

Mission Priority Examen Self-Study

January 2019



TABLE OF CONTENTS

Introduction to Saint Joseph's University	3
Notes on Process	6
Characteristic 1: Leadership's Commitment to Mission	10
Characteristic 2: The Academic Life	14
Characteristic 3: A Catholic, Jesuit Campus Culture	20
Characteristic 4: Service	27
Characteristic 5: Service to the Local Church	33
Characteristic 6: Jesuit Presence	39
Characteristic 7: Integrity	43
Mission Priorities for SJU	48



INTRODUCTION TO SAINT JOSEPH'S UNIVERSITY

About Saint Joseph's University (SJU)

Founded in 1851 in the Jesuit, Catholic tradition of academic excellence, Saint Joseph's is a comprehensive university that provides students with a rich and rigorous educational experience built upon inquiry, critical thinking, reflection, and leadership development. As one of only 28 Jesuit colleges and universities in the country, Saint Joseph's has a total enrollment of over 7500 undergraduate and graduate students, as well as more than 300 full-time faculty and approximately 350 adjunct faculty.

Saint Joseph's offers a wide array of academic programs through the College of Arts and Sciences, the Erivan K. Haub School of Business and the soon-to-launch School of Health Studies and Education. These include more than 55 undergraduate majors, 20 graduate programs, one doctorate program, 30 study-abroad programs, 12 study tour programs, a co-op program, and academic collaborations with other top-flight local, national and international institutions including Thomas Jefferson University.

Established with a mission to advance social justice, Saint Joseph's maintains a Carnegie Community Engagement Classification and has been a leading member of Campus Compact. Motivated by faith, the University is a leader in the Association of Catholic Colleges and Universities (AJCU) and the University Consortium for Catholic Education. A member of the Atlantic 10 Conference and home of the Hawks, the University offers 20 Division I intercollegiate men's and women's sports. Saint Joseph's is a top-rated university by *U.S. News & World Report*, the *Wall Street Journal*, *Money* and several other organizations. (See Appendix 1 for SJU Quick Facts)

Mission Statement

As Philadelphia's Jesuit Catholic University, Saint Joseph's provides a rigorous, student-centered education rooted in the liberal arts. We prepare students for personal excellence, professional success, and engaged citizenship. Striving to be an inclusive and diverse community that educates and cares for the whole person, we encourage and model lifelong commitment to thinking critically, making ethical decisions, pursuing social justice, and finding God in all things.

SJU as Unique

As one of the 28 Jesuit colleges and universities in the United States, it would be easy to characterize SJU in the same or similar ways as the other 27 as it relates to mission since each shares a fundamental mission rooted in the Jesuit, Catholic ideals. However, each institution has qualities that make it unique in this area and SJU is no different. Below are 10 things that the Mission Priority Examen Steering Committee (Steering Committee) has identified as making SJU unique in how it lives out its Jesuit, Catholic mission.

1. **Philadelphia:** SJU serves in the poorest large city in the United States which at the same time is also a thriving educational, cultural and economic hub.
2. **Global Economic Hub:** SJU serves in a globally diverse city where the local poverty is interconnected with the economy of a major world port.
3. **U.S. Development of and Commitment to Religious Freedom and Tolerance:** SJU is rooted as an institution in the creation of the U.S. commitment to and development of religious freedom and tolerance via Old St. Joseph's that served as a model for both U.S. constitutional freedom of religion and as a model replicated around the world.
4. **Religious Identity:** One of the few Catholic universities in the U.S. whose students maintain religious identity throughout their undergraduate experience, and a majority identify as "strong" or "more strongly" upon graduation.
5. **Catholic Curriculum:** SJU is the only U.S. Jesuit college or university that requires all students to take a course in Roman Catholic thought and belief and the only Catholic university in the U.S. that requires all students to complete a course that explores the epistemological foundations of the relationships between faith and reason.
6. **Service & Reflection:** 22 percent of undergraduates participate in in-depth (3 hours a week or more) service and reflection.
7. **Fe y Alegria Partnership:** SJU is the only Jesuit university of 200 around the world that has an international comprehensive partnership with *Fe y Alegria* (Bolivia and Haiti). (For more on *Fe y Alegria*, see the section on Service)
8. **The Kinney Center for Autism Education and Support:** SJU educates and trains the autism professionals of tomorrow, while supporting and serving the individuals and families affected by autism today. (For more on the Kinney Center, see the sections on Academic Life and Catholic, Jesuit Campus Culture).
9. **Ignatian Colleagues Program (ICP):** SJU is the only Jesuit school with both a current serving President and Provost who have participated in and completed the ICP, and 50% of the University Leadership Council are graduates as well. (For more on the ICP, see the section on Leadership's Commitment to Mission).
10. **Comprehensive Partnership with 6th Largest Archdiocese in the U.S.:** The University offers programs in talent development for the local Church including the St. Charles Borromeo Seminary Servant Leadership Program and several programs in leadership and expertise enhancement for Catholic school leaders and educators. (For more on the Servant Leadership Program, see the Service to the Local Church section).

Community on Hawk Hill

SJU has extremely talented faculty and staff who serve our students. They are committed to challenging our students to be more than they ever thought possible, yet do so by providing a nurturing environment in which our students feel supported in stepping outside of their comfort zones. Perhaps what most sets SJU's faculty apart from others is the time and care invested in their students beyond the classroom extending to advising, mentoring and immersion experiences. SJU's faculty genuinely care about their students' personal, social and spiritual growth and well-being. The Ignatian term "*cura personalis*" or care for the whole person is one that our faculty take to heart.

Our students are engaged in their SJU experience in significant ways and on many levels – in the classroom, on the playing fields, in the community and beyond. They embody the University's motto "live greater" and they do so in an effort to make the world a better place, not for personal gain. As a result of the opportunities provided our students, they become change-makers, problem-solvers, innovators and leaders in both their professional and personal lives.

The SJU alumni network is one of the most loyal and passionate one will encounter and is deeply dedicated to supporting the continued success of SJU and our students. Over 70,000 strong across the globe, alumni provide a multitude of opportunities to current students through internships, co-ops, mentorship, and even classroom instruction. Below is an excerpt from a student regarding his or her favorite class, which offers a good example of some of the interaction among our students and alumni. Dr. Peter Kowey, who holds the William Wikoff Smith Chair in Cardiovascular Research at the Lankenau Heart Institute (Wynnewood, PA) is a 1971 graduate of SJU and currently serves on the Board of Trustees (BOT).

"Personally, my favorite class was when Dr. Peter Kowey came in to speak about his novel, and what it's like to be a writer and a doctor. When I first came to SJU, they asked us what our biggest dreams were and our craziest dreams. I wanted to go to medical school and be a pediatrician, pediatric oncologist, or some type of surgeon). My crazy dream was to be a creative writer. Since I was 14, I have always had crazy, wild, adventurous ideas of novels in my head. While they initially told me that was nice and dandy, my advisor later said it was improbable for me to do it at SJU. I could not fit a creative writing minor in with my biology major and healthcare ethics minor too. So in freshman year, I sort of forgot about my big and crazy dreams. When Dr. Kowey spoke about how he was able to do both, and how with both of them he has avoided any sort of burnout, I felt a sense of peace..."

Climate at SJU

SJU is in a time of transition. Like many institutions across the country, the University is facing the realities of higher education as they relate to: increased expenses, flat or declining revenue, changing demographics among prospective students, the continued questions being asked by some as to the value of a college education - particularly that of the liberal arts, etc. It is a challenging time for many in higher education. With that in mind, SJU has been and continues to address proactively these challenges and is working to build a sustainable financial and operational model that will enable continued success well into the future.

However, successfully addressing these challenges calls for change and tough, sometimes unpopular, decisions to be made. These decisions can appear to some as counter to an institution's mission because they may impact well-liked colleagues, established programs or long-standing practices, particularly on a campus known for its great sense of community.

Additionally, SJU is not immune to forces in the world around us. As our nation grapples with racism, sexism, ideological difference, political divide and religious tensions, SJU's mission is to meet these realities and work to resolve them on our campus. This means holding ourselves accountable, it means having the tough conversations, and it means learning to disagree with a mutual respect and dignity for one another. This can be challenging to accomplish when dealing with such emotionally charged issues. However, we are committed to creating an inclusive community in which to live, learn and work.

Despite the above-named challenges, the Overview of Findings indicates overwhelmingly that many continue to find the most joy and consolation in the sense of community experienced at SJU.



NOTES ON PROCESS

Steering Committee as appointed by University President Mark C. Reed, Ed.D.

Janée N. Burkhalter, Ph.D.

*Associate Professor, Marketing Department
Special Assistant to the Provost for Inclusion & Diversity*

Peter C. Norberg, Ph.D.

*Associate Provost, Faculty Development & Academic Support
Professor, English Department*

Daniel R.J. Joyce, S.J. '88

Executive Director, Mission Programs

Sarah F. Quinn '89, '09 (MBA) (co-chair)

Assistant Vice President and Chief of Staff

Ann Marie Jursca Keffer, MSW

Director, Faith-Justice Institute

Thomas J. Sheibley

Director, Campus Ministry

Robert J. McBride, M.A.

Associate Vice President, Enrollment Management

Timothy J. Swift, Ph.D. (co-chair)

Associate Professor, Management Department

Virginia M. Miori, Ph.D.

*Professor and Chair, Decision &
System Sciences Department*

Alim Young '19

*President, Bridging the Gap (BTG)
Communications Studies Major*

Charge of the Steering Committee

The Steering Committee was tasked by Dr. Reed with conducting a self-study in the form of reflection (in whatever format deemed best), drafting the required self-report and assisting as needed with the campus visit of the Peer Review Team scheduled for February 24-27, 2019.

After review of the provided materials and a thoughtful discussion, it became clear that the Steering Committee wanted to provide as many members of the SJU community as possible the opportunity to participate in the self-study in a reflective way. The Steering Committee established multiple ways for participation in the hopes that colleagues would find one of those ways a convenient and meaningful way to participate.

The Steering Committee identified over a dozen key constituency groups across campus that it would interact with face to face (see Appendix 2, 2A and 2B), created an Examen guide for divisions/departments to conduct their own Examen (see Appendix 3), held an open forum and administered a survey to collect information as well (see Appendix 4).

The guidelines for conducting the self-study called participants to consider the seven characteristics of Jesuit colleges and universities during their reflection. However, the Steering Committee felt strongly that diversity and inclusion should be included with those characteristics and incorporated those in all discussions as well.

The Steering Committee facilitated an institutional Examen of Consciousness, which asked all of the constituency groups to evaluate how they are living the Catholic, Jesuit mission and how that mission can be better lived in the future.

By approaching this self-study as a true Examen, it is the hope of the Steering Committee that it provided the opportunity for the community to thoughtfully reflect on SJU's Catholic, Jesuit identity and how the mission is brought to life on campus.

The Examen sessions opened by providing the participants with some information on the Mission Priority Examen, its importance to the University and the general process that would take place over the coming months. Participants were called to a moment of silent reflection in order to set a reflective tone for the conversation. Participants were then guided through an Examen process, during which they were asked the following four questions:

1. What one thing are you most grateful for regarding your connection to SJU?
2. As a member of the SJU community, what recent experience has left you unsatisfied, excluded or desiring more from the University?
3. As a member of the SJU community, what recent experience may leave you with consolation, inclusion and desiring more from the University?
4. What may be three mission priorities for the next five years in the life of the Saint Joseph's community with regard to our Jesuit Catholic Mission?

In addition to conducting the various Examen sessions and providing the other forms of participation, the Steering Committee researched mission-related activities and investments across the University in order to provide a comprehensive overview of how SJU puts the words of its mission into action.

Overview of Findings

Written notes from all Examen sessions, as well as the online survey responses and any emails received by the Steering Committee, were loaded into a database.

Members of the Steering Committee used advanced text mining tools to identify the most commonly used words in responses to create word clouds (see Appendix 5) and the repeated themes to create bar charts to visually and clearly depict the results.

Below are the bar charts which depict the common themes which emerged as a result of the Examen sessions.

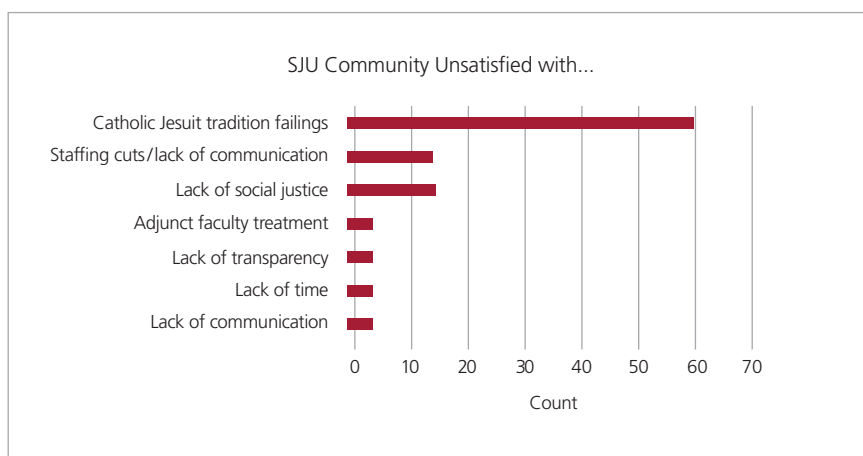
Question 1 of the Examen generated the following response:

Respondents strongly value the sense of community at SJU, the people/human connections formed at SJU and the work of Campus Ministry and the opportunity to perform service.



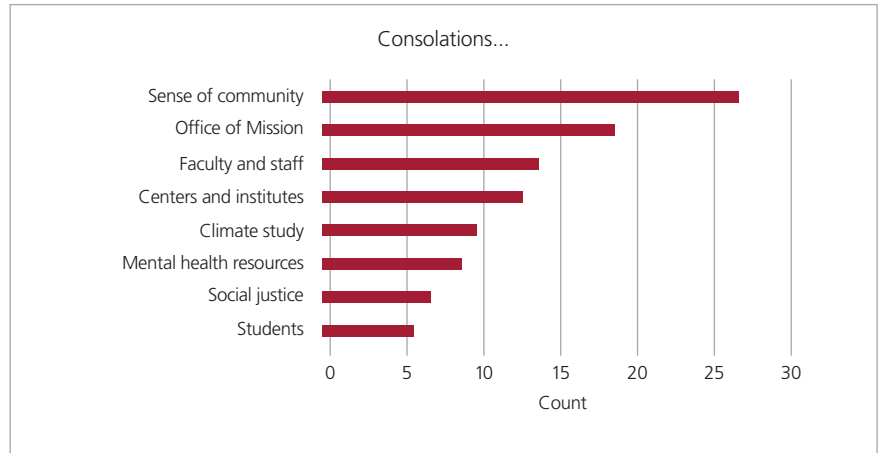
Question 2 of the Examen generated the following response:

Respondents voiced concern/desolation over perceived failings in the Catholic, Jesuit tradition, the staffing cuts and communication around those and a lack of social justice.



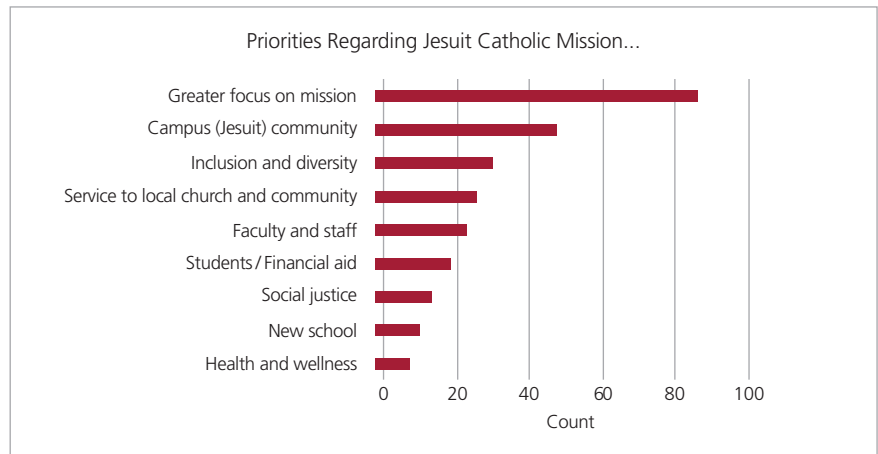
Question 3 of the Examen generated the following response:

Respondents overwhelmingly identified the sense of community as a top consolation. The Office of Mission, the faculty and staff, and centers and institutes were also among the top consolations.



Question 4 of the Examen generated the following response:

Respondents believe the top mission priorities should focus on enhancing the University's mission, fostering a greater sense of community and improving inclusion and diversity on campus.





CHARACTERISTIC 1: LEADERSHIP'S COMMITMENT TO MISSION

SJU's leadership teams are committed to the mission of the University in a number of ways. This can be observed in the ways the University articulates its mission, in the leadership's mission-related training and engagement, in resource allocation for mission related activities and programs, and in some notable accomplishments of University leaders throughout the institution.

Mission Articulation

During the 2013 - 2014 academic year, SJU conducted an intensive, communal, Ignatian discernment that led to the development of an entirely new mission statement. A Mission Task Force, comprised of 19 members of the SJU community, led the discernment process. The University community was issued a survey and invited to an open forum. Additionally, the Task Force held approximately two dozen communal discernments with various constituency groups, including the BOT. The constituency groups were given a draft version of a new University mission statement, and were guided through a formal Ignatian discernment process, in which the Task Force members captured the consolations and desolations resulting from the shared draft. This input was used to guide the revisions of the draft mission statement. In the Spring of 2014, the new mission statement was approved by the BOT and communicated to the University community.

Since that time, University leadership has promulgated our mission statement in a number of powerful ways, including, but not limited to:

- Publishing the statement in a wide variety of forums including our website, position profiles for senior level positions, and elsewhere
- The *Magis* marketing and branding campaign
- Approving Community-Engaged Scholarship as a valuable contribution to faculty scholarship
- Funding and supporting mission-related centers and institutes such as:
 - o The Pedro Arrupe, S.J. Center for Business Ethics
 - o The Institute of Clinical Bioethics
 - o The Faith-Justice Institute
 - o The Institute for Jewish-Catholic Relations
- Funding and supporting internal and external mission-related leadership programs such as:
 - o SJU's Ignatian Leadership Program (ILP)
 - o AJCU's Leadership Seminar
 - o AJCU's Ignatian Colleagues Program (ICP)
- Funding and supporting Ignatian discernment retreats/workshops

Formation

SJU is firmly committed to the mission formation of its faculty, staff and students. This commitment manifests itself in the many programs and opportunities made available to members of the community supported both internally by SJU and externally by organizations such as the AJCU, Collegium, and countless organizations within the community with whom SJU partners in service.

The University has been offering the 19th Annotated form of *The Spiritual Exercises* to faculty and staff since 1975 as a collaboration with the Jesuit community. The Spiritual Exercises are now a formal, resourced mission program offered annually to all faculty, staff, administrators, alumni and select students in several formats including five-day and three-day Ignatian retreats.

On a quarterly basis, new faculty and staff are introduced to SJU's mission at New Employee Orientation. Through a collaboration of the Office of Human Resources and the Chief Mission Officer, new hires participate in an orientation session centered around SJU's mission.

Members of the BOT are also introduced to SJU's mission at a New Trustee Orientation. The mission session of this orientation traditionally includes education and reflection through videos, readings, small group discussion and panel presentations offered by members of the SJU community. The President's Office continually seeks additional educational programming and initiatives to offer the full Board in an effort to strengthen the Board's understanding of the mission and to also offer opportunities for personal growth and reflection as well.

Education for leadership has been an essential element of the mission and activity of Jesuit schools from the time that Ignatius of Loyola, S.J. asked his newly appointed secretary, Juan Polanco, S.J., to do the first "feasibility study" for the creation of a network of schools sponsored by the Society of Jesus in 1547. The mission to form socially conscious leaders for "important posts to everyone's profit and advantage" is foundational to Jesuit education. Therefore, SJU seeks to offer leadership formation for all members of our community, faculty, staff, administrators and students alike.

We also seek to be a resource for the development of socially conscious, transformational leadership with partner organizations seeking the “improvement of the world” and the common good.

The Ignatian-inspired Leadership Program (ILP) for administrators and faculty at SJU was founded in 2005. Over 13 years, 85 SJU administrators, four administrators from Jesuit partner organizations and 48 SJU faculty have completed the ILP. The program uses the elements of leadership formation outlined by the 35th General Congregation of the Society of Jesus regarding Jesuits and those who collaborate with them in positions of leadership. These include:

- *Principles of Ignatian leadership, including the practice of apostolic discernment in common*
- *Formation in an attitude that enables one to work as a member of a team*
- *Principles of leadership in general*
- *Management skills (such as: financial administration, human resources, planning, conflict resolution confrontation, conducting meetings, crisis management and media and public relations)*
- *Skills required for effective membership of a board of governance.¹*

The 35th General Congregation goes on to state that:

In addition to leadership training courses or workshops, there is great value in using forms of apprenticeship and mentoring. In appropriate ways, potential leaders can be identified and be put in situations where they can learn from an experienced and wise leader.²

All Ignatian leadership and spirituality programs at SJU work from the premise that accompaniment, encouragement and prayer are essential elements of our mission programs. Therefore, the recruitment and support of program mentors or guides is understood for programs to be effective.

The ILP meets monthly during the academic year and cohorts participate in facilitated learning, discussion and reflection, to expand their leadership capacity. Each group, faculty and administrators, has a different overall focus based on their unique professional needs. The goal of the ILP is to develop authentic leaders on campus who truly understand the Jesuit mission and feel empowered to carry it forward.

Aspects of the ILP are offered to SJU students and the wider general external community through annual Ignatian leadership conferences. Hosted by SJU for the last four years, the Ignatian Leadership Conference is a primary example. This conference, suitable for participants in both the nonprofit and for-profit sectors, explores leadership through the teachings of St. Ignatius, known as one of the most effective leaders in human history. Keynote speakers at the conference have included SJU President, Dr. Mark C. Reed, SJU alumnus Daniel Gallagher '94, Vice President at Comcast and author of *The Self-Aware Leader*, and nationally recognized best-selling author and leadership consultant, Chris Lowney, to name a few. This annual conference has sold out each year and has been highly praised by both internal participants and those in the local for-profit sector.

SJU also takes advantage of many external opportunities for mission formation. In a time when financial resources may be limited for many institutions, Dr. Reed has re-affirmed SJU's commitment to offering promising leaders these opportunities by intentionally allocating the necessary funds for nominated participants. Over 15 faculty and administrators have participated in the Jesuit Leadership Seminar sponsored annually by the AJCU.

1 Society of Jesus, Congregatio Generalis XXXV, Decree 4, paragraph 31. 2008.

2 Society of Jesus, Congregatio Generalis XXXV, Decree 4, paragraph 32. 2008.

Additionally, nearly 20 members of the SJU community have participated in the AJCU sponsored Ignatian Colleagues Program, designed to educate and form administrators and faculty more deeply in the Jesuit and Catholic tradition of higher education. ICP participants have begun gathering once or twice a year to socialize with one another, share information on mission projects (see Appendix 6) and discuss how the collective group can bring the knowledge and experiences gained through ICP to campus in an effort to enhance SJU's mission as lay persons.

Faculty, students, staff and administrators also find opportunities for formation through retreat options, a wide-array of service opportunities, the Spiritual Exercises, immersion programs, academic programs and additional opportunities established for groups who may have specialized or particular desires such as student-athletes student government, and others. For example, the Department of Athletics and Student Life partners with Campus Ministry and has a campus minister serve in the role of Chaplain for their divisions. Rev. Bill Rickle, S.J. occupies an office in Hagan Arena among the varsity coaches, and works with them and the student-athletes in mission and leadership formation. Some of Fr. Rickle's work includes, but is not limited to, offering retreats for varsity teams, assisting with leadership sessions, counseling, providing service opportunities, and assisting staff, coaches and student-athletes during times of grief.

Conclusion

The Steering Committee conducted three discernment sessions with senior leadership groups: the Board of Trustees Mission Committee, the University Leadership Council, and the Provost's Council. Many participants expressed gratitude for the relationships they have formed at SJU, for the caliber of employees and students at the University, and for the sense that we are on the right path or doing the right thing for the University as a whole. Many in leadership are concerned with morale and the uncertainty felt by some associated with recent layoffs and reorganizations.

Emerging Priorities:

1. Make significant and meaningful strides in the desire to be an inclusive and diverse community where all members feel welcome, respected and safe.
2. Enhance the Jesuit, Catholic identity of the University by investing in our Jesuit presence on campus, formation for mission, and facilities that enhance the spirituality of the members of our University, including a retreat center on or near campus.



CHARACTERISTIC 2: THE ACADEMIC LIFE

Three Schools, One Mission

For the past 30 years, SJU has been comprised of the College of Arts and Sciences (CAS) and the Erivan K. Haub School of Business (HSB), combining a traditional liberal arts education with professional education in business, education and selective applied sciences. In Academic Year (AY) 2017-18, after intensive work in our shared governance system, faculty and administration approved the creation of a third School of Health Studies and Education (SHE) that will include the four departments of our Educational Unit and our department of Interdisciplinary Health Studies. At the undergraduate level, students in both of our professional schools will continue to receive the same liberal arts foundation as students in CAS, through our General Education Program (GEP). Overlay requirements in Writing, Ethics, Diversity, Globalization and Non-Western Studies, and Faith and Reason ensure that major programs in the College of Arts and Sciences and both the professional schools are grounded in the core principles of Jesuit education.

Core Curriculum

The undergraduate degrees offered by CAS, the HSB and the planned SHSE are grounded in a common liberal arts curriculum designed to educate students to lead by example and live purposefully for the greater glory of God in service to and with others.

- Two required Theology courses: all students take 1) THE 154 Faith, Justice and the Catholic Tradition, a comprehensive introduction to Roman Catholic doctrine, the critical, academic study of religion, and Catholic Social Teaching on social, economic and political justice, and 2) a Religious Difference course that introduces them to the in-depth study of one or more non-Christian world religions.

- Two required Philosophy courses: all students take 1) PHL 154 Moral Foundations, a comprehensive introduction to major Western ethical theories, including Consequentialism, Deontology, and Natural Law theory, and 2) a 200-level course designated as Philosophical Anthropology, which considers a range of ancient and modern philosophical approaches to understanding human experience.
- A required Faith and Reason course: all students take a 300-level course that examines the intersection of and debate between theological and scientific explanations for the concept of divinity.
- Overlay requirements in Writing, Ethics, and Diversity/Globalization/Non-Western Studies: in addition to the Signature Core courses, all students are required to take one course certified in each area to ensure that respect for the dignity of the human person includes the ability to speak and write on behalf of others.

SJU also offers multiple mission-based academic programs including:

- The Philadelphia Service Immersion Program (PSIP), an early move-in First Year orientation program that involves approximately 150 incoming students with opportunities for service and reflection and personal engagement of faculty regarding our local urban context as an integral part of their undergraduate education.
- Year-long service-learning course sequences for First Year students in the Signature Core
- Faith-Justice Studies minor program
- Justice, Ethics and the Law minor program
- Interdisciplinary Health Care Ethics minor program
- Environmental Science major and minor programs and Environmental & Sustainability minor program
- Leadership, Ethics and Organizational Sustainability major and minor programs

Faculty Development Opportunities in Teaching and Research

Since the adoption of our current General Education Program in 2008, SJU has intentionally provided faculty development opportunities in mission that are focused on faculty teaching and research and include retreat and immersion opportunities for spiritual development.

Teaching: Through our Office of Teaching and Learning, we sponsor three six-week faculty development summer seminars:

- *Ignatian Pedagogy*, a comprehensive introduction to the history of Jesuit education, the Ignatian Pedagogical paradigm, and contemporary best practices in pedagogy.
- *Ethics Across the Curriculum*, a comprehensive seminar to develop ethics-intensive courses that go beyond professional ethics (where “the good” is determined only by the rules of the discipline or field) to investigate the subject matter of a course in light of more fundamental ethical principles (e.g. utilitarianism, natural law theory, rights theory, Kantianism, virtue ethics) and moral values (e.g. justice, human dignity, vocation, beneficence, proportionality).
- *Writing-Intensive Seminar*, a session that trains faculty on teaching a Writing-Intensive course; each student at SJU must complete a course that emphasizes writing and revising multiple drafts.

In each of these seminars, faculty redesign a course they teach on a regular rotation within the General Education Program. These programs are open to tenure-track and affiliate faculty in all departments.

Each semester, our Faith-Justice Institute also sponsors faculty affinity groups on Catholic Social Teaching and service-learning pedagogy to mentor and sustain a strong core of faculty teaching service-learning courses.

Research: Through our Centers and Institutes, we provide faculty grants and opportunities for collaborative research that is mission focused. Our Faith-Justice Institute has a long-standing partnership with [Fe y Algría](#), [Bolivia](#), and Haiti which has led to several joint publications and sustained development within their national organization. Our Pedro Arrupe, S.J. Center for Business Ethics provides [faculty fellowships](#) each semester for research and professional development.

Faculty and administration recognize that mission-oriented teaching and research should be recognized prominently in our tenure and promotion procedures, as we invite junior faculty to make such matters a priority. With this in mind, a proposal was approved through governance in AY 2016-17 to make peer and/or externally reviewed community-based scholarship a primary indicator of scholarly productivity. There is currently a similar proposal in governance to designate service-learning teaching and course development as a primary indicator of teaching effectiveness. Once this mandate is formally approved, mission-based teaching, research and service will all be formally recognized within our tenure and promotion procedures.

In 2015-16, HSB began procedures to be recognized in the United Nations Principles for Responsible Management Education (PRME) initiative. The initiative description follows:

“The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 650 signatories worldwide, PRME has become the largest organised relationship between the United Nations and management-related higher education institutions.

Working through Six Principles, PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact.”

<http://www.unprme.org/about-prme/index.php>

Due to strong HSB participation in PRME, SJU has been able annually to support and highlight teaching and research in keeping with the 17 sustainable development goals shown in the figure immediately below. Over the last two and a half years, the business school has actively worked on a [visualization project](#) to report on the teaching and research being completed at SJU and other universities. The internal PRME team includes three faculty members, one graduate assistant and two to four student workers. It is closely tied to the Pedro Arrupe, S.J. Center for Business Ethics.



PRME Initiative Sustainable Development Goals

Centers, Institutes and Catholic Initiatives

SJU is home to several centers and institutes designed to carry out our Jesuit, Catholic mission in practical and effective ways that will benefit both our students, the Greater Philadelphia region and institutional partners at national and international levels.

[The Faith-Justice Institute](#): Founded in 1977, the Faith-Justice Institute promotes social analysis and critical thought around faith and justice issues. The institute explores contemporary issues of faith and justice through academic courses, public forums and experiential field seminars. Some highlights of the institute include:

- Coordination of 15-18 service-learning courses per semester, in which students engage in community-based work at one of around 50 [community partners](#). These include direct service, project-based and academic immersion course designs. Immersion courses travel to Latin America and Northern Ireland or are Inside/Out courses in which our students join in study with incarcerated persons in local correctional facilities.
- Coordination of three public lectures per semester sponsored by the [Joseph William and Madeleine Eberle Klein Fund](#) directed toward greater inclusion in the Church of those groups of persons currently disaffected from it. Recent speakers have included Fr. Greg Boyle, S.J., founder of Homeboy Industries, Sr. Helen Prejean, C.S.J., a leading advocate for the abolition of the death penalty, and Walter Robinson, the editor of the *Boston Globe* who uncovered the extent of clergy sex abuse in the Boston Archdiocese.
- Oversight of the [Faith-Justice Studies minor](#), an interdisciplinary minor designed to inform students' major course of study with Catholic Social Thought and to provide experiential learning opportunities that will complement the integration of faith and reason in their general education requirements.

[The Pedro Arrupe, S.J. Center for Business Ethics](#): Founded in 2005, the Arrupe Center is designed to ensure that students are equipped to engage in careful, sustained and critical reflection on ethical issues relevant to business decision making. Some highlights of the institute include:

- [The Arrupe Center Fellows Program](#): provides faculty development grants for ethics-based research, teaching, case writing, and professional development.
- [Student Ethics Paper Competitions](#): the Arrupe Center sponsors two competitions each semester (undergraduate and graduate) for the best paper that integrates ethics and social responsibility with a business case or decision.
- Lectures and Events: the Center sponsors several events for students each semester, including faculty lectures on ethical issues in business and public lectures on sustainability in business.

[The Institute of Clinical Bioethics](#): Founded in 2006, the Institute of Clinical Bioethics (ICB) is designed to develop and promote interdisciplinary research projects, educational programs, academic courses, clinical consultation and policy development services in the field of bioethics. Some highlights of the institute include:

- Partners with 13 clients and [Affiliated Health Organizations](#) to provide continuing medical education (CMEs), clinical services, and collaborative research and policy initiatives.
- Oversight of the [Interdisciplinary Health Care Ethics minor](#), which includes course offerings from both the College of Arts and Sciences and our Professional Schools.
- Publishes the Journal of Healthcare Ethics and Administration ([JHEA](#)), an online open-access journal focused on ethical issues in medicine and healthcare administration.
- Center for Addiction and Recovery Education: the ICB is working to launch a Center for Addiction and Recovery Education in AY 2019-20 with donor support from Brian and Marlene '83 Dooner.

[ACESJU Education Fellows Program](#): As part of the Alliance for Catholic Education, SJU offers a Master's degree program for Teaching and Administrative Fellows who serve full-time in elementary secondary schools in the Archdiocese of Philadelphia (Pennsylvania) and Diocese of Camden (New Jersey) while living out the values of community, spirituality and social justice. [Teaching Fellows](#) earn a master's degree in Education from Saint Joseph's; Administrative Fellows earn a master's degree in Church Management from Villanova University, or a master's degree in Organizational and Strategic Leadership from Neumann University.

- [Cohorts](#) average between 15-20 fellows per year who serve over 1800 urban students in [23 Catholic schools](#) in the Greater Philadelphia region.

[The Kinney Center for Autism Education & Support](#): Founded in 2009 with donor support from Paul '70 and Margaret Hondros, the Kinney Center is designed to educate and train the autism professionals of tomorrow, while supporting and serving individuals and families affected by autism today. Some highlights of the Center include:

- Supports an undergraduate major and minor in Autism Behavioral Studies, specialized Autism tracks in our master's degree programs in Special Education and Behavioral Analysis and a BCaBA certificate program.
- Manages the College Transition and [ASPIRE](#) programs to assist students who are diagnosed with an autism spectrum disorder to succeed as full-time matriculated students.
- Provides [Youth \(2-12\)](#) and [Verbal Support](#) programs to over one hundred students and their families annually.

Graduate, Online and Adult Undergraduate

CAS offers a doctoral program in Education Leadership, 17 Master's Degree programs and 19 Certificate programs, the majority of which are offered in both on campus and online formats. However, 12 of the Master's Degree programs and 17 of the Certificate programs are in the areas of Health and Education. These programs will now be concentrated in the new School of Health Studies and Education and, along with our Master's program in Criminal Justice, are focused on careers in public service. All of these programs contribute to furthering our mission for social justice. Yet, in our reflections it became clear that we do not have a comprehensive, or consistent approach to making our Jesuit, Catholic mission a signature component of graduate education in CAS. The same is true for the seven Master's Degree programs and 14 Certificate programs offered by the Haub School of Business. Although there is a consistent focus on business ethics in all HSB graduate programs, we do not yet intentionally orient graduate students and adjunct faculty to matters of mission as effectively as we do at the undergraduate level.

We have recently hired an Executive Director of Graduate Programs and will evaluate our process for advising and supporting graduate students in ways informed by *cura personalis*. In the coming year, we will explore ways to provide Graduate program directors and adjunct faculty with development opportunities for mission. Since Fall 2016, we have taken more intentional steps to provide orientation and support for our graduate, adult undergraduate and online students, including transfer and commuter students. The position of Director of Adult Students has been redefined to focus specifically on transfer students in coordination with our Office of Admissions. And, in Fall 2018, we launched a new online orientation module for graduate and adult undergraduate students. We are making strides in this area, but need to do more to ensure that our graduate and online programs are robustly informed by our Jesuit, Catholic mission.

The University Press

As a unique and integral part of SJU's fulfillment of its Jesuit mission and identity, the University Press (SJUP) is renowned as the one of the premier academic publishers of scholarly books on the Society of Jesus's history and cultural mission not only in the U.S., but globally. No other university press—Jesuit or otherwise—has Jesuit history and culture as its primary focus and mission.

SJUP's monumental volume *The Jesuits and the Arts, 1540-1773* (2005) is foundational for any discussion of the Jesuits and the visual arts, music, and theatre. It eventually gave birth to SJUP's internationally renowned series, "Early Modern Catholicism and the Visual Arts," which is unique in the publishing world of university presses for its focus on the visual arts and richness of the forms they took in early modern Catholicism, with special attention to the cultural mission of the Society of Jesus.

Conclusion

Faculty were invited to participate in the Examen process in the same ways administrators and staff were. Additionally, a concerted effort was made to encourage departments to conduct their own Examen as a collect group. It is estimated that approximately 10 academic departments on campus conducted an Examen as way of participating in the University's self-study.

Emerging Priorities:

1. Work to ensure that Centers and Institutes focus more broadly on all students and programs in CAS, HSB and SHE.
2. Extend the application of community-engaged scholarship across faculty in all departments of the University.
3. Provide programming and resources to ensure that *cura personalis* is built into our graduate and adult undergraduate programs.
4. Strengthen sustainability awareness and advocacy across the academic units of the University.
5. Extend the reach of the Arrupe Center to more faculty and expanded the UN PRME initiative beyond HSB to include the entire campus.



CHARACTERISTIC 3: A CATHOLIC, JESUIT CAMPUS CULTURE

Much of the SJU community culture relies on the intersectionality of the persons who claim SJU as a community. The context of our Catholic, Jesuit culture is highly reliant on our presence in the eighth largest metropolitan area in the United States. Philadelphia is a global city with a growing population due significantly to international migration. Much of our economy is reliant on international commerce, finance and services. Increasing job growth offers our students and alumni expanding opportunities. However, Philadelphia is the poorest of the top ten largest cities in the U.S. with a poverty rate of 26%.⁴ Over 32% of the children in our city live below the federal poverty line, many in the dozens of deep-poverty neighborhoods scattered throughout the region. SJU is also connected to an ever-expanding, complex reality of how our community is defined through international partnerships and online students.

Additionally, SJU is a community identifying formally with the Roman Catholic Church that is in dramatic transition and crisis resulting from decades of mismanagement involving personnel and the sexual abuse of minors. This transition and crisis are especially pronounced in Pennsylvania.

The Catholic, Jesuit culture of our community is impacted by this local-global context and ecclesial reality. Each member of our community engages the wide variety of things that may be understood as “Catholic” or “Jesuit”. For example, in the summer of 2018, 1,145 members of the class of 2022 were surveyed at orientation. Of the 832 students who filled out the survey: 82% stated that “my religion is important to me”. 90% said that “I hope to grow spiritually while I am in college”. Of these respondents 74% identify as Catholic.

⁴ Pew Trusts, “Philadelphia 2018: The State of the City”. www.pewtrusts.org/en/research-and-analysis/reports/2018/04/philadelphia-2018-the-state-of-the-city

SJU is the only member of the AJCU to use the Boston College Questionnaire of the Undergraduate Experience (BCQUE) over the last decade to assess mission effectiveness among full-time undergraduate students. The last iteration of this survey was given in 2016 with a 39% response rate. With 394 respondents, over one-third of graduating students report their religious identification as 70.57% Roman-Catholic, 10.28% reported being “none” or no religious affiliation and 6.38% reported being “don’t know”.⁵ (see Appendix 7 for additional data)

During the 2017-2018 academic year, SJU engaged Rankin and Associates Consulting to conduct a climate study titled “Saint Joseph’s University Assessment of Climate for Learning, Living and Working” (SJU Climate Study). The study released in October of 2018 had responses from 24.5% of the undergraduate population and the religious self-identification of these students was: 50.5% Catholic, 17.9% “other Christian faith”, 4.5% “other faith affiliation”, 19% “no faith affiliation”, 6.5% “multiple faith affiliations”.⁶

Jesuit, Catholic Mission in the Curriculum and Academic Culture

The GEP includes several aspects that influence the Catholic, Jesuit culture at SJU. Now, two of the signature core courses that all graduates of the University must take are called “The Jesuit Tradition Common Core”. These include: Theology 154 (THE154) Faith, Justice and the Catholic Tradition and Philosophy 154 (PHL154) Moral Foundations. SJU is the only school in the AJCU to require that all students take an introduction to Roman Catholic theology, tradition and social teaching. This requirement is complemented by a requirement that all students take a second theology course in a non-Christian religious tradition and take an advanced topical course that explores the issues of faith and reason in depth. The requirement of PHL154 permits all undergraduate students to explore different theories of ethics, including those most commonly used within the Roman Catholic intellectual tradition. It is complemented by a required upper-level course in philosophical anthropology for all students that explores theories of the human person.

While the Jesuit core is housed within two departments of CAS, other aspects of our GEP allow the entire University distinct opportunities to support our Jesuit, Catholic mission via curricular enhancements. Most notably, the GEP requires that all undergraduate students take courses to satisfy our (1) Diversity, Global or Non-Western Studies, (2) Ethics-Intensive and (3) Writing-Intensive requirements. Diversity, Global or Non-Western Studies courses critically analyze difference in domestic or global environments. Ethics-Intensive courses demand in-depth exploration and application of ethical decision-making. Writing-Intensive courses allow students to strive for an *eloquencia perfecta* in the form advanced critical literacy. Additionally, departments across the University have within their courses various components that are intentionally derived from the Jesuit educational tradition, many of them required for completion of their respective majors or achievement of graduate degrees.

As faculty prepare to create or revise courses, they are afforded a number of opportunities to study for the development of teaching. With the support of the Office of the Provost, the Office of Teaching and Learning (OTL) offers summer seminars in Ignatian Pedagogy, Writing-Intensive and Ethics-Intensive⁷ courses.

Teaching is at the core of what faculty do to help our students become men and women with and for others. In the SJU Climate Study 82% of student respondents “strongly agreed” or “agreed” that they felt valued by faculty at the University.⁸

Additionally, in line with the Jesuit principle of ingenuity, the recently-announced Innovation Fund will support innovation and new opportunities submitted by faculty and staff. The Office of the Provost will administer the Fund and the process by which proposals may be submitted.

5 iSJU Senior Survey 2016. Office of Mission Programs Saint Joseph’s University.

6 iSJU Senior Survey 2016. Office of Mission Programs Saint Joseph’s University.

7 In partnership with the Pedro Arrupe, S.J., Center for Business Ethics

8 Rankin & Associates Consulting, “Saint Joseph’s University Assessment of Climate for Learning, Living and Working.” p. vii

Jesuit, Catholic Mission in the Co-curricular and Student Programing Culture

An analysis of SJU's 2016 BCQUE data reveals how our students' perceived understanding of the SJU mission through student organizations, activities and leadership. The results of this study included three primary findings: (1) the level of student involvement in student activities is positively related to a student's reported mission outcomes, (2) all activity involvement can be a predictor for mission perception, although religious activity involvement and self-reported religion are stronger predictors of mission perception, all activity involvement can be a predictor for mission perception, and (3) students confirm that they often experience the mission through their involvement in various student activities, both those with a mission-based focus and those without.⁹ In the SJU Climate Study 82% of student respondents "strongly agreed" or "agreed" that they felt valued by Saint Joseph's University staff.¹⁰

Aspirations and Goals for a Jesuit, Catholic Community Culture

Seventeen percent of those who responded to the 2018 SJU Climate Study reported that they have personally experienced exclusionary, intimidating, offensive and/or hostile conduct mostly based upon political views, ethnicity and gender/ gender identity.¹¹ This information reveals how the SJU community needs to consider the variety of ways that we attend to curriculum, dialogue, communication and cooperation. In fact, the SJU mission statement mandates a greater attention to the many ways in which both curricular and co-curricular life at SJU need to focus on building a culture of mutual respect, constructive and honest dialogue to achieve a deeper educational experience which communicates and activates our values as we strive to create an inclusive and diverse community. The aspects of a Catholic, Jesuit educational tradition that may be most helpful to the SJU community include a greater integration of Catholic social teaching in both curricular and co-curricular activities and fostering a deeper solidarity among students that is mandated by Fr. Arrupe's challenge to be "for Others":

"Today our prime educational objective must be to form men-and-women-for-others; men and women who will live not for themselves but for God and his Christ - for the God-man who lived and died for all the world; men and women who cannot even conceive of love of God which does not include love for the least of their neighbors; men and women completely convinced that love of God which does not issue in justice for others is a farce." ¹²

An Inclusive Educational Experience

The Kinney Center ASPIRE Program provides SJU students who are diagnosed with an autism spectrum disorder (ASD), assistance in their transition to college. This program is intended for individuals who have the intellectual, academic and organizational capabilities to succeed as a full-time matriculated student, but require the additional social support necessary to be fully successful. The Kinney Center acts an intermediary with faculty and residence life, provides academic support and facilitates student mentoring. Since the establishment of the Kinney Center, nine students have successfully graduated from SJU.

9 Gallo, James. The Relationship Between Student Involvement and Mission Perception at a Catholic University. Dissertation Saint Joseph's University May 2018 p. 102

10 Rankin & Associates Consulting, "Saint Joseph's University Assessment of Climate for Learning, Living and Working." p. vii

11 Rankin & Associates Consulting, "Saint Joseph's University Assessment of Climate for Learning, Living and Working." p. viii

12 Arrupe, Pedro, S.J. "Men and Women for Others." Society of Jesus. Valencia, Spain: 1973.

Lastly, SJU is one of the first higher education institutions to offer an **Autism Break Room** in an NCAA Division I athletic arena, which was unveiled on December 2 to support individuals with ASD and help make every family's game day experience positive and inclusive.

The **Office of Inclusion & Diversity (OID)** promotes an institutional climate in which all members of the community understand their value and feel welcomed and respected. In collaboration with University and local partners, OID facilitates ideation, programming, student activities, support services and training for the SJU community. From the Ignatian College Connection program (discussed in Characteristic 7) to events such as the FACTUALITY workshop OID continues to facilitate critical thinking and engaged citizenship, and to pursue justice through the work of its departments. A sample of recent and upcoming diversity and inclusion programming/events includes: *A Morning with John Lewis*, *Full of Grace: Journeys of LGBT Catholics*, *SJU Prays: Interfaith Blessings for the New Year* and *Hot Dogs & Hoagies for Haiti*.

Mission Week and Other Opportunities

Mission Week was established in 2014 as the result of a staff member's participation in the AJCU's ICP. This annual week-long series of events/activities is an opportunity for students, faculty and staff to come together as a community, express the University's ideals, and champion the collective vision of the institution. This wide range of activities and discussions, including Masses, panel discussions, service opportunities, etc., fuels the exploration of the University's Jesuit, Catholic mission. Past events have included: *Create Your Personal Mission Statement: What's Your Magis?*, *Taste of the World* and *Searching for Home: An Open Dialogue on Immigration and Refugees*.

The Office of Mission also provides many opportunities year-round for faculty, staff and students to engage in mission related activities. Opportunities exist in faculty and staff formation, alumni programs, mission reflection initiatives, the Spiritual Exercises, retreats, immersion trips and weekly service.

University Ministry, Spiritual and Liturgical Life, Faith Development

SJU sustains a robust spiritual life on campus, according to our Freshman Orientations surveys and a BCQUE data for graduating seniors. In 2017-2018, Campus Ministry supported 646 participants in overnight or weekend retreats - a 55% increase from the previous year. Examples include freshman retreats, upper class retreats, service leaders retreats, chapel choir retreat, and immersion programs participant retreat. This year 200 students are engaged in weekly Christian Life Communities for faith-sharing, prayer and reflection - an increase of over 20% from last year. 70 students are accepted into First Year Leadership Team, a series of faith and leadership development sessions - an increase of 39% from last academic year.

Three masses each Sunday are offered at which the distinct liturgical environment enables a diversity of students to worship in a way that empowers their prayer life. We also have a popular Worship and Praise eucharistic adoration service each Wednesday night that includes benediction and opportunity for the Sacrament of Reconciliation. There is a vibrant non-denominational Christian worship community on campus supported by Campus Ministry and led by a team of students each week on Thursdays. Each year the SJU community opens each semester with a campus-wide religious celebration. In the fall we have a well-attended Mass of the Holy Spirit and the spring semester we open with SJU Prayers: Inter-faith Blessings on the New Year organized by our Campus Inter-faith Task Force. Additionally, SJU recently started offering monthly sessions which combine the slow breaths of yoga with the meditative nature of the Ignatian Examen. Yoga & The Examen provides the SJU community the opportunity to offer gratitude during a 45 minute yoga session.

Developing Leaders to Change the World

There are several signature student leadership programs which are essential to our mission of developing women and men who can transform our society. **The Dean's Leadership Program** is organized out of HSB but includes students from CAS. This is a comprehensive, four-year, co-curricula, progressive, skills-building, program that uses the expertise of our faculty. We also have the **First Year Leadership Team** offered to new students through Campus Ministry and involves integration with the Theology 154 introduction to Roman Catholicism class.

Each year for Mission Week students help to offer the **Student Ignatian Leadership Program**, a one-day sharing of student expertise and experience to encourage the development of rising leaders in the first and second years. **The Newman Civic Fellowship** recognizes and supports the next generation of public problem solvers. In partnership with Campus Compact, this program provides students who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. **Power University** is a student collaboration with three local Catholic universities (Villanova, LaSalle, Cabrini) and over 60 regional religious congregations to learn the leadership skills of community organizing and advocate for and achieve changes in public policy. Students have been a part of a city just-wage campaign, equitable school funding advocacy and policies to eliminate racist profiling among other accomplishments. The newly established **Leadership Academy for Student-Athletes** provides knowledge and tools to be successful and ethical leaders, both on and off the field. Across each of the 20 varsity sports, 53 student-athletes were selected to participate in the inaugural cohort.

Symbols of Catholic Faith and Jesuit Ideals

Jesuit History Walk: A unique feature of our campus that has been replicated at other Jesuit universities, this educational graphic depiction of the history of Jesuit mission and engagement around the globe and in Philadelphia was requested for the Campion Center by students and brilliantly developed by the University Press.

Catholic Art Collection: SJU holds a large collection of Catholic art that is presented for educational use throughout the campus, in the Drexel Library Special Collections display space. This includes a Spanish colonial art collection with a special emphasis on the life of St. Joseph, a robust collection of Philadelphia stained glass windows from the closed Catholic churches and various pieces from around the world that speak to Catholic expressions of faith.

Collection of Jesuitica and Historical Records: SJU holds a substantial Jesuitica collection of texts and manuscripts from throughout the history of the Society of Jesus and is the curator of all of the records from Old St. Joseph's Church, which includes the earliest sacramental records of the Catholic Church in Philadelphia and the greater Northeastern United States.

Synagoga and Ecclesia in Our Time

On September 25, 2015 SJU installed a sculpture, "*Synagoga and Ecclesia in Our Time*," at the plaza in front of the Chapel of St. Joseph – Michael J. Smith, S.J., Memorial. The bronze work by noted Philadelphia artist Joshua Koffman commemorates the 50th anniversary of *Nostra Aetate*, the Vatican II document that transformed the relationship between the Catholic and Jewish faiths. SJU was the first collegiate institution in the United States to answer the documents interfaith call by founding the Institute for Jewish-Catholic Relations (IJCR) in 1967.



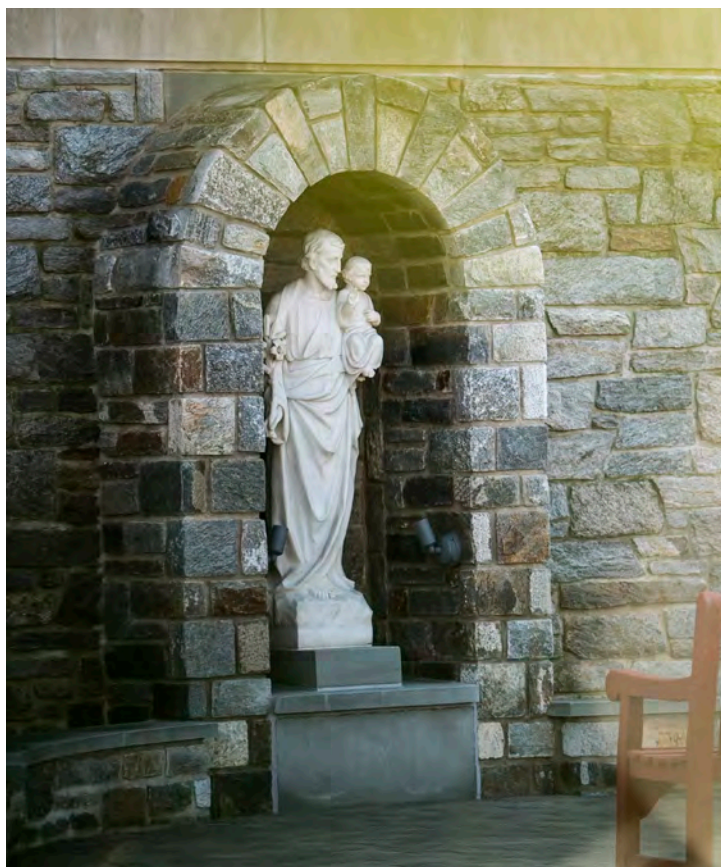
Two days after the installation of *Synagoga* and *Ecclesia* in Our Time, Pope Francis made a surprise visit to SJU's campus greeting campus officials, student and religious leaders and blessed the newly dedicated sculpture. Pope Francis personally greeted President Reed, Edward Moneypenny '64 (Chair, Board of Trustees), Rev. Brendan Lally, S.J. (Rector, Jesuit Community), Nicholas Chingas '15 (President, Student Body), Natalie Roche '15 (Vice President, Student Body), Philip Cunningham, Ph.D. (Co-Director, IJCR), Adam Gregerman, Ph.D. (Co-Director, IJCR), Rabbi Abraham Skorka, a longtime friend of Pope Francis and co-author with him of a best-selling book about their interfaith dialogues, and Rev. William Donovan '81 (Liaison, Archbishop of Philadelphia to the Pontifical Council for the Family).



This sculpture, situated between the Chapel of St. Joseph and the Campion Student Center, is a constant reminder to all who pass it of not only the importance of interfaith dialogue and the work of the IJCR, but the historic visit of Pope Francis to Hawk Hill.

Grotto of Saint Joseph

In 2017, SJU unveiled a place of spiritual reflection and devotion on campus which honors the University's patron saint. The Grotto of Saint Joseph is located outside the Chapel of St. Joseph on its City Avenue side. For more on the Grotto and thoughts from the Rector of the SJU Jesuit Community, see the excerpt below taken from an SJU Magazine published shortly after the Grotto was completed.



Grotto of Saint Joseph

A new place of spiritual devotion on campus honors the University's patron saint, long venerated by the Society of Jesus. The Grotto of Saint Joseph is located outside the Chapel of St. Joseph-Michael J. Smith, S.J., Memorial, on its City Avenue side.

Central to the grotto is a sculpture of St. Joseph holding the Christ Child in his arms, which dates back to 1927, when Saint Joseph's moved from 17th and Stiles Streets to its current location.

"The hope is to promote a devotion to this great saint of the Church, who was the foster father of Jesus and spouse of the Blessed Virgin Mary," says Brendan Lally, S.J., rector of the Saint Joseph's University Jesuit Community. "As the University community grows closer to our patron saint, we pray that our needs and intentions, carried in the heart of St. Joseph, will also be taken to the heart of Jesus held in his arms."

Near the sculpture, a crimson lantern shines perpetually to signify the community's prayers being lifted up to St. Joseph. Fr. Lally hopes groups will gather to pray, especially the ancient prayer to St. Joseph on the plaque near the sculpture, for their intentions and needs.

Pope Francis, a Jesuit, has spoken of his great love for the saint. To commemorate the Holy Father's visit to campus in September 2015, an exact replica of his beloved statue, St. Joseph the Dreamer, was installed in the Chapel.

"On my desk, I have an image of St. Joseph sleeping," the pontiff has said. "So when I have a problem, a difficulty, I write a little note and I put it underneath St. Joseph, so that he can dream about it. In other words, I tell him: Pray for this problem!"

Conclusion

As noted previously, the Steering Committee provided opportunities for students, faculty and staff to participate in the Mission Priority Examen in a variety of ways. Many faculty took advantage by conducting Examen sessions within their respective departments, while students participated in a session while on retreat and in other ways. The Emerging Priorities below reflect the voice of the student community as faculty and staff feedback is captured in other sections of the report.

Emerging Priorities:

1. Empower the community via greater representation of under-represented communities in the administration, faculty and staff. Establish better communication between students, faculty and administration on issues of inclusion.
2. Expand community outreach and engagement. Share more widely our mission with Philadelphia and international community partners.
3. Provide greater understanding of the value of *cura personalis* to include standards of mutual respect, self-care and mental health for students as a priority in co-curricular programing. Possibly develop a set of student engagement standards that better reflect Jesuit values in inclusion and cultural differences. Offer more inclusive housing options for students with differing needs.
4. Expand educational opportunities for students that provide for greater exploration of more disciplines and interdisciplinary opportunities.



CHARACTERISTIC 4: SERVICE

As evidenced in the SJU mission statement that fosters a modelling of a lifelong commitment to pursuing social justice and finding God in all things, SJU fosters a culture of service with students, faculty and employees. A Mission/Community Service Leave policy is designed to have members be able to participate in University sponsored retreats/reflections, community service experiences or mission related service activities that occur during the regularly scheduled work hours.

As stated in our most recent strategic plan, the University seeks to offer students “a continuum of diverse opportunities for intellectual and spiritual growth, along with personal development extending well beyond the classroom.” Moreover, the recently designed SJU Standards of Community Engagement include reflection as a core characteristic of best practices. Campus community engagement activities and programs are rooted in the Ignatian Pedagogical Paradigm model by fostering a community culture of pursuing social justice and through offering experiences rooted in solidarity and service encouraging personal discernment for a lifelong commitment to creating a more just world. It is estimated that SJU students are engaged meaningfully with community partners in every under-represented neighborhood of the city.

Service-Learning Program

The Faith-Justice Institute houses the Service-Learning program. In the 2017-18 academic year, the program engaged 622 students in 42 community-based learning courses working with 59 community partners. All course syllabi are grounded in the Ignatian mission and are peer reviewed according to criteria that reflect transformative education including critical reflection, reciprocity and learning objectives that address diversity, solidarity and systemic social injustice. Students explore concepts of systemic social injustice while engaging in intentionally designed experiences with marginalized populations that are mutually beneficial to community needs and student learning.

The program offers a unique first year two course sequence embedded in General Education requirements, allowing students from all majors to select participation in direct service courses with a three-hour a week commitment. Within these courses, student leaders (“Service Scholars”) serve as peer mentors facilitating classroom community, assisting faculty with reflection, facilitating social justice thematic discussions and offering all around student support. Upper-level students have course designs that incorporate direct service, which may be project-based and/or immersive experiences. Project-based courses include a deliverable for the community partner organization that is connected to the content of the course. Immersive courses can occur in a global context or a local community context such as “Inside Out,” with courses that are held once a week in a correctional facility and are comprised of 15 SJU students and 15 students who are incarcerated. Beginning in 2018, SJU began offering qualified “inside” students college credit for course completion. See below for visual a sample of community partners.



Fe y Alegria

SJU has a long-standing commitment to supporting the work of *Fe y Alegria*. The Faith-Justice Institute and the Office of Mission facilitate partnerships with *Fe y Alegria*:Bolivia, Friends of *Fe y Alegria* and *Foi et Joie*: Haiti. All collaborate to build *Fe y Alegria*'s capacity to provide quality education opportunities in economically poor communities. Since 2001 the university has collaborated with *Fe y Alegria*:Bolivia through immersion programs, training and research, fundraising and one-time initiatives. Beginning in 2003, delegations of faculty and staff have been selected and participated in a 10-day immersion to Bolivia. In the last academic year, 10 faculty and professionals were completed monthly preparation meetings and a 10-day immersion experience in Bolivia. Assessment on this program identifies deepened understanding of the Jesuit mission as the primary outcome of participation in the program. Former participants have integrated their experience into curricular materials, conducted research, initiated fundraising efforts and in-kind drives. In May 2019, SJU will host a delegation of *Fe y Alegria*:Bolivia professionals for an immersion in the US.

Students are involved in the partnership in a variety of ways. There are service-learning and Faith-Justice Studies courses that work directly with *Fe y Alegria*. A Decision Systems Science course analyzes survey data with *Fe y Alegria*:Bolivia National Staff, a Food Marketing course, designs and implements a social marketing campaign and fundraiser for *Fe y Alegria*:Bolivia with Friends of *Fe y Alegria* and a Religious Studies course has a weeklong immersion built into the course design. Moreover, students along with faculty and staff support a Christmas card sale. Finally, there is a modest yearly financial donation drive from past faculty and staff.

The University also partners with *Foi et Joie* in Haiti. In 2018, the University raised \$6,317 for the ongoing support of stabilizing the schools opened in Haiti. Moreover, through the partnership, \$25,000 was obtained for the support of printing and shipping a Haitian civics textbook (developed by a faculty *emeritus*) in *Foi et Joie*: Haiti schools. Finally, the University continues to explore further support and technical assistance with *Foi et Joie* Haiti Leadership and our SJU Education Department.

Campus Ministry

- **Weekly Service** is a relationship-based service program grounded in our Catholic, Jesuit tradition and welcoming of all students. The program provides students with an opportunity to experience the reality of our neighbors in the Philadelphia and Camden communities, reflect on their unique calling as agents of change, and develop a lifelong passion of working for justice. Over 10,000 hours of volunteer service are performed each year through this program.
- **Winter Immersion Programs** invite students to live out a “faith that does justice” by discovering God's presence in the lives of all those they encounter. Participants meet weekly with their team for both semesters, learn about the communities they will be visiting, travel during Winter Break to an immersion site (domestic or international), and reflect on their experiences and the further work of justice to which they are called. Approximately 60 participants and 10 adult facilitators participate each year, recently traveling to Ecuador, Peru, El Salvador, El Paso, and Los Angeles.
- **Appalachian Experience (APEX)** is a Spring Break immersion program that is committed to serving with and for others while reflecting on their experience and learning about the culture and concerns of the people of the Appalachian region. Participants meet together several times throughout the year for preparation, education, and team-building. Each year over 400 students take part by visiting one of 18 partner sites in the region.
- **Catholic Relief Services Student Ambassadors** are students with a commitment to social justice and global solidarity who work to build a constituency for the global poor and advocate for more just policies through CRS. They serve as the official liaison between our campus community and CRS.
- **Power University** brings SJU students together with peers from other Philadelphia-area universities to take part in community organizing for social change through the non-profit known as POWER (Philadelphians Organized to Witness, Empower, and Rebuild). Focus areas include: integrated voter engagement, criminal justice reform, equitable education funding, living wages, green jobs, access to health care, and immigration justice.
- **Magis** is a service and social justice program for first year students. Each week, participants meet in small groups to travel to a different local agency and to take part in community service, social justice education, and reflection.
- **Ignatian Family Teach-In** Each fall, a delegation of students attend this three-day learning experience in Washington, D.C. to dialogue and strategize about ways to confront issues of injustice, poverty, and oppression both nationally and internationally.
- **Hawks for Life** is a student organization that works to promote the dignity of the human person from conception until natural death. The group hosts discussions and speakers on numerous life issues such as abortion, the death penalty, euthanasia, human trafficking and more.
- **Hawks for Just Employment** A student organization which fosters an inclusive campus community that cares for the whole person through forming relationships with workers, advocating for the compensation of a living wage, and promoting respect and protection of the dignity and rights of the worker.

- **Christmas Outreach** engages University departments and student groups to generously contribute each year to various Community Partner Organizations who benefit from Christmas donations, which are presented at the annual campus Seasonal Celebration mass.
- **Boo Crew** is an opportunity for SJU students to lead children from local elementary schools in trick-or-treating on campus and participating in an afternoon Halloween party.

Student-Athletes: The Student-Athlete Advisory Committee (SAAC), comprised of athletic team leaders, spearheads the planning and coordination of student-athletes' community service projects. Student-athletes facilitate youth clinics, days of service/service-projects and neighborhood clean-out and clean-ups.

Student Leadership and Activities: Student Leadership and Activities offers direct service clubs which model a sustained commitment to the community as well as facilitates significant fundraisers.

- Through the Big Brothers and Big Sisters club, students serve as one-on-one mentors for their littles.
- In Hand in Hand, students organize a large Spring Carnival for individuals with physical and developmental disabilities.
- Student clubs and Greek Life also plan and implement significant fundraisers. Alpha Phi annually hosts a Red Dress Gala fundraiser supporting research for heart health and disease; the last Red Dress Gala raised over \$17,000.
- Colleges Against Cancer facilitate a Relay for Life, engaging students and employees to raise close to \$80,000.
- Saint Joseph's University Dance Marathon is a year-round fundraising event in which participants raise money with the support of Children's Miracle Network Hospitals for The Children's Hospital of Philadelphia.
- The Sandy Hook Promise Club offers the opportunity to spread awareness about prevention of campus violence, help create a healthy and inclusive environment at SJU, and support/fundraise for victims of violence in the greater Philadelphia area.
- The SJU Make a Wish club organizes fundraising events on campus to help grant the wishes of those with life threatening medical conditions.
- Think Pink raises funds and awareness to support those with breast cancer. Hearts of Hope members hand paint clay hearts and include kind messages, then send them to those who need support during a devastating time.
- Alpha Phi Omega is a coeducational national service organization that provides its members the chance to develop leadership skills through service projects.
- For over 30 years, SJU has hosted the Thanksgiving Dinner Dance for which students invite elderly men and women from the local community to campus for food, dancing, and inter-generational socializing.
- Collegiate Challenge is a summer service immersion program affiliated with Habitat for Humanity International, which allows students to develop a greater understanding of another culture within the United States, as well as to grow intellectually and spiritually.
- Habitat for Humanity provides opportunities for students to take part in building, fundraising, and educating others in response to housing crisis affecting our local community.
- The Food Recovery Network works to fight food waste and hunger in the Philadelphia community by collecting leftovers from the student dining hall and delivering them to two shelters.

Residential Life: The Romero Residential Learning Community is a living environment for students interested in community service, social justice and advocacy work. Romero members participate in service opportunities throughout the Philadelphia area and benefit from unique programs designed to introduce students to complex social issues.

Employees: In addition to the immersion experience with *Fe y Alegria*:Bolivia, faculty and staff often serve as leaders of student alternative break immersions. The *Refugee and Immigrant Working Group* of concerned faculty and staff welcome new arrivals and provide support through the Catholic Social Service-Refugees Resettlement Program. Moreover, regularized in-kind collections throughout the year such as Thanksgiving baskets, Giving Tree presents, and a designated need for Cradles to Crayons during Mission Week.

Community Outreach

As the University prepares for the 2019 application for the Carnegie Re-Classification for Community Engagement, 2017-18 tracking identified 261 current community partnerships. Thirty-nine of the 261 partnerships are working with multiple SJU departments, have a sustainable agreement and/or are comprehensive in scope. Moreover, 27 of the 39 community partnerships are focused on health and education/youth.

Samuel Gompers Elementary School: Samuel Gompers Elementary school is a K-8 Philadelphia public school located adjacent to SJU's campus. As an identified Place-Based Initiative, 16 departments across campus are engaged with the school. Moreover, an Education Leadership Faculty member works directly with the school's Community Partnerships Coordinator in developing ways to meet the school's strategic goals and current needs through networking.

Mercy Health System: The Institute of Clinical Bioethics and the Mercy Health System developed, designed and operate Health Promoter Programs in two Philadelphia locations. Through health screenings the goal is to provide healthcare to the increasing number of undocumented immigrants who are medically uninsured in the greater Philadelphia area, focusing on both prevention and management of chronic conditions such as diabetes, HIV, obesity and hypertension and dental and eye screenings. The Director of the Institute of Clinical Bioethics also serves as the system's Medical Ethicist. The Service-Learning Program supports the Health Promoter programs, MercyLife and Mercy Ambulatory clinic with student volunteers.

Kinney Center: As mentioned with both Characteristic 2 and 3, the Kinney Center for Autism Education and Support has a two-fold mission: to educate and train the autism professionals of tomorrow, while supporting and serving the individuals and families affected by autism today. The Kinney Center serves over 800 individuals each year at all stages of the lifecycle while training more than 100 SJU undergraduates through the SCHOLARS program. Students are challenged to approach the autism field in a creative, spirited and meaningful way, and to work to produce the best possible outcomes for those with ASD.

Conclusion

Members of the Steering Committee conducted seven discernment sessions with key stakeholders dedicated to service and social justice: Faith-Justice Institute Advisory Board, staff and student leaders; the Office of Campus Ministry; the Institute of Clinical Bioethics; the Pedro Arrupe, S.J. Center for Business Ethics; and The Kinney Center. As evident by the highlights above and the current institutional review of community engagement, SJU offers a breadth of deepened service and outreach opportunities to meet community needs. Current efforts of increased coordination and integration of community engagement opportunities will promote better community impact and facilitate student/faculty/staff engagement.

Emerging Priorities:

1. Foster community engagement opportunities with the local community/adjacent neighborhood especially developing an integrated plan to sustain Samuel Gompers Elementary School partnership as a Placed-Based Initiative.
2. Work toward all community outreach efforts to model reciprocity, partnership and reflection.



CHARACTERISTIC 5: SERVICE TO THE LOCAL CHURCH

Philadelphia, and the Archdiocese of Philadelphia, is home to ten Catholic colleges and universities. This is unique in that no other city in the United States, or Archdiocese, can claim this impressive number. The Archdiocese of Philadelphia also lays claim to St. Charles Borromeo Seminary, which, in addition to priestly and diaconal formation, houses the School of Theological Studies educating both the religious and laity since 1969.

For many institutions it is a time of transition from religious leadership to lay leadership; this is no different for SJU. For the first time in the history of the University, a lay person serves as its President. After having a Jesuit serve in the role since its founding in 1851, the BOT appointed Dr. Mark C. Reed as 28th President on April 22, 2015. As all Presidents of Jesuit institutions, lay or Jesuit, Dr. Reed was missioned by the Provincial as the Director of the Work during his inauguration. Shortly after Dr. Reed's election as President of SJU, Provincial Robert M. Hussey, S.J. of the Maryland Province of the Society of Jesus shared this, "On behalf of the Maryland Province, I am pleased to endorse Dr. Mark C. Reed as the president-elect of Saint Joseph's University. Given Dr. Reed's dedication to Jesuit education and Ignatian values, I have the utmost confidence in his ability to lead the mission of Saint Joseph's with great wisdom, strength and vision."

Given the size and scope of the Archdiocese of Philadelphia, it is difficult for the Archbishop, Charles J. Chaput, O.F.M., Cap., to have a personal relationship with the leader of each and every Catholic educational institution within the Archdiocese. In order to help ensure the relationship among educational institutions, there is an Auxiliary Bishop, The Most Reverend Michael J. Fitzgerald, D.D., J.D., J.C.D., V.G., who serves as the Auxiliary Bishop overseeing Catholic Education.

The Archbishop and/or Auxiliary Bishop meet with the Catholic college presidents one time per year. Dr. Reed also is in contact with Bishop Fitzgerald one to two times per year. In addition, Dr. Reed has found Archbishop Chaput to be readily accessible as needed beyond those typical touch points.

Dr. Reed and the University have a good relationship with the St. Charles Borromeo Seminary and its Rector, the Most Rev. Timothy C. Senior, V.G., MBA, M.S.W, MA, M.Div. Seminarians often enroll in courses at SJU and are granted access, free of charge, to utilize the recreational facilities on campus. Last year, Bishop Senior was invited to join the BOT and Trustee Associates (former Trustees) at an annual dinner at which he shared with those in attendance the recent history and current state of the Church of Philadelphia.

As leader of SJU and Director of the Work, Dr. Reed ensures SJU's commitment to mission and service to the Local Church remains strong by serving on the boards of mission related institutions and organizations such as St. Joseph's Preparatory School (Philadelphia, PA), the Association of Colleges and Universities (ACCU) and the Association of Jesuit Colleges and Universities (AJCU).

Also, Dr. Reed hosts each year a distinct meeting for all of the regional presidents of Catholic colleges and universities as a means to enable collaboration among them. SJU is also the founder of the Catholic University School Partnership (CUSP) among all of the regional Catholic universities' departments of education and leadership from all of the Catholic schools in the Archdiocese to facilitate collaboration. CUSP meets three times a year and has held their annual conference and training for urban education at SJU.

The Sacrament of Marriage

According to the Catechism of the Catholic Church, there are two sacraments that are considered sacraments of service: Holy Orders and Matrimony. "Matrimony or Marriage, is another sacrament that consecrates for a particular mission in building up the Church, and that provides grace for accomplishing that mission. This sacrament, seen as a sign of the love uniting Christ and the Church, establishes between the spouses a permanent and exclusive bond, sealed by God."¹³

In 2013 SJU, along with other non-parish churches/chapels, were granted permission from Archbishop Chaput to perform the sacrament of marriage on campus in the Chapel of St. Joseph, Michael J. Smith, S.J., Memorial. SJU held its first wedding in the Chapel in April of 2014 and to date, 66 weddings have taken place on campus.

"Choosing the Chapel of Saint Joseph's was very special for us. I was very involved in campus ministry throughout my time at SJU, through liturgical ministry and the service trips, that the chapel became a place I went to as much as any other academic building on campus. My college years were when I really grew deeper in my faith, so celebrating the sacrament of marriage in the chapel was very meaningful for me..."

Gidget Montelibano Murray '07

All SJU students are challenged to strive to be their best selves in mind, body and spirit. They are challenged in this way by faculty, staff and coaches in order to use their God-given talents for something greater than self. When our students graduate and enter their communities, wherever they may be called, they are well-poised and carry with them a desire to contribute in meaningful and myriad ways to the Church.

In a study conducted by the ACCU, *Good Numbers, Good News: A Portrait of CHE*, several of its findings support the notion that SJU graduates - and graduates of Catholic higher education in general - serve the local Church in significant numbers and meaningful ways. The research shows that three in four Catholic higher education (CHE) graduates volunteer or participate in community service. This is higher than any other higher education cohort.

13 Catechism of the Catholic Church, 1211

Additionally, in 2015, 51% of the ACCU institutions were listed on the President's Higher Education Community Service Honor Roll. Twenty-six percent of all institutions listed with distinction were Catholic. Lastly, the study showed that only 10% of American Catholics attend a Catholic college or university. However Catholic college graduates make up 40% of the lay leadership in parishes, 34% attend Mass weekly (compared to 19%) and they make up 75% of parish registrants and contributors.¹⁴

SJU Leadership Service to the Local Church

SJU students and staff are not the only ones who serve the local Church in significant and meaningful ways. We estimate that well over 2,000 of our alumni serve the Archdiocese of Philadelphia as Catholic school teachers, parish council leaders, catechism instructors, CYO coaches and volunteers of various sorts in their local church community. We know of many more who serve in various dioceses around the country and some internationally. Wherever and however the Catholic community is at work in the region there are Hawks offering their help and making the Church present to the people of God.

An informal survey of the ULC, nearly half of whom are Jesuit educated, demonstrates a variety of important ways these individuals contribute to their respective local Churches. Responses included: facilitate marriage preparation seminars, serve as board member of Faith in the Future, serve as Eucharistic minister, serve as collections counter, participate in food drives, members of Finance Committee (Archdiocesan grade school), Enrollment & Marketing Committee (Archdiocesan high school) and Parish contributor.

Jesuit Service to the Local Church

Jesuits at SJU are some of the most active presenters for local Catholic events, conferences, parish missions or days of reflection. Many are engaged in sharing the Spiritual Exercises with priests, religious and lay members of the local church. Also, several Jesuits offer expertise in the fields of education, health care, ethics, bioethics and environmental issues. A particularly essential service of the Jesuit community is that several members assist in offering Ignatian spirituality to the seminarians at Saint Charles Borromeo Seminary.

Ecumenical Dialogue

In 2012, SJU's Office of Mission and Identity established the **Catholic Intellectual Series (CIS)**, which promotes the long and dynamic history of Catholic intellectual thought and highlights the latest and best within our tradition. Through this series, SJU attempts to highlight the thoughts and writings of prominent Catholic thinkers in our country and throughout the world. Since its inception, this program has sponsored dialogue on such things including, but not limited to: *The Church as the People of God in Communion and Service*, *To the Margins: Called to Promote the Culture of Encounter*, *Celebration of the Bicentennial of the Restoration of the Society of Jesus* and *Living with the Sins of the Past*.

Today, the **Joseph William and Madeline Eberle Klein Fund** supports those initiatives previously conducted as part of the CIS. The Klein Fund was established for the explicit purpose of supporting educational events (including courses, programs, lectures and the like) and materials specifically directed toward greater inclusion in the Roman Catholic Church of those persons currently disaffected from it including, but not limited to gays, women, and racial and political minorities. Current lectures/discussion scheduled for the spring semester include: *Church Sex Abuse Crisis: Perspectives on the Pennsylvania Grand Jury Report* and *Love They Neighbor: Refugee & Immigrant Services in Philadelphia*.

14 Perspectives from Parish Leaders: U.S. Parish Life and Ministry, 2012; USCCB 2016 Ordination Class News Release, CARA (2016)

In addition, the **Institute for Jewish-Catholic Relations (IJCR)** is committed to sincere and honest interreligious dialogue in an effort to learn from and enrich and deepen the respective identities of Jews and Catholics, empowering them to work together for social justice, respect for the rights of persons and nations, and for social justice and international reconciliation. A prime example of this is an event held on January 8 titled: *Fulfilling the Promise of a New Relationship: A Public Roundtable on Covenant and Land*. This event welcomed twenty-two scholars from eight countries to study together major issues in Christian-Jewish relations. Participants had the opportunity to hear and discuss papers on topics that included identity and borders, fulfillment of Jewish and Christian missions, Christology, covenant, the Apostle Paul, and the connections between Christian-Jewish relations and global religious pluralism.

Catholic Education

SJU is the “go to” Catholic university in our region regarding service, research and professional development in Catholic secondary and pre-secondary education. In 2013-2014, SJU partnered with the two largest Catholic foundations in the region to co-sponsor a series of roundtable discussions on the future of Catholic education in our region. Leadership from several dioceses and all of the Catholic universities in the region determined future collaborations, many of which exist today. In addition, SJU faculty and staff offer dozens of professional development workshops to Catholic school educators each year at no or little cost. SJU is also the only organization in the region to recognize educators for service and leadership in the field of Catholic education. For seven years 23 educators have been recognized with either the Ratio Studiorum or the Molyneux-Lily awards.

Below are some examples of programs and initiatives which demonstrate how SJU serves the Catholic community in very direct ways.

Maguire Educational Leadership Fellows

In 2015, SJU announced its inaugural class of 20 Maguire Educational Leadership Fellows. Funded by a generous gift from the Maguire Foundation, this program will provide the next generation’s leaders of 17 Philadelphia Catholic secondary schools with master’s degrees in educational leadership, as well as state principal certifications. Grounded in SJU’s Ignatian heritage, the program seeks to cultivate knowledgeable, caring, reflective and socially conscientious educators who can think critically and advocate intentionally for all PK-12 students.

ACESJU Education Fellows

The ACESJU Education Fellows Program, previously mentioned in the Academic Life section, currently has 37 fellows serving in 22 schools immediately saving \$854,005 for urban education in the academic year 2018-19 alone. Since the program’s establishment, it has saved a total of over \$4.6 million, out-pacing the impact of any of the other programs of its type. ACESJU also offers a summer high school preparedness program for rising 9th graders who are need-based scholarship recipients called Acing High School. The ACESJU team offers over 130 hours of professional development enrichment to urban schools and is currently doing a feasibility for the re-opening of an urban Catholic school in collaboration with a local parish.

Maguire Independence Mission Schools (IMS) Fellows Program

SJU established a comprehensive partnership with the Independence Mission Schools, a non-profit network of 15 independent Catholic schools providing a transformative education to children of all faiths in low-income neighborhoods across the city of Philadelphia. The IMS Fellows Program prepares teachers with reading specialist certification to directly combat the low literacy rates in the urban schools.

Other Initiatives with the Catholic Community

SJU Refugee Working Group

In light of the ongoing, worldwide refugee crisis and Pope Francis' call to global action in solidarity with refugees, the SJU Refugee Working Group is committed to educating our campus community about the urgency of the global refugee crisis, supporting local efforts to serve the needs of refugee families, and building a community of prayer and advocacy on behalf of refugees. We are inspired by SJU's Jesuit mission and by the biblical command, "love your neighbor as yourself" (Lev. 19:18; Mk 12:31). Through Catholic Social Services, this group of faculty and staff assist the Archdiocese with refugee resettlement by collecting needed items for families, welcoming refugees at the airport, assisting with set-up of their homes, etc.

Servant Leadership Program

In 2014, SJU created a Servant Leadership Program designed to prepare seminarians to be more effective parish priests. This leadership program, designed by and taught by faculty in HSB, is for all third-year seminarians working toward a Master of Divinity. The training, tailored to the seminary's needs, was based on the results of an extensive survey of Archdiocesan priests in parishes that had received newly ordained priests in the past decade. Since its creation, over 70 seminarians have participated in and completed the program. The seminary program consists of five workshops highlighting leadership and management skills informed by the principles of the servant leadership philosophy. Topics included inspiring and empowering people, delegating effectively, managing conflict, engaging in difficult communications, providing effective coaching, creating a shared vision and leading culture change. As one HSB faculty member said when asked about the program, "It's the perspective that our role as leaders is to serve the needs of others to make others' lives better."

Ignatian Collaboration

SJU has intentionally developed partnerships with regional Jesuit-sponsored and Ignatian ministries. Many of these collaborations include sharing aspects of Ignatian spirituality and a commitment to transformative faith that does justice. The local Jesuit apostolates of the Gesu School, St. Joseph's Preparatory School and Old St. Joseph's Parish are invited to be a part of the annual Ignatian Leadership Program and the Ignatian Pedagogy Workshop at no cost. A new collaboration between these same Jesuit ministries and St. Raphaela Retreat House has begun to replicate the Spiritual Exercises in Everyday Life for the Philadelphia metro area.

SJU and the Handmaids of the Sacred Heart of Jesus

SJU has a comprehensive partnership with the Ignatian community of the Handmaids of the Sacred Heart of Jesus in our collaboration at St. Raphaela Retreat House. Almost all of the student retreats and most of the residential symposium for the Institute of Jewish Catholic Relations is offered at St. Raphaela. There are many individual departmental programs that the two organizations co-host and several of the Handmaids have worked in various programs at SJU including Campus Ministry, Ignatian Leadership and ACESJU. This partnership continues to grow and be an effective presence in the local Catholic community.

Conclusion

SJU is a strong partner in providing service to the local Church and is often called upon as the “go to” Catholic university in our region regarding service, research and professional development in Catholic secondary and pre-secondary education. A significant number of faculty, staff, students and alumni are engaged with their local Churches and Church related organizations surrounding the University community through SJU or other avenues. However, there is always more that can be done and the Steering Committee offers the following Emerging Priorities.

Emerging Priorities:

1. Expand the sharing of Ignatian spirituality for the benefit of Catholic and non-Catholic people of faith.
2. Continue and expand the collaboration with St. Raphaela Retreat House and women’s religious communities who share Ignatian spirituality as part of their charism.
3. Continue to deepen SJU’s commitment to sustaining and improving Catholic urban education for Philadelphia, Camden and Chester - the most under-represented communities in the poorest large metro area in the nation.



CHARACTERISTIC 6: JESUIT PRESENCE

The Society of Jesus at SJU

About the Jesuit Community

As of January 2019, 43 Jesuits reside in community at SJU - 12 work full or part-time at the University and 12 are retired from University work. These Jesuits are integral to the daily life of the University's advancement of our mission and the preservation of our history. Those working full-time for SJU serve as administrators, professors, Mass celebrants, spiritual mentors, etc. actively serving our students, faculty, staff and alumni. Those Jesuits who are retired often assist local parishes on weekends or serve as chaplains at convents and retreat houses in local communities. In addition, many Jesuits, working or retired, publish scholarly works which contribute significantly to SJU's mission.

Since coming to SJU in 2015 Dr. Reed has made it clear that fostering and expanding a Jesuit presence on campus is a priority. He has extended a generous offer for the Maryland Province of the Society of Jesus to consider using the campus for Jesuit formation, a Jesuit spirituality ministry and hosting the Ignatian Volunteer Corps. We host annually the Jesuit vow ceremony for the East Coast provinces and include many other Jesuit-sponsored ministries in our yearly Ignatian Spirituality and Leadership Conference, the SJU ILP and the Ignatian Pedagogy workshop. We also include any Ignatian-inspired ministry in these programs, especially those sponsored by Ignatian women's religious communities that may not have the resources for such mission development programs.

Educational Affairs

The Jesuit community contributes to the University's mission in many significant ways, impacting the educational experience of our students and enhancing the experience of our faculty and staff. Jesuits can be found in the classroom teaching in departments such as English, Philosophy, Theology, Biology, and Business. Additionally, Jesuits serve and have served in roles in Academic Advising, Campus Ministry, Residence Life/Athletics and University leadership.

Jesuits have authored numerous books and articles, enhancing the scholarly input into the University community. In particular, Fathers Samway, Feeney, Clark '75, McNally and Byron '51 have made particular contributions to scholarship and the arts.

Two of our Jesuits, Fathers Ruff and Rickle, are former pastors of Old St. Joseph's Parish, and bring their experience of the Mission in Philadelphia to our campus.

Jesuits have taught and one continues to teach in the Archdiocesan seminary and a number of them conduct retreats and spiritual direction with seminarians and faculty at the seminary, building stronger ties to the Archdiocese.

The Jesuit community helped found the MacLean Chair for Jesuit scholars, bringing talented Jesuits from as far as India and South America, as well as from the United States, to campus for engagement in teaching, pastoral outreach and scholarly research.

One Jesuit leads an annual pilgrimage to the Holy Land, bringing students, faculty, staff, alumni, Trustees, families and friends of SJU to the sources of their faith, which furthers the Ignatian Mission.

Fr. Peter Clark, Ph.D. is a professor of Medical Ethics and Director of the Institute of Clinical Bioethics. He is also the Bioethicist for the Mercy Health System of Philadelphia and St. Christopher's Hospital for Children in Philadelphia. In addition, he is the consultant for Catholic Charities of Maryland, Saint Agnes Hospital, Baltimore Maryland and Mercy Health System, Baltimore Maryland. As a Bioethicist, Fr. Clark is responsible for the ethical training of the medical interns and residents in the 4 hospitals. He does weekly Ethics Teaching Rounds at the four acute care facilities in the Mercy Health System, co-chairs the hospital ethics committees, IRBs and the Corporate Ethics Committee and is on consult 24/7 for the four hospitals. In his work at SJU, he has engaged students in projects, such as, a water filtering project for Sierra Leone, and a research project to recondition pacemakers for developing nations especially in Ghana, Nigeria and Nicaragua.

Fr. Dan Joyce '88, Chief Mission Officer at SJU, directs the ACESJU Education Fellows Program and is the Executive Director of Mission Programs. Thomas Brennan, S.J., professor and chair of English, teaches courses in the Inside-Out Prison Exchange Program taking the mission of education and understanding beyond the campus and into correctional facilities.

The Rector of the Jesuit Community, Fr. Brendan Lally, serves as a member of the Board of Trustees.

Spiritual Development

The Jesuit community seeks to support the spiritual development of its members, by regular retreat days, weekly and daily Eucharist, by the expectation of its members to make an annual eight-day retreat, monthly community meetings, participating in programs in support of standards for ministerial behavior and boundaries for priests and religious.

The Jesuit community provides seven day a week availability for the Sacrament of Reconciliation. This draws many from the University community, the seminary, and from the priests and religious of the Philadelphia area to the Jesuit community – promoting the “footprint” of the SJU mission beyond campus. In addition, Jesuits make themselves available for weddings, Baptisms, funerals of students, faculty, staff, alumni as needed, and participate in the Mass of the Holy Spirit and the Baccalaureate Mass each year.

Jesuits, gratuitously, celebrate the daily, Sunday and special occasion Masses on campus, as well as, offer the Sacrament of Reconciliation twice weekly in the chapel, as well as, daily at the Jesuit Community Residence (on a 7 day a week basis.), participate in offering spiritual direction to students and staff, assist in pastoral care of all on campus, as needed, especially in moments of loss or tragedy, and include in all the Masses celebrated in the chapel, the intentions for the living and deceased enrolled in our Mass Remembrance book held in the chapel.

Investment in the SJU Mission

Jesuits serve on the MacLean Chair Committee seeking qualified Jesuit scholars to join the SJU community for six months to a year each year. The Donald I. MacLean, S.J. Chair is held by a member of the Society of Jesus who is an accomplished teacher and scholar in the Arts and Sciences. Established in 1987 through the generosity of two alumni and the Jesuit Community, it is intended to emphasize that the University’s Jesuit identity is inseparable from the finest teaching, scholarship and collegiate discourse. The Chair is named in honor of the University’s 24th president.

There is a Jesuit Recruitment Committee directed to finding and attracting qualified Jesuits to join SJU’s faculty and staff. Most recently the Recruitment Committee brought three new Jesuits to campus, one who will serve as the MacLean Chair and two who will serve as University Professors.

There are a group of Jesuits that collaborate on programs to build bridges to students by hosting student-Jesuit lunches in the community, as well as, collaborate on ways of attracting Jesuit vocations. The Jesuit Community welcomes Jesuits from other countries to participate in the ESL (English Language Study Program).

The active prayer of the Jesuit community, especially, the men in the Manresa Infirmary, for the needs of the Church and the Society of Jesus, are a silent, yet significant support for the SJU mission.

The Jesuit community was the main benefactor in the construction of the Grotto of St. Joseph designed to foster devotion to the patron saint of the University.

The Community has given scholarship aid to students, when able. The Art Scholarship, initiated by Dennis McNally, S.J., is part of that Jesuit support of the arts at SJU.

Lastly, Jesuits show their hospitality by inviting members of the SJU community frequently to lunch or dinner, building relationships that support the mission and sense of community at SJU.

Conclusion

The Mission Priority Examen Steering Committee conducted two discernment sessions at the SJU Jesuit residence with retired Jesuits living in residence, and for Jesuits actively working in the community. Many participants expressed gratitude for the friendships and collegiality of their departments, for a renewed emphasis on academic quality at the University, for campus ministry activities that focus on social justice and for the leadership of President Reed.

Nonetheless, more can be done to advance the mission of the University. The following are Emerging Priorities resulting from the Examen sessions with the Jesuit community.

Emerging Priorities:

1. Increase commitment to diversity and inclusion. The University Mission Statement contains strong support for inclusion and diversity, and the University has opportunities to devote more resources, and actions, towards enhancing these aspects of our campus culture.
2. Enhance faculty Catholic formation. Many Jesuits sense a hunger among faculty to be stronger advocates for the Catholic faith. Our faculty can benefit from having more insight into our Catholic faith to answer the tough questions being asked by our students.
3. Increase engagement between the University and the Jesuits in residence. Jesuits wish to be consulted on University decisions that affect the Jesuits, to have more tenure-track faculty appointments, and to support the mission activities of the University more fully.



CHARACTERISTIC 7: INTEGRITY

While each member of the SJU community is responsible at some level for maintaining the integrity of our operations and policies, there are several departments within the University for which that responsibility is greatest: Human Resources, Finance and Administration, Financial Management, and Enrollment Management contribute to the integrity of the institution in tangible and meaningful ways.

Human Resources (HR) Commitment to Mission

HR makes a variety of contributions to the mission of the University by holding several important events on campus, as well as by enforcing policies that promote fairness and integrity across campus.

Following is a list of selected mission-related activities conducted by HR:

- SJU Thanks U – an annual year-end picnic that thanks all members of the University community for their contributions
- Decades of Service – an annual celebration at which loyal employees (including staff and faculty) are recognized in a special ceremony for their decades of service
- Merit Awards – an annual ceremony recognizing exceptional performance from members of the faculty, staff and administration
- In 2017, SJU hosted the AJCU-HR conference, which brings HR professionals from all of the American Jesuit colleges and universities together to examine best practices in HR.

- HR offers Wellness Programming, which is a broad array of services available to employees of the University promoting overall health, including an Employee Assistance Program for individuals with substance abuse, family or other emotional problems, and athletic/recreational privileges.
- HR works hard to provide employees a full range of employee benefits, including health insurance, disability insurance and contributions to employee retirement plans.
- HR administers an Employee Tuition Benefit, which covers the cost of education to employees and their children. This benefit was recently extended to same sex partners who are married to employees of the University.
- During the 2017-18 academic year, the HR department rolled out online diversity & inclusion training (mandatory for all new employees), helping members of the University to become more aware of the various forms of diversity present in the workplace, and offered best practices for employees and managers.

In addition, HR administers important policies that contribute to the mission of the institution. Following is a list of some of our most valuable policies:

- Annual pay equity reviews – each year, HR reviews employee pay to ensure it is competitive with benchmark schools.
- Performance management & feedback – HR maintains a policy that encourages every supervisor within the institution to provide one-to-one performance management feedback to every employee within his or her division.
- Performance improvement programs – HR maintains performance improvement programs that provide employees with unsatisfactory work performance with guidance on how to improve work performance.
- Mission and community service leave – SJU offers employees opportunities to take leaves of work in order to make contributions to the mission of the University or to serve the surrounding community.
- Policy Prohibiting Discrimination, Harassment and Retaliation – this policy is designed to educate members of the University community about discrimination, harassment and retaliation and provide clear procedures when a violation of this policy occurs. It is the University's hope that through continued education, and appropriate action upon receipt of reports and complaints of conduct that may be a violation of the policy, the University can eliminate discrimination, harassment and retaliation within the SJU community.
- Members of the HR team serve on the President's Council for Inclusion & Diversity, the Climate Study Working Group, wellness programming and employee event planning, where they provide guidance and advice on the formation of budgets for these important line items within the University financial plan.

Demonstrating a Commitment to Mission

HR Practices

SJU is committed to increasing the diversity of its faculty and staff so that our students, our disciplines and our community as a whole can benefit from multiple perspectives. Thus, in support of SJU's commitment to inclusive excellence, in 2018, SJU began training faculty search committees on how to recruit for diversity. These Strategic Hiring Workshops -- co-sponsored by HR and the Office of the Provost -- highlight best practices on: recruitment, advertising, interviewing & campus visits. Faculty are trained on how to reach more diverse faculty candidates via active and intentional recruitment, inclusive interviewing and tailored campus visits. In addition, Dr. Reed approved a new non-discrimination statement in September 2018 that is now included in every position posting:

“Saint Joseph’s University is committed to a policy of equal opportunity in every aspect of its operations. The University values diversity and seeks talented students, faculty, and staff from a variety of backgrounds. Accordingly, the University does not discriminate on the basis of sex/gender, race, age of 40 or over, color, religion, national origin, ethnic origin, sexual orientation, gender identity, disability, genetic information, pregnancy, marital status, and military and military veteran status, and any other status protected by law in the administration of its admission, educational, financial aid, employment, athletic, or recreational policies or programs.”

Financial Management

As is called for in the current strategic plan, *Thinking Anew, Acting Anew*, the central task of the Office of Finance and Administration has been to foster greater financial strength and stability for the University. This work is undertaken by thoughtfully bringing the financial model into balance as enrollment softens and financial aid grows, by collaborating with the Vice President for Enrollment Management and Deans to develop timely and accurate enrollment data, and by optimizing our use of and return on real estate, infrastructure and capital assets, while aligning our human capital, physical plant and technological resources in order to support our mission and strategic vision.

As is true for most universities, and for many sister Jesuit institutions, these have been challenging financial times for SJU. While making significant progress on these goals, the division has also focused on:

- Revising the University’s Investment Policy Statement to, among other things, specifically include social responsibility considerations consistent with the University’s mission as a Jesuit, Catholic institution as a part of the decision-making process for the investment of funds;
- Ensuring staff participate in leadership roles for Mission Week activities and other mission related committees such as the SJU commemoration of the 50th anniversary of Dr. Martin Luther King’s campus visit;
- Emphasizing the importance of living the mission by revising policies to incorporate the University’s mission at the forefront of the policy; and,
- Continued advocacy of diverse business development by eliminating practices and procedures that restrict the ability of Minority and Women Business Enterprises (MWBEs) to fairly compete for SJU contracts.

Physical Resource Management

The Office of Facilities Management is a service-based organization that strives each day to partner with other departments in support of the SJU mission. The daily goal is to maintain normal operations for the best possible learning environment and provide services efficiently and cost-effectively to keep costs for our students and their families as low as possible.

Major construction projects are designed by LEED-accredited professionals to emphasize sustainability in our constructed environment and responsible stewardship of natural resources. Since 2010, SJU has partnered with the Green Fund and Student Senate to install bottle-filling stations throughout campus resulting in the reduction of tens of thousands of plastic bottles that may otherwise have been sent to landfills. Water-saving bathroom fixtures are standard on campus and HVAC systems are scheduled to conserve energy as much as possible. All new renovations and construction include energy efficient lighting and controls.

In 2016, Administrative Services initiated a community lunch program that raises funds for student organizations that are engaged in community service activities. These lunches are well attended and not only provide a time for the faculty and staff to enjoy each other’s company, but also a time for the students to educate the community on the good work they are doing in the community.

In 2017, the Office of Conference and Events Services was established to market and manage facility use by internal and external users. The work of Conference and Events Services has brought new faith-based organizations to campus and provided an opportunity to showcase the University's Jesuit identity to a broader audience. Additional new revenue generation should also provide relief to the budget with the goal of making SJU more affordable.

Following the implementation of the current strategic plan, Administrative Services initiated the development of a Campus Master Plan that was completed in October 2018. The master plan reflects the vision and goals tied to the strategic plan and SJU's mission as a Jesuit, Catholic university.

Recently, Administrative Services provided dedicated housing for the ACESJU program and are currently working with the Province to establish a new Jesuit Residence on campus to ensure the presence of the Jesuit Community on campus.

Enrollment Management

Enrollment Management at SJU consists of Undergraduate Admission, Financial Aid, Enrollment Systems & Analytics and Institutional Research. The division possesses a broad set of skills and experience and strives to improve the academic profile of each entering class and shape its composition with an eye towards different aspects of diversity.

The Office of Undergraduate Admission employs a variety of recruitment activities to help the University meet its enrollment goals while also enrolling a class that reflects our commitment to mission as a Jesuit, Catholic institution. While the division visits high schools around the United States, the core of its strategy is a commitment to Jesuit high schools around the country. On a regular basis, the division participates in and helps to organize joint Jesuit recruitment programs, where a group of Jesuit colleges and universities will travel together in a designated area for a week. These programs are unique, in that while we are competitor institutions, we also acknowledge our shared mission.

In addition, we remain committed to participating in visits and activities that allow us to introduce SJU to students for whom attending a four-year college may present challenges. The University has enhanced its presence and outreach to schools in the city of Philadelphia, while also maintaining a presence in networks such as the Cristo Rey schools. Outreach to these schools often looks different than the typical approach, with an equal emphasis on SJU and information about attending college in general. Over the last five years this effort has proven successful as SJU has become more selective and at the same time become more diverse on several fronts.

Enrollment Management makes a significant effort to recognize prospective students, current students and their families as individuals rather than statistics. This is apparent in our admission review process where each application is reviewed holistically by two different staff members, with many applications also going to a committee for further consideration. It is also evidenced in our financial aid appeals process where financial aid packages are re-reviewed upon request by a thoughtful committee of professionals who manage a special aid allocation for helping families with great need. Sometimes the division's work involves responding to unexpected situations when they arise such as providing additional aid for a student in the DACA program or allocating special funds to help students from Puerto Rico with tuition after Hurricane Maria.

These personal interactions help inform institutional strategies. One such strategy is our multi-year effort to manage price, especially for our lowest income families. SJU's combined direct costs (tuition, fees, room and board) have grown by less than 2% in each of the last four years. Furthermore, we have redistributed a greater portion of institutional financial aid to students from low-income families, thus reducing their overall net cost.

SJU also takes great pride in serving non-traditional students. In fall 2017, 375 (mostly) working adults were enrolled in on-ground and online programs. These students are much more diverse than our traditional population with 40.5% indicating they are students of color and 28.5% receiving Pell grants. In addition, SJU was the fifth largest provider of graduate degrees in the local market (Source: IPEDS 2016-17 number of graduate degrees conferred when comparing to PA institutions with locations in Philadelphia, Montgomery, Delaware, Chester and Bucks counties and NJ institutions with locations in Camden, Burlington, Somerset and Mercer counties and South Jersey).

Additional Diversity and Inclusion Efforts

Founded in 2004 by then Rector of the Jesuit Community Rev. George Bur, S.J., the Ignatian College Connection (ICC) is designed to increase college participation and retention at SJU for students from underrepresented populations in Philadelphia, Pennsylvania and Camden, New Jersey. The program is guided through the Office of Inclusion and Diversity and aims to fulfill SJU's mission.

Goals of the ICC Program Include:

- Expose students from diverse ethnic, racial and socioeconomic backgrounds to higher education and SJU during their high school years.
- Assist program participants with college awareness and academic enrichment programs that prepare them for higher education.
- Provide continued support, mentorship and scholarship to a select number of ICC Scholars enrolled at SJU.

Conclusion

The Mission Priority Examen Steering Committee conducted two discernment sessions with Enrollment Management, Marketing Communications and Human Resources. Many participants expressed gratitude for the friendships and collegiality on campus, and for the opportunities they are given to participate in service activities at work. They described difficulties managing workload and employee morale in the wake of recent layoffs and reorganizations.

Emerging Priorities:

1. Offer additional training opportunities in an effort to ensure the most fair and best practices are utilized in recruiting, evaluation and retention.
2. Continue to contribute to the mission of the University through work-related service opportunities. Provide events that combine service opportunities with other University events such as lectures, etc. that are valuable to all internal University stakeholders and to external community partners as well.

MISSION PRIORITIES FOR SJU

1. Enhance and Promote the University's Catholic, Jesuit Identity

Consider the following to fulfill this priority:

- a. Provide educational opportunities – workshops, lectures, small group discussions, etc. – for faculty, staff and students so they can learn about the Catholic and Jesuit traditions on a deeper level
- b. Acquire a retreat center, on or off campus, which will enable the University to offer educational and spiritual programming in a more substantial and intentional way
- c. Link service, reflection and education in a more intentional way in an effort to deepen understanding of Catholic, Jesuit traditions
- d. Review New Employee Orientation and Student Orientation in an effort to improve mission related components

2. Make significant and meaningful strides in the desire to be an inclusive and diverse community where all members feel welcome, respected and safe

Consider the following to fulfill this priority:

- a. Continue diversity training for new and current employees in order to educate and raise awareness
- b. Offer administrators and staff the same hiring for diversity workshops currently available to faculty
- c. Develop coordinated campus-wide programming – through a collaboration of faculty, staff and students – designed to educate, raise awareness and foster dialogue on issues related to diversity and inclusion
- d. Implement campus-wide social events/programs in order for faculty, staff and students to get to know and understand one another better in an effort to foster better dialogue

3. Strengthen Commitment and Promote Efforts in Sustainability and Environmental Justice

Consider the following to fulfill this priority:

- a. Develop programs that increase the University's outreach and engagement that advances the commitment of the Society of Jesus to sustainability and environmental justice
- b. Create service, reflection and educational programs via The Barnes at SJU that advance both the interconnectivity of art and ecology with sustainability and counter environmental degradation

APPENDIX - 1

SJU Facts (Institutional Research, 10/12/2018)

- **FOUNDING:** 1851 by the Society of Jesus
- **CAMPUS LOCATION:** 114 acres in western Philadelphia and Montgomery County; 82 buildings
- **PRESIDENT:** Mark C. Reed, Ed.D.
- **ACCREDITATION:** Approved by the Commonwealth of Pennsylvania Department of Education; accredited by the Middle States Commission on Higher Education and the Association to Advance Collegiate Schools of Business.
- **COLLEGES:** College of Arts and Sciences, Erivan K. Haub School of Business, School of Health Studies and Education (Fall 2019)
- **ACADEMIC PROGRAMS:** More than 55 undergraduate day majors and 50 minors, over 30 degree completion and certificate programs including online options, and 21 graduate programs
- **ATHLETICS:** Total of 20 varsity sports with participation in the Atlantic 10 conference; over 30 club, intramural, and recreational activities. Mascot: The Hawk
- **ENROLLMENT FALL 2018**
 - 7,589 total in all programs
 - 4,543 traditional undergraduates
 - 2,110 in College of Arts and Sciences;
 - 2,433 in Erivan K. Haub School of Business
 - 80 visiting and non-matriculated undergraduates
 - 281 undergraduate adult students
 - 2,685 graduate and doctoral students
 - 1,678 in arts and sciences programs
 - 1,007 in business programs
- **TUITION 2018-19**
 - Undergraduate (full-time day/annually): \$44,794 for all programs
 - Undergraduate adult programs: \$584 per credit
 - Graduate Programs: \$765 - \$1,043 per credit depending upon the program of study
- **ENDOWMENT** \$295.6 million
- **FACULTY** 299 full-time faculty; 100% of tenure-track faculty hold terminal degrees
- **ALUMNI** 70,421 Proud Hawks
- **OPERATING BUDGET** \$215.2 million (FY19)

APPENDIX - 2

Key Constituency Groups

- Student Groups including Student Leadership
- The University Leadership Council (ULC)
(see member list below)
- The Provost's Council (see member list below)
- The Board of Trustee's Mission Committee
- The Jesuit Community:
 - o A session was conducted with the Jesuits currently working at the University
 - o A session was conducted with the retired Jesuits
- Members of divisions of Enrollment Management, Financial Affairs, Marketing Communications & Human Resources
- Academic Departments
- Campus Ministry
- Faith-Justice Institute
- Administrative Assistants within the College of Arts and Sciences
- The Trans Inclusion Working Group

APPENDIX - 2A

University Leadership Council (ULC)

Dr. Mark C. Reed - President	Joseph P. Kender - Vice President for University Relations
Dr. Jeanne F. Brady - Provost and Vice President for Academic Affairs	Robert J. McBride - Associate Provost for Enrollment Management
David R. Beaupré - Vice President for Finance & Administration and Treasurer	Timothy A. McGuriman - Associate Vice President for Administrative Services
Dr. Cary M. Anderson - Vice President for Student Life and Associate Provost	Dr. Shaily A. Menon - Dean, College of Arts & Sciences
Dr. Joseph A. DiAngelo '70 - Dean, Erivan K. Haub School of Business	Karen A. Pellegrino - Vice President for Enrollment Management
Jill R. Bodensteiner - Director of Athletics	Sarah F. Quinn '89, M.B.A. '09 - Assistant Vice President and Chief of Staff
Francis J. DiSanti '79 - Chief Information Officer	Marianne Schimelfenig, Esq. - General Counsel
Sharon M. Eisenmann - Vice President for Human Resources	Marie E. Williams - Chief Marketing and Communications Officer
Rev. Daniel R.J. Joyce, S.J. '88 - Executive Director of Mission Programs	

APPENDIX - 2B

Provost's Council

Dr. Jeanne F. Brady - Provost and Vice President for Academic Affairs

Dr. Dawn M. Burdsall '93, '18 (Ed.D.) - Assistant Provost for Business and Analytics

Dr. Janée N. Burkhalter - Special Assistant to the Provost for Inclusion & Diversity and Associate Professor, Marketing

Dr. Joseph A. DiAngelo '70 - Dean, Erivan K. Haub School of Business

Ms. Anne Z. Krakow '14 – Director, Drexel Library and Post Learning Commons

Dr. Shaily A. Menon – Dean, College of Arts and Sciences

Ms. Melissa L. McClory '01 – Director, Administrative Operations for Academic Affairs

Dr. Peter C. Norberg - Associate Provost, Faculty and Academic Support

Dr. Rajneesh Sharma - Associate Provost, Assessment and Strategic Planning

APPENDIX - 3

Mission Priority Examen

University Leadership Council

Wednesday, October 31, 2018 – 9:15 a.m.

The Examen invites the SJU community to engage in institutional reflection on the mission and to commit to a set of priorities for faithfully and creatively living out the Jesuit and Catholic identity of our mission.

More information on the examen [can be found online](#).

Step One: Review the seven characteristics indicative of the life of the Saint Joseph's community upon which our Jesuit and Catholic institutional priorities may be formed. These characteristics, listed below, are found in the publication *Some Characteristics of Jesuit Colleges and Universities: A Self-Evaluation Instrument*, the full version of which [is available online](#).

- 1) Leadership and mission
- 2) Academic life which reflects the mission
- 3) A Catholic Jesuit campus culture
- 4) Service
- 5) Service to the local church
- 6) Jesuit presence
- 7) Integrity

Step Two: Having considered the many aspects of our Jesuit and Catholic mission at Saint Joseph's, please ask yourself the following questions to review your own individual and collective responses to the mission and what aspects of it may evoke a greater sense of direction and action for our immediate future as a community.

- 1) What one thing are you most grateful for regarding your connection to SJU?
- 2) As a member of the SJU community, what recent experience has left you unsatisfied, excluded or desiring more from the University?
- 3) As a member of the SJU community, what recent experience may leave you with consolation and inclusion and desiring more from the University?

Step Three: Having engaged with the questions, now determine what may be three mission priorities for the next five years in the life of the Saint Joseph's community with regard to our Jesuit and Catholic mission.

APPENDIX - 4

Mission Priority Examen Survey - Saint Joseph's University

During the 2018-2019 academic year the Saint Joseph's University Community will participate in a Mission Priority Examen at the request of the General Superior of the Society of Jesus (our institutional sponsors) and with the support of the Jesuit Provincials in the United States and the Association of Jesuit Colleges and Universities.

The Examen invites the SJU community to engage in institutional reflection on the mission and to commit to a set of priorities for faithfully and creatively living out the Jesuit and Catholic identity of our mission. For more on what the personal examen found in the Spiritual Exercises of Ignatius of Loyola may be see the following link: <https://www.ignatianspirituality.com/26156/the-steps-of-the-examen>

Please review the seven characteristics below*, indicative of the life of the Saint Joseph's community upon which our Jesuit and Catholic institutional priorities may be formed. Once you have done so, we ask that you respond to four questions.

- 1 *Leadership and mission.* On every level — trustees, president and cabinet, academic deans and faculty — the leadership must clearly state, through the mission statement and personal initiative, the commitment to teaching, research, and service. All things being equal, they must seek committed Catholics familiar with Jesuit traditions for vice presidents, who understand how the Jesuit identity can be integrated into the curricular and extracurricular life.
- 2 *Academic life which reflects the mission.* The overall commitment to research and teaching should demonstrate excellence, particularly in the liberal arts and Christian humanistic education for all students. The core must reflect the institution's commitment to faith and justice should include the world's major intellectual traditions, major religions, and an introduction to Catholic thought taught by professors sympathetic to the material. Promotion and tenure decisions should reflect a commitment to these ideals. These principles should apply to professional and graduate schools as well.
- 3 *A Catholic Jesuit Campus Culture.* All members of the community should work to foster a virtuous life characterized by personal responsibility, the church and the community to learn respect, forgiveness, compassion, a habit reflection and an integration of body, mind and soul. This includes liturgy, the opportunity to make the Spiritual Exercises, and the moral use of one's body with regard to sexuality, substance abuse, and health. It should also promote programs that offer an alternative to the "culture of superficiality" with which the Society has expressed growing concern.
- 4 *Service.* The university as an institution must insert itself into the world on the side of the poor, the marginalized, and those seeking justice. Those on service trips should learn the local language; learn to see the world through the eyes of those they serve. They should apply the Ignatian pedagogical paradigm: it stresses experience, reflection, and action.
- 5 *Service to the local church.* The university should educate first generation immigrant populations, Catholic and non-Catholic, and offer programs and resources that build the local church and provide a place where the local community can meet and discuss matters that concern the church and the neighborhood. It should sponsor ecumenical dialogues in a way that enables the church and the community to learn from one another. The president should have an open line between himself and the local ordinary who should be welcomed on the campus.
- 6 *Jesuit presence.* The university must do all in its power to maintain a strong cohort of Jesuits — as faculty, administrators, and campus ministers — capable of playing a public role formally and informally in its life. The Jesuit community should be known for its vibrant hospitality. The university should participate actively in the Association of Jesuit Colleges and Universities and collaborate with other Jesuit universities throughout the world.

7 *Integrity.* In its management practices the university should offer compensation and benefits which demonstrate a commitment to fairness, equity and the well- being of the employees. Fairness should distinguish its norms for promotion and tenure and its practices concerning gender, racial, and ethnic equal opportunity. Its recruitment and hiring policies — concerning administration, faculty, and staff — should be clearly published in the mission statement and should attract and accept candidates who share and will promote the mission of the university

* These characteristics are taken directly from a publication titled: *Some Characteristics of Jesuit Colleges and Universities: A Self-Evaluation Instrument.*

What one thing are you most grateful for regarding your connection to SJU?

As a member of the SJU community what recent experience has left you unsatisfied, excluded or desiring more from the mission of the University?

As a member of the SJU community what recent experience may leave you with consolation, inclusion and desiring more from the mission of the University?

What one thing do you believe ought to be a community priority with regard to our Jesuit Catholic Mission for the next five years?

What one thing are you most grateful for regarding your connection to SJU?

As a member of the SJU community, what recent experience has left you unsatisfied, excluded or desiring more from the mission of the University?

new find climate around catholic us job way little better lot feel
even dont know president time staff years always department
thingsthink faculty something just like community
communication going students university people
sju mission campus work level student decisions jesuits
say much lack layoffs support resources need justice courses hard
last see back thats without really good im feeling want social
wish

What one thing do you believe ought to be a community priority with regard to our Jesuit Catholic Mission for the next five years?

justice inclusion financial church campus service mission community students faculty social programs diversity people employees catholic health support spiritual help education

SAINT JOSEPH'S UNIVERSITY • MISSION PRIORITY EXAMEN SELF-STUDY • JANUARY 2019 54

APPENDIX - 6

Ignatian Colleagues Program Participants and Mission Projects

Dr. Mary-Elaine Perry (cohort 1)

Title IX Coordinator

Mission Project: Women in Leadership in Jesuit Higher Education

Project Description: Conducted a research project on women in leadership in Jesuit higher education. Findings included the importance of having a mentor and the atmosphere the President creates to support women's advancement.

Recommendations included raising awareness on campuses of the need to recruit, select and support women for leadership positions and encouraging campus discussions of support systems and obstacles that affect women's performance and careers.

Dr. Mark Reed (cohort 1 – participated while at Fairfield University)

President

Dr. Jeanne Brady (cohort 2)

Provost

Mission Project: Alliance for Catholic Education at Saint Joseph's University (ACESJU)

Project Description: Established ACESJU, an innovative two-year service program that provides college graduates the opportunity to serve as full-time teachers and administrators in under-resourced Catholic schools in the Archdiocese of Philadelphia and the Diocese of Camden, N.J. while pursuing a master's degree.

Elizabeth (Beth) McNamee (cohort 4)

Associate Director, Campus Ministry

Mission Project: Facilitating Service Reflection: An Ignatian Guide

Project Description: Established a standard service reflection guide for student leaders of co-curricular service programs across departments by gathering service reflection resources enabling student leaders to challenge peers to engage service experiences at a deeper level using Ignatian pedagogical methods; to engage social analysis and theological reflection using the resources of Catholic Social Teaching and Ignatian spirituality; and to guide students to discerning responsible action to social justice.

Dr. Cary Anderson (cohort 5)

Vice President, Student Life and Associate Provost

Francis (Fran) DiSanti (cohort 6)

Chief Information Officer

Mission Project: Infusing Ignatian Principles in Developing the IT Mission and Vision Statements

Project Description: Developed IT mission and vision statements through a communal discernment process, grounded in Ignatian principles and facilitated in collaboration with the Executive Director of Organization Development and Ignatian Leadership.

Karen Pellegrino (cohort 6 – participated while at Fairfield University)

Vice President, Enrollment Management

Dr. Kimberly (Kim) Allen-Stuck (cohort 7)

Assistant Vice President, Student Success

Mission Project: Mission Week

Project Description: Created a campus-wide Mission Week program which uses SJU's mission statement as the framework for reflection, celebration and upholding of the University's traditions and Jesuit heritage.

Robert (Bob) McBride (cohort 8)

Associate Provost, Enrollment Management

Mission Project: Access to Higher Education as a Social Justice Issue

Project Description: Through readings, group discussions, data collection, and enhanced awareness/education of the complexity of the issues, working to eliminate the barriers to providing greater access to SJU to students with the highest financial need.

David Beaupré (cohort 9)

Vice President, Finance & Administration and Treasurer

Mission Project: Reflection Space on Campus

Project Description: Establish dedicated space on campus for students, faculty, staff, members of the Jesuit community and visitors to reflect on Jesuit Education and Ignatian Spirituality. Project is on-going.

Sarah Quinn (cohort 9)

Assistant Vice President and Chief of Staff

Mission Project: Board of Trustees Mission Formation

Project Description: Design a mission formation program for the Board of Trustees of Saint Joseph's University through a variety of readings, videos, presentations and exercises, and a service opportunity in a neighboring community. Project is on-going.

Dr. Aimee Tersoky (current cohort)

Associate Professor, Educational Leadership

Dr. Usha Rao (current cohort)

Associate Professor, Chemistry and Director, Office of Teaching & Learning

APPENDIX - 7

BCUQ – SJU Results, Spring 2016 (394 total responses in a graduating class of 948)

- **Service Learning:** 51.54% of students report being engaged in service learning freshman year. 34.62% sophomore year. 36.15% junior year. 23.85% senior year. This would be interesting to look at, since there is a large drop off from freshman to senior year.
- Of the students who reported being involved in **service learning**, 68% reported their experience with service learning as being "significant" or "extremely significant" to their experience at SJU.
- **Spiritual or Religious Conversations Outside the Classroom:** 35% of students say they had spiritual or religious conversations with faculty during their time at SJU. 29% said they had these conversations with non-faculty.
- **Retreats:** 64% of students who said they attended retreats said the experience was "significant" or "extremely significant" to their experience at SJU
- **Involvement in Social Justice Organizations:** 67% of students who reported being involved in awareness groups or social justice organizations reported the experience being "significant" or "extremely significant" to their experience at SJU
- **Local Community Service/Volunteering:** 76% of students who reported being involved in local community service or volunteering reported the experience being "significant" or "extremely significant" to their experience at SJU
- **Mentorship:** 82.83% of all students say they would identify a faculty member as a mentor, and 17.51% of students would identify a Jesuit as a mentor during their time at SJU
- **Availability of religious organizations:** 85% of students who responded reported being "satisfied" or "very satisfied"
- **Variety of retreats:** 82% of students who responded reported being "satisfied" or "very satisfied"
- **Availability of volunteering/community service programs:** 90% of students who responded reported being "satisfied" or "very satisfied"
- **Campus ministry:** 87.5% of students who responded reported being "satisfied" or "very satisfied"
- **Why they chose SJU:** 43% of the students said they were attracted to SJU's Jesuit/Catholic heritage
- **Ability to articulate your religious/spiritual beliefs:** 66% said after their experience at SJU, their ability to articulate their religious or spiritual beliefs are "stronger" or "much stronger"
- **Ability to get along with people of different races/cultures:** 68% said their ability was "stronger" or "much stronger"
- **Ability to reflect on your life and life choices:** 86% said their ability was "stronger" or "much stronger"
- **Understanding of the social issues of our local community:** 84% said their ability was "stronger" or "much stronger"
- **Understanding of social issues nationally:** 83% said their ability was "stronger" or "much stronger"
- **Understanding of global social issues:** 83% said their ability was "stronger" or "much stronger"

- **To what extent has your experience at SJU contributed to your knowledge, skills, and personal development in the following areas?**
 - o Understanding the mission of your institution: 63% "quite a bit" or "very much"
 - o Devoting effort to help others in need: 74% "quite a bit" or "very much"
 - o Leading by example: 77% "quite a bit" or "very much"
 - o Increasing your awareness of the relationship between global and local issues: 62% "quite a bit" or "very much"
 - o Actively working to further social justice: 61% "quite a bit" or "very much"
 - o Defining your own values and beliefs: 82% "quite a bit" or "very much"
 - o Demonstrating respect for others' differences: 80% "quite a bit" or "very much"
 - o Actively working toward a more inclusive community: 71% "quite a bit" or "very much"
 - o Ability to look critically at society and its institutions: 76% "quite a bit" or "very much"
 - o Making ethical decisions in personal situations: 81% "quite a bit" or "very much"
 - o Understanding the Jesuit principle of being "women and men for others": 75% "quite a bit" or "very much"
 - o Making connections between your intellectual and spiritual life: 65% "quite a bit" or "very much"
- **Catholic Religious Service Attendance:**
 - o Never: 26.35%
 - o Less than once per month: 28.52%
 - o Once per month: 20.94%
 - o 2-3 times per month: 10.11%
 - o 4 times per month or more: 14.08%
 - o 45% of students surveyed attend a Catholic Mass at least once per month
- **Considering your years as a student at St. Joseph's University, how important were the following activities to your RELIGIOUS/SPIRITUAL GROWTH?**
 - o Attending a religious service: 29% said it was "important" or "essential"
 - o Conversations about your faith with professional staff on campus: 30% said it was "important" or "essential"
 - o Conversations about your faith with your family: 37% said it was "important" or "essential"
 - o Conversations about your faith with your peers: 43% said it was "important" or "essential"
 - o Exploring your vocation or calling: 42% said it was "important" or "essential"
 - o Going on a retreat: 28% said it was "important" or "essential"
 - o Participating in interfaith dialogues: 29% said it was "important" or "essential"
 - o Participating in religious organizations: 23% said it was "important" or "essential"
 - o Participating in volunteer/community service programs: 52% said it was "important" or "essential"
 - o Praying/meditating: 46% said it was "important" or "essential"
- **Religious preference:** 70.57% of respondents reported being Roman-Catholic. 10.28% reported being "none." 6.38% reported being "don't know"

ADDENDUM

Declaration of Shared Purpose of Saint Joseph's University With the Maryland Province of the Society of Jesus

Purpose of the Declaration: As collaborators in the work of the apostolate of Saint Joseph's University ("University"), we seek to clarify the relationship between the Society of Jesus, the Jesuit Community at Saint Joseph's University and the University in ways that will preserve and promote the Catholic and Jesuit character of the institution and ensure that it remains both an Ignatian and a Jesuit work according to the descriptions from the most recent General Congregation of the Society (*Collaboration at the Heart of Mission*, 35¹¹¹ General Congregation):

The heart of an Ignatian work is the *Spiritual Exercises* of Ignatius. Indeed, any work may be said to be *Ignatian* when it manifests the Ignatian charism: i.e., when it intentionally *seeks God in all things*, when it practices Ignatian · discernment, when it engages the world through a careful analysis of context, in dialogue with experience, evaluated through reflection, for the sake of action, and with openness, always, to evaluation. Such a work does not rely necessarily upon the Society of Jesus for its Ignatian identity, though it may affiliate with the Society in partnership through networks and other structures.

An *Ignatian* work can be said to be *Jesuit* when it has a clear and definitive relationship with the Society of Jesus and when its mission accords with that of the Society by a commitment to a faith that does justice through interreligious dialogue and a creative engagement with culture. In such a context, the mission of the work, whether administered by a Jesuit or by another who shares this commitment will be "ultimately accountable to the General of the Society through appropriate lines of authority."

History of the Governance of the University:

In 1852, the Pennsylvania Legislature enacted legislation incorporating Saint Joseph's College in the City of Philadelphia. The "incorporators" were members of the Society of Jesus and although not expressly stated in the legislation, the original 5 directors (trustees) of the College's governing board were all members of the Society of Jesus. In 1966, bylaws for a lay board were passed which provided for a board consisting of no less than 20, but no more than 30 members in addition to ex-officio (President, Executive Vice President, Dean of the College and immediate past President of the Alumni Association), Life and Emeritus members (the number of which were to be determined by the Board); there was no express provision anticipating a particular number of members of the Society of Jesus. In 1971, the Board's membership was increased to no more than 31 nor less than 5 members and provided for only one ex-officio member of the Board (the President); no reference was made to any anticipated number of members of the Society of Jesus. In 1991, the membership of the Board was increased to no more than 35 nor less than 15, with approximately 12 members anticipated to be members of the Society of Jesus. Current membership of the Board has remained unchanged since 1991.

Governing Principles:

1. All matters expressed in this Declaration are to be interpreted and handled in a manner that ensures no violation of any legal requirements, which would in any way adversely affect the independent status of the University or the rights and obligations of the respective entities under civil or canon law, the Charter or Bylaws of the University, or the governing documents of the Society of Jesus or the Maryland Province. If any statement in the Declaration is inconsistent with the previous sentence, such statement will be disregarded, and the remaining statements of this Declaration will remain as continuing affirmations of the shared purposes stated herein.

2. Nothing in this Declaration is intended to or shall be deemed to create or constitute a legal partnership or joint venture or an agency relationship among the entities affirming the shared purposes herein.
3. The entities affirming this Declaration commit themselves to resolve any conflict or concerns, which may arise between or among them, in a consultative and cooperative manner, including any issue which might develop concerning the interpretation or application of this Declaration.
4. It is the intent of the entities affirming this Declaration to review it at least every five (5) years. Notwithstanding this intent, this Declaration may be revised from time to time or at any time as long as the entities named herein affirm such restatements, which restatements shall then be reflected in a revised Declaration.
5. This Declaration is recognized by all participating in this statement of shared purpose as the only such Declaration articulating the respective roles and affirmations of the entities' shared purpose.
6. This document is intended to be "spiritual and mission focused, rather than legal or canonical" (*Collaboration at the Heart of Mission*, 35¹¹¹ General Congregation). It is a statement of moral and spiritual purpose voluntarily undertaken by the respective entities, who do not intend herein to create legal rights that can or could be enforced by civil or canonical legal processes. While some purposes herein may also be expressed in separate documents that may be legally binding and subject to appropriate legal proceedings, this Declaration is intended solely as an aspirational and descriptive statement of a common purpose and not as a statement of enforceable obligations of one affirming entity to another.

Roles and Affirmations of the University:

The Board of Trustees of the University holds ultimate responsibility and authority for the governance of the University, according to its Charter and by-laws. As an integral part of that responsibility, the Board affirms herein to maintain, pursue and promote the Catholic identity, Ignatian heritage and Jesuit mission of Saint Joseph's University with the support of the Jesuit Community at Saint Joseph's University and the Maryland Province of the Society of Jesus.

Thus, the Board of Trustees intends to:

1. Charge a standing committee of the Board of Trustees with the responsibility of promoting understanding and appreciation of the Catholic and Jesuit mission and identity of the University, both among the members of the Board and among the personnel of the University, and of insuring that the mission and identity of the University is reflected in the curriculum, programs, policies and practices of the University.
2. Invite Jesuits and lay colleagues from other Jesuit institutions committed to the mission to be members of the Board.
3. Recognize that the person holding the office of President of the University serves as a director of an apostolic work of the Society of Jesus and is so missioned by the Provincial. The responsibilities of a director present significant implications for both the selection and the ongoing evaluation of the President. The Board will make every reasonable effort to identify a qualified Jesuit for this position and will do so in accordance with the protocol developed by the U.S. Jesuit Conference and the Association of Jesuit Colleges and Universities (first published in 2002) for the selection of the President and for collaboration with the Provincial in that process.
4. Foster its partnership with the Society through regular communications and consultation with the Provincial on matters of great importance especially those relating to the mission and identity of the University and the recruitment of Jesuits.

5. Encourage the President of the University to include the Rector of the Jesuit Community at Saint Joseph's University in efforts and endeavors intended to foster the commitment of the Jesuit Community at Saint Joseph's University to the mission of the University.
6. Encourage the President of the University on matters of special concern to the Jesuit Community at Saint Joseph's University, such as mission and identity, religious practice and the care and maintenance of the campus, to seek the counsel of the University Jesuits.
7. Provide suitable living space on or near campus, as available, for the Jesuit Community at Saint Joseph's University.
8. Invite the Rector of the Jesuit Community at Saint Joseph's University to address the Board at least once between June 1 and May 31 of each year.
9. Identify, if the President of the University is not a Jesuit, a Jesuit missioned to the apostolate of Saint Joseph's University, including, but not limited to, the Rector, as a candidate for nomination to serve in an open seat on the Board. The process for identifying such candidate(s) will be delegated, as is the case in identifying other potential candidates for nomination for election to the Board, to the Governance & Leadership Committee of the Board and shall be consistent with all applicable requirements regarding service as Trustee of the University.

And, further, the Board of Trustees intends that the Administration will:

10. Actively seek members of the Society of Jesus who are qualified for faculty, staff and administrative positions. The Office of the President will provide funding for the salary of newly-hired Jesuits for up to their first two (2) years of work at the University, in the event departmental funds are not available to support the position at the time it is to be filled by the Jesuit selected to fill it. The availability of this two (2)-year funding option through the Office of the President does not mean that the Jesuit who fills a position funded in this manner at the University is guaranteed a two (2)-year term within it; service in the position would be subject to all other administrative considerations and University policies governing it. The salaries and benefits of Jesuits, as well as their responsibilities and obligations, will be commensurate with those of laypersons in like positions and will be paid to the Jesuit Community at Saint Joseph's University or the Maryland Province. The criteria for tenure and promotion will be the same as for similarly situated faculty while recognizing the special value of the service of the Jesuits through their spiritual ministry in the University community.
11. Maintain appropriate structures and staffing levels within the University designed to promote the Catholic and Jesuit mission and identity of the University, e.g. Office of Campus Ministry, Board of Trustees Committee on Mission and Identity, Vice President for Mission and Identity, Theology Department and practices and procedures for hiring and managing for mission.
12. Consult with the Rector of the Jesuit Community at Saint Joseph's University regarding the selection of candidates for consideration for appointment to the position of Vice President of Mission and Identity by the President and to the position of Director of Campus Ministry by the Vice President of Mission and Identity, in consultation with the President.
13. Continue its participation as an active member of the Association of Jesuit Colleges and Universities and its several conferences, as well as province, region and assistancy-wide Jesuit programs designed to promote the Jesuit ministry of higher education.
14. Welcome the Provincial and/or his delegate for their official visitation of the University, including, but not limited to, an annual invitation to meet with the University's Board of Trustees.

15. Assure that the President of the University meets quarterly with the University Jesuits of the Jesuit Community at Saint Joseph's University.
16. Maintain suitable spaces on campus for worship and reflection, as well as visible religious symbols throughout the campus as deemed appropriate by the University and as consistent with external legal requirements (e.g., bond issuances), such as crucifixes in the classrooms and statues on the grounds, to provide a material culture of faith.
17. Provide the Provincial with appropriate periodic reports on the state of the University and its finances.

Roles and Affirmations of the Province:

The Maryland Province of the Society of Jesus, under the direction of its duly appointed superior (the Provincial), is responsible for both the members (*cura personalis*) and the ministries (*cura apostolica*) of the Society in its jurisdiction. While recognizing the autonomy of the Board of Trustees in the governance of the University, the Province also affirms Saint Joseph's University as an apostolic ministry of the Society and approves its formal use of "Jesuit" identity. The Province affirms its commitment to an ongoing collaboration with the President and Board of Trustees, as well as the Jesuit Community at Saint Joseph's University, in order to sustain and strengthen the Jesuit, Catholic mission and identity of the University.

Thus, the Province intends to:

1. Collaborate in the search for a President of the University, in keeping with the Jesuit Conference-AJCU document on presidential searches (2002), including the Provincial's role to mission the President to his apostolic leadership of the University (see "Guidelines for the Relationship Between the Superior and the Director of the Work," 1998), and to approve his acceptance of any contract extensions for a member of the Society as President, in the context of *cura personalis*.
2. Upon the initiative of the University, consult with the President and Chair of the Board of Trustees regarding new Jesuit members of the Board and formally welcome all new members of the Board, both Jesuit and lay, in a letter recognizing their partnership in the apostolic ministry of the University.
3. Provide and solicit Jesuit manpower, as possible, from the Maryland Province and other provinces, missioning Jesuits to their service on the faculty and staff of the University and assigning regents to the University as a suitable place for formation and apostolic work by Jesuit scholastics. The Provincial will make the final determination of which Jesuits are assigned to and live in the Jesuit Community at Saint Joseph's University, after consultation with both the Rector and the President.
4. Emphasize higher education as an integral part of the mission of the Society of Jesus in this province and nationally, actively encouraging Jesuits to prepare themselves for higher education ministry.
5. Contribute to the formation of lay faculty and staff in the Catholic and Jesuit mission and identity of the University, through support of and participation in province, region and assistancy-wide efforts to promote the Jesuit higher education ministry.
6. Encourage inter-apostolic cooperation among Jesuit works of this province.
7. Provide a regular visitation of the University, with special focus on its Catholic, Jesuit mission and identity, by the Provincial or his delegate. Regular visitations would occur every 5 years as part of the University's Program Review process, with an emphasis on mission as a defining characteristic of Saint Joseph's institutional effectiveness. The visit may be preceded by a thorough Self Study with input from the Rector and the Board of Trustees. Following the visit, a report with recommendations may be provided by the province representative to the President, Vice President for Mission, Rector of the Jesuit Community at Saint Joseph's University and the

Chair of the Board of Trustees. The President and Vice President for Mission may respond to the Provincial's report and may utilize it in developing future goals related to mission and identity.

8. Make an annual visitation to the Jesuit Community at Saint Joseph's University, with a view to fostering vital Jesuit community life and support of the University by the Jesuit Community at Saint Joseph's University. At the conclusion of the visitation, the Provincial may communicate with the President, Chair of the Board of Trustees and Rector of the Jesuit Community at Saint Joseph's University regarding the well-being of the Jesuit Community at Saint Joseph's University and the University.
9. Provide an annual visit of the province revisor to audit the financial accounts of the Jesuit Community at Saint Joseph's University.
10. Provide health insurance and retirement for Jesuits living in the Jesuit Community at Saint Joseph's University, charging the Community as appropriate and paying for retired Jesuits who live in the Community.
11. Permit the Community to distribute some or all of its surplus income to the University, as allowed annually by the Provincial, upon recommendation of the Rector of the Jesuit Community at Saint Joseph's University.

Roles and Affirmations of the Jesuit Community at Saint Joseph's University:

"The local Jesuit superior and local Jesuits do much to foster the connection between a Jesuit ministry and the Society. All Jesuits, but especially those assigned to a work, can help to foster a spirit of discernment and collaboration by their example and their willingness to share their lives with others. Likewise, our communities, as apostolic centres and not as mere residences, are called to explore how their hospitality may promote collaboration." (*Collaboration in Mission*, 35th General Congregation)

The Jesuit Community at Saint Joseph's University affirms its commitment to forming itself into a vital apostolic community of the Society of Jesus, with a primary commitment to the Catholic, Jesuit mission and identity of the University. Both as individuals and as a group, the Jesuit Community at Saint Joseph's University will strive to provide an active, visible presence of Jesuit mission and identity as a living tradition, which is articulated through the life of the contemporary Society of Jesus and expressed in such things as General Congregations, letters of the Superior General, and actions of the province and Provincial.

The Jesuit Community at Saint Joseph's University further affirms its commitment to being actively involved in promoting and developing an effective collaboration in this mission with our lay colleagues (faculty, staff, administrators, and members of the board of trustees) at Saint Joseph's University, with special concern for the priorities of the contemporary Jesuit mission: faith development, justice and solidarity (within the University as well in the local, national and international communities), and dialogue (ecumenical, inter-religious, between faith and culture).

Thus, the Jesuit Community at Saint Joseph's University intends to:

1. Strive to develop a community life supportive of Jesuit religious lifestyle and vision, nurturing current members and welcoming prospective ones.
2. Seek to provide a living model of Jesuit mission and identity to the University community, both individually and as a group.
3. Seek to provide a model of dedication and excellence in the performance of their responsibilities and positions in the University, both as individuals and as a group.
4. Practice a ministry of hospitality to the University community, in support of its Jesuit mission and identity.

5. Participate, in collaboration with the Office of Campus Ministry, in pastoral, spiritual and sacramental ministry to the University community, with particular attention to the ministry of the Spiritual Exercises.
6. Engage in apostolic outreach to the local community and the local/regional Church, as a significant secondary commitment, in order to connect the University more effectively to the broader civic and faith communities.
7. Work actively with and through the Rector of the Jesuit Community at Saint Joseph's University, in order to participate in discernment and promotion of the Catholic, Jesuit mission and identity of the University, in support of and in collaboration with the President and the Board of Trustees.
8. Share the responsibility of encouraging fellow Jesuits to consider ministry at the University.
9. Contribute financially to the University, especially in support of its Catholic, Jesuit mission and identity.
10. Participate in province, region and assistancy-wide initiatives regarding the Jesuit ministry of higher education.
11. Meet with the Chairperson of the University's Board of Trustees at least once between June 1 and May 31 of each year.

Affirmed:

By Paul J. Hondros
Paul J. Hondros
As Chairperson, Board of Trustees
Saint Joseph's University

Date Feb. 25, 2011

By Timothy R. Lanson, S.J.
Timothy R. Lanson, S.J.
As President, Saint Joseph's University

Date 2/25/11

By James M. Shea, S.J.
Very Rev. James M. Shea, S.J.
As Provincial, Maryland Province of the Society of Jesus

Date 2/25/11

By Rev. Vincent Genovesi, S.J.
Rev. Vincent Genovesi, S.J.
As Rector, Jesuit Community at Saint Joseph's University

Date 2/25/11

