring process that are inclusive and invitational. We also provide a reflection guide for prospective candidates so they are prepared to discuss their connection to the mission in a way that honors diverse backgrounds, experiences, and interpretations of the mission. These resources were created to complement the resources on hiring for diversity. The Office of Diversity Engagement and Community Outreach developed a Diverse Hiring Policy that outlines strategies for centering diversity and equity in faculty and staff searches. While these resources are available, some members of the community are unaware of the resources for hiring for mission and hiring for diversity, demonstrating a need for greater integration.

Faculty and staff are encouraged to participate in professional development opportunities related to the mission throughout their careers at USF. In 2020, the university developed a Leave Policy for Mission Integration and Community Engagement. This policy affords each non-represented

staff member 7.5 hours of paid leave annually to engage in professional development activities related to the mission. Opportunities include days of service and community engagement, retreats, and programming related to faith, justice, and spirituality. Many of the formation opportunities are coordinated through the University Council for Jesuit Mission. Mission formation and integration opportunities, though available, are not reaching some members of the community. Participants noted that frequently the same people repeatedly show up for mission-related activities, while many faculty and staff choose not to participate. We observed this in the MPE listening sessions, which were not as well attended as we had hoped they would be.

In addition, USF partners with the AJCU to provide intensive formation opportunities for leadership and senior faculty. Each year, we send two to three leaders or senior faculty to the Ignatian Colleagues program and Jesuit Leadership Institute. To date, 34 colleagues have participated in these programs. Alumni of these programs gather regularly to discuss ways to apply to their work what they have gained from the program. Intentional efforts are made to integrate their mission formation into university-wide service and committee work. Members of the University Leadership team integrate their knowledge and experience of the mission into team meetings. Each member is expected to lead a “moment for mission,” a 15- to 20-minute practice at the beginning of every University Leadership team meeting. Some faculty and staff are unaware of the intensive mission-formation programs that trustees and many leadership team members embrace. The self-study committee observed the perception among some faculty and staff that the university administration lacks a deep understanding of and commitment to the mission.

USF trustees all serve two years on the Catholic Identity and Jesuit Mission (CIJM) committee during the first two years of their tenure on the board. The sole purpose of this committee is formation in the university’s mission. A curriculum, structured around a quarterly meeting cycle of two years, centers on the following learning objectives:

- Develop broad knowledge of the person of Ignatius and Ignatian Spirituality.
- Develop a basic sense of the history of Jesuit higher education and of the meaning of the three terms in the key phrase *Jesuit Catholic University*.

- Develop the ability to articulate the connection between Ignatian spirituality and Jesuit higher education.
- Develop an appreciation for the practical implications of Ignatian spirituality on leadership and social justice.
- Develop an understanding of Ignatian Discernment and appreciation for the practice of Ignatian Discernment.

Trustees consistently express appreciation for their experience on the committee—for the freedom to reflect on meaning, purpose, faith, and Jesuit values. Trustees integrate their learning through CIJM into their service on other committees. USF leaders and resource personnel for trustee committees have noted the knowledge of and visible commitment to the mission among the members of the board of trustees. In addition to this comprehensive formation program, we have also encouraged trustees to participate in the ACJU Trustee forum once it is operational again after the pandemic.

The university's chief mission officer (CMO), Erin Brigham, serves as the resource personnel for the CIJM committee and is a member of the leadership team. As CMO and chair of the University Council for Jesuit Mission, Brigham reports to the university president. As executive director of the Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition, she reports to the dean of the College of Arts and Sciences.

The University Council for Jesuit Mission brings together faculty and staff from across the university to promote mission integration and engagement opportunities for all members of the community. Ex officio resource personnel include the executive director of the Lane Center and CMO, faculty chair for Mission Integration, director of University Ministry, associate director of Faculty and Staff Spirituality and University Chaplain, and rector of the Jesuit community. Members of the council include six faculty and six staff who are selected from nomination and serve three- or two-year terms on the council. We strive for diversity of position, identity, and perspective in selecting new council members, who serve as visible leaders and resources for mission integration across divisions and departments. While the Mission Council has grown in visibility through its more inclusive and participatory restructuring, some members of the

community are confused as to the function of the council and its relationship to other entities on campus such as the Lane Center and University Ministry.

Some participants noted a vagueness around the mission, desiring more visible and concrete expressions of the Jesuit Catholic identity of the university. The commitment to justice is a central and unifying point of entry into the mission. Overlapping consensus on the principles of human dignity, solidarity, and the common good, to name a few, promotes inclusive participation in the mission across diverse perspectives. On the other hand, it was noted within several listening sessions that the university could do a better job connecting these themes more explicitly to the Catholic tradition and Jesuit spirituality and history out of which they emerge. Specifically, it was noted that some students—particularly new students—are often unaware of what Jesuit and Catholic means and do not take advantage of opportunities to engage explicitly with their questions, concerns, and experiences related to faith.

Characteristic 2: The Academic Life

The academic life at USF is student-centered, community-engaged, and driven toward inclusive excellence. Several faculty members named the commitment to justice and *cura personalis* as defining characteristics of the Jesuit mission. There are several opportunities for faculty to encounter, investigate, and integrate the Jesuit mission into their teaching and research throughout their careers. The CMO and faculty members of the Mission Council present to new faculty at orientation, inviting them to continue to learn about the mission through short-term opportunities including University Ministry and Lane Center book discussions, *Conversations Magazine* luncheons, retreats, and workshops. For example, faculty can learn about the Ignatian Pedagogical Paradigm through a workshop offered through the Center for Teaching Excellence in partnership with the Lane Center.

Faculty are also afforded with longer-term formation opportunities including the Lane Center faculty fellowship. This nine-month commitment connects faculty across disciplines to learn about the history of Jesuit education, Ignatian pedagogy, and Catholic social thought. Faculty receive a financial stipend to integrate the Jesuit mission concretely into a teaching, research, or service project and are encouraged to apply for additional funding through the Jesuit Foundation.

The Leo T. McCarthy Center for Public Service and the Common Good (McCarthy Center) offers a nine-month Community Engaged Learning and Teaching (CELT) fellowship. This fellowship offers faculty theories and practical tools to form meaningful and mutually beneficial external community partnerships for engaged teaching and research. To date, 124 faculty have completed the CELT fellowship and are contributing to the Community Engaged Learning (CEL) core requirement.

Faculty scholarship advances inclusive excellence across disciplines and beyond the academy. Across schools and programs, faculty address concrete social issues through their scholarship, much of which is community engaged and public facing. Some representative examples from the School of Nursing and Health Professions include faculty publications on inequality, barriers to healthcare access, gun violence, and incarceration. Faculty scholarship from the School of Education include publications that address education policy. One example of impact comes from Associate Professor Patrick Camangian, whose humanizing framework was adopted in K–12 schools in San Francisco.

Centers and institutes expand the work of the university as a source of social transformation. For example, the School of Law’s Racial Justice Clinic and Immigration and Deportation Defense Clinic connect law faculty and students with members of marginalized communities. The Immigration and Deportation Defense Clinic, led by Professor Bill Ong Hing, partners with Catholic Charities and is funded by the City of San Francisco to provide legal aid to refugees and asylum seekers. The Racial Justice Clinic, directed by Professor Lara Bazalon, who serves on San Francisco’s Innocence Commission, works to overturn wrongful convictions and address disproportionate harm to communities of color. Dean Susan Freiwald summarized how the Jesuit mission informs the work of the School of Law: “As a law school, we are aware of how law has solidified inequality, but it can also be a source for justice. We are aware that it has excluded marginalized groups from the profession, and we are actively addressing it.”

Academic and professional programs integrate Ignatian values and foster transformative and humanizing learning. The undergraduate core curriculum integrates the Jesuit mission concretely through engaging the student as a whole person. Through core requirements in theology and

ethics, students explore questions of purpose, transcendence, goodness, and beauty from various religious and secular sources of meaning. All students are required to take two courses within the core that integrate the mission-driven areas of community engagement (CEL) and cultural diversity (CD). History, literature, social sciences, and the like round out the core to provide every undergraduate student with a liberal arts foundation in the Jesuit tradition.

Education rooted in *cura personalis* is labor intensive. Some faculty reported feeling increased pressure to work more hours, teach more students, and receive less support and recognition (reduced nonteaching assignments, course release, etc.) as higher education navigates financial hardship. On several occasions, faculty and staff named tensions around the economic realities impacting higher education and the university's commitment to providing financial support for students and its commitment to providing a person-centered, transformative education.

Graduate programs integrate the mission through cultivating depth and contemplative practices as well as through the promotion of social justice. For example, the School of Management has recently renamed the management department to "humanistic management" and is creating a minor in the subject. School of Management faculty members Kimberly Rae Connor and Richard W. Stackman co-developed the Management Exercises, a program that translates the Spiritual Exercises into a formation program for business and management professionals. Management Exercises seek to further orient students toward a life of questioning and engagement as students learn to exercise discernment, to build character, and to enact citizenship. This represents one example of how professional programs integrate ethics and Jesuit values. Another example comes from the law professor Rhonda McGee, who integrates mindfulness and contemplative practices into her courses.

While the integration of Ignatian pedagogy, Jesuit values, and Catholic social teaching occurs in many ways across academic life, some respondents experienced it inconsistently or at the course-specific level. This tends to be particularly true in the case of graduate and professional programs, making it a challenge to engage graduate students around the mission. With respect to the Catholic intellectual tradition, specifically, there emerged confusion over what it means and misperception among some participants that it is exclusive or elitist. It is important that USF

respects academic freedom and fosters scholarship and teaching that at times questions Catholic doctrines or disciplines, especially around gender identities, gender equity, and the like.

Characteristic 3: The Pursuit of Faith, Justice, and Reconciliation

The pursuit of faith, justice, and reconciliation frames the three foci that animate the guiding question of USF's examen: *What should be our goals and accompanying strategies for the next seven years so we will more deeply and authentically live out our commitment to 1. Diversity, equity, and inclusion grounded in our Catholic identity, 2. Living and learning environmental sustainability in the spirit of Laudato si', and 3. Educating students to become discerning global citizens?* These areas represent USF's strengths that call us toward the magis—an ever-greater realization of our deepest aspirations as a community.

1. Diversity, equity, and inclusion grounded in our Catholic identity

USF ranked first in student diversity (2022 *US News and World Report*) and is a top performer for social mobility. This was named as a point of pride and connection to the mission for many participants in the self-study. USF demonstrates its commitment to supporting and empowering its diverse student body through a number of programs and initiatives. Two notable programs that promote equity at USF are the Black Achievement Success and Engagement (BASE) program and Muscat Scholars program. BASE, launched in 2017, exists “to streamline and strengthen the existing efforts to dismantle barriers to access, achievement, and inclusion for Black students at USF.” BASE brings together three programs that promote the recruitment, retention, and success of Black students at USF: the Marshall-Riley Living Learning Community, Black Resource Center, and a Black Scholars program. The Muscat Scholars program supports first-generation college students to have a successful college experience. Students attend a summer intensive program before their first year at USF with classes and workshops designed to help them navigate college. Peer and staff mentors support them throughout their time at USF.

Two working groups highlight USF's commitment to inclusive excellence. USF's Working Group for Supporting Undocumented Students brings faculty, staff, and students together to continually assess how the university can better support undocumented students. The Magis Fellowship for undergraduate students provides grant awards for students' projects that address

challenges faced by the undocumented community. The USF Jesuit Community Magis Scholarship similarly assists undocumented students and students in financial need with tuition/fees support. Also, USF's Working Group for Universal Access is composed of faculty, staff, and students who promote disability justice through equitable access and Universal Design. The group works closely with Student Disability Services (SDS), which approaches disability as a valued aspect of diversity and works to ensure equitable access and build an inclusive learning environment for all students at USF.

The Cultural Centers include the Gender and Sexuality Center and Intercultural Center, which embrace an intersectional approach to bring students together to develop understanding, agency, and a sense of belonging within the diverse community of USF. The Cultural Centers offer programs and events to promote solidarity for and with marginalized communities and identities. The Cultural Centers recognize and celebrate the cultural diversity of graduating students and their families and communities through End of Year Ceremonies. The Cultural Centers promote support and advocacy for and with gender nonconforming/LGBTQIA+ students. The university provides gender-inclusive housing, gender-inclusive restrooms, and a gender-inclusive locker room at the Koret gym. While many participants identified the university as an affirming space for the LGBTQIA+ community, some noted desolation around Catholic doctrine related to gender and sexuality. One staff member named the tension she experiences as a queer person at USF, feeling affirmed and marginalized at the same time.

University Ministry (UM) embraces an intersectional approach to serving the diverse spiritual and pastoral needs of the community. Through Faith and Culture Communities, "Breaking Bread and the Binary" gatherings, and multi-faith celebrations and services, UM celebrates and supports religious, cultural, and identity diversity. Dr. Angélica Quiñónez, interim director of University Ministry, reminds the community that "Religious diversity is a form of diversity that we celebrate at USF." Additionally, University Ministry is one of the departments at the forefront of advocating for and supporting our undocumented student population through raising funds for scholarships, serving on the working group, and co-leading webinars and workshops for our undocumented population at USF.

In addition to the extracurricular opportunities, USF integrates diversity engagement into the undergraduate curriculum and graduate and professional programs. Because Cultural Diversity (CD) is integrated into the core curriculum, all undergraduates must demonstrate their ability to “consider the world from a diversity of perspectives, graduating with the skills to think critically about how gender, race, class, and ethnicity shape our culture and values.” The Critical Diversity Studies (CDS) major engages students in critical analyses of the historical and contemporary social construction of race, ethnicity, class, gender, sexuality, citizenship, and religion. Students choose from multiple areas of focus including Gender and Sexualities Studies, African American Studies, Asian Pacific American Studies, and Chican@ and Latin@ Studies. The CDS program also educates and engages the USF community through events such as their annual Critical Diversity Studies forum.

USF’s Office of Diversity Engagement and Community Outreach (DECO) offers programming and events aimed at capacity building around DEI at USF. Initiatives include a Centering Equity Series of educational workshops on anti-racism. It should be noted that during the period of the self-study, the leadership of DECO was in the midst of transition, which was a source of concern for some members of the community. DECO also coordinates the Bias Education Resource team (BERT) and University Council for Diversity and Inclusion (UCDI), and the Gerardo Marin Diversity Fellowship for post-doctoral fellows. The President's Advisory Council on the Status of Women promotes gender justice and support for women-identified members of the community. During the self-study, the university contracted with a professional group to conduct an independent investigation into a number of sexual assault allegations and incidents linked to members of the USF men’s soccer team; the independent report was published in its entirety. Although the university responded to the report with concrete actions to promote accountability, participants expressed desolation related to the incidents and a desire to see more and better prevention and greater support for survivors of sexual violence at USF.

In addition to the above-mentioned university-wide initiatives, each school offers examples of DEI initiatives. The School of Management, School of Law, and School of Nursing and Health Professions have faculty-led DEI committees to promote diverse hiring and curricular integration of diversity. The School of Nursing and Health Professions also has won an HRSA grant to

provide support services to help students from underrepresented populations achieve success and to promote the diversification of the nursing workforce.

Many participants named a longing to see the university be a place of true belonging for everyone, one that models the justice and solidarity it seeks to build in the world. As we celebrate our diversity, participants voiced the critical importance that BIPOC students, faculty, and staff are not tokenized. Several participants expressed the need for greater university efforts to support and retain BIPOC faculty and staff colleagues. It was noted that some BIPOC faculty and staff experience a disproportionate workload related to advancing DEI at the university and supporting students of color.

2. Living and learning environmental sustainability in the spirit of *Laudato si'*

In 2014, a University Sustainability Council produced the university's Climate Action Plan, identifying four key areas of concentration: conserve energy and carbon, increase energy efficiency, increase renewable energy, and offset or reduce emissions elsewhere. Following the recommendations of the Sustainability Council, USF created an Office of Sustainability to promote USF's commitments to drive less, build green, reduce carbon emissions, minimize waste, eat sustainably, and reduce water use throughout the university. The office works closely with faculty and students to encourage innovative solutions to the climate crisis. It supports an annual Sustainability Design Challenge that allows students to propose solutions to problems related to environmental sustainability.

Some participants voiced disappointment that education and action around environmental sustainability was led by a few people, wanting a more widespread community effort. Specifically, if faculty and students are not in the programs mentioned above, they might miss opportunities to learn and engage in sustainability. Some participants suggested that sustainability should be integrated into the core curriculum. Others noted that the university should do a better job highlighting its commitment to sustainability and promoting more visibly the opportunities to get involved. The office of sustainability, one participant noted, is siloed, making it difficult to coordinate efforts across divisions. Some respondents expressed a desire to see the Sustainability Council be a permanent part of the university.

Some sustainability achievements to date are visible in the areas of resource recovery, water conservation, clean transportation, and energy efficiency. The university has increased its waste diversion rate to over 60 percent by expanding composting, reducing single-use food serviceware, and improving campus-wide education about waste-reduction goals. The university's Food Recovery program collaborates with the university's on-site food service, Bon Appetite, to reduce food waste by distributing excess food to community partners. Residence Life partners with the St. Anthony's Foundation to promote student donations and divert landfill waste when students move out of the dorms. USF has reduced domestic water usage on campus by 20 percent (FY2019) and irrigation usage by 33 percent (FY2021) by installing WaterSense standard showerheads, aerators, and toilets as well as a high-efficiency water filtration system for the Koret Health and Recreation Center pool. The university has replaced some lawns with drought-tolerant and drought-resistant landscaping and has replaced the lawn on Benedetti Diamond with synthetic turf that uses an infill made from cork and coconut fibers.

USF has promoted clean commuting through an employee commuter benefit and subsidy, a Municipal Transportation pass for all undergraduates, and doubling dedicated bike parking capacity on campus. The university is partnering with the city to install five Bay Wheels bikeshare docking stations around campus. The university currently has two electric car charging stations and is planning to install an additional nine charging stations (15 charging ports) in the Lone Mountain East garages. USF generates 5 percent of the main campus electricity demand from solar panels and hot water from solar thermal panels. And USF sources more than 36 percent of its food from local growers. In 2019, USF became a certified "bee campus," as the Hilltop campus provides a sustainable habitat for pollinators.

In 2017, the university purchased Star Route Farms, the oldest certified organic farm in California. The farm, located in Bolinas, remains fully operational, as the university develops educational opportunities related to sustainable agriculture and hospitality services, biodiversity, and environmental justice. The office of the provost encourages faculty research and teaching proposals engaging the farm. University Ministry and the Lane Center offer an annual environmental retreat on the farm. Coinciding with the Feast of St. Francis, the retreat invites faculty and staff to reflect on the wisdom of *Laudato si'* and environmental sustainability as a

central facet of our mission. The Lane Center has developed several reading groups and public events related to *Laudato si'* and in partnership with the office of the provost, is coordinating the University's *Laudato Si'* Action Platform Working Group.

Several programs center on environmental sustainability including undergraduate programs in Environmental Studies and Environmental Science, as well as a graduate program in Environmental Management and minor in Urban Agriculture. In addition, the departments of Philosophy and Theology of Religious Studies offer courses in environmental ethics.

The use of carbon offsets to claim carbon neutrality was a source of controversy in the self-study. In the midst of an urgent climate crisis, there emerged a desire to see the university reduce its carbon emissions close to home rather than far away. Since the university generates much of its own electricity and heating with natural gas, this is the area with the most potential for improvement down the line. Since 2015, through energy efficiency retrofits, USF has reduced annual consumption of electricity by 7 percent and natural gas not used to generate power by 24 percent (FY2019). We have seen a corresponding 12 percent decrease in direct scope 1 greenhouse gas emissions as a result of this. During the pandemic, USF went into a mostly remote work and study modality, dropping energy usage tremendously. As we return to an in-person modality, it is clear that hybrid and HyFlex will remain a part of our new reality, and we will measure our carbon footprint anew.

3. Educating students to become discerning global citizens

The University of San Francisco is known within the International Association for Jesuit Universities (IAJU) for its approach to transformative education through community engagement and global immersions. The Arrupe Initiatives program led by University Ministry's assistant director, Dr. Enrique "Kique" Bazan, exemplifies the integration of Jesuit values into immersion experiences. Arrupe immersions partner with educational and nonprofit organizations in Peru, Mexico, Alaska, West Virginia, and Colombia to promote transformative learning experiences. The Arrupe immersions include pre- and post-immersion experiences so students engage in social analysis, reflection, and evaluation throughout the program and integrate their experiences into their learning at USF.

The Office of International Initiatives promotes education for global citizenship by cultivating a global mindset and cultural humility at USF through international student support and through international immersion experiences. The team's response to the COVID-19 pandemic highlights some of the division's strengths in these areas as they walked with students in the midst of the pandemic with flexibility, empathy through listening, and by staying abreast of the current situation in their home country. The Center for Global Education did not shut down study abroad as some other universities did, but rather approached it in a discerning way by supporting students with hybrid programs to navigate the pandemic/political context. Specifically, the International Student Services and Support team worked with colleagues across campus to create one-unit hybrid classes so international students could stay in the US and maintain their immigration status in fall 2020 and spring 2021. The Visa Denial Tuition Refund policy was developed by the university to offset the risk for graduate students who could not get a visa appointment before their program start date; some started their program online from outside the US.

The Leo T. McCarthy Center for Public Service and the Common Good (McCarthy Center) also promotes cultural humility and reciprocal partnership with communities within San Francisco, Sacramento, and Washington, DC. The McCarthy Center animates the Community Engaged Learning (CEL) core requirement by training faculty to teach and research using best practices for community engagement. They also empower student leaders to engage in public service with paid summer internships. Student Equity Interns, in partnership with the Biden Institute at the University of Delaware, worked with schoolchildren to prevent summer learning loss and participated in seminars to develop their leadership skills. The McCarthy Center is committed to promoting social transformation, going beyond charity-based approaches to service. In 2019, the university began to shift from the language of service-learning to that of community-engaged learning to better reflect the university's commitment to reciprocity and to recognize community partners as co-educators.

While participants recognized widespread commitment among faculty and staff regarding global experiences, some noted the need for more consistent buy-in and international awareness among

faculty across schools. One way to promote awareness is by providing immersion experiences for faculty and staff, but these require the investment of money and personnel. For those immersion experiences that involve air travel, one must also consider the financial and carbon cost. For students who could not otherwise afford global educational experiences, donors have established endowments (Privett Global Scholars, Arrupe immersions) to subsidize their participation. Of particular concern is the situation of undocumented students who may be interested in international immersions or immersions to the border but are unable to participate.

One participant noted the challenge of measuring the success of transformative education experiences. It requires an approach different from what is typically used in higher education but is essential to our Jesuit mission. Some participants worried that higher education focuses too much on cost and measurable outcomes, which leads to deprioritizing immersion experiences and justice education. A group of faculty and staff desired greater boldness from the university in the way it discusses its mission with respect to global citizenship.

Characteristic 4: Promoting an Ignatian Campus Culture

The University of San Francisco is located in a culturally and religiously diverse context in which a growing number of young people do not identify with a particular religious tradition. Many describe themselves as “spiritual but not religious,” seeking experiences of transcendence, community, and meaning beyond traditional categories of faith. As a Jesuit university inspired by Ignatian spirituality, we find ourselves in a secular context, one marked by diverse ways of relating to the transcendent. Within this context, we strive to generate substantive encounters with the Ignatian tradition, foster experiences of belonging in a way that honors diverse approaches to faith, and cultivate meaningful dialogue on Catholicism and Catholic and non-Catholic cultures.

University Ministry (UM) supports the spiritual, pastoral, and religious needs of our diverse community through events and programming, liturgical celebrations, spiritual direction and retreats, reflective immersions, and reflective service. The UM team consists of a full-time director; a university chaplain and associate director of faculty and staff spirituality; a rabbi in residence; an associate director of liturgy, music and interfaith programs; an associate director of

immersions; and an assistant director of immersions, justice, and outreach. The UM team is supported by a team of volunteer resident ministers who work part-time to support the full-time staff and provide pastoral support, accompaniment, and mentorship to undergraduate students in the residence halls. Resident ministers receive free room and board and are often USF graduate students. Together, the UM team offers student retreats, prayer services, and liturgies to mark holy days across religious traditions, and offer programming related to Ignatian spirituality, including the 19th Annotation Retreat. In 2021, UM moved from the president's office back to the Division of Student Life as a way to promote engagement among students and greater collaboration with student-facing departments. They still serve faculty and staff through programming such as the Ignatian Faculty forum, Loyola luncheons, faculty- and staff-specific retreat experiences, and faculty/staff book discussions on spirituality and faith.

The Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition fosters the Ignatian campus culture at USF and extends it beyond the university through public engagement. Originally the Center for Catholic Studies and Social Thought, the Lane Center added the Ignatian Tradition to its name in 2018 to reflect its priority to promote faculty and staff formation around the Jesuit mission of the university with particular attention to the faith that does justice. The Lane Center team includes an executive director, a faculty chair for mission integration, and a Lo Schiavo faculty in residence/chair. The Jesuit Lo Schiavo faculty in residence serves as a liaison between the Lane Center and St. Ignatius Institute (SII), a living learning community within the Honors College that integrates the Jesuit Catholic tradition concretely into its curriculum and extracurricular activities.

The Lane Center and UM partner frequently with the Mission Council, SII, the McGrath Institute for Jesuit Catholic Education, and the Jesuit community to cultivate awareness and engagement with the Ignatian tradition at USF. Examples include collaborative programming on the Ignatian Year, the Universal Apostolic Preferences, and the 2021–22 Synod on Synodality.

This area highlighted areas to promote awareness, dialogue, and engagement around the relationship between the university and the Catholic Church; Catholicism and other faith traditions; and religious and secular worldviews. Some participants desired to see more explicit

engagement with the Jesuit Catholic identity on the university’s webpage, marketing, and admissions materials. Some students who identify as Catholic desire to know about the many courses on Catholicism and the opportunities to grow in their faith. Similarly, students of other faith traditions have expressed the desire for more engagement with faith in curricular and extracurricular activities.

On the other hand, there are members of the community who experience discomfort around Catholicism and/or religion in general. Our context invites us to reflect on how to cultivate dialogue on faith, as a dimension of the human experience, among a religiously diverse community that includes nonreligious people. How do we do this in a way that is sensitive to the ways religion has caused harm as well as liberation? How do we do this in a way that recognizes diverse ways of relating to faith including those who do not identify with religious faith? How do we foster authentic encounters and experiences of Ignatian spirituality so as to cultivate depth of understanding of the Jesuit mission?

Some raised the concern that they did not see or respond to invitations to engage in dialogue, encounter, and experience around faith. USF misses the opportunity to provide them with a holistic view of the mission. Specifically, too often we are perceived to emphasize social justice in our communication about the mission without adequately drawing the connection to the faith tradition that undergirds the commitment to justice. For some, the emphasis on the Jesuit/Ignatian charism is emphasized over the Catholic tradition in which it is rooted. How can we make these connections more compellingly in such a way that invites people, from where they are, into a deep and authentic understanding of the mission?

Characteristic 5: Service to the Church

The university partners with local Catholic parishes and organizations in ways that are mutually beneficial. Our closest partners are the two Jesuit parishes near USF—Saint Ignatius, which is contiguous with the campus, and St. Agnes, which is less than half a mile away, with whom we partner on student liturgies and public events. The St. Anthony Foundation, a Catholic multiservice provider in the Tenderloin neighborhood is an established community partner for community engaged learning and faculty and staff engagement.

The university supports professional development for archdiocesan and exempt religious Catholic school educators and promotes pathways to college for students in Catholic schools. The Joan and Bob McGrath Institute for Jesuit Catholic Education provides financial support for Catholic educators locally, nationally, and internationally to empower them as leaders in their field with master's and doctoral degrees in the School of Education. The School of Education partners in a particular way with local Cristo Rey schools (Immaculate Conception Academy and Cristo Rey San Jose) as well as the Nativity model middle school DeMarillac Academy, all of whom serve marginalized communities. Students at the School of Education receive a 40 percent discount on tuition if they volunteer at a Catholic school. The University Ministry undergraduate tutoring program serves several Catholic schools in the Mission District.

The School of Nursing and Health Professions partners with the Immaculate Conception Academy/Cristo Rey and Cristo Rey de LaSalle in Oakland to offer a Certified Nurse Assistant Training program. This program is for low-income high school students from Cristo Rey Schools, which offers values-based training for the students to gain the experience, skills, and certification upon which to build a professional healthcare career while promoting the diversification of the healthcare workforce.

The Lane Center engages the Catholic social and intellectual traditions in conversation with contemporary social issues facing the global Catholic Church. The Lane Center's executive director serves on the university working group for the Laudato Si' Action Platform. The Center is partnering with other Jesuit ministries in the area to engage in conversations around the Church synod. The Lane Center convenes reading and discussion groups around significant ecclesial documents such as *Frattelli Tutti* and *Querida Amazonia* and sponsors publications in the field of theology, ethics, and Catholic social thought.

The Lane Center promotes engagement with Catholic history, theology, and ethics through public events. Two annual events dedicated specifically to highlighting diverse contributions to the Catholic intellectual tradition exemplify this service to the church. Each December, the Lane Center honors women, particularly Catholic sisters, who have shaped the Catholic social tradition through their service, advocacy, and contributions to theology. Past speakers include

Catholic women leaders Carolyn Woo, PhD, Kerry Robinson, and Sister Simone Campbell, S.S.S. The Lane Center partners with a committee to honor Black Catholic History Month with an annual event. Past speakers include leading Black theologians Shannon Dee Williams, PhD, and Shawnee Daniels-Sykes, PhD.

The aforementioned committee achieves more than an annual event. The group, convened by the rector of the Jesuit community, has met for over two years as a way to engage Black Catholics at and beyond USF and build relationships with Black Catholic Churches in the Bay Area. It has become a space for the university and Church to come together and listen to each other and celebrate the rich spiritual, theological, and liturgical tradition of Black Catholics.

The Loyola House Jesuit community consists of approximately 30 Jesuits engaged in various ministries at USF and in the work of the local church, working on boards, teaching, and healthcare. The directors of the Jesuit Works of San Francisco—USF, St. Ignatius College Preparatory, St. Ignatius Church, St. Agnes Church, and the Catholic Chaplaincy at San Quentin State Prison—work together to promote the vision of Pope Francis, providing a “field hospital” church, especially to those who struggle to find a place in the local archdiocese. USF has an especially strong and mutually beneficial partnership with St. Ignatius parish, which is situated just off campus.

For some faculty and staff, the language of “service to the church” is irrelevant or fraught with concerns or misconceptions about the relationship between the university and the Catholic Church. One question that emerged for the self-study committee is “How do we highlight with more complexity and nuance the role of Catholic higher education in the church and society and engage more voices in this conversation?”

Characteristic 6: Relationship to the Society of Jesus

USF participates in local, regional, national, and international Jesuit networks for faculty, staff, leadership, trustee, and student formation. We collaborate with the other Jesuit universities in the province around Western Conversations, an annual gathering on a theme related to Jesuit mission. USF faculty have engaged in research projects with Jesuit social ministries. For

example, faculty members from the School of Education partnered with the Kino Border Initiative to research Operation Streamline and the experiences of migrants. USF faculty and graduate students, particularly those in the Masters in Migration Studies (MIMS) program, participate in the Jesuit Migration Network meetings. MIMS, a partnership between USF and Ibero-Americana University in Mexico City, represents a cross-institutional collaboration within the international Jesuit network.

The Arrupe Initiatives program engages the International Association of Jesuit Universities (IAJU) through collaborative study abroad programs and immersions. The Arrupe Initiatives I-Lead program attracts students from Jesuit universities around the world to learn about Ignatian leadership and Jesuit values through an online platform. Through the Arrupe Initiatives USF has gained visibility in the IAJU and is often featured in the IAJU newsletter.

Individual faculty and staff enhance USF's relationship with the Jesuits as well. Professor Michael Duffy, director of the McGrath Institute for Jesuit Education, serves as a co-chair of the Commitment to Justice Conference. He also serves on the Society of Jesus' Commission on the Status of Women. Professor Kimberly Connor represents USF on the Ignatian Pedagogy Roundtable. Finally, Professor Christopher Brooks serves on the Jesuit Seminar and promotes engagement with *Conversations* magazine on campus.

Through a generous gift to promote Jesuit presence on campus in 2019, USF has provided scholarships to a dozen international Jesuits pursuing advanced degrees at the university. Following in the footsteps of many other Jesuits from provinces around the world, these Jesuit graduate fellows have served as resident ministers in University Ministry and worked in other departments to animate the Jesuit mission and Ignatian spirituality on campus.

While participation in AJCU formation programs is fruitful, it is also costly. This is particularly true for ICP. Furthermore, the travel and time commitments make it difficult to recruit participants for the experience. Forced travel restrictions due to the pandemic have also prompted a reassessment of university-related travel and the financial and carbon costs associated with it. We are asking ourselves "What does it mean to participate meaningfully in

national and international Jesuit networks while mindfully reducing air travel to lower our carbon footprint?”

Some respondents expressed concern about the future of the Jesuit mission as fewer Jesuits are available for assignment to the university. One person expressed concern that if the next president of USF is not a Jesuit, the university could lose a sense of identity. Others actively resisted the notion that not having Jesuits on campus necessarily resulted in a lesser realization of the mission. Some respondents desired more collaboration across Jesuit ministries, especially with the university and parishes. It was noted that cross apostolic collaboration presented its own challenges: How does one ministry maintain its distinctiveness in the collaboration? As well, how does a Work whose membership is all-Catholic (a parish) collaborate with a Work whose membership is broadly religiously diverse (USF)?

Characteristic 7: Institutional Integrity

Participants in the self-study indicated concrete ways they encounter Jesuit values in their experience as employees at USF. A newly hired campus leader reported experiencing the mission throughout the hiring and onboarding process. Human Resources offers mission related professional development opportunities as well as wellness opportunities to all university employees.

Faculty and staff described relationships at USF as sources of consolation around the mission. *Cura personalis*, care for the person, was experienced most concretely in interpersonal relationships with colleagues. Faculty and staff also named the university’s commitment to diversity, equity, and inclusion as a concrete manifestation of the mission. One participant said that the equity focus of the university gave her the freedom to have difficult conversations about race with her colleagues in a way that might be dismissed at other institutions.

USF has a strong union culture with seven represented groups: full-time faculty, School of Law faculty, part-time faculty, OPE (clerical and technical staff), maintenance and engineers, gardeners and laborers, and public safety staff. The commitment to collective bargaining reflects Catholic social thought, which upholds the rights of workers and emphasizes the dignity of work.

Despite the university's longstanding commitment to—and practice of—collective bargaining for just compensation, some employees earn salaries that are insufficient for them to live in the San Francisco Bay Area at an acceptable level, making this an area of concern for them and for the community.

In 2019, the university formed the University Budget Advisory Council (UBAC) to promote transparency and education around the university's budgeting processes. UBAC is charged with facilitating communication to constituencies across the university and consists of five senior administrators, five faculty, five staff, and three students. The Mission Council and VP of Budget, Planning and Analytics co-created a discernment guide for mission-driven budgeting to encourage reflective practices around budgeting recommendations. Among some participants who have not participated in UBAC, there was confusion and/or distrust surrounding budget and planning.

Participants expressed concern over the hierarchical nature of higher education, naming the ways white supremacy, neoliberalism, and even the historical patriarchy represented by our founders and the church they served, still today create barriers to the full realization of our mission. Faculty, staff, and administrators expressed the desire for more actions to dismantle white supremacy and more accountability across all divisions to advance equity and inclusion.

New Mission Priorities and Rationale

1. Build capacity and opportunity among faculty, staff, students, and leaders to understand and engage in substantive conversations about Jesuit Catholic identity in the context of higher education, sharing our worldviews and our visions—secular and religious—for how USF can embody a faith that does justice as well as ensuring institutional accountability.

We observe the need for constructive and honest conversations about faith at the university. The religious and cultural diversity of our community presents a tremendous opportunity to cultivate interfaith dialogue and bridge religious and secular worldviews for the common good. Within this context, we recognize the opportunity to explore and engage the relationship between faith and culture, religious and secular worldviews, and the Catholic university and the Catholic

Church. As a self-study committee, we desire the university to 1) boldly proclaim our identity as an inclusive, diverse, Jesuit Catholic university dedicated to a faith that does justice, 2) honestly examine barriers and historical failures within Catholicism to promote justice and reconciliation, and 3) educate and engage the community around what it means to be a Catholic university in the 21st century.

2. Develop a transparent, sustainable, university-wide plan to strengthen the Jesuit Catholic mission with diversity, equity, and inclusion priorities, supported by a well-resourced, visible structure to ensure institutional accountability.

The diversity of USF and its commitment to inclusion, equity, and belonging is among our greatest strengths. As the university strives to hold everyone accountable to the shared responsibility of dismantling white supremacy, gender-based discrimination, and inequity, we see the opportunity to make more explicit the inseparability of DEI and the Jesuit mission. The central themes of Catholic social thought—human dignity, the common good, and solidarity—which resonate across many religious and ethical worldviews, provide a substantive foundation for social justice. We hope that a more explicit connection between the university’s Jesuit mission and DEI will encourage all Jesuit universities to take bolder actions to dismantle historically forged inequities in higher education.

3. Strengthen the Office of Sustainability so that it promotes cross-disciplinary faculty participation in shaping the curriculum, motivating university-wide engagement, and ensuring institutional accountability in meeting bold science-driven sustainability goals inspired by *Laudato si’*.

We heard the urgency to act more radically and counterculturally in our commitment to environmental sustainability at USF in light of the growing climate crisis. As the university joins other Catholic institutions around the world in advancing the goals of the Laudato Si’ Action Platform, there is an opportunity to enhance the visibility of what we are already doing in the area of environmental sustainability and outline clear, collaborative plans for reducing emissions and promoting transformative ecological education. The appreciation for *Laudato si’* across

religious and nonreligious perspectives creates a particular opportunity to engage the Jesuit mission on a university-wide level. Building upon USF’s strengths—the Office of Sustainability and Star Route Farms, as well as faculty in environmental studies, ethics, and sciences—we observe an opportunity to go beyond voluntary participation in learning about and enacting sustainability as an integral part of the curriculum and life of the university.

4. Cultivate collaborative structures among university stakeholders that model *cura personalis*, practice Ignatian discernment, and respect the legitimate autonomy of the several unions that represent subsets of our employees.

Many people shared with us the importance of relationships at USF. The way they experience their relationships with colleagues is a source of consolation and reflection of the university’s mission. We also observed the need for healing, reconciliation, and relationship-building within the community as we recover from the pandemic. As the university explores pathways toward shared governance, we observe an opportunity to integrate the Jesuit value of *cura personalis* and the Jesuit practice of discernment into university structures. This is especially important as we consider the priority of forming students to be discerning global citizens. The university must model discernment, civility, and humility as it seeks to form students in these ways.

Plan for Implementation and Integration (See appendix I for cross-references to strategic plan)

1. Build capacity and opportunity among faculty, staff, students, and leaders to understand and engage in substantive conversations about Jesuit Catholic identity in the context of higher education, sharing our worldviews and our visions—secular and religious—for how USF can embody a faith that does justice as well as ensuring institutional accountability.

- Related to goal No. 2, objective 5, the new website will highlight the distinctiveness of Jesuit education and integrate this messaging into recruitment materials.
- Related to goal No. 4, the recognition of religious diversity will be integrated into professional development around understanding and appreciating diversity.

- Develop a process to evaluate mission council structure that can best serve the mission integration and alignment with the mission statement, the MPE, and the USF strategic plan.
- Connect faculty and staff formation around Catholic identity and Jesuit mission to student engagement in foundational courses and orientation programs like USF 101.
- Apply the elements of the Ignatian Pedagogical Paradigm (context, experience, reflection, action, evaluation) as a technique for integrating mission across subjects and as a tool for measuring the integration of Ignatian values in our curriculum.
- Develop programming and events that explicitly engage questions related to faith and the requisite commitment to diversity, equity, and inclusion.

2. Advance a transparent, sustainable, university-wide plan to strengthen Jesuit mission with diversity, equity, and inclusion priorities, supported by a well-resourced, visible structure to ensure institutional accountability.

This relates to strategic plan goal No. 4, “reinventing the workplace to develop an agile, highly motivated, collaborative, and growth-oriented workforce, and fashion an extraordinary place to work.” This goal includes concrete plans to extend *cura personalis* through employee support with particular attention to BIPOC and other minoritized faculty and staff. The plan also includes attention to formation and professional development opportunities for all employees. We will integrate Catholic social thought and Jesuit mission concretely into diversity, equity, and inclusion efforts in the following ways:

- Connect hiring for diversity and hiring for mission and provide appropriate training for faculty and staff search committees in these interconnected areas.
- Promote professional development and mentoring opportunities for faculty and staff that critically engage Jesuit Catholic resources around racial justice, gender justice, and worker justice.

3. Strengthen the Office of Sustainability so that it promotes cross-disciplinary faculty participation in shaping the curriculum, motivating university-wide engagement, and ensuring

institutional accountability in meeting bold science-driven sustainability goals inspired by *Laudato si'*.

- Related to goal No. 1 of the strategic plan, reimagine our curriculum, we will integrate environmental sustainability into the undergraduate core and graduate degree programs.
- Develop curricular and extracurricular engagement with *Laudato si'* and the global Laudato Si' Action Platform.
- Form a campus sustainability council to promote cross disciplinary engagement and institutional accountability around global sustainability measures.

4. Cultivate collaborative structures among university stakeholders that model *cura personalis*, practice Ignatian discernment, and respect the legitimate autonomy of the several unions that represent subsets of our employees.

This relates concretely to goal No. 5 of the strategic plan “Develop inclusive and participatory shared governance structures to harness the creativity, vision, and brilliance of our students, staff, faculty, and librarians.” We will integrate this mission priority concretely into this goal by:

- Building capacity for Ignatian discernment through professional development opportunities for faculty, staff, and leadership
- Creating opportunities to build relationships through mission-engagement experiences across roles at the university such as retreats, immersions, and discussion groups

Conclusion

Engagement With the Local Ordinary in the Self-Study

Upon President Fitzgerald’s request, the Most Reverend Salvatore Cordileone, Archbishop of San Francisco, reviewed an executive summary of the self-study and a list of services to the local church by the university. He offered his insights on the university’s mission priorities in light of the needs and opportunities within the local Catholic Church. Upon reviewing the ways USF serves the local church by partnering with Catholic schools, hospitals, and other ministries, Archbishop Cordileone noted the university’s effectiveness in forming and maintaining local partnerships as part of its educational mission: “It looks like the university does well in

capitalizing on its partnerships, which gives students a variety of very valuable experiences that contribute to the education of the whole person.”

The archbishop offered his vision of Catholic education, emphasizing the complementarity of faith and reason: “One aspect of Catholic education which gives us a unique take on the enterprise is the vision of both faith and reason working together. Engaging both, each making its unique contribution and serving as a check on the excesses of the other left to its own devices, is a key insight of our Catholic intellectual tradition and is one of the key identifying elements of Catholic education.” In his first follow-up, Fr. Fitzgerald echoed this vision by highlighting concrete examples of how USF integrates the Catholic intellectual tradition and Jesuit heritage into graduate and undergraduate curricula. Specifically, he noted the learning outcomes of the St. Ignatius Institute, which forms students to “articulate their own intellectual and personal gifts in light of major world religions, particularly the Catholic Jesuit traditions of *cura personalis*, finding God in all things, discernment of one’s deepest desires, contemplation in action, and becoming people for (and with) others.” He also highlighted two professional programs—the Management Exercises, which integrates the dynamics of the Spiritual Exercises into USF’s MBA program, and the BS of Nursing program, which starts and ends with courses on Nursing in the Jesuit Tradition.

The archbishop affirmed the university’s commitment to the Catholic intellectual tradition and transformative education: “I’m happy to see the vision of the university holding up the Catholic intellectual tradition in such an integrative way. Cross-curricular and extracurricular integration is a key to the education of the whole person. I appreciate the way the university articulates this vision in the framework on one’s personal vocation.”

The university will continue to dialogue with the archbishop regarding its mission priorities and service to the local church by engaging the Catholic intellectual and social traditions within the rich local context of San Francisco.

Concluding Remarks on the Self-Study in Light of the Peer Report

We appreciate the suggestion to identify specific offices responsible for the implementation of the mission priorities in the self-study. However, we prefer to integrate the mission priorities as well as the directives from Father Sosa into the university's strategic plan.

Appendices

- A. Description and Charge of the University Council for Jesuit Mission
- B. Revising the University of San Francisco's Mission Statement 2020–21
- C. Spring 2021 Report on Progress Toward Previous MPE Goals
- D. Formation and Mission Integration Programs for USF Faculty and Staff
- E. Provincial's Invitation to Engage in the MPE During the 2021–22 Academic Year
- F. President's Announcement of MPE to the USF Community
- G. Reflection Guide for MPE Self-Study
- H. List of People and Groups Who Provided Input for the Self-Study
- I. USF's Strategic Plan 2022–2027



**UNIVERSITY OF
SAN FRANCISCO**

University Council
for Jesuit Mission

PURPOSE

The Council for Jesuit Mission encourages and supports reflection, formation and integration around the mission, vision and core values of the University. Through ongoing discernment, leadership development, and relationship-building across the University, the Council exists to:

- Animate mission throughout the University and integrate the University's core values into planning, decision-making, and programming across divisions
- Promote understanding of the Jesuit Catholic tradition and Ignatian spirituality and explore the implications of these traditions on higher education
- Support efforts to build up a diverse, inclusive community that honors the full integral development of all persons and strengthens the common good

RESPONSIBILITIES

- Attend council meetings, held monthly during the academic year, participating in the council's core activities and discernment priorities.
- Serve as a visible leader and resource for mission integration within one's division, facilitating reflections, mentoring new colleagues, and promoting conversations around mission.
- Coordinate, promote, and evaluate mission-related programming across the university to encourage broad participation, multiple levels of engagement, and diverse points of entry into mission-engagement.
- Collaborate closely with the Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition, University Ministry, the University Council for Community Engagement, University Council on Diversity and Inclusion, the USF Jesuit community as well as national and global Jesuit networks.

MEMBERSHIP

- New members are selected by nomination to serve two or three year terms. Existing council will select new members to ensure we benefit from diverse perspectives and experiences. Membership will include six faculty members and

six staff members representing different roles and divisions throughout the University.

- The following resource personnel will serve the Council: The Chief Mission Officer, Chief Diversity Officer, Director of University Ministry, Faculty Chair for Mission Integration, Associate Director for Faculty and Staff Spirituality, Rector of the Jesuit Community, and the Mission Council's Program Assistant.

Revising the Mission Statement of the University of San Francisco 2020-2021

In the spring semester of 2020 President Paul Fitzgerald, SJ asked Erin Brigham, PhD, Chief Mission Officer and Chair of the University Council for Jesuit Mission to coordinate a process of updating the language of the mission statement. In his charge, President Fitzgerald made clear that the mission of the university would not change but the language of the statement would be updated to better reflect the historical context and the diverse identities that make up the USF community.

In September 2020, President Fitzgerald appointed a three-person writing team among Mission Council members who would be responsible for writing an initial draft of the mission statement. All formed in the Ignatian tradition and representing diverse ways to engage and integrate the mission into their work, the writing team included Christopher Brooks, PhD, Professor of Computer Science and Engineering; Monica Doblado, MA, Program Manager in the Honors College; and Evelyn Ibatan Rodriguez, PhD, Associate Professor of Sociology.

In preparation, the University Council for Jesuit Mission commissioned university historian emeritus Alan Ziajka, PhD to document the history of USF's mission statements. His work made clear that mission statements develop historically and reflect the context out of which they emerge. The 2020-21 context was marked by a global pandemic and widespread public demonstrations against anti-black racism and police violence in the United States. During the 2020-21 academic year, nearly all USF classes, meetings and operations were held remotely.

The Mission Council was intentional about developing a process that would be inclusive and reflect the Ignatian heritage of the university. In September 2020, the council was trained in the process of communal discernment in preparation for facilitating reflection on the mission statement. In the months of September - December 2020, mission council members facilitated twenty-two discernment sessions over Zoom among USF faculty, staff, and students, inviting participants to name areas of consolation and desolation that emerged in reading the 2001 Vision, Mission, and Values Statement.

During the month of January 2021, the writing team met remotely and collaboratively drafted a new version of the mission statement. Along with Erin Brigham, the team

brought the new mission statement to President Fitzgerald, who approved it for the next phase of community-wide discernment. During the months of January - March 2021, the Mission Council organized fifteen remote discernment sessions based on the affinity groups identified for the 2019 Campus Climate Survey listening process. Affinity groups were developed to create inclusive participation with attention to underrepresented or marginalized groups.

In March of 2021, the writing team produced another version of the mission statement with revisions based on the communal discernment process. After presenting this version to the Leadership Team in April 2021, they presented it to the Catholic Identity and Jesuit Mission Committee of the Board of Trustees for affirmation (June 2021). On September 24, 2021, Erin Brigham, Monica Doblado, and Evelyn Ibatan Rodriguez presented the mission statement to the Board of Trustees over zoom. Trustee Kevin Burke, SJ, brought the resolution to adopt the mission statement to the floor, trustee Joan McGrath seconded the motion, and the trustees voted unanimously to adopt the mission statement.

Summary of Timeline

- September 2020, President Fitzgerald appoints Christopher Brooks, Monica Doblado, and Evelyn Rodriguez to the writing team responsible for drafting the new statement
- September - December 2020, the mission council held twenty-four department-level reflection sessions following the model of Ignatian discernment to generate engagement with the 2001 mission statement
- January 2021, presentation of the new mission statement to President Fitzgerald
- January - March 2021, the mission council held fifteen listening sessions and community conversations to solicit feedback on the draft
- March 2021, presentation of the revised draft to President Fitzgerald and the Leadership Team
- June 2021, presentation of the revised draft to the Catholic Identity and Jesuit Mission Committee of the USF Board of Trustees
- September 2021, final draft submitted to the board of trustees for their approval.

Participants in Discernment

Fall 2020 and Winter 2021 Divisional & Affinity Groups	
Mission Council	University Ministry
Student Leadership & Engagement	Student Engagement and New Student & Family Program
Cultural Centers	School of Nursing and Health Professions Faculty & Staff
Undergraduate Students	Ignatian Colleagues Program participants
Office of Marketing Communications Marketing Partner Team (2)	Office of Development Staff
OLC Department/School of Management	USF Full Time Faculty Assoc.
School of Education Faculty	Sociology Undergraduates/ Alumni
Leo T. McCarthy Center Staff	OMC Web & Digital Communications
McCarthy Center Community Partners	Leadership Team
College of Arts and Sciences (Science staff)	USF Part Time Faculty Assoc. (2)

Spring 2021 Affinity Groups (total participants = 115)	
Alumni (6)	Graduate Students (2)
BIPOC Faculty & Staff (8)	Jesuit Community (4)
BIPOC Students (1)	LGBTQIA+ (3)
Community Partners (6)	Religiously Unaffiliated (2)
Faculty & Staff (18)	Staff (12)

Leadership Team (28)	Undergraduate Students (11)
Full-Time Faculty (6)	Women-Identified Faculty & Staff (8)

Findings from the discernment sessions

Fall 2020 and Winter 2021 - Consolations	
Education as humanizing, not competitive	63%
Centrality of social justice	52%
Emphasis on a culture of social responsibility/ community engagement	47%
<i>Cura personalis</i>	42%
Collective recognition of Mission's significance	37%
Diversity (of people, of ideas)	26%
Faith and reason and complementary	21%

Fall 2020 and Winter 2021- Desolations	
Omission of <i>cura apostolica</i> : “disconnect”/ “divisions”/ distrust between campus communities (esp administration and others, between schools); lacks “showcasing process” of “community formation” and how community members are held accountable to Mission	68%
Unclear/ outdated language, eg: <ul style="list-style-type: none"> “men and women for others” should be revised to gender-neutral language (26%), and “for and with” (21%) Lack of clarity around terms: “justice,” “diversity” (16%), “service,” “Common good” (16%), “success” (5%), “community formation” 	37%

<ul style="list-style-type: none"> Need language re “solidarity,” “empowerment,” liberation” 	
Does not describe reciprocity with community	37%
Aspirational, not descriptive (should we use future tense?)	32%
Lacks clarity re Jesuit Catholic identity	21%

Spring 2021 - Consolations	
Emphasis on diversity, inclusivity, “ever-expanding community”	71%
Ohlone land acknowledgment (though it should include other campuses)	64%
Inspires gratitude/ joy	50%
Emphasis on social justice	43%
Valuing the whole individual	43%
Emphasis on local community	29%
Aspirational	29%
Use of “daring and dynamic”	21%

Spring 2021 - Desolations	
Need to go beyond San Francisco/ Hilltop (global, while still acknowledging SF/ Bay Area)	79%
Ohlone land acknowledgment feels superficial	57%

Need greater accountability/ to “live mission,” not just claim one, esp bc it guides daily and long-term decisions	50%
Need to do more to empower and enable all members of USF community to know Mission	36%
USF leadership does not reflect values; there are shortcomings in support for living Mission	29%
Use of “economic resources” seems exploitative	21%
Use of “citizenship”	21%
Use of “excellence” feels inappropriate (esp re scholarship, since we’re not an R1)	21%
Should just mention “USF” (vs listing distinct identities/ groups)	21%

Versions of USF’s Mission Statement (2020-2021)

September 2001 Statement

Vision

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

Mission

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

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

Core Values

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

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

January 2021 Draft

Since 1855, the University of San Francisco has dedicated itself to offering a daring and dynamic liberal arts education in the Jesuit Catholic tradition. We empower and enable our faculty, librarians, staff, students, alumni, and community partners to be persons for and with others, to care for our common home, including the Ohlone land on which our campus resides, and to work toward the common good by critically, thoughtfully and innovatively responding to global and local events and inequalities in order to create a more humane and just world.

We seek to live USF's Mission by fostering a diverse, ever-expanding community in which all are welcome no matter their race, religion, sexual orientation, gender, ability, citizenship, or socioeconomic background; educating hearts and minds to cultivate the full, integral development of each person and all persons; honoring learning as a humanizing, social activity rather than a competitive exercise; advancing excellence as the standard for teaching, scholarship, creative expression, and service; and responsibly engaging with, and contributing to, the vibrant cultural, intellectual, and economic resources of the San Francisco Bay Area.

**The Mission Statement of the University of San Francisco
Approved by the Board of Trustees on September 24, 2021**

Since 1855, the University of San Francisco has dedicated itself to offering a daring and dynamic liberal arts education in the Jesuit, Catholic tradition. As a community, we empower and hold accountable our students, faculty, librarians, staff, administrators, alumni, and community partners to be persons for and with others, to care for our common home, including the native lands on which our campuses reside, and to promote the common good by critically, thoughtfully, and innovatively addressing inequities to create a more humane and just world.

We seek to live USF's Mission by nurturing 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.

University of San Francisco
Report on 2016 Mission Priority Examen
Spring 2021

Upon completion of the first Mission Priority Examen (MPE) in 2016, the University of San Francisco put forth the following strategic initiatives for advancing USF's Jesuit Catholic character:

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

As we look toward the next MPE, I would like to report on these priorities as well as other initiatives that USF has embraced in response to the contextual realities of the past five years and the opportunities embedded in the Universal Apostolic Preferences (UAP) and the creation of the Jesuits West province. These years have been marked by social movements toward racial equity, particularly Black Lives Matter and justice for immigrants. These movements directly impact the lived realities of our diverse body of students, faculty, and staff. The global pandemic and resulting economic recession has disrupted higher education in significant ways, challenging us to respond with creativity and resilience in how we live out our Jesuit mission. With the Universal Apostolic Preferences forming the horizon that draws us toward the future, I will now reflect on where we are with respect to our MPE goals.

Work with the four other Jesuit universities in the two provinces to collaborate in sharing resources and coordinate formation programming for trustees, faculty, and staff.

The University of San Francisco hosted Western Conversations in the Fall of 2018 around the theme of collaboration across universities and Jesuit social ministries of the newly formed Jesuits West province. With every university represented along with the major social ministries of the province, the conference explored concrete strategies to promote collaborative research, immersions, faculty / staff formation, and other educational opportunities inspired by the commitment to a faith that does justice.

The Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition, led by Chief Mission Officer, Erin Brigham, convened a wrap-around conference to Western Conversations for faculty and leaders of social ministries to engage with more depth around the topic of Ignatian social research. This gathering, which included representation from each university of the province, inspired a second Summit for Social Research in 2019. This gathering, organized by USF's Erin Brigham and Seattle University's Catherine Punsalan-Manlimos (now CMO at University of Detroit Mercy) was held in Portland and co-sponsored by the Provincial Assistant for Higher Education of Jesuits West. Brigham and Punsalan-Manlimos will expand these conversations toward a national audience at the next Commitment to Justice Conference planned for 2020 and postponed.

This cross-university formation has targeted faculty in an underdeveloped area of mission-integration; namely, around their research. The Lane Center, renamed in 2018 to describe with more accuracy its key role in advancing Catholic social thought with particular attention to the Ignatian tradition, has developed short-term and long-term formation opportunities for faculty and staff. These opportunities include a year-long Lane Center Faculty Fellowship and year-long staff program, People for Others, both of which introduce the Ignatian tradition and Catholic social thought. These opportunities compliment the formation opportunities already offered through University Ministry (UM) around Ignatian spirituality including the 19th Annotation retreat and spiritual direction as well as the Arrupe Initiatives that engage faith and social justice through immersions, events, community engagement and advocacy.

USF regards the work of mission, ministry and inclusion to be integral and interconnected components of faculty and staff formation around the Jesuit Catholic identity of the university. Our office of Diversity Engagement and Community Outreach (DECO) led by Vice Provost, Mary Wardell-Ghirarduzzi offers a mission-driven faculty and staff education series, Centering Equity, which covers the following topics: anti-racism, cultural humility, microaggressions, gender diversity, whiteness, and how to be an ally to undocumented members of the community. The Jesuit Foundation supported a comprehensive initiative to address racism with USF's Center for Humanizing Education and Research. The initiative includes a faculty training on race and pedagogy, student dialogues on race, a Black student leadership fellowship and re-imagining public safety project.

In the area of trustee formation, USF has been a leader. Each new trustee serves a two-year term on the Catholic Identity and Jesuit Mission (CIJM) Committee, during which they engage a curriculum introducing the Ignatian spirituality and Jesuit history, the Catholic intellectual and social traditions and the faith that does justice. The formative experience of the CIJM Committee extends to the formation of the entire Board as trustees integrate their learning into the work of other committees on which they serve. The CMO serves as a resource personnel to this committee and along with the committee's chair, Kevin Burke, SJ, has articulated learning outcomes and continues to revise the curriculum to deepen the impact of the formative experience.

Reflecting on the goal of collaborative formation, we are eager to continue the ongoing discussions among CMOs of the province around how we can leverage Western Conversations toward a more robust and intentional curriculum that might include experiential components such as an immersion and retreat. The idea of a more localized Ignatian Colleagues Program experience would leverage the resources of our universities toward impact. Toward this end, USF would contribute in the area of diversity, equity, and inclusion as well as engaging Catholic social thought in a religiously diverse context.

Centralize research funding at USF to more effectively support community engaged research efforts that involve faculty and students working collaboratively with St. Anthony's Foundation in San Francisco and the Kino Border Initiative with immigrants in Nogales, Arizona, and Mexico.

The University Council for Jesuit Mission with financial support from the Jesuit community of USF, organized a delegation of eight faculty and staff to the Kino Border Initiative in 2019. This built upon a strong relationship with Kino through the Masters in Migration Studies (MIMS) program, which promotes teaching and research partnerships with Kino. The Lane Center provides small grants for faculty engaged in the Jesuit Migration Network to develop research partnerships with Kino and other Jesuit works.

The Leo T. McCarthy Center for Public Service and the Common Good promotes community-engaged teaching and learning among several community partners in the Bay Area including the St. Anthony's Foundation. Building upon this partnership, the Lane Center integrates a day of encounter and reflection for staff as part of its People for Others program. The St. Anthony's Foundation provides a context for faculty and staff formation as well as student learning.

The Jesuit Foundation continues to provide grants for mission-driven research in partnership with Kino and St. Anthony's among other organizations. Through the leadership of the McCarthy Center, USF has moved intentionally beyond a service model toward one of community engagement that seeks to empower partners toward long-term social justice initiatives. Engage San Francisco, a place-based initiative with the Western Addition neighborhood is exemplary in this regard. Engage SF provides funding for mission-driven research and teaching initiatives among faculty and community partners.

The Universal Apostolic Preferences offer an opportunity to consider more deeply how the university serves as a source of social transformation through teaching and research. Promoting cross-disciplinary and cross-institutional partnerships for research for and with those who are marginalized and that addresses the global climate crisis will continue to be a top priority for USF.

Increase endowed funding for both the recruitment and hiring of mission-focused faculty and to support formation programs that advance the Jesuit Catholic character of USF with trustees, faculty, and staff.

Last year, USF Law School established an endowed chair in animal law. This represents one initiative among others to advance teaching and scholarship in response to *Laudato Si* and the UAP to care for our common home. Additionally, the Lane Center has leveraged its endowment to support faculty research and teaching in the areas of environmental and economic justice, racial justice, restorative justice, and immigration justice through faculty fellowships and stipends. The Lane Center established a Faculty Chair for Mission Integration, who supports faculty development at all stages of their career -- from university orientation to post-tenure. The Faculty Chair for Mission Integration along with the CMO has developed partnerships with the Center for Teaching Excellence and Center for Research, Artistic and Scholarly Excellence to support current faculty in aligning their teaching and research with the Jesuit mission of the university.

As USF continues to pursue endowed funding to recruit and hire mission-driven faculty, we are also focusing on ways to prepare search committees to identify such colleagues. After a series of listening sessions, the CMO prepared materials for search committees and candidates to promote mission-driven hiring. The Vice Provost for Diversity Engagement and Community Outreach has developed materials and trained faculty partners to ensure the commitment to diversity, equity and inclusion are at the center of recruitment and hiring as well. We see these initiatives as interconnected and integral to the goal of recruiting and hiring faculty who will embody and advance the mission of USF.

Other initiatives to strengthen the Jesuit Catholic identity of USF and promote mission integration throughout the university.

USF continues to promote local, regional, national, and international partnerships with the Jesuit network to serve the church and strengthen relationships with Jesuits. For example, the Lane Center partnered with the Jesuit works of San Francisco--St. Agnes, St. Ignatius Parish, and St. Ignatius College Preparatory--on a series of prayerful and educational public events on Catholic social thought and the social justice issues that have been exacerbated by COVID-19. UM's Arrupe Initiatives promotes international immersions within the International Association of Jesuit Universities (IAJU) and through the lens of Ignatian praxis. Our Vice Provost for Diversity Engagement and Community Outreach has been a national leader in forging relationships between the CMOs and CDOs of the AJCU. Finally, we continue to form administrative and faculty leaders in the Ignatian tradition through participation in the Ignatian Colleagues Program and National Leadership Seminar of the AJCU.

All members of USF's Leadership Team reflect intentionally about the Jesuit Catholic character of the university, taking turns leading a "moment for mission" at our monthly

Leadership Team meetings. Areas of focus have included: deepening our engagement with the UAPs, integrating Ignatian discernment into budgeting and decision-making, engaging religious diversity and secular worldviews around “the faith that does justice.” This is one of the ways the university promotes a collaborative and integrated model of leadership around mission-integration.

The University Council for Jesuit Mission has existed in its current form since 2015 to promote widespread engagement with the mission throughout the university. In 2020, the council reconstituted its membership through selection by nomination. Six faculty and six staff serve two or three year terms while six *ex-officio* resource personnel provide continuity and leadership in major areas of mission integration. These members include the CMO, Director of University Ministry, Rector of the Jesuit Community, Vice Provost for Diversity Engagement and Community Outreach, Faculty Chair for Mission Integration, and Associate Director of Faculty and Staff Spirituality and University Chaplain. This model has increased the visibility and impact of the council as all members contribute actively to the council’s vision and activities.

The Mission Council is in the second half of a 12-month process of revising our university mission statement. In September of 2020, President Fitzgerald charged the Council with the task of refreshing the language of the mission statement with the goal of submitting a final draft for trustee approval in September of 2021. The Council embraced the model of communal discernment to promote inclusive participation and attentiveness to the spiritual dynamics of the university community. The President and CMO appointed a three-person writing team composed of two faculty and one staff member to draft the statement after a series of 20 discernment sessions with faculty, students, staff, and administrators in the fall of 2020. The writing team submitted a draft statement and council members scheduled 20 additional discernment sessions for the spring semester. The process of this revision has introduced the experience of Ignatian discernment to faculty, staff and students throughout the university and has prompted a deep and intentional reflection on our core values. This process, along with the concurrent strategic planning initiative lays a strong foundation for the Mission Priority Examen in the coming year.

Submitted on February 17, 2021

By Erin Brigham, PhD

Executive Director, Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition and Chief Mission Officer



2021-2022

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

A. On Campus Drop-In Programs.

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

Ignatian Half-Day Retreats for Faculty and Staff

Half-day retreats include lunch, presentations on Ignatian spirituality, and the opportunity for reflection and conversation with colleagues. For more information, please email Donal Godfrey, S.J. at godfrey@usfca.edu.

Ignatian Book Club For Faculty And Staff

Connect with faculty and staff through a book discussion group for people who are interested in our Jesuit mission. The book club meets in the fall and spring. This fall, the group will meet online from noon to 1 pm on September 4, Sept. 18, October 2, and Oct. 16 to discuss "The Time is Now: A Call to Uncommon Courage" by Joan Chittister. Visit the [University Ministry Faculty and Staff Spirituality webpage](#) for more information or contact Donal Godfrey, S.J. at godfrey@usfca.edu.

Conversations on Jesuit Higher Education

Once a semester, join members of the University Council for Jesuit Mission for lunch and discussion of the newest issue of Conversations on Jesuit Higher Education. Published each semester by the Association of Jesuit Colleges and Universities, Conversations features articles by faculty, staff, and students on topics related to Jesuit mission. For more information, email lanecenter@usfca.edu.

Loyola Luncheons

Join Donal Godfrey, S.J. and colleagues from across the university at the Loyola House Jesuit Community for lunch and conversation on various mission topics. People of all faith traditions and none are welcome. For more information, please email Donal Godfrey, S.J. at godfrey@usfca.edu.

Faculty Lecture Series

Past lecturers in this series have included Stephen Privett, S.J., and Dean Judith Karshmer discussing their personal spiritual journeys. Join the USF community over lunch and engage in spiritual dialogue spurred by great USF speakers. Faculty and staff of all faith traditions and none are welcome and encouraged to attend. For more information, please email Donal Godfrey, S.J. at godfrey@usfca.edu.

B. Longer-Term Formation and Development Programs

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

Western Conversations Conference

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

Ignatian Faculty Forum

Inspired by a similar successful program in Santa Clara University, the Ignatian Faculty Forum began in 2014 with the objective to discover Ignatian Spirituality as it is lived by faculty— a spirituality that integrates Ignatian insight with the day



to day struggles of teaching, scholarship, personal life, and university service. The Forum provides a small community of trust in which faculty share joys and struggles as they engage in reflective discernment. This program is a serious commitment to both the future of the University of San Francisco's Jesuit heritage and the development of faculty leaders. Faculty participants commit to attendance at each of the eight dialogues, careful reading of the shared assignments, and thoughtful Forum participation. Participants in IFF are chosen from faculty applicants from a variety of academic disciplines, at different career stages, and from multiple religious traditions. For more information, please contact Donal Godfrey, S.J. at godfrey@usfca.edu.

Annual Lane Center Faculty Fellowship

Annual Lane Center Faculty Fellowship is an opportunity for faculty to become more familiar with Catholic Social Thought and USF's Ignatian tradition and to collaboratively seek connections between these foundational resources and their own approaches to teaching and research. It is also an opportunity to witness and make connections with other faculty who take up the call to teach and research for the common good and to identify the possibilities for engagement and extension through the Jesuit and Catholic educational networks. Faculty who complete the program will receive a \$1,000.00 stipend at the end of the academic year. The Fellowship also prepares faculty to be competitive for grants of up to \$5,000 from USF's Jesuit Foundation. Faculty who are interested should apply by September 1. For more information, contact lanecenter@usfca.edu.

Jesuit Foundation Grant

Participating in the abovementioned fellowship positions faculty to successfully receive a [Jesuit Foundation Grant](#).

People For Others: Building Community Around Ignatian Values

This opportunity is geared toward staff who want a deeper engagement with the Ignatian tradition as a way to develop professionally and build a community of colleagues devoted to mission. This seven-month program consists of six meetings with readings and presenters on Ignatian values and a final reflection on what it means to be a person for others. All USF staff members are welcome to apply by September 9. For more information, contact lanecenter@usfca.edu.

C. Intensive Leadership Formation Experiences

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

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

The Spiritual Exercises are a compilation of meditations, prayers, and contemplative practices developed by St. Ignatius of Loyola to help people deepen their relationship with God. University Ministry offers faculty and staff the opportunity to complete the exercises over the course of the academic year through weekly meetings with a spiritual director. Past participants describe the experience as rewarding and transformative personally and professionally. A prior conversation with Donal Godfrey, S.J. is required. He can be contacted at godfrey@usfca.edu. Register for 19th Annotation online.

Spiritual Direction

Spiritual direction is an ancient practice of meeting one-on-one with a trained person to discuss one's spiritual life. Practiced by both lay and ordained women and men, spiritual direction is available to people of all faiths and spiritual traditions. Directors do not impose their own agendas or beliefs on others—rather they listen carefully in order to help others discern the ways in which God or the holy is leading them. For more information, please contact Fr. Donal directly at godfrey@usfca.edu.

Ignatian Colleagues Program

This is an intensive, 18-month AJCU program designed to educate and form administrators and “animators of mission” more deeply in the Jesuit tradition of higher education. 2-4 leaders (faculty and staff) per university may participate annually. Permission from dean/VP is required. Please contact Erin Brigham at embrigham@usfca.edu if you are interested.

Ajcu Leadership Institute

This 5-day conference, held at Loyola Chicago in June, addresses issues facing current academic and administrative leaders and aims to develop leaders who will guide Jesuit institutions into the 21st century. Permission from dean/VP is required. Please contact Erin Brigham at embrigham@usfca.edu if you are interested.



UNIVERSITY OF
SAN FRANCISCO

University Council
for Jesuit Mission



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March 19, 2021

Rev. Paul Fitzgerald, S.J.
President, University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Dear Paul,

Thank you again to USF for leading AJCU into the Mission Priority Examen (MPE) process for this next cycle. It was good to hear the Association of Jesuit Colleges and Universities presidents (AJCU) indicate that the MPE experience assisted their institutions' mission reflection. I can assure you that the Jesuit Conference of Canada and the United States (JCCU) developed a deeper appreciation for the AJCU institutions' Missions through the MPE reflections and process. The provincials are committed to joint efforts to collaborate in mission integration efforts across provinces, the JCCU, and AJCU to support Jesuit institutions.

With this second MPE cycle, you will focus efforts to reflect upon your Mission, prepare a self-study document, and host a peer visiting team next spring. You should receive Father General's reaffirmation decision and feedback from the Provincial early next fall. The JCCU has strengthened the process of sharing Father General's feedback with the Presidents, Boards of Trustees, the local ordinary, the Jesuit community, the presidents of the Jesuit Conference, and AJCU.

In the 2016 MPE, USF identified three goals, and you have provided the USF Update Report on the 2016 Mission Priority Examen. Your Update Report and this letter should be included in the 2022 MPE Self-study document as part of the introduction.

In his 2016 Letter to the California Provincial, Father General Nicolas noted three important reflections on the USF MPE Self-study and Peer Visitor Report. Father Nicholas's comments were not shared in any detail with you previously. However, they are still helpful for your further reflection. Father Nicholas included the following three summative comments.

- 1. Although many spoke of the appreciation of "Jesuit values," there seems to be considerable ambiguity about what those values mean.*
- 2. As is common in other Jesuit universities, the value of the service of faith and the promotion of justice is often understood in such a way as to collapse or limit the notion*

of faith to ethical analysis and transformative actions that promote justice. The roots of the commitment to justice in a Jesuit and Catholic institution, however, need to be explored, understood, and articulated specifically in relation to the experience of faith and transcendence that underlies the Mission.

3. *While there seems to be intentional orientation around Mission for new faculty and staff, there seems to be a desire for greater follow-up and follow-through, information, development/formation, and experiences around Mission. (Father Nicolas' letter, September 2016)*

Given your uniquely high level of ethnic diversity, USF is a leader in DEI work and can be a model for the AJCU schools in supporting a diverse community of students while developing an even more diverse faculty and staff. With your campus diversity, you have an opportunity to engage Father Nicholas' second comment, noted above.

Father General challenges our Jesuit Universities to explore, understand, and articulate more clearly how we engage the "experience of faith and transcendence that underlies the [Jesuit] Mission." Building upon your diverse campus community, USF can engage the justice and faith conversations with persons representing global faith traditions and include persons who resist or even reject transcendental values. Again, USF can help AJCU institutions and other Jesuit ministries engage Father Nicholas' challenge.

You have identified the following three foci for further reflection in your 2021 MPE Self-study process this fall.

1. I do think that since USF is the 4th most ethnically diverse university in the USA, we should hold up our Diversity, Equity and Inclusion initiatives, programs, and successes; within this we can hold up our commitment to, and success with, students coming from under-resourced families and communities.
2. I also think that since we achieved carbon neutrality last year (this year, we are way negative, but only because of the lock-down), and because of many amazing academic and co-curricular programming, USF should focus on our environmental sustainability efforts across the institution.
3. Finally, I think that USF can present evidence and examples of how we are graduating civically engaged (discerning) citizens who will change the world for the better, wherever they go next.

I am pleased to confirm the above MPE foci you propose. I encourage you also to address the important reflections and questions Father Nicholas outlined above and engage his suggestions. I want to add another summative comment from Father Sosa. Which followed the completion of the first cycle of the AJCU MPE review process.

He noted that institutions must create a mission leadership structure to support their mission commitments into the future. I would add that these considerations become even more significant as we transition more institutions to non-Jesuit presidents. I encourage you and the Board of Trustees to consider the adequacy of your mission leadership structure. The MPE process is an excellent opportunity to engage the Mission Leadership structure question for the future.

Father Sosa recently put this expectation in the following way:

As I read reports from across the country, I find again and again the desire for a more focused, integrated, and clearly communicated apostolic vision supported by an appropriately resourced administrative structure with an identified and accountable leader.

Finally, Father Nicholas had hoped that you could find a way to engage Archbishop Salvatore Cordileone of San Francisco more deeply in the MPE Process. And he noted that you might want to share some of the MPE documents with the Bishops of the five or six dioceses in which you have programs. Again, I leave it to you to determine how best to do this.

Paul, the AJCU and JCCU's work to document the new MPE process, and the revised version of the *Characteristics of Jesuit Higher Education* are not yet completed and ready to be shared. Father General's approval of the revisions will happen sometime later this summer.

Please work with Bob Niehoff regarding the decisions and choices you need to make regarding the MPE preparation and plan the peer visit. He can help the JCCU appreciate the complexities you faced given the short timeline. We anticipate the new MPE model to be approved by Father General this summer. Obviously, you will need to begin your self-study work immediately, and Bob will work to ensure that your constraints are taken into consideration at the Province and Conference review levels.

Thank you for your willingness to help us initiate this new Mission Priority Examen Process. You can be assured of my gratitude and my prayers that this process will be a blessing for the University.

Sincerely,

A handwritten signature in blue ink that reads "Scott Santarosa, SJ". The signature is written in a cursive style with a large initial 'S' and a distinct 'SJ' at the end.

Scott Santarosa, S.J.
Provincial

CC: John Nicholaj, Chair, USF Board of Trustees
Robert L. Niehoff, S.J., Provincial Assistant for Higher Education

Send Date: Thursday, May 20

Send Time: 11am

Sender Name: Paul J Fitzgerald, SJ

Sender Email: donotreply@usfca.edu OR missioncouncil@usfca.edu

Audience: All Faculty/Staff

Subject Line: [USF] The Ignatian Year and Mission Council Updates

Dear colleagues,

On May 20, 2021 the international network of Jesuit universities will enter a year of reflection on the life of St. Ignatius of Loyola. [The Ignatian Year](#) begins 500 years after Ignatius was [wounded by a cannonball](#) and moved into an intense period of prayer, self-examination, and freedom to discover God in all things. Ignatius's story, though particular, speaks to a common human struggle to embrace hope, freedom, and love after an experience of intense disappointment and loss. Many of us have endured our own "cannonball" moments this year and are longing for healing, justice, and a renewed sense of vocation and purpose at work. The Ignatian Year Committee will be coordinating existing and new programs for the university around this theme.

As we remember and celebrate our Ignatian tradition, we do so within the horizon offered by the [Universal Apostolic Preferences](#) (UAPs)--to foster spiritual depth and discernment, to care for our common home, to walk with the marginalized, and accompany youth toward a hope-filled future. In the coming year, the university will reflect on concrete ways we are called to enact these preferences as we engage in the [Mission Priority Examen \(MPE\)](#). The MPE process, coordinated by the Association of Jesuit Colleges and Universities (AJCU) asks each member university to reflect on how they are living out their mission and to name concrete goals to integrate the mission more boldly in the next seven years. The MPE affords us the opportunity to name our Catholic identity in an authentic way, one that reflects the diverse identities and lived experiences that make up our community. The validation of our identity comes first and foremost from within our community through a self-study and is then affirmed by peer institutions who share our Jesuit mission before it is confirmed by the Vatican. The MPE self-study committee, chaired by Erin Brigham in partnership with the University Council for Jesuit Mission will create opportunities for you to participate in the institutional examination and discernment of our MPE goals.

Those of you who participated in the university-wide discernment around our mission statement have already laid the groundwork for us to embrace the MPE with openness and freedom. Thanks to Evelyn Rodriguez, Monica Doblado, and Chris Brooks, the revised mission statement will be submitted to the Board of Trustees for final approval this June and made available in September. Inspired by this articulation of our mission as well as the UAPs, we will focus on three areas for the MPE -- Advancing diversity, equity and inclusion, grounded in our Catholic identity; Living and learning environmental sustainability in the spirit of *Laudato si*; and Educating students to become discerning global citizens.

In the spirit of the Ignatian Year, the process of self-examination should not only celebrate our accomplishments but should challenge us to live more freely and authentically who we aspire to be. When we conclude the Ignatian Year on July 31, 2022, the feast of St. Ignatius of Loyola, may we, as individuals and as a university community, celebrate a renewed freedom to live out our deepest aspirations.

Paul J Fitzgerald, SJ
President

Erin Brigham, PhD
Chair, University Council for Jesuit Mission

2021 Mission Priority Examen Reflection Guide

The [Mission Priority Examen \(MPE\)](#) offers an opportunity to connect with each other through discernment and dialogue on our shared mission. Conversations, therefore, should be facilitated in such a way that participants feel free to share areas of consolation (joy, integration, freedom, authenticity) and desolation (tension, disconnection, imbalance). This guide is not meant to limit the scope of engagement with *Characteristics of Jesuit Higher Education*, the AJCU's guide for mission reflection, but rather to focus the discernment around the following question:

What should be our goals and accompanying strategies for the next seven years so we will more deeply and authentically live out our commitment to 1. Diversity, equity, and inclusion grounded in our Catholic identity 2. Living and learning environmental sustainability in the spirit of Laudato si, and 3. Educating students to become discerning global citizens?

1. Diversity, equity and inclusion grounded in our Catholic identity

“Jesuit universities, though imperfect and embedded in sinful systems, are called to be a “project of social transformation.” Amid the pervasive reality of racism; the imperative to care for our common home; and the need to respond to a range of other issues of moral urgency, we need to rely on our deepest resources as Jesuit, Catholic institutions. Our distinctive faith traditions and spiritual roots can offer hope and creative energy to make change. We are invited to imagine justice as a generative network of right relationships and, to achieve that, we must be ready for a long process of repair and commitment to truth, which may alone yield authentic reconciliation among fractured peoples.” - *Characteristics of Jesuit Higher Education*

- Does the University have a plan to address systemic and functional racism on campus? How are the elements of the plan known throughout the campus, and how will the University measure its progress in combating institutional racism?
- How is the commitment to openness and responsiveness evidenced in the institution in its commitments to equity and inclusion; to the elimination of racial, gender and other biases; and to promoting policies that demonstrate care for our common home?

2. Living and learning environmental sustainability in the spirit of *Laudato si*,

“In such documents as Pope Francis’ *Laudato Sí*, (“On Care for Our Common Home”), the University is asked to commit itself to work for environmental justice and sustainability. The Jesuit and Catholic University is expected to promote awareness and understanding of the dangers faced by over-consumption; misuse of our resources; pollution of air, land and water; and the host of problems directly related to environmental degradation and its impact on those who experience poverty and marginalization.” - *Characteristics of Jesuit Higher Education*

- How has the institution made a commitment to sustainability that addresses this issue on campus and in the community, such as through an environmental sustainability plan? What mechanisms are in place for public accountability on these sustainability commitments?
- How does the University’s curriculum – including the core curriculum and academic majors – mirror its aspirations for sustainability and the environment? What dedicated courses and programs introduce students to the complexities and the challenges of environmental justice?

3. Educating students to become discerning global citizens.

“Critical to educating through service is a curriculum that incorporates the values and principles of community-engaged learning and the motivations of Jesuit higher education. Through both affective and intellectual experiences, students are given opportunities for theological reflection on their own beliefs. They engage honestly with the Jesuit imperative of a faith that does justice, and garner wisdom from other faith traditions. For this to be successful, faculty members, campus ministers, student development personnel, and service-learning professionals must be trained to lead diverse groups of students through reflection and analysis of their service experiences, with special attention to the economic, social and cultural realities of the communities they engage.” - *Characteristics of Jesuit Higher Education*

- How do University-sponsored immersions, advocacy experiences, and other extended engagements with persons in marginalized communities encourage an open and respectful sense of mutual encounter? Are members of host communities identified as teachers and experts? How do these formative experiences include opportunities for theological reflection?
- How is the campus life robust and healthy with opportunities for the cultivation of leadership skills, listening and the exchange of ideas, and a diversity of opinion? How are the skills of dialogue, civil discourse, and moral agency promoted and taught in the curriculum and co-curriculum?

2021-22 Self-Study Listening Sessions, Focus Groups, and Interviews

Interviews

Patricia Pearce, Interim Dean, School of Nursing and Health Professions (SNOHP)	9/10
Susan Friewald, Dean, School of Law (SOL)	9/8
Charles Moses, Dean, School of Management (SOM)	9/2
Shabnam Kiorala Azad, Dean, School of Education (SOE)	9/30
Eileen Maruyama Fung, Interim Dean, College of Arts and Sciences (CAS)	9/7
Shawn Calhoun, Acting Dean, University Library	9/30
Shirley McGuire, Senior Vice Provost, Curricular Innovation and Inclusive Excellence	10/4
Jeff Hamrick, Vice Provost, Institutional Budget, Planning, & Analytics	9/7
Pamela Balls Organista, Senior Vice Provost, Equity, Inclusion, and Faculty Excellence	10/4
Ellen Ryder, Vice President, Office of Marketing and Communications	9/9
Anastasia Vrachnos, Associate Vice Provost for International Initiatives	9/1
Richard Hsu, Sustainability Coordinator	10/3
Michael Duffy, Director, McGrath Institute for Jesuit Catholic Education	9/27

Focus Groups

Participants in the Ignatian Colleagues Program and Jesuit Leadership Institute	9/14, 10/19
USF Leadership Team	9/15
Division of Student Life	10/25
University Ministry Staff	10/6
Lane Center Staff	9/28
Lane Center Advisory Board	9/30
University Library Staff	10/14
Department of International Initiatives and Global Education	9/24
Ignatian Faculty Forum alumni	10/20
Lane Center fellows - current	9/28
Lane Center fellows - alumni	9/28

Black Catholic faculty and community partners	9/22
Jesuit faculty / staff	10/11
Jesuits in other apostolic works	10/11
Jesuit graduate fellows	11/10
USF Board of Trustees MPE Working Group	11/3
Department of Theology	11/18
School of Management	11/18

Listening Sessions

Mission Council listening session on mission statement	10/5
Mission Council Listening Session on DEI	10/14
Mission Council Listening Session on environmental sustainability	10/19
Mission Council Listening Session on student formation	10/26
Undergraduate students	11/10
Graduate students	11/11

USF 2027 STRATEGIC PLAN

INTRODUCTION

The University of San Francisco is committed to diversity, inclusiveness, and academic excellence and innovation in everything we do. Deeply rooted in our Jesuit mission and guided by aligned values, our five-year strategic plan positions the university to revitalize and realize its mission now and into the future. The plan seeks to position our students -- and thus the university -- to thrive in a rapidly changing world through local and global experiences that cultivate rigorous thought, hone future-ready skills, nurture the whole person, and prepare students for a pluralistic world.

This strategic plan was developed in the midst of a global health pandemic, a national racial reckoning, an environmental crisis, and political upheaval, accentuating the importance of attending to the holistic care of our people, institution, and resources. The strategic plan articulates a vision for USF as deeply engaged in transformative social and environmental justice, responding thoughtfully and courageously to the multiple crises of this moment, and advancing a vision of a more just, sustainable future.

University Mission

Since 1855, the University of San Francisco has dedicated itself to offering a daring and dynamic liberal arts education in the Jesuit Catholic tradition. As a community, we empower and hold accountable our students, faculty, librarians, staff, administrators, alumni, and community partners to be persons for and with others, to care for our common home, including the native lands on which our campuses reside, and to promote the common good by critically, thoughtfully, and innovatively addressing inequities to create a more humane and just world.

We seek to live USF's mission by nurturing a diverse, ever-expanding community in which 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.

VISION FOR 2027

USF will be the leading Jesuit university for diversity, inclusiveness, academic excellence, and innovation, distinguished by our experiential and civically-engaged education; our caring, equitable, and global community; and our contributions to social and environmental justice. We will be:

- An innovator in designing an education that drives scholarly, creative, and professional competencies.
- A destination for emerging lifelong learning opportunities.
- A global and diverse university where all community members are supported to thrive holistically.
- An ethical and engaged partner with our local, national, and global communities, and our alumni.
- A dynamic institution that is able to respond rapidly and transparently to a changing world.

GOAL 1

REIMAGINE JESUIT EDUCATION to accelerate the achievement of a more just and sustainable world.

- Revise USF's curricula and co-curricula to be responsive to our students' aspirations and to prepare them for a changing and pluralistic world.
- 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.
- Hire and invest in faculty, librarians, and staff to ensure that the curricula and co-curricula endeavors reflect USF's commitment to equity and inclusion.
- 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.
- Transform and leverage physical and virtual spaces to support collaborative work, prioritizing innovative and interdisciplinary learning and research.

GOAL 2

INVEST IN AND PROMOTE THE SCHOLARLY, CREATIVE, AND COMMUNITY-FOCUSED ENDEAVORS that advance justice and address the pressing challenges of our time.

- Advance scholarly, creative, community-focused work that generates social action and leads to positive impact aligned with USF's mission.
- 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.
- Elevate the public profile of scholarly and creative achievements through proactive media outreach, social media, and USF's communication platforms.

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.

- Improve equitable sense of belonging, retention, and success for all students.

- Address our students' housing, food security, and holistic mental health needs.
- Provide a climate free of sexual, gender, and racial violence, using a compassionate survivor-centered and trauma-informed approach.
- Measure and improve the return on investment on a USF education and enhance the upward social and economic mobility of USF graduates.
- 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.

- Increase USF's visibility in the San Francisco Bay Area and beyond, through a comprehensive awareness campaign and strategic investments in facilities and technologies, as well as community outreach.
- Become a leading destination for career acceleration, lifelong learning, and virtual and on-campus programming related to social justice, sustainability, health equity, and innovation.
- Partner with educational and community organizations serving K-12 students to extend college access and civic-engagement opportunities for local youth and USF students.
- Create incubator spaces where USF students and faculty, as well as industry and community partners, can unleash creative and collaborative ideas and generate daring solutions.
- Leverage reciprocal local, national, and global partnerships to boost visibility, advance the common good, extend access to USF's programs, and enhance civic engagement and professional development for students, alumni, and community members.

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.
- Provide ongoing leadership and management training for faculty, librarians, staff, and administrators at all levels to develop opportunities for growth and advancement, and support a culture of collaborative, transparent, and values-centered leadership.
- 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, and caregivers.
- Reimagine and implement contemporary and adaptive work practices to increase equity and employee effectiveness, engagement, and well-being.
- Extend *cura personalis* by fostering holistic wellness and the mental and spiritual health of USF and surrounding communities, with special attention to the needs of those impacted by injustice.

GOAL 6

DEVELOP INCLUSIVE AND PARTICIPATORY SHARED GOVERNANCE STRUCTURES to harness the creativity, vision, and brilliance of our students, staff, faculty, and librarians.

- Define and implement an institutional shared governance structure to ensure inclusive and participatory decision-making, and strengthen transparency, communication, and trust.
- Engage students in co-designing the educational experience through direct input and engagement in design and delivery of curricula and co-curricula.

RESOURCE STEWARDSHIP

A fundamental principle of the strategic plan is to realize that our revitalized mission depends on our ability to advance both *cura personalis* – holistic care for our people – and *cura apostolica* – passion for our mission and vision. In implementing the plan, we will apply this principle to the stewardship of our resources, working to build a thriving enterprise that generates and shares abundance with current community members and with those who will live, learn, and work at USF in the future. Core features of this mission-driven fiscal stewardship include:

- Transparent and participatory processes for managing the university’s financial, physical, and digital resources
- Commitment to strategies that ensure students graduate with manageable debt
- Maintenance of operating reserves of at least two percent annually to provide institutional resilience in uncertain times
- Growth of tuition revenue and diversification of other revenue streams to support strategic goals
- Provision of competitive compensation that enables the university to hire and retain diverse talent
- Operation with strong internal controls, compliance, and fiduciary oversight
- Investment in our physical plant and reduction of the university’s cumulative deferred maintenance backlog
- Management and growth of the university’s endowment to achieve risk-adjusted investment returns superior to the median of the university’s benchmark set of peer institutions
- Launch of the university’s next comprehensive campaign
- Continual adaptation to changing trends in developing an agile, mission-driven, business model of higher education

SHARED ACCOUNTABILITY

This plan is a living document that will guide institutional efforts and resource allocation in an iterative manner involving all members of the USF community. Specific actions to advance and monitor progress include:

- The Office of the Provost will ensure regular communication on progress and updates, and on continuity of strategic planning as a transparent institutional practice.
- A widely representative strategic plan council will be established to guide and manage the implementation of the strategic plan.
- The vice presidents will ensure that objectives and goals relevant to their specific areas are advanced, and provide quarterly progress reports to the president.

- The Board of Trustees will review the plan and receive updates on progress toward goals annually.
- Objectives and actions will be refined and updated in a transparent manner and with input from campus stakeholders.

A LIVING DOCUMENT

This plan articulates new strategies to strengthen the institution and increase the value USF generates for students, employees, our extended community, and the world. It is intended to work in concert with the many successful academic, co-curricular, and administrative programs, practices, and operations already in place that must persist in order to realize our mission and ensure the viability of the institution. Through shared accountability, the strategic plan will continually evolve in response to feedback and experience.

The development of this plan was envisioned as an opportunity to continually support a culture that fosters trust and ensures community-wide participation in co-creating USF's future. Through review of recommendations from past data-gathering efforts and survey and listening sessions with students, staff, faculty, administrators, alumni, and community partners, five guiding values and three integrated and underlying themes identified as vital to all priority areas were confirmed as central to both our present and emerging needs, and to our opportunities to ensure USF's future. During the spring semester of 2021, the strategic planning core committee formed four working groups composed of over 60 community stakeholders (faculty, staff, students, alumni, and community partners) who applied or were nominated to participate. Each working group focused on specific priority areas and developed action plans containing objectives and supporting actions. University stakeholders provided feedback again in October 2021 specific to the vision and the resulting goals and actions.

- [Guiding Values](#)
 - > Jesuit Identity
 - > Diversity, Equity, and Inclusion
 - > Globally Focused and Responsible
 - > With and In Community
 - > Resilience and Responsiveness
- [Integrated and Underlying Areas](#)
 - > Culture of Transparency and Communication
 - > Sustained Institutional Health
 - > Physical and Technological Infrastructure