

Saint Peter's University

Mission Examen Self-Study:

Gathering the Graces



Ignatian Seminar Class with Statue of St. Ignatius of Loyola, Fall 2023

February 2024

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INTRODUCTION.

As articulated by the Association of Jesuit Colleges and Universities, “the Mission Priority Examen (MPE) provides space and structure ... to undertake serious discussions about how the campus community understands its mission; establishes goals for its future; and realizes those goals in the years to come.” Saint Peter’s University undertook its second Mission Priority Examen (MPE), approaching the process as an invitation to consider *the graces given by God and the path where God is leading the University*. Saint Peter’s University (SPU) eagerly embraced the MPE and began the process amidst four significant initiatives.

- First, the MPE unfolded almost immediately after concluding the self-study for re-accreditation by the Middle States Commission on Higher Education. That self-study identified two important opportunities for mission-centric improvements: 1) revitalization and implementation of creative and innovative strategies for sustaining the University's Catholic and Jesuit identity and its commitment to the liberal arts; and 2) increasing student engagement and sense of belonging through a deeper understanding of and appreciation for the University’s mission and goals.
- Second, during academic years 2021-22 and 2022-23, the campus engaged in a core curriculum renewal project resulting in significant changes to the undergraduate curriculum that were adopted in March 2023. In addition to reducing the number of mandatory credits to allow for more curricular flexibility and creativity, the new core requires an Ignatian Seminar of all first-time undergraduates, a common experience to introduce learning in a college context within the Jesuit tradition, as well as a leadership course before graduation that addresses concepts of service, social justice and other Ignatian ideals.
- Third, the MPE began in the second year of the current strategic plan, *Vitality, Value and Viability: The Saint Peter’s University Strategic Framework for 2021-2024*. The plan emphasizes diversification of programs, enrollment, and revenue, particularly through expansion of graduate programs. That strategy has led to a doubling of graduate enrollment in the last five years, prompting mission-based questions on how the University can ensure Ignatian principles in the programs and experiences of graduate and professional students.
- Finally, the MPE followed the celebration of the University’s Sesquicentennial in 2022 and during the 2023-24 celebration of our 25th year as a Hispanic Serving Institution (HSI). These anniversaries feature opportunities to reflect on SPU’s past and current efforts to advance its Jesuit and Catholic identity and its mission commitment to “educate a diverse community of learners,” particularly those often marginalized in our society.

These circumstances provided the context to undertake the MPE’s “serious discussions about how the campus community understands its mission; establishes goals for its future; and realizes those goals in the years to come”.

Institutional Profile. Saint Peter's University pursues a very special commitment in the apostolic preference *to accompany young people in the creation of a hope-filled future*. The University is located in Jersey City, New Jersey, often cited as the most diverse city in the nation. Reflective of its commitment to diversity, SPU has been a Hispanic-Serving Institution (HSI) for 25 years and is also designated a Carnegie Community-Engaged Institution and a First-Gen Forward institution. As of fall 2023, 3,673 students (2,102 undergraduate and 1,573 graduate) are enrolled in fifty undergraduate, twenty master's and three doctoral programs. As the most ethnically diverse university in the Jesuit network, 79% of its undergraduate population comes from minority backgrounds, including 49% Latino and 21% Black. Approximately 52% are first-generation college students, and 63% are Pell recipients. With a strong commitment to access and affordability, Saint Peter's was ranked *Best Value* in New Jersey in the 2023 *U.S. News & World Report Best Colleges Rankings* for the Regional Universities North category. As an environmentally responsible institution, SPU has been included in *The Princeton Review's Guide to Green Colleges* seven times in the last eight years. Since 2007, Dr. Eugene J. Cornacchia has served as the first lay president of the institution.

Mission. The educational mission at Saint Peter's is grounded in the 500 year-old tradition of Jesuit education. The tradition is manifested in a strong core curriculum, personal care for its students and each other, the nurturing of intellectual and spiritual freedom, and the development of men and women with and for others. The mission statement explains the University's fundamental purpose and expresses the primary goal that all of its activities strive to support:

Saint Peter's University, inspired by its Jesuit, Catholic identity, commitment to individual attention and grounding in the liberal arts, educates a diverse community of learners in undergraduate, graduate and professional programs to excel intellectually, lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment.

I. INSTITUTIONAL INFORMATION.

A. Names of:

President:	Eugene Cornacchia, Ph.D.
Executive Vice President and Provost:	Frederick Bonato*, Ph.D.
Chair of the Board of Trustees:	Kenneth Moore '91, CFA
Vice President of Mission and Ministry:	Rev. Andrew Downing, S.J.

Self-study Committee

Chairs:

Rev. Andrew Downing, S.J., Vice President for Mission and Ministry

Maryellen Hamilton*, Ph.D., Professor of Psychology, Secretary Faculty Senate

Self-study Committee Members:

Virginia Bender, Ph.D., Special Assistant to the President for Planning and Chief of Staff

Rebecca Conley*, Ph.D., Associate Professor Mathematics & Statistics, Director of Faculty Research and Development

Rev. Joseph Costantino, S.J., Superior of the Jesuit Community and Trustee

Amarilys Criostomo, Undergraduate, Class of 2024

Devin Heyward, Ph.D., Director of the Office of Diversity, Equity and Inclusion, Associate Professor of Sociology/Urban Studies/Anthropology and Gender and Sexuality Studies

Christina Mortellaro*, Ph.D., Chair and Assistant Professor of Biology, Director of Core Curriculum & Student Learning Outcomes Assessment

Jan Reimer*, M.Ed., Director, Office of Student Involvement

Lauren Squillante, Administrative Assistant, Honors, Philosophy & History

Stephanie Squires, Ph.D., Dean, Caulfield School of Education

WeiDong Zhu*, Ph.D., Dean, College of Arts and Sciences, Professor of Physics

**Participant in the Ignatian Colleagues Program (ICP)*

Peer Visitor Team Members:

Vincent D. Rougeau, J.D., President, College of the Holy Cross (Visiting Team Chair)

Daniel Cosacchi, Ph.D., Vice President for Mission and Ministry, University of Scranton

Maura Mast, Ph.D., Dean, Fordham College at Rose Hill

Douglas Woods, Ph.D., Vice Provost for Graduate and Professional Studies and Dean of the Graduate School, Marquette University

B. Executive Summary

As the most diverse Jesuit institution of higher education in the United States, Saint Peter's University pursues a very special commitment to the apostolic preference *to accompany young people in the creation of a hope-filled future*. Its mission is grounded in the 500 year-old tradition of Jesuit education: *Saint Peter's University, inspired by its Jesuit, Catholic identity, commitment to individual attention and grounding in the liberal arts, educates a diverse community of learners in undergraduate, graduate and professional programs to excel intellectually, lead ethically, serve compassionately and promote justice in our ever-changing urban and global environment*.

Beginning in January 2023, Saint Peter's University undertook its second Mission Priority Examen (MPE), approaching the process as an invitation to consider *the graces given by God and the path where God is leading the University*. The MPE was guided by a twelve-member committee representing all campus constituents and featured many serious discussions, a campus-wide survey on mission, and thirteen listening sessions specifically targeted for undergraduate students, graduate students, faculty, staff and administrators, the St. Aedan's Church Council, and the Jesuit community.

The MPE was influenced by four major events at the University: 1) the completion of the self-study for re-accreditation by the Middle States Commission on Higher Education in April 2023 that identified important opportunities for mission-centric improvements; 2) the development of a new core curriculum for undergraduates in March 2023 that requires an Ignatian Seminar of all first-time undergraduates, as well as a mandatory leadership course before graduation that addresses concepts of service, social justice and other Ignatian ideals; 3) a significant enrollment shift that doubled the graduate student body in the last five years, prompting mission-based questions on how the University can ensure Ignatian principles in the programs and experiences of graduate and professional students; and 4) two seminal events celebrating SPU's past and current efforts to advance its mission: the Sesquicentennial in 2022 and the 25th anniversary as a Hispanic Serving Institution (HSI) in 2023.

As outlined in the MPE process, the University began by assessing progress on previous Jesuit mission priorities. This assessment identified *consolations (blessings and gratitudes)* and *desolations (disappointments and setbacks)*, both of which revealed hopes and possibilities for the future. Next, the committee led a process of contemplating how well SPU has exercised its mission within the framework of the seven *Characteristics of Jesuit Higher Education*. The MPE report summarizes this contemplation in *reflections* and identifies areas to do *the more, the better, the greater* to advance our mission (*magis*).

In light of the aforementioned recent developments at the University (the new Ignatian-based core curriculum and the growth in graduate students), as well as significant turnover in personnel since the pandemic, the committee decided to strategically focus on two characteristics: Characteristic 2 - The Academic Life and Characteristic 4 - Promoting an Ignatian Campus Culture. The University's diversity, equity, and inclusion commitment, and its relation to mission, figured prominently in the assessment of all seven characteristics.

The review of the priorities of our last MPE and the examination of the seven characteristics identified many areas for ongoing focus. However, informed by the insights and discernments that emerged from the current MPE, three Jesuit Mission Priorities have been identified for the coming years:

Priority 1. Ensure that the undergraduate experience, with special focus on the curriculum and its Ignatian and Leadership Seminars, advances a pluralistic learning environment that fosters the Jesuit values of excellence, ethics, service, leadership, and justice.

Priority 2. Ensure that graduate students experience Jesuit values and principles and exemplify the mission of the University.

Priority 3. Ensure that all stewards of the Jesuit education at Saint Peter's are provided opportunities for introductory and ongoing Ignatian formation and development in order to foster a welcoming and inclusive environment that promotes the *magis*, the pursuit of the common good and the development of faith, spirituality, and a commitment to justice in all members of our diverse community.

Some preliminary steps, identified as *resolutions*, have been identified to implement the three Jesuit Mission Priorities. Further development of these steps will occur during the upcoming presidential transition and the creation of a new strategic plan in 2025.

C. Cover letter to Fr. Sosa from the President, communicating administrative and Board support for the Self-study and Mission Priorities.

(Please See Appendix 1)

II. PROGRESS ON PREVIOUS JESUIT MISSION PRIORITIES.

The University's first MPE in 2018 articulated four Mission Priorities for the future. In the spirit of discernment, the 2023 MPE committee reflected on the University's journey with these priorities since 2018 and discovered *consolations (blessings and graces)* and *desolations (disappointments and setbacks)*, both of which reveal hopes and possibilities for the future.

1. Ensure that the resources for Mission and Ministry effectively and adequately support Ignatian formation and programming for the campus laity, the student body and the parishioners at St. Aedan's: The Saint Peter's University Church.

Consolations

The previous MPE recognized the need for expanded Ignatian formation and programming, as well as for dedicated resources to address this priority. In response, several initiatives supported by new resources have been put into place. An advisory council, led by the vice president for mission and ministry (VPMM), was established and is convened periodically to discuss matters pertaining to the University's mission. The Council instituted the *AMDG Award* to honor members of the SPU community who best exemplify the Catholic and Jesuit mission and thereby to encourage all in their continued engagement with the mission (another initiative recommended by the first MPE). The Faculty Jesuit Mission Seminar was reintroduced in fall 2018 as a mandatory semester-long experience for new full-time faculty (with each member receiving a funded course release). It features a comprehensive introduction to Ignatian history, ideals, and pedagogy, as well as to the specific elements of Saint Peter's mission. The seminar has been very well received over these years, with feedback indicating a keen interest in a subsequent seminar and signaling a potential avenue for deeper engagement in the mission moving forward. A bi-weekly Discussion Group on Mission was also formed for faculty and staff. Led by the VPMM, the group reads and discusses texts on Jesuit education and Ignatian spirituality with the goal of deepening appreciation and knowledge of those fields for personal development and for service to the University. More recently, the Daniel Berrigan Collective was launched to champion Catholic Social Teaching and to stimulate conversations on societal challenges. Furthermore, campus resources have continued to support important mission-centric programs such as community service (involving 590 students and community members annually) and service learning (enrolling 350 students annually). One highlight is the Loyola Volunteer Corp program, wherein students pledge 30 hours of community service annually, paired with monthly seminars to reflect on Ignatian values. This is complemented by the chance for participating students to delve into Jesuit principles and attend events sponsored by the Ignatian Solidarity Network (ISN). Since 2016, Saint Peter's has also sustained support for faculty and staff to participate in the Ignatian Colleagues program (two in the 9th cohort, three

each in the 11th and 13th cohorts, and two in the 15th).

Desolations

While significant strides have been made, more can be done. Evaluation of mission resources reveals some shortfalls, especially in comparison to other Jesuit institutions. The pandemic-related decline in enrollment, particularly of full-time undergraduates and the related impact on university finances, led to staffing reductions across the institution and impacted the mission and ministry area too (although the recent hiring of the campus ministry director has improved this situation). Resource limitations have curtailed much needed and desired Ignatian formation for members of the staff and administration. And importantly, resource concerns have been paramount in planning appropriate Ignatian formation and engagement for the growing number of graduate and professional students.

2. Develop a proactive recruitment and retention plan to foster a more diverse workforce that advances the Catholic, Jesuit Mission.

The second MPE priority recognized the need to ensure that our faculty, staff, and administration reflect the voices, faces, and experiences of our amazingly diverse student body.

Consolations

Significant progress has been made toward this priority. In academic year 2022-23, over half of our new hires were people of Color. Since 2018 non-white faculty members have increased from 20.5% to 31.1%. In the staff and administration the non-white representation has increased from 53.7% to 55.2%. However, a diverse workforce means more than just statistics. Saint Peter's has been actively building a welcoming and inclusive culture since 2018 at all levels. Led by the director of DEI and the VPMM, the Board of Trustees underwent the AJCU's Anti-Racism Examen at its 2021 summer session and also worked to disseminate *Our Reaffirmed Commitment* in January 2022 to promote *diversity of thought, solidarity and respect for others*. The office of DEI, established in 2016, has continued to engage the campus community in building a welcoming and inclusive culture, sponsoring or co-sponsoring dozens of programs annually. Advocates for racial equity have been celebrated (including the awarding of an honorary degree to Rev. Martin Luther King III during the Sesquicentennial). And formal campus climate surveys are now fielded every two years to provide important assessments of progress and areas for attention.

Desolations

Despite these accomplishments, certain areas demand further attention. A proactive hiring strategy for mission and diversity remains in the developmental stages and retainment of employees remains a challenge. Formal guidelines in hiring for mission and diversity, promulgated by the president in 2015, need leadership and oversight. Despite institutional intentions, following the departure of the director of DEI in 2018, there

was a hiatus before the position was refilled. The Middle States self-study noted the need for a broader infrastructure of DEI services and an integrated, student-focused DEI strategic plan to formalize DEI commitments, activities and outcomes. And as has been experienced at many Jesuit institutions, the campus has seen a growing number of non-Catholic students (particularly at the graduate level) and employees who are unfamiliar with the Jesuit tradition resulting in increased challenges to advancing the mission. Lastly, while we offer several optional avenues for spiritual growth and service and actively promote participation in the ICP, there is limited significant, campus-wide engagement in Ignatian formation and DEI education.

3. Integrate more effectively, and articulate more clearly, Ignatian values across all parts of the undergraduate and graduate curriculum and student experiences.

As a student-centric institution, the third priority emphasized the need to enhance Ignatian-based student experiences.

Consolutions

Since 2018 the community has pursued new and continuing efforts to infuse Ignatian values in the student experience. Perhaps foremost of these efforts has been the development of a revolutionary core curriculum that took place over academic years 2021-22 and 2022-23. The original impetus of the project was the need to reduce the 60-credit core curriculum (the largest among Jesuit schools) in order to provide greater curricular flexibility to students. But the curriculum renewal project soon took on a fierce commitment to ensure that the new core advanced the University's Jesuit mission and values. Adopted in March 2023, the revised core requires mission-based, bookend courses for students: a first-year Ignatian Seminar that introduces learning in the Jesuit tradition and a leadership course that addresses concepts of service, social justice and other Ignatian ideals. Another example of Ignatian-infused, in-classroom experiences is the service learning program. Since 2018, 108 service-learning courses have been offered (on average, 10 per semester) enabling 1,499 students to contribute a combined total of 16,179 service hours. It's worth noting that these numbers might have been even higher if not for the impact of the COVID-19 pandemic.

Outside the classroom, the Office of Campus Ministry offers students additional opportunities to experience Ignatian values. Since 2018, Campus Ministry has continued to improve the quantity and quality of service projects such as the Campus Kitchen, the Food Pantry & Clothes Closet, and the Glamour Gals & Guys program. Many of these programs are offered in collaboration with Student Life and Development, which requires that all student organizations and athletics teams participate in community service projects. The vibrancy of Campus Ministry is also evident in its inclusive approach to programming, catering to the diverse spiritual and religious identities on campus. Recognizing the presence of non-Catholic and non-Christian students, programs include inter-faith panels to facilitate sharing of unique religious experiences within a Jesuit framework and co-sponsored events like the monthly Jummah prayer with the Muslim

Student Association, the annual “teaching” Seder and ecumenical field trips to various places of worship with the Theology Department. While global service opportunities were temporarily paused due to staffing constraints and by COVID-19, innovative alternatives were introduced, such as domestic service immersion trips to Bethlehem Farms in West Virginia.

Desolations

University enrollment strategies have focused on significant expansion of graduate programs since 2018. However, these strategies have not directly included a deliberate effort to infuse Ignatian values into the graduate student experience. Yet, there is openness to such programming among the deans and faculty, and the outlook for development in this area is positive. Moreover, the long-flourishing service learning program has been limited to undergraduate programs, so there is an opportunity to also expand those offerings to graduate programs.

4. Strengthen our links to both the local Church and the Northeast Province of the Society of Jesus.

Saint Peter’s University and St. Aedan’s: The Saint Peter’s University Church have fostered a collaborative relationship that has greatly benefited both the University and the broader community.

Consolations

The partnership provides pastoral care, liturgical celebrations, and various service opportunities, enriching the Catholic and Jesuit essence of the University. Rooted in Ignatian spirituality and the tradition of Catholic Social Teaching, Saint Peter’s University, through this alliance, has been instrumental in serving the local community and the Archdiocese of Newark with meaningful programs and services. For example, during the Sesquicentennial Celebration, Cardinal Joseph W. Tobin, the Archbishop of Newark, graced the Founders’ Day Mass on April 3, 2022, at St. Aedan’s, highlighting the strong bond between the University, the Archdiocese of Newark, and the extended Catholic community of the region. Another event, "Living Friendship and Community in a Divided World," invited a dialogue between the Cardinal and Sir Gilbert Levine, offering insights on building and nurturing communal relationships and fostering a culture rooted in inclusivity and dialogue.

Additionally, the Jesuit presence at Saint Peter’s University remains dynamic. Recent years have seen both a shifting in roles for some and the introduction of new Jesuits to the community which has expanded the Jesuit presence in and out of the classroom. Some Jesuits have arrived as “University Jesuit Associates,” a category of newly established, flexible positions that allow Jesuits to serve in hybrid capacities across departments and that thereby allow the University to recruit Jesuits more easily. With these additions, the Saint Peter’s Jesuit Community currently comprises thirteen Jesuits, of whom seven are associated with the University and/or St. Aedan’s Church (see Appendix 2 for complete list).

To address the declining number of Jesuits in the community, the University routinely sends members of the faculty and administration to participate in the Ignatian Colleagues Program organized by the AJCU. Since its initial participation with the ninth cohort of the ICP, Saint Peter's has benefited from the formation given to ten colleagues (see Appendix 3 for a complete list of participants).

Desolations

Administration of St. Aedan's Church is a complex arrangement among the University, the Archdiocese, the Society of Jesus, and the parishioners. The resources to carry out its programming are often challenging and are exacerbated by the physical condition of the near 100-year old facility and deferred maintenance projects. These concerns require ongoing and long-term planning.

III. MPE PROCESS AT SAINT PETER'S UNIVERSITY.

At the start of the spring 2023 semester, the President of the University informed the campus community of the upcoming MPE. This information was communicated at his annual address and in his monthly newsletter. The MPE committee was formed shortly thereafter and has met bi-weekly throughout the process. As mentioned in the Introduction, the commencement of the MPE coincided with the conclusion of the University's Middle States self-study for accreditation. That report was submitted in February 2023, while the evaluation team visit took place in April. The re-accreditation self-study was a mission-driven, mindful and reflective process, thus, positioning the campus to undertake the MPE. The core curriculum project, the changing enrollment mix of undergraduate and graduate students, and the Sesquicentennial and HSI celebrations are other factors contributing to campus readiness to take on this mission examen.

Consistent with the approach of an Ignatian Examen, the MPE committee began its conversation with a review of the main findings of the Middle States self-study, including examining those areas identified as "opportunities for improvement." The team also spent a great deal of time reflecting on the president's proposed areas of focus and planning ways to involve the campus community at all levels. In July 2023 the Board of Trustees devoted its summer retreat to the MPE, including a reflective session about the trustee role, individually and collectively, in guiding and fostering the Jesuit mission. As the campus community returned for the fall semester, members were reminded that the MPE was taking place and were informed about opportunities to be involved. For example, a session on the MPE was presented to all faculty on Faculty Development Day (taking place the day before classes began). Announcements were also made at the staff and administration fall kick-off events and at the first Student Government Association and Faculty Senate meetings. At these information sessions the purpose of the MPE was explained and all were told about the upcoming listening sessions and campus-wide survey.

Early in the fall semester, thirteen listening sessions were held. These included specific sessions for undergraduate students, graduate students, faculty, staff and administrators, the St. Aedan's Pastoral Advisory Council, and the Jesuit community (see Appendix 5 for complete list and dates). More than one hundred community members participated in these listening sessions. In addition, we had a campus-wide survey with targeted, thought-provoking questions regarding our mission (e.g., what does our new marketing tagline, "The World Needs More Peacocks," mean for SPU?). We received 230 responses to the survey with every group within the community represented. Lastly, we had a separate survey specific for our Board of Trustee members with more than half of the Board members completing the survey. The information gathered from the listening sessions and the surveys helped to guide the discernment of the

committee and the creation of all that is in this document (see Appendices 4 and 5 for a list of the main insights from both the listening sessions and survey).

In early October 2023, the co-chairs of the committee, prompted by a suggestion from Fr. Joseph O’Keefe, the Jesuit Provincial, shared with the committee insights into discussions concerning the potential postponement of the MPE process, particularly considering the announced retirement of President Cornacchia and the upcoming presidential transition. It was noted that a few other Jesuit institutions in the same MPE cycle had also chosen to postpone their MPE processes. The committee deliberated the pros and cons of various durations of postponement and agreed to only delay the MPE site visit from November to February 12-15, 2024, which was subsequently affirmed by Stephanie Russell of AJCU and Michael Tunney, S.J., the Provincial Assistant for Higher Education, as well as Vince Rougeau, the President of Holy Cross and chair of the visiting team. The decision emerged from two important considerations: 1) that it was timely to conclude the MPE given the four contextual elements described in the Introduction, in particular the conclusion of the re-accreditation self-study, and 2) the MPE and its identified future priorities could serve as an important guiding document for the new president.

IV. INPUT.

A. Provincial

V. Rev. Joseph M. O’Keefe, SJ, Provincial, allowed the University to identify the focus areas for the MPE. In dialogue with the VPMM, President Cornacchia recommended that the MPE center on the four elements shaping the University’s mission that were described in the Introduction: 1) mission opportunities identified in the 2022-23 reaccreditation self-study, 2) the desire to enhance Jesuit values within the liberal arts-based undergraduate core curriculum, 3) the doubling of graduate enrollment in the last five years, prompting mission-based questions on how the University can infuse Ignatian principles in the programs and experiences of graduate and professional students, and 4) the outcomes of the University’s Sesquicentennial and the historical mission commitment to “educate a diverse community of learners,” particularly those often marginalized in our society.

B. University Engagement with the Characteristics

Guided by the campus listening sessions and community survey data, the MPE committee assessed the University’s engagement with the Seven Characteristics of Jesuit Higher Education. The process involved contemplating on how well SPU is exercising its mission within the Characteristics framework (*reflections*) and identifying *the more, the better, the greater* to advance our mission (*magis*).

Characteristic 1: Leadership and Public Commitment to Mission

Leadership and commitment to a just society are the desired outcomes of the mission of Saint Peter’s (*to excel intellectually, lead ethically, serve compassionately and promote justice*). Throughout all levels of leadership, Saint Peter’s seeks to effectively communicate and enliven the Jesuit, Catholic mission of the institution.

Reflections

As stewards of the mission, the Board of Trustees and President play a pivotal role in setting the goals and priorities of the University. Members actively engage in mission discussions and make decisions that prioritize the University’s mission while addressing the challenges associated with higher education institutions today, from financial stability amid declining national enrollment trends to the mental health issues faced by many college students. New Board members serve at least one term on the Mission and Ministry Committee, so that every Board member receives at least some exposure to mission-related issues. Board committee sessions regularly address mission-related topics, and every committee of the Board updated its statement of purpose in 2020 to emphasize support for mission and also for diversity goals. The Board’s annual summer retreats are dedicated to advancing the mission; recent examples

include the AJCU Anti-Racist Examen undertaken in 2021 and the Apostolic Preferences session in 2022. The President consistently emphasizes mission and goals in communications to both the Board and the University community.

The MPE campus survey conducted in fall 2023 revealed that 73% of Board members are alumni of Saint Peter's, reflecting their strong connection to the institution and its mission through their own student experiences. Trustees represent a mix of fresh and experienced perspectives, with years of service ranging from three months to eleven years. An impressive 89% of the Board members "strongly agree" or "agree" that they have been adequately introduced to the Jesuit mission and vision for higher education. Similarly, 89% of the Board "strongly agree" or "agree" that Catholic/Jesuit Education is well integrated into the academic and student life on campus. Notably, 100% of the Board members "strongly agree" or "agree" that "the leadership at SPU provides opportunities to grow in my spiritual development and faith tradition," highlighting the University's commitment to the holistic development of its community.

In light of President Cornacchia's announced retirement at the end of the 2023-2024 academic year, a presidential search is currently underway. The Board seeks a leader who is well-versed in and committed to the Catholic, Jesuit identity of the institution. Community-wide listening sessions held in the fall informed the search criteria for the new president, with mission-related priorities frequently mentioned by participants.

Throughout the University, many area-specific leaders are actively engaged with their counterparts through the AJCU conferences. SPU employs various strategies to communicate its mission and goals to the community. The mission statement is prominently displayed throughout the campus in public and highly visible locations. The Mission and Ministry area plays a pivotal role facilitating faculty and student development in Jesuit values, community service activities, and opportunities for spiritual growth and faith formation. The Jesuit Mission Seminar ensures that all newly hired faculty members are exposed to Ignatian educational pedagogy, enabling them to incorporate mission elements into their courses.

Magis

While formal opportunities for developing Ignatian leadership exist, these programs are not always accessible at all levels of the institution. The University needs to identify the resources to build comprehensive, multi-tiered formation programs that are open to all trustees, faculty, administrators, and staff members.

Characteristic 2: The Academic Life

The recent core revision, and the process by which that revision was advanced through the cooperation of the faculty and administration, clearly demonstrates the University's dedication to the academic and

formational dimensions of the Jesuit mission. Similarly, these dimensions are found in the inclusion of leadership, ethics, and in some cases, social justice principles in the curriculum of the professional graduate programs.

Reflections

The original impetus for the core revision derived from a recognition that the sheer number of courses students were required to take under the old curriculum (60 credits in total) created difficulties for the University to attract prospective high school students and - even more so - transfer students from other colleges and universities. At the same time, current students often found the core's requirements an obstacle to their pursuit of a double major or of academic minors. Early in the process, the administration engaged the faculty, who not only acknowledged the need to revise the core curriculum, but embraced an admittedly complicated process of reviewing the whole curriculum to improve our students' academic experience. This review by faculty was an occasion to rethink the core, not only as a set of required courses, but to reimagine it with new elements, which would make more explicit the connections between students' academic experience and the Jesuit, Catholic mission of the University.

Central to the new core curriculum was the proposal to institute a required first year "Ignatian Seminar" to introduce all incoming undergraduate students to Jesuit history, pedagogy and educational values, as well as an additional course to be completed toward the end of their studies to reinforce the connections between their studies and Jesuit/mission principles. The Ignatian Seminar, positioned as the cornerstone of a Saint Peter's education, is meant to provide students with skills, values, and opportunities for reflection that will guide their studies throughout their undergraduate journey. By highlighting the Ignatian Pedagogical Paradigm, this seminar becomes instrumental in introducing core learning outcomes and the uniqueness of a Jesuit education. At the same time, by offering versions of the seminar on varying interdisciplinary topics, it seeks to accommodate the diverse backgrounds of the student body, most of whom have no prior experience of a Jesuit or Catholic education. The second course taken at the end of their time at Saint Peter's is meant to highlight ethical leadership skills while using an interdisciplinary approach to make connections between their studies and the Jesuit traditions.

The core revision marks a reduction in the number of required courses, so that students may have greater freedom to pursue multiple academic interests through minors or double majors as well as greater freedom within the core's required fields to choose classes that appeal to their intellectual interests. This may be seen, for example, in the new requirements of theology and philosophy, which, while fewer in number than before, allow for greater depth by opening the variety of upper level courses to students seeking to fulfill the core's requirements. Departing from a mere focus on 100-level courses, the change in the core fosters a deeper engagement with the institution's values and mission by incorporating more specialized courses among those that students not majoring in the particular field will take.

The integration of Interdisciplinary/Leadership requirements into the core curriculum reflects a commitment to bring the practice of personal reflection into the student experience across all fields of study. Recognizing the varying responsibilities of our students, particularly those with work and family obligations, the incorporation of interdisciplinary and leadership opportunities within the academic setting provides a flexible avenue for the development of leadership qualities. This is especially significant for students unable to participate in extracurricular activities, where such skills are traditionally developed. To further support our diverse student population, the foreign language requirement was restructured to acknowledge that many of our students are already bilingual and so are better served by refining their existing linguistic skills rather than learning an entirely new language. Importantly, even with the decreased size of the core curriculum, the Values and Pluralism requirements have been retained as distributive requirements, ensuring that the University remains committed to fostering a pluralistic and inclusive academic environment.

At the graduate level, all programs focus on professional development and feature some elements of the Jesuit and Catholic intellectual traditions, particularly with the inclusion of courses in ethics and in some cases, social justice. However, there is not a unifying curricular experience or approach in the graduate or professional programs that ensures all students are exposed to what it means to study at a Jesuit and Catholic institution.

Magis

The core revision has been described by faculty as transformative for the University's academic life, reflecting a forward-thinking approach that enhances the institution's commitment to each individual student, while remaining grounded in the liberal arts and fostering academic excellence for the formation of passionate, ethical leaders. That said, the new core is still in its infancy, having been implemented in the fall semester of 2023 as a requirement for the incoming first year students and as an option for returning students. The Ignatian Seminar is likewise still new and the criteria for designating the newly required leadership courses are just currently under development. Time will tell if the new curriculum, with its smaller, more flexible structure, succeeds in its attempt to provide a well-rounded, value-laden education and whether a greater number of undergraduate students will use the freedom afforded them to enhance their education with multiple majors or minors. Similarly, the effectiveness of the Ignatian Seminars to introduce students to the essentials of Jesuit education and to provide them intellectual guidance for their studies at Saint Peter's will need to be evaluated and supported. The new core and the Ignatian Seminars hold great potential to enhance the Jesuit character of undergraduate education at Saint Peter's. A thorough assessment and evaluation of its goals will need to take place over time.

The expansion of graduate and diversification of enrollment provides a new and exciting opportunity to ensure that the University's mission as a Jesuit and Catholic institution is embedded and evident in the

academic life of its graduate and professional students. There is an openness to do this among the deans and program directors and through collaboration and creativity these programs too can expose students in meaningful ways to the Jesuit and Catholic intellectual traditions and Catholic social thought. There has been some talk about creating a one-credit course for all graduate students to introduce our Jesuit Catholic identity. In addition, the University needs to be more cognizant that all new graduate programs contain an ethics and/or social justice course before approving them.

Characteristic 3: The Pursuit of Faith, Justice & Reconciliation

The University is dedicated to the pursuit of faith, justice and reconciliation, as it is described in Characteristic 3. Saint Peter's demonstrates a robust commitment to social justice within the context of Jesuit education most clearly by actively engaging in initiatives aimed at promoting racial justice and equity.

Reflections

Saint Peter's is blessed by the diversity that characterizes the whole of its community but most especially by that which may be seen among its student body. Whether considered from the perspective of race or ethnicity, religion or language, economic status or country of origin, the face and experience of all those who make up the University community is richly varied. Moreover, the community's embrace of its diverse composition is virtually universal. From the Board of Trustees to the newly enrolled student, the Saint Peter's community recognizes that the diversity exhibited among its members, while at times posing challenges, is overall a source of great pride and a foundation for the possibility of forming a truly inclusive community, where all may know they belong.

The fact of Saint Peter's diversity, however, does not ensure that such an inclusive community exists, nor that all issues regarding diversity, equity and inclusion on campus are easily resolvable. The University strives never to take its diverse composition for granted but always to grow in ways that make inclusivity and justice realities in its communal life and in the lives of its members. Those efforts involve people in positions of leadership at the University, such as the meaningful participation of the Board of Trustees in the "Eyes to See Racial Justice Examen," during their retreat in July 2021, followed by faculty development sessions using the same format in August 2021, a process encouraging personal reflection and institutional action on the critical matters of race and racism. Efforts also directly involve students, such as creating a Parent Resource Center and securing a Department of Education Title V Grant in September 2023, further underscoring the University's commitment to inclusive excellence and broad community engagement. In other extramural initiatives, too, Saint Peter's engages issues of DEI among the wider community, as in its partnership with Rutgers Presbyterian Church, bringing the University community into contact with immigrants, refugees, and asylees, who receive welcome and support on campus through the impactful *Unsettled* research and advocacy collaboration. Partnering with governmental organizations allows the University to sustain its relationship with the surrounding communities of Jersey City and Hudson County,

as when it commemorated the 100th anniversary of women's suffrage in 2020 through a partnership with The Apple Tree House (a national historical landmark with programming run by the Museum of Jersey City History) and the Jersey City Office of Cultural Affairs.

Central to Saint Peter's proactive engagement with racial justice, diversity, equity and inclusion, have been its efforts to implement changes for - and at times, in response to - student concerns. The University is currently working toward the establishment of a student reporting system, which prioritizes restorative and reconciliatory resolutions to student conflicts over more traditional, punitive measures. Across schools and programs, curricular changes have seen added courses such as HS-204 "Racism in Modern History," the creation two an entirely new certificate programs in "Migrant & Refugee Studies" and "Faith and Social Justice", and the incorporation of a DEI- focused track in the Ed.D. program. Numerous academic departments and programs, in addition to student organizations, offer an array of unique cultural events and experiences to foster an inclusive on-campus community. Perhaps the greatest challenge to the University in the area of DEI, the ongoing desire to enhance diversity among the faculty, has born some fruit in that faculty members of Color now comprise approximately 30.5% of the total in the 2022-23 academic year, a significant improvement since the 2018-2019 academic year, when this issue was raised in the prior MPE.

While concerns surrounding diversity and racial justice probably occupy the center of the University's moral imagination, those concerns are not the only ones to which it attends, as it seeks to live out the fullness of its mission. Environmental justice and sustainability receive increasing attention, as individuals and organizations across the campus take up the Universal Apostolic Preference *to care for our common home* through various initiatives. It is in recognition of this dedication that the University received an honorable mention among the first U.S. *Laudato Si'* Champions, sponsored by the Catholic Climate Covenant in July 2023. The CURA Hydroponics Lab demonstrates how environmental sustainability is promoted in the classroom, while the Sustainability Council's initiatives show how it is advanced outside - literally, in the case of the annual tree planting on Arbor Day, which has become a tradition after many years. The commitment is seen also in collaborative student-faculty research projects in green and renewable energy fields, in STEM internships that focus on sustainability issues, in courses studying climate ethics and ecological theology, and - more concretely - in the construction of certified LEED-Silver "green" buildings on campus. Whether through academic programming or other means, Saint Peter's seeks to challenge its students to regard environmental justice as a moral issue as complex and multi-faceted as that of racial and economic justice.

Magis

For all that the University is able to accomplish in its commitment to diversity, reconciliation and social justice within the context of Jesuit education, there remains the underlying problem of a chronic shortage of resources, both of finances and personnel, to be able to address DEI needs strategically. Currently, the Office

of DEI operates with limited staff, consisting of just one employee and one work-study student. Given the critical nature of the work of this office, it is imperative to establish a more robust, fully funded department to sustain and advance DEI initiatives. With greater resources, there would be greater opportunity, for example, to promote inclusivity by involving both student-facing and non-student-facing staff in workshops and programming. By fostering increased collaboration between the Offices of DEI, Human Resources and Mission and Ministry, DEI efforts in general might be strengthened, and in particular might better align recruitment and retention strategies with the University's mission. Receiving a Title V grant in 2023 to establish a Center for Inclusive Excellence was critical for DEI at Saint Peter's, for the funding associated with that grant will be instrumental in expanding the Office of DEI, but further institutional support will no doubt be needed.

While the University's establishment of the Office of DEI and of the 2015 Task Force on the Recruitment and Retention of a Diverse Faculty, Administration, and Staff have contributed to increased diversity among faculty and staff, retention of employees remains a major challenge, particularly with regard to faculty members of Color. The consistent request from students for more Black faculty members highlights the need to address retention issues comprehensively. This includes addressing matters related to salaries, service demands, and the concept of "institutional fit." Additionally, reviewing the processes for posting open positions, to ensure that they target the most diverse populations, could further enhance diversity efforts. Implementation of a University Policy on Hiring for Mission & Diversity and the reaffirmation of commitment to DEI in February 2021 underscore the institution's dedication to ongoing improvement in these areas, even as challenges remain.

With regard to its commitment to environmental sustainability, the University may not need increased resource allocation as much as creativity and commitment to follow through with some fairly simple programs which could improve its environmental practices and inculcate among its community members habits of sustainable living. Even undertaking such actions as reducing food wastage in the dining halls, implementing more robust recycling programs of electronic devices, or just more effectively communicating existing recycling programs could produce almost immediate results. Offering additional Environmental Studies courses would expose more students to issues of sustainability and would help form in students' habits of environmentally ethical living. These additional steps, if acted upon individually and collectively, would contribute to a more environmentally responsible campus community in alignment with the University's commitment to caring for our common home.

Characteristic 4: Promoting an Ignatian Campus Culture

Members of the SPU community have various opportunities to encounter Ignatian spirituality and Catholic culture through both formal and informal settings and to foster a rich spiritual atmosphere on campus.

Reflections

Saint Peter's retains throughout its community an overall openness to and appreciation for its Jesuit heritage, Ignatian spirituality and the Society of Jesus. Although the presence of Jesuits and long-time, lay employees has decreased over the years, particularly in the time since the pandemic, there remains a group of dedicated people at the University, who are deeply committed to Saint Peter's and its mission. It must be added that there are also newly hired members of the faculty, staff and administration, who likewise contribute enthusiastically to the life of the University and its mission. It is the presence and service of employees such as these that sustains the Ignatian culture of Saint Peter's and that assures the transmission of that culture to Saint Peter's students through the education they receive both in the classroom and outside of it.

Some of the ways that Catholic, Ignatian culture is enacted are fairly traditional and typical of Jesuit institutions. Regular celebrations mark the cycle of the academic year and bring the University community together at liturgies, such as the Mass of the Holy Spirit, Baccalaureate Mass, and seasonal Masses (e.g., Thanksgiving, Alumni & Employee Memorial Masses, Advent/Lent Masses). Additionally, para-liturgical events, including blessings, invocations and prayers, are consistently integrated into University gatherings of all kinds, such that they are expected and a part of the fabric of Saint Peter's communal life. For students, in particular, there are opportunities to learn and experience more intentionally what is at the heart of the campus culture through programs conducted by the Office of Campus Ministry. The recent appointment of a Jesuit scholastic as the new Director of Campus Ministry has reinvigorated those programs and has introduced a new generation of students to retreats, the practice of reflection, and prayer. Other programs conducted through the Community Service Program engage students' desire to serve others and so to grow in a spirit of sacrifice and self-giving, as they work with and for those in need and for the wider community of Jersey City. As with the programs of Campus Ministry, those of Community Service also provide occasions for students to reflect upon their actions and motivations in the context of their education at Saint Peter's and the direction of their lives. For faculty, staff and administrators, there are opportunities to learn more about the Ignatian spirit animating the institution, as well. The Discussion Group on Mission, initiated in 2021, which draws a mixed group of employees together to reflect on and discuss topics of mission and Ignatian spirituality, is an example of this. The Jesuit Mission Seminar for New Faculty requires all newly hired, tenure-track faculty members to participate in a weekly, semester-long course to introduce them to the Jesuit, Catholic mission of the University. In these ways and others, it is hoped that an Ignatian culture may be cultivated throughout the University and passed on to those who come to study or to work at Saint Peter's.

In a less formal, more organic manner, a vibrant culture of encounter and reconciliation is also fostered through various student-led initiatives and institutional programs at Saint Peter's. Student groups and informal gatherings actively engage with societal and global issues, raising awareness of current events and

movements, such as Black Lives Matter and the war in Ukraine, as well as celebrating the diverse heritages represented by the campus community. The Frank J. Guarini Center for Government and Leadership further contributes to this culture by hosting speakers and panels on pressing political and social issues, including recent presentations on LGBTQ rights and civil rights enforcement. Campus Ministry plays a pivotal role, offering space and guidance for student-led groups, such as the Muslim Student Association and the ecumenical Bible study group, fostering spiritual inclusivity and dialogue. This is in addition to a wide range of cultural associations and clubs providing opportunities for students to learn, socialize, and celebrate across different cultures, as seen in the 25th anniversary celebration of being a Hispanic-Serving Institution (HSI) taking place this year. Individual faculty members have also instituted programs and organizations that address charitable, social and environmental needs, which derive from and reinforce the campus-wide culture of service associated with the Jesuit educational tradition.

There is a pervasive and celebrated Ignatian campus culture embedded in the University's practices and values. The community broadly acknowledges the importance of service and giving back, seeing it as a crucial aspect of the University's mission. This spirit of generosity and commitment to others is reflective of the Ignatian tradition and is evident in the active engagement with under-represented and first-generation student populations, highlighting a dedication to inclusivity and social justice. The appreciation and respect for Jesuits and the Jesuit educational tradition further enrich the campus environment, creating a space where the values of racial and cultural diversity are embraced and considered integral to the University's identity.

Magis

Along with the spirit of service expressed in the programs and activities outlined above, there are nevertheless areas both in the religious-spiritual engagement and the broader Ignatian culture that warrant attention, reflection, and enhancement. Currently, there is inconsistency and informality in offering faculty and staff opportunities to deepen their faith or spirituality through retreats, spiritual direction, or the Spiritual Exercises. Individuals have initiated such programs in the past, but there is room for a more structured and consistent approach to faculty and staff formation. Without better efforts at spiritual and mission formation across all sectors of the University, the prevailing secular atmosphere of contemporary culture all too often marginalizes religious and spiritual issues, consequently leading to a more secular, less distinctively Ignatian culture prevailing on campus. We need also to expand the concept of "mission," which is predominantly associated with the University's religious identity and Jesuit heritage, which, while vital, can sometimes limit the broader understanding and application of the University's mission, potentially overlooking its relevance to the non-religious dimensions of the institution and its impact on all members of the University community. Addressing these areas of opportunity would not only strengthen the Ignatian culture on campus but also enhance the inclusivity and richness of the University's community life and mission.

Additionally, while Catholic Social Teaching is known to some on campus, it is underutilized as a means of connecting the mission with broader social issues and concerns, and there is potential for further exploration and integration of this important aspect of Catholic culture. A greater appreciation for this body of teachings could help to illuminate the inherent connections between the religious values, which provide the foundation of the Ignatian culture of the University, and the social values of inclusivity, opportunity and justice, which are the touchstones of that culture's expression on campus. Opportunities for profound engagement with Catholic Social Teaching, or the Catholic intellectual tradition more broadly, remain limited. Expanding such opportunities, both in and out of the classroom, would enrich the academic experience at Saint Peter's and align it more closely with the University's mission. An improved perspective on the concept of mission might also make the concept a less conflicted one in the campus culture. At one and the same time, the "mission" of Saint Peter's is associated with the University's Catholic, religious identity, which limits its broader understanding and relevance to the non-religious dimensions of the institution and to all those members of the University community who do not identify with Catholicism, *and* "mission" is associated with the broadly acceptable, non-religious aspects of "Ignatian culture," which limits the expression of its profound value and its capacity to offer something distinctively different from any secular institution. If Catholic Social Teaching could build bridges between these religious and secular perspectives, the University community's understanding of its own mission would be strengthened, indeed strengthened in a most Ignatian manner, enhancing both the richness and inclusivity of the institution's community life and mission.

Characteristic 5: Service to the Church

Saint Peter's has been blessed to enjoy friendly relations with the Archdiocese of Newark and its ordinary Cardinal Joseph Tobin.

Reflections

In recent years the Cardinal has been invited to campus several times and been well received by the university community. In 2018, for example, he presided at a special liturgy in St. Aedan's: The Saint Peter's University Church on the feast of the Chair Peter, recalling both the University's patron and the bonds of the University to the local church. In 2021 the Cardinal returned to take part in a conversational "lecture" with Sir Gilbert Levine, as the two shared the stage at the annual Tagliabue Lecture, an endowed lecture series presented by the Office of Mission and Ministry. More than visits to the campus by the Archbishop, however, the stewardship by the University of St. Aedan's parish in collaboration with the Jesuit province underscores Saint Peter's commitment to supporting the life of the Catholic community in Jersey City as well as the mutual relationship of the University and archdiocese.

The University's relationship with St. Aedan's parish also marks a place of unfinished business with respect to the final priority of the previous Mission Priority Examen. When Saint Peter's entered into an agreement

with the Archdiocese of Newark in 2012 to lease the property of St. Aedan's parish, it did so with the formal option to purchase the property and with some intention to follow through with that purchase in a timely manner. Today, more than ten years and one pandemic later, the University continues to lease the property without owning it. Deliberations within Saint Peter's administration and Board of Trustees about whether to finalize the purchase of the property are ongoing, as are conversations with the archdiocese about the disposition of the property. At the same time that the University entered into the leasing agreement with respect to the real estate of St. Aedan's, the Jesuit Province also entered into a commitment to staff the parish with priests for as long as it considered itself able to do so. The current administrator of the parish is the third Jesuit to lead St. Aedan's since 2012, when spiritual care of the parish was transferred to the Society of Jesus, assisted by members of the Jesuit community. The arrangement has in general worked well for the three parties involved – University, archdiocese and province – and the parish community has come to appreciate the care they receive both from the Jesuits and the University.

Magis

The relative ease by which the above arrangement operates notwithstanding, several issues remain outstanding, if the relationship between the University and St. Aedan's parish is to be sustained. With respect to the property of St. Aedan's, a final decision to conclude the lease agreement, either through a purchase or some other arrangement with the Archdiocese would clarify the University's intentions concerning its stewardship, not only of the property and its associated buildings, but of the parish as a whole. If that question were settled, then a more formalized understanding of the administrative relationship between parish, the University, and the Jesuit province including the relationship (with its canonical implications) between the administrator/pastor of the parish and the university's administration could be determined.

It would seem that any resolution of the latter questions depends on a resolution of the first. The question of ownership of the real estate can only be worked out by Saint Peter's and the Archdiocese of Newark. The questions of administration and care of St. Aedan's, however, require discussion and planning by Saint Peter's and the Jesuit province. In its concrete service to the local church through the spiritual and temporal care of St. Aedan's, the University is presented with a set of complicated questions that require careful consideration.

Characteristic 6: Relationship to the Society of Jesus

As is most likely the case with every Jesuit college and university, the greatest concern for Saint Peter's with respect to its relationship with the Society of Jesus is that of the dwindling number of Jesuits missioned to serve at the University. Characteristic Six provides an opportunity to reflect on how we might continue to strengthen the relationship with the Society.

Reflections

Saint Peter's, like Jesuit institutions across the country, has seen the Jesuit community attached to it shrink over the course of the past two generations from one numbering in the dozens – thus able to provide a significant educational and pastoral corps to the school community – to one with a handful of members and a correspondingly less prominent presence on campus. There are currently four Jesuits working at the University both in and out of the classroom, and there are an additional two Jesuits working full-time at St. Aedan's parish. However, the fact of fewer Jesuits does not imply a decreased appreciation for the Society of Jesus and its members by the University community. There is a general spirit of good will toward the community; and between the Jesuits and faculty, staff and administration of the University, there exists a relationship of mutual respect. Most members of the University community would want to see more Jesuits at Saint Peter's, if that were possible.

At the same time, the USA East Province of the Jesuits has shown its continued commitment to the University. The province has made a commitment to the Jesuit presence in Jersey City with a new residence adjacent to the campus opening in the spring 2024. In addition, in the intervening years since the previous Mission Priority Examen, two Jesuits have been assigned to full-time ministry at Saint Peter's, and one Jesuit scholastic has been assigned for the duration of his regency. These assignments are the concrete results of the Province's desire to bolster the Jesuit presence, but they also demonstrate the University's commitment to, and creativity in, recruiting Jesuits. The relatively recent creation of the "University Jesuit Associate" position, whereby Jesuits may be hired to serve in multiple capacities at the University and/or at St. Aedan's parish has been an effective means to attract Jesuits, who do not need to pursue traditional paths solely as professors, administrators, campus ministers or parish priests, but may perform some or all of those roles as they are needed and able. On the other hand, the University has had less fortune in recent years recruiting Jesuits to traditional tenure-track teaching positions, despite making efforts with the Province and individual Jesuits to hire them. With only a small number of Jesuits completing doctoral studies and entering the job market each year, this is perhaps not surprising, but it serves as a reminder that seeking to maintain a Jesuit presence on campus is and will continue to be difficult and uncertain.

Magis

How Saint Peter's may maintain a Jesuit presence on campus and not merely a Jesuit spirit without actual Jesuits, will remain a challenge without an obvious solution into the future. However, key to this priority will be efforts described in this characteristic, including continued, regular dialogue with the Province regarding Jesuit assignments, the fostering of meaningful relationships between the University and members of the local Jesuit community, actively supporting the national and international foci of the Society of Jesus through the AJCU and IAJU, and partnering with other Jesuit apostolates in the region (in particular building on its connections to Saint Peter's Prep and the Loyola Jesuit Center in Morristown).

Characteristic 7: Institutional Integrity

One of the fundamental goals of an education at Saint Peter's is "to stress ethical and moral values and personal responsibility as essential for the development of the whole person." An indispensable means to teach these values is through the lived integrity of the University itself in all its affairs. Saint Peter's seeks to be for the whole of its own community, as well as for the wider community in which it is situated, a model of how an institution may conduct itself with fairness and concern for all.

Reflections

One of the most substantial, concrete ways in which the University's values manifest themselves in its internal workings is through the process by which the annual budget is formed. As in any institution, financial matters are a concern for everyone, since they affect the resources of everything from academic programs and capital expenditures to student scholarships and employee salaries.

At Saint Peter's the budgeting process exhibits the transparency and collegiality, which the University seeks to bring appropriately to all such major decisions. For a number of years, creating the annual budget has been a process, involving a diverse group of faculty, staff, and administrators through the Strategic Planning Budget and Committee (SPBC). This committee ensures a broad consultation and open communication within the wider University community, publishing minutes biweekly and hosting open fora each semester. In a similar way, the involvement of Faculty Senate officers in regular meetings with the President and the Board of Trustees demonstrates a commitment to shared governance, ensuring that faculty perspectives are considered in high-level decision-making.

The University likewise actively engages with the wider community, showing a commitment to social responsibility with special attention to marginalized groups. Its efforts here are inspired by the Jesuit preferential option for the poor, and more recently, by the Universal Apostolic Preference "to walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice." Initiatives such as the Campus Kitchen, service learning projects, the Center for Undocumented Students, the Ignite Institute, and the Town & Gown Business Capstone all underscore this commitment to marginalized people both in the University community itself and in the wider community at large. These programs collectively highlight the University's dedication to community engagement and social responsibility, as it seeks to inform its educational programs with the same values it seeks to uphold in all its conduct.

Magis

Even with an established tradition of collegial governance as mentioned above, opportunities still exist to develop this style of management further and to implement policies reflecting the University's values more thoroughly. After several years of unusual financial uncertainty and stress through the pandemic, faculty and staff salaries, medical benefits and retirement plans need to be reassessed in keeping with just compensation and according to reasonable benchmarks. Having made incremental increases to salaries in

the last two years, the University administration, in consultation with faculty and staff, has begun through the SPBC a more thorough review of how it compensates its employees and sees to their well-being, but more work is required and will need to be sustained, as the post-pandemic economic realities of higher education continue to evolve. That work should continue with the same - or even deeper - level of collegiality and transparency that has marked it thus far, even as economic challenges remain, and with them difficult questions about resource allocation.

In the University's hiring processes, there is generally a commitment to conducting mission-focused searches, along with a similar commitment to hiring a more diverse workforce, especially among the faculty and higher levels of administration. The "Policy on Hiring for Mission and Diversity" presents a guide for these processes to ensure all candidates for positions are evaluated based on their professional qualifications, as well as on their potential contributions to the University's mission. Nevertheless, the policy does not provide a formal mechanism, such as a rubric, for its effective implementation, nor does the University offer any substantive training or guidance for ensuring that the policy is consistently used throughout the institution. As a consequence, hiring for mission is often neglected, leading to uneven results across the University, even as more easily observed trends of hiring for diversity have shown positive results. Formal tools and training to recruit and hire for mission should therefore be developed and promulgated to ensure that those who take positions at Saint Peter's do so with a knowledge of the mission and some demonstrable level of commitment to it.

V. NEW OR ADAPTED JESUIT MISSION PRIORITIES.

The review of the status of the priorities of our last MPE and the examination of the seven characteristics identified many areas of ongoing focus that the University will continue working on (e.g. our relationship with Saint Aedan's and our sustainability initiatives). However, informed by the insights and discernments that emerged from the current MPE process, three areas clearly rose to the top of our concerns and therefore were identified as the University's three mission priorities for the coming years:

Priority 1. Ensure that the undergraduate experience, with special focus on the curriculum and its Ignatian and Leadership Seminars, advances a pluralistic learning environment that fosters the Jesuit values of excellence, ethics, service, leadership, and justice.

The curriculum, supported by co-curricular and extracurricular activities, remains the primary means to cultivate in students a well-rounded education informed by Jesuit values. The MPE recommends that over the next seven years the University focuses on the implementation of the new core curriculum, with particular attention to the Ignatian Seminar that introduces students to learning embedded in Jesuit values and the required leadership course to ensure that the goal of advancing Jesuit principles and values is achieved. Importantly, this focus should extend to co-curricular and extracurricular programs that support student learning. This priority will require resources for the training, development and formation of the faculty who teach these courses and for the staff leading activities to support these goals (See Priority 3).

This priority arises both from our review of the progress in the previous MPE priorities and also from the reflections on the University's response to the seven characteristics of Jesuit and Catholic education. In Characteristic 2, we identified the need to introduce students to the essentials of Jesuit education at the beginning of their college career, to provide them intellectual guidance for their studies at Saint Peter's, and to evaluate and enhance support for these goals. Identifying interested faculty to teach the seminars and maintaining the meaningful and appropriate content and outcomes of the seminars will require a significant investment of time and resources. The new core and the Ignatian Seminars hold great potential to enhance the Jesuit character of undergraduate education at Saint Peter's; it is vital that they achieve that goal and sustain it over time.

Priority 2. Ensure that graduate students experience Jesuit values and principles and exemplify the mission of the University.

The extraordinary growth in graduate studies requires special emphasis on the infusion of Jesuit principles and values into the graduate learning experience. This priority will ensure faithfulness to our Jesuit identity at all levels of educational programming.

Priority 2 emanates from the explosive growth in graduate students and from our reflections on the the seven characteristics. Characteristic 2 identified the lack of a coherent approach to infusing Jesuit values and principles in the graduate curriculum, while Characteristic 3 noted the opportunity to create a unifying approach in the graduate curriculum and the values of Jesuit education.

Priority 3. Ensure that all stewards of the Jesuit education at Saint Peter's are provided opportunities for introductory and ongoing Ignatian formation and development in order to foster a welcoming and inclusive environment that promotes the magis, the pursuit of the common good and the development of faith, spirituality and a commitment to justice in all members of our diverse community.

This priority arises both from our review of the progress in the previous MPE priorities and also from the reflections on SPU's response to the Seven Characteristics of Jesuit and Catholic Education. Introductory and ongoing formation opportunities need to be accessible at all levels of the institution in well-resourced, comprehensive, multi-tiered programs that are open to all. In particular this priority will require resources for the training, development and formation of the faculty who teach the Ignatian Seminars and for the staff leading activities to support these goals. This priority recognizes the diverse community of learners at Saint Peter's and the need for creative and innovative strategies that will continue to revitalize and sustain the University's Catholic and Jesuit identity while ensuring all feel welcome and can develop an appreciation of the benefits of our unique mission.

Priority 3 emerges from reflections under Characteristics 1, 3, 4, and 7. From Characteristic 1, we noted the need for Ignatian leadership development for the growing number of employees who are unfamiliar with the Jesuit tradition. From Characteristic 3, we identified the need to enhance the commitment to diversity, reconciliation and social justice within the context of Jesuit education by strategically allocating more resources to campus ministry, social justice and diversity, equity and inclusion (DEI) efforts. From Characteristic 4, we recommended formal and enhanced opportunities for spiritual engagement and to broaden an Ignatian culture. Currently, there is inconsistency and informality in offering faculty and staff opportunities to deepen their faith or spirituality through retreats, spiritual direction, or the Spiritual Exercises. Individuals have initiated such programs in the past, but there is room for a more structured and consistent approach to faculty and staff formation. And from Characteristic 7, we identified the need to improve our efforts to hire for mission.

VI. IMPLEMENTATION AND INTEGRATION.

Some preliminary concrete steps, identified as **Resolutions**, have been identified to implement and integrate the chosen Jesuit Mission Priorities. Further development of these steps will occur with the upcoming presidential transition and the probable development of a new strategic plan in 2025.

Priority 1. Ensure that the undergraduate experience, with special focus on the curriculum and its Ignatian and Leadership Seminars, advances a pluralistic learning environment that fosters the Jesuit values of excellence, ethics, service, leadership for justice.

Resolutions:

- Develop and implement a formal and meaningful training program and appropriate resources for those teaching the Ignatian seminars for first-year students and the interdisciplinary leadership course for upper-class students.
- Develop and implement a formal and meaningful training program and appropriate resources for co-curricular and extracurricular programs that support and extend learning experiences in Ignatian values for undergraduates.
- Host annual Mission Days for the gathering of faculty and staff to share progress and discuss opportunities for further growth.
- Conduct formative and summative assessments to determine the effectiveness of these activities.

Priority 2. Ensure that graduate students experience Jesuit values and principles and exemplify the mission of the University.

Resolutions:

- Create a Task Force on Mission and Graduate Studies to guide the University's response to this priority.
- Explore the development of a 1-credit course that is similar in purpose to the Ignatian Seminar for undergraduate students.
- Work with individual schools to help them with the integration of Ignatian values across the graduate curriculum.
- Expand and implement a formal and meaningful training program and appropriate reflective resources for those teaching in the graduate programs including part-time faculty.

- Expand and implement meaningful training and appropriate resources for those developing co-curricular and extracurricular programs that support and extend learning experiences in Ignatian values to graduate students. Also, encourage and properly resource the engagement of graduate students in the already existing structures of the University, such as student government and other student organizations.
- Host annual Mission Days for the gathering of faculty and staff to share progress and discuss opportunities for further growth.
- Conduct formative and summative assessments to determine the effectiveness of these activities.

Priority 3. Ensure that all stewards of the Jesuit education at Saint Peter's are provided opportunities for introductory and ongoing Ignatian formation and development in order to foster a welcoming and inclusive environment that promotes the magis, the pursuit of the common good and the development of faith, spirituality and a commitment to justice in all members of our diverse community.

Resolutions:

- Develop a formal plan for implementing the President's Hiring for Mission and Diversity policy, followed by a formal plan for Ignatian formation during onboarding. Also, foster increased collaboration between the Office of DEI and the University's Human Resources department to further strengthen DEI efforts, aligning recruitment and retention strategies with the institution's mission.
- Develop a formal plan with a timetable and the required resources to deepen and enhance mission formation programs for the Board of Trustees, faculty (both full-time and part-time) and staff. Also, deepen opportunities for profound engagement with Ignatian spirituality and the Catholic intellectual tradition.
- Develop programming to connect the University mission with broader social issues through the advancement of Catholic Social Teaching.
- Host annual Mission Days gathering faculty and staff to share progress and discuss opportunities for further growth. Also, create a stronger, more inclusive sense of community by bringing people together for more reflection and intellectual conversation, particularly through ecumenical/interfaith dialogue.
- Support the plans to establish a Center for Inclusive Excellence through the Title V grant to advance effective DEI and social justice. Also, ensure that funding for formation activities through grants becomes institutionalized.
- Conduct formative and summative assessments to determine the effectiveness of these activities.

VII. CONCLUSION AND ADDITIONAL COMMENTS.

The Self-Study Committee expresses its gratitude to the members of the Peer Team for their work in connection with their visitation of Saint Peter's and, most especially, with the report shared with the Committee after their visitation. The team's comments are appropriately encouraging and challenging, providing additional material and perspectives that will only benefit the University's reflection upon the Mission Priority Examen in the years to come, as Saint Peter's seeks to implement the priorities announced in the report.

To one particular comment made by the Peer Team in their report, the Self-Study Committee would respond with a point of clarification or correction to its own report. It was noted that the report composed by Saint Peter's makes no reference to communication made with the local ordinary, who according to the MPE instrument is to be consulted during the examen process. The omission in the draft report is in part due to an oversight and in part due to unfolding events of this particular MPE at Saint Peter's. At the time of writing the draft, the Archbishop of Newark, Joseph Cardinal Tobin, had not been consulted about the MPE at the University, as his schedule, occupying him with matters at home and in Rome, did not allow for a conversation to take place in the Fall of 2023, when the process engaged in a phase of intensive consultation. That itself was in part a consequence of the more abbreviated length of time mandated to conduct the entirety of the MPE process in this second iteration. Without being able to meet with the Cardinal, it was therefore decided that a conversation with the Auxiliary Bishop for Hudson County (the county in which Saint Peter's is located) would allow some measure of consultation with the local church and might partially compensate for the lack of any conversation with the ordinary. On November 10, 2023, Andrew Downing, S.J., Co-Chair of the Self-Study Committee, met with Bishop Gregory Studerus, informing him of the nature of the MPE process and discussing with him the three emerging priorities that would eventually crystallize in the report. This meeting should have been noted in the draft of the report presented to the Peer Team but was inadvertently left out of the text.

After the report had been drafted and shared with the members of the Peer Team prior to their visitation of the University, an unexpected opportunity presented itself to meet with Cardinal Tobin, when Rev. Joseph O'Keefe, S.J., Superior of the USA East Province, made his annual visitation of the Jesuit community in Jersey City and, as is customary, also met with the local ordinary. On January 24, 2024, Fr. Downing accompanied the Provincial to his interview with the Cardinal and was permitted to present the progress and priorities of the MPE to the Cardinal at that meeting. While happening somewhat late in the process, the Cardinal showed himself to be quite interested not only in what the MPE process was bringing to light at Saint Peter's but also in the process itself and in its utility to engage a Catholic institution's community

with that institution's mission. In this way, the local ordinary was indeed involved in the MPE at Saint Peter's, although that fact could not be noted in the draft of the report shared with the Peer Team at the end of December, 2024. With this response to the Peer Team's report, it is hoped that the apparent lack of involvement of representatives of the local church is amended.

With that correction made to the draft of the Saint Peter's MPE report, it is only for the Self-Study Committee to repeat its gratitude to the Peer Team – and equally to the whole Saint Peter's University community – for the care and effort they brought to their involvement in the process of the Mission Priority Examen.

VIII. APPENDICES.

APPENDIX 1: Cover letter to Fr. Sosa from the President



Saint Peter's
UNIVERSITY

Office of the President

March 26, 2024

Curia Generalizia della Compagnia di Gesù
Borgo S. Spirito 4
00193 Rome, Italy

Most Reverend Father Sosa,

It is my pleasure to present to you for your review the Mission Priority Examen report of Saint Peter's University. The fruit of many months labor undertaken by the university, involving consultations with all segments of the community, the report represents, we believe, an accurate assessment of the current state of the mission here at Saint Peter's.

The commitment of so many people across the campus community to our university's Catholic and Jesuit mission remains strong, even amidst the challenge facing Saint Peter's and so many institutions of higher learning in the United States in the current moment. It is the dedication to providing a transformative education to the diverse population, which constitutes our student body, that continues to define and inspire the mission lived at Saint Peter's.

The report submitted here reflects both the ways in which the mission is made truly present in the activity and life of the university community, as well as the challenges Saint Peter's faces in pursuing its mission. It seeks to illuminate those areas of our work and shared life, where we see success and which we would count as grace; it likewise seeks to identify other areas, where we recognize more care is needed if we are to see the mission be animated and bear fruit. I trust the transparency of the report reflects the openness and honesty, with which the entirety of the Mission Priority Examen process was engaged by the Saint Peter's community.

The report is presented with my full support as President of Saint Peter's University and with the support of the Board of Trustees, whose members were consulted throughout the process. All of us at the university look forward to hearing your reflections on its contents and on how you believe we may more effectively serve *ad maiorem dei gloriam* here at Saint Peter's.

Respectfully yours,

Eugene Cornacchia, Ph.D.
President, Saint Peter's University

APPENDIX 2: Jesuits currently assigned to Saint Peter's University

Fr. Joseph Costantino, S.J. - Superior of Saint Peter's Jesuit Community

Fr. Rocco Danzi, S.J. - Administrator of St. Aedan's Church and University Chaplain

Fr. Andrew Downing, S.J. - Vice President of Mission and Ministry

Fr. John Hyatt, S.J. - University Jesuit Associate, senior priest at St. Aedan's

Mr. Trevor Kelly, S.J. - Director of Campus Ministry (Jesuit scholastic in regency)

Fr. Edmund Majewski, S.J. - Professor, Department of Theology

Fr. Louis Tampe, S.J. - University Jesuit Associate

APPENDIX 3: ICP Participants since 2016

- Cohort 9: Maryellen Hamilton, Professor of Psychology Department
Mary Kate Naatus, Dean, School of Business (former)
- Cohort 11: Frederick Bonato, Executive Vice President and Provost
Jan Reimer, Director, Office of Student Involvement
Elena Serra, Director, Human Resources (former)
- Cohort 13: Beth Adubato, Associate Professor, Criminal Justice
Christina Mortellaro, Assistant Professor of Biology, Director of Core
WeiDong Zhu, Dean, College of Arts & Sciences
- Cohort 15: Rebecca Conley, Associate Professor of Mathematics & Statistics
Debing Zeng, Associate Professor of Physics

APPENDIX 4: MPE Campus Survey Results

What role did Saint Peter's status as a Catholic and Jesuit University play in your decision to come here? -
% Very significant or significant

Faculty 50%	Adjunct 51%	Admins 79%	Staff 63%	Day Students 28%	SPS Students 55%	Graduate 70%	Trustees 90%
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I believe that Catholic Jesuit Education is well integrated into the Academic/Student Life at Saint Peter's University - %strongly agree and somewhat agree

Faculty 85%	Adjunct 60%	Admins 93%,	Staff 61%,	Day Students 70%	SPS Students 100%	Graduate 92%	Trustees 91%
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I believe the leadership at SPU provides sufficient opportunities for me to grow in my spiritual development and faith tradition (whatever that may be) - % strongly agree and somewhat agree

Faculty 73%	Adjunct 74%	Admins 85%	Staff 54%	Day Students 68%	SPS Students 100%	Graduate 96%	Trustees 100%
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I believe the leadership at SPU provides adequate communication of our mission - % strongly agree and somewhat agree

Faculty 77%	Adjunct 73%	Admins 100%	Staff 69%	Day Students 80%	SPS Students 100%	Graduate 87%	Trustees Not asked
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I believe that the leadership at SPU provides adequate orientation about the University's Jesuit/Catholic identity for me to fulfill my job in accord with that identity and mission - % strongly agree and somewhat agree

Faculty 88%	Adjunct 80%	Admins 84%	Staff 69%	Day Students Not asked	SPS Students Not asked	Graduate Not asked	Trustees 90%
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I believe the leadership at SPU provides sufficient opportunities for the campus community to gather and discuss mission - % strongly agree and somewhat agree

Faculty 72%	Adjunct 60%	Admins 100%	Staff 62%	Day Students 77%	SPS Students 100%	Graduate 80%	Trustees Not asked
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I believe the University's Mission priorities are apparent in the core curriculum - % strongly agree and somewhat agree

Faculty 80%	Adjunct 74%	Admins 77%	Staff 61%	Day Students 76%	SPS Students 100%	Graduate 88%	Trustees Not asked
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I believe the University's Mission priorities are apparent in my major's curriculum - % strongly agree and somewhat agree

Faculty 68%	Adjunct 53%	Admins Not asked	Staff Not asked	Day Students 64%	SPS Students 100%	Graduate 88%	Trustees Not asked
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I believe the University hires and promotes for mission among its faculty - % strongly agree and somewhat agree

Faculty 67%	Adjunct 67%	Admins 61%	Staff 46%	Day Students 70%	SPS Students 100%	Graduate 84%	Trustees Not asked
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I believe the University continues to form senior faculty in Jesuit and Catholic values - % strongly agree and somewhat agree

Faculty 50%	Adjunct 54%	Admins Not asked	Staff Not asked	Day Students Not asked	SPS Students Not asked	Graduate Not asked	Trustees Not asked
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I believe the increasing reliance on adjunct faculty, coupled with the University's mandated limitations on adjunct campus participation, hinders attempts to fulfill the University's Jesuit Mission - % strongly agree and somewhat agree

Faculty 50%	Adjunct 27%	Admins Not asked	Staff Not asked	Day Students Not asked	SPS Students Not asked	Graduate Not asked	Trustees Not asked
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I understand the meaning of Ignatian pedagogy - % strongly agree and somewhat agree

Faculty 75%	Adjunct 60%	Admins Not asked	Staff Not asked	Day Students Not asked	SPS Students Not asked	Graduate Not asked	Trustees Not asked
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I have experienced Ignatian Pedagogy (that is experiential and/or reflective learning) in the SPU classroom - % strongly agree and somewhat agree

Faculty Not asked	Adjunct Not asked	Admins Not asked	Staff Not asked	Day Students 37%	SPS Students 100%	Graduate 76%	Trustees Not Asked
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My understanding and appreciation for my faith (regardless of your religion or faith tradition) has improved since I arrived at SPU - % strongly agree and somewhat agree

Faculty 75%	Adjunct 60%	Admins 69%	Staff 46%	Day Students 46%	SPS Students 100%	Graduate 84%	Trustees Not asked
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APPENDIX 5: Insights from Campus Listening Sessions

Campus Listening Sessions

There were a total of 13 Campus Listening Sessions during September 2023 targeting different campus constituents (complete list with times provided below). Each listening session was led by different members (2-4 members) of the MPE self-study committee. Note many of the participants were passionate about the role of Saint Peter's instilling our mission in our students especially in light of the challenges of today's world. These conversations aided in the discernment of our examen process. Highlighted below are some of the key insights from each session.

Key Insights from Listening Sessions

Staff/Administration

- Believe that the mission is clear and serving our students is our priority
- Believe we are doing an excellent job with undergraduates
- Believe that more resources are needed to support the growing graduate student population
- Graduate students need the same care and support as our undergraduate students receive
- Morale at the University decreased post-pandemic financial concerns are rising
- Lower number of Jesuits on campus leaves the responsibility of all employees to impart the mission to students, but to do so effectively requires ongoing training and support
- Overall, employees would appreciate more institutional support in all areas – spiritual, emotional, intellectual, social, physical, developmental, etc.

Faculty.

- Deep desire to uphold mission but concerned about maintaining our grounding in liberal arts
- Cautiously optimistic about the new core curriculum.
- Concerned that our administration is not as diverse as our student body
- Believe that interdisciplinary courses are need to emphasize humanities and social science
- Believe more work needs to be done regarding serving our graduate students and teaching them our core values and mission yet concerned about how to do this in online classes
- Believe that we need to celebrate our campus diversity
- Requested an advanced mission seminar and retreats to prepare and support faculty in living our mission with our students.

Undergraduate Students

- Noted the emphasis on diversity within the mission as a plus
- Love the individual attention and support provided by faculty
- Want more ways to be involved on campus
- They would like the University to offer more resources where students can grow spiritually, emotionally, and creatively inside and outside of the classroom.

Graduate Students

- Graduate students see the mission reflected in their professors; they appreciate the individualized attention and support they receive from them.
- Academic Excellence is apparent in their studies
- Noted that because of the diversity of the graduate student population, focusing on the universal qualities of the Jesuit values – not specifying Roman Catholicism – could help better integrate the Jesuit values in the curriculum.
- Graduate students requested more opportunities to get involved on campus (e.g., evening events, more campus jobs, graduate student-led retreats in Campus Ministry, representation on the Student Government, and more professional development opportunities).
- Students, particularly those in the School of Education, also requested service-learning courses in their curriculum.

St. Aedan's Community

- The parish members feel that the Jesuit presence in the church is definitely a consolation to the community.
- Parish is becoming more service-oriented (citing the work of the Campus Kitchen and Clothes & Food Pantry).
- Can the University and the parish work together to do more to the increasing number of community members struggling with gentrification, homelessness, addiction, food insecurity, etc.?

Jesuit Community

- Jesuits at the University are concerned that the new core curriculum may actually negatively impact how students learn about the Jesuit, Catholic educational tradition. Requiring fewer Philosophy, Theology, and Language courses detracts from the mission to ground students in the liberal arts.
- The Jesuit community is also on the fence about the effectiveness of the first-year Ignatian seminar, which remains to be seen. There is hope that the seminar will help students appreciate

their opportunities at a Jesuit, Catholic school, but the community is wary about whether or not the course can provide the foundation it sets out to do

- Can the University have students help with other parish activities, such as decorating the church for the holidays, mentoring the children in the community, interning within the parish or with parish members' businesses to create a mutual benefit, etc.?
- The University should assist the parish in creating ecumenical and interfaith dialogues, services, and programming for the community.

Table of Dates and Times of Listening Sessions

Participant Group	Date & Time
Staff/Administration	Thursday, September 14 3pm
Staff/Administration	Thursday, September 21 3:00 PM
Faculty	Monday, September 25 12:00 PM
Faculty	Wednesday, September 20 3:00 PM
Faculty	Thursday, September 21st 4pm
RA Session	Friday, September 22 3:30 PM
SGA Meeting	Monday, September 18 5:00 PM
General Undergrad Students	Monday, September 18 12:00 PM
General Undergrad Students	Monday, September 25 12:00 PM
Grad Students	Tuesday, September 26 5:00 PM
Grad Students	Tuesday, September 19 5:00 PM
St. Aedan's Council	Sunday, September 24 2023
Jesuit Community	Monday, October 2, 2023