

Mission Priority Review: Peer Visitor Committee Report

Date of Peer Visit: February 11-13, 2019

Institution Visited: Loyola University Chicago

President of Institution Visited: Dr. Jo Ann Rooney

Board Chair of Institution Visited: Robert Parkinson

Peer Visitor Committee Chair: Rev. Peter Ely, S.J., PhD (Seattle University)

Peer Visitor Committee Members: Michael Duffy, EdD, University of San Francisco; Anne Ozar, PhD, Creighton University; Pamela Zarkowski, J.D. University of Detroit Mercy.

Local Self-study Committee (Chair and Members): Janet Sisler MA, MEd, Chair; John Hardt, PhD; Virginia McCarthy, MDiv.; Chris Murphy MDiv; Michael Murphy, PhD; Lisa Reiter, PhD, and Matthew Thibeau, MDiv.

Pre-Exam Jesuit Mission Priorities Emphases (4 Priorities)

Copied from the Institution's Self-Study Report Executive Summary

Loyola's mission priorities arising from our Strategic Plan 2020 focused on four pillars:

- Increasing access to underserved student populations;
- Advancing social justice through faculty development;
- Promoting interdisciplinary collaborations to address societal and environmental challenges;
- Engaging local and global partnerships to develop solidarity and advocacy to advance societal and environmental issues.

Jesuit Mission Priorities Proposed in the Institution's Self-study (3 priorities)

Copied from the Institution's Self-Study Report Executive Summary

Priority #1: Design an Office of Mission Integration for Loyola University Chicago:

Develop a clearly articulated organizational structure for a robust and well-resourced Office of Mission Integration including functional responsibilities, position descriptions, and budget that will provide the organizational span of responsibility in order to integrate the various professional mission entities across the Chicago campuses. Once the organizational structure is designed, the unit's strategic plan should be generated in alignment with the mission priorities and the University's next strategic plan.

- *Strategy 1:* Develop a charter for a Mission Integration Council which includes representation from professional mission entities, the Office of the Provost and other academic bodies, which will reflect upon, advise and discern mission priorities, strategies, outcomes and assessments. This will be especially important as the University moves into strategic planning for 2025.
- *Strategy 2:* Formulate outcomes and assessments for the office of mission integration at LUC.
- *Strategy 3:* Research and evaluate best practice approaches to mission integration at sister schools in AJCU and other aspirational Catholic colleges and universities.
- *Strategy 4:* Adapt and design organizational structure at LUC which will address outcomes formulated in Strategy 2. Ensure structure is scalable as mission integration continues to evolve.
- *Strategy 5:* Design an organizational structure including responsibilities, charges, position descriptions and a business plan for the Office of Mission Integration.

Priority #2: Design and implement on-going Ignatian Education and Formation Programs:

Develop structured, on-going mission development programs for every constituent group to engage people in education, formation, and action. Programmatic emphasis should seek to provide ways in which constituent groups can engage in learning, civil discourse, contemplation and Ignatian ways of proceeding to becoming agents of internal and external reconciliation. Beginning with the Board of Trustees, mission stewardship program, focused on deepening the relationship between the Board of Trustees and the Society of Jesus, will enable both to mutually inform and support each other as external environments continue to change and challenge the ministry of Catholic higher education. Running in tandem with the BOT formation program, formation programs for the President's Cabinet, academic leaders and leaders of student development should be developed. Formation programs for other key constituent groups should be prioritized and implemented in a timely manner.

- *Strategy 1:* Recommit to hiring for the *religious* dimension of our university. This could be done through protected faculty slots, endowed chairs with specific requirements, or the framing of job descriptions that recruit faculty whose research and teaching interests all but insure their affinity for our religious identity as a Catholic, Jesuit University. This is not a requirement for every faculty hire but rather a sustained commitment to make sure that a subset of faculty hires fit this profile across a range of disciplines.
- *Strategy 2:* Create contexts in which professional students with a commitment and interest to these kinds of questions can pursue curricular tracks or extra-curricular formative programs that engage not just the heart but the mind so that we are training social workers, lawyers, business persons, nurses and doctors for lives of meaning and purpose by the integration of their faith commitments into their identity as professionals.
- *Strategy 3:* Consider the launch of a digital home for alumni to stay connected to meaning and purpose in their lives through an immersive and inviting resource center that involves a range of digital resources, opportunities for distance community and learning, and in-person opportunities so that Loyola is perceived as their home for “reconnecting” to all that truly matters in their life over the course of their life.
- *Strategy 4:* Engage the Mission Integration Council and the Office of Mission Integration with the particular expertise of the Hank Center, the Faculty Center for Ignatian Pedagogy, and the Institute of Pastoral Studies to conceive, develop, deliver and evaluate innovative programs of ongoing formation that animates the role of Ignatian animators throughout the University.
- *Strategy 5:* Renew and expand the very successful Faculty Seminar (*All Things Ignatian*) and the *Certificate in Ignatian Pedagogy: All Things Ignatian: The Catholic Intellectual Tradition and the Common Good*). Adapt these as a model for other LUC entities (i.e. the Boards of Trustees and Regents, the President’s Cabinet, Deans)

Priority #3: Adopt and implement Reliable Metrics: Research and adopt meaningful, valid, and reliable metrics, which can provide Loyola Chicago with longitudinal information on mission outcomes as well as comparative information with other Catholic colleges and universities.

- *Strategy 1:* Participate in the Catholic Identity Mission Assessment (CIMA). This assessment tool was developed by a national team of experts in Catholic Higher Education. It includes valid and reliable surveys for beginning students, graduating seniors, alumni, and graduate and professional students. Participating institutions are able to benchmark against peer and aspirational institutions and compile longitudinal data. CIMA covers the following domains:

- Catholic Social Teaching
 - Moral and Ethical Development
 - Catholic Intellectual Tradition and Theological Foundations of Leadership, Service, and Vocational Discernment
 - Religious Beliefs and Values
 - Religious Practices Climate for Non-Catholics and Inter-religious Dialogues
- *Strategy 2:* Develop assessment instruments to measure Mission knowledge and competence for the Board of Trustees, Cabinet, Deans, faculty, and staff. We suggest working with one of the Loyola Centers for Excellence, the Center for Urban Research and Learning (CURL), recognized for their competence in qualitative assessment, to help with the development, administration, and analysis of the instruments.

Priority #4: NA

Mission Priority Examen Process

Was the process thorough, inclusive, and in keeping with the character of an Ignatian Exam?

The process as described was thorough and inclusive. The number and variety of group meetings engaged many in the University community. The authors of the report listened to the input they received and provided a succinct, but comprehensive report. The leadership demonstrated a commitment to engage a number of internal constituencies and key stakeholders, e.g. the Board.

Given current circumstances and opportunities, are these Jesuit Mission Priorities the best possible way for the school to advance its Jesuit and Catholic mission and identity? Please explain.

The goals reflect the needs of Loyola following a careful reflection on the Jesuit Characteristics and the information gathered from the various stakeholders that participated in the various forums and discussions that were scheduled. During the visit, a need for integration and coordination of mission activities was identified. Loyola's three campuses provide both challenges and opportunities for coordination. Formation programs are evident, but the Loyola community is seeking to enhance programming and has identified key themes that will be the focus of future programming. Metrics will assist in evaluating outcomes and can be used as a tool for continuous improvement as well as provide information to the leadership and those engaged in mission-driven activities.

Are the faculty and staff open to and enthusiastic about the proposed Jesuit Mission Priorities? Please explain.

As reported to the Visiting Team, faculty and staff did not have an opportunity to review or discuss the priorities before the visit. However, these priorities do seem to correspond to concerns expressed by the constituents interviewed by the Peer Visitor Committee. Securing enthusiastic support from faculty and staff remains a task to be accomplished in the process of developing a strategic plan.

Are the trustees prepared to support and lead with these Jesuit Mission Priorities in mind? Please explain.

The chair of the External Review Team, Fr. Peter Ely, S.J., met with two trustees, the Board Chair, and the Chair of the Catholic Jesuit Identity Committee. The two trustees have deep familiarity with the University's mission. They also expressed a commitment to supporting the mission of LUC and an enthusiasm about this review process and the strategic planning about to begin.

A significant development illustrating the seriousness with which the Board takes mission is the reorganizing of the Catholic Jesuit Identity Committee to be a more effective instrument in promoting the mission. The former structure required all incoming board members to spend two years on the identity Committee. The limitation of that arrangement was that once the two years were completed, continuing orientation did not take place in an effective way. The new structure entails a permanent committee that will regularly engage in mission-related issues and create ways to continue the mission-education of the entire Board.

Like other Jesuit university boards, the LUC board contains some members who have a deep familiarity with the Jesuit tradition and others who do not. The board chair and the chair of the Identity Committee, with the President, are committed to the continuing development of the entire board. All clearly understand the board responsibility for the mission as part of their trusteeship.

Are the Jesuit Mission Priorities and accompanying strategies practical and achievable? Please explain.

The priorities and accompanying strategies are based on the written report as well as information obtained during the scheduled interviews and interactions are appropriate to this moment in the University's history. These priorities seem particularly important in light of the university's strategic planning process scheduled to start. Loyola University has the resources to make the goals achievable.

How is the institution addressing the themes of Some Characteristics, and any additional characteristics the school may have added for the MPE?

Characteristic One: Leadership's Commitment to Mission: Loyola's leadership share a consistent message of the mission. Policies and directives have clear mission content. Faculty, administrators and students mentioned the tangible impact. Many faculty and staff mentioned the mission when stated why they were at Loyola.

The President, the Provosts Office, Diversity Council and Financial Aid each outlined policies, programs and strategies to align their work with the mission. Employee

trainings, changes in curriculum, designing equitable financial aid packages all model a commitment to the depth of the mission work at Loyola.

Campus ministry, Student Affairs, Mission related centers, exhibit strong mission focused work and leadership across the university and beyond campus community. The program “Everything Ignatian” was repeatedly singled out by students, faculty and staff, and seemingly works in tandem with the Loyola student and mission based entities on campus.

The mention of Arrupe College as clear evidence of Loyola’s mission was impressive. Students, staff, faculty and administrators all were familiar with Arrupe College and collectively shared Loyola’s excitement and commitment to this new entity.

Characteristic Two: The Academic Life: The academic life of the University reflects a clear commitment to the integration of key elements of the educational project: liberal humanistic learning and professional development, head and heart, spirituality and secular learning, moral commitment and practical wisdom. We note in particular the impressive array of transdisciplinary Centers and Institutes of excellence and research aimed at addressing pressing social realities. Both students and faculty interviewed described the mission of the University as communicated well and often, such that it is “in the water” at LUC; students emphasized coming to know the mission through the example and mentorship of individual professors.

The Core Curriculum, adopted in 2012, reflects LUC’s ongoing commitment to social justice, diversity of thought, and the central place of the liberal arts and humanities in Jesuit education. Conversation with faculty and administrators echoed this last commitment through recognition of the importance of retaining strong philosophy, theology, and ethics requirements. The Engaged Learning course requirement and the wide range of service-learning course offerings demonstrate the University’s commitment to cultivating in students a synthesis of thinking and acting aimed at solving complex social problems. Such action-oriented, transformative, education is exemplified by the curriculum of the Institute for Environmental Sustainability, where student initiative and faculty collaboration are finding innovative ways to care for our common home.

The diverse programs and lectures organized by the Joan and Bill Hank Center for the Catholic Intellectual Heritage, along with the Catholic Studies Program, all play an invaluable role in preserving the Catholic identity of academics at LUC by providing substantive opportunities for engaging the Catholic intellectual tradition as the active and living tradition that it is.

Making Catholic and Jesuit Values explicit in graduate and professional programs can be particularly challenging, but LUC appears to be excelling at this in several areas. We were particularly impressed by the intentional and substantive integration of Ignatian pedagogy into the curriculum and culture of both the Law School and the School of Education, noting that both Schools are intentional in recruiting faculty and students for mission, and consider commitment to mission relevant to tenure and promotion. The Law School’s demonstrated commitment to holistic assessment of learning, wrap around education, and mentoring on mission are excellent examples of incorporating Jesuit and Catholic values into professional education and development.

Characteristic Three: A Jesuit, Catholic Campus Culture: The self-study document describes impressive examples of programs to foster the Jesuit Catholic culture of the University that promote the values promoted by the Society of Jesus and the Church. The reach of these programs is broad and deep. The following points highlight examples of activities and initiatives that support a Catholic Campus Culture. These examples were described either in the report or during the interviews.

- Strong commitment to and understanding of *cura personalis* and *cura apostolica*
- Ministry staff are committed to and engaged in creating a strong, robust Catholic Campus culture on all three campuses.
- The Physician's Vocation Program (PVP), a program for Christian medical students at Stritch School of Medicine, encourages those drawn by the Loyola University mission to reflect on their calling to medicine as a vocation. The participants are exposed to Ignatian spirituality and how it guides their personal and professional lives.
- Support for DACA students by administration, faculty and student peers.
- A commitment from the staff and students to serve vulnerable populations and work to transform communities locally, nationally and globally.
- Integration of activities that embrace the Catholic identity as well as the various religious faiths represented on campus. Committed gathering space for people of different faiths to pray, meditate or study or refuel.
- Student- focused education and engagement that begin at the pre-matriculation stage, during orientation and throughout the student's educational experience.
- LUC employees, Catholics and non-Catholics embrace the Ignatian values and expressed confidence in being able to articulate them and apply them to their daily activities.
- The language used on campus reflects the promotion of Jesuit values. Phrases such as "spiritual people embracing spiritual people" or opportunities for all for spiritual direction or student leader formation. More significant, the words were supported by concrete activities, with some having measurable outcomes.
- Planned activities that are welcoming to a wide range of individuals e.g. Mass in Spanish, Agape Latte, events focusing on inclusivity, diversity and cultural competence.

Characteristic Four: Service: It is clear from consideration of the Peer Visitor Committee Report as a whole, that the idea of knowledge in service of justice is deeply ingrained in the campus culture and integral to institutional expectations at LUC. This is further evidenced by the considerable depth and breadth of opportunities for service to the broader community.

These include a long list of service-learning courses that fulfill the Engaged Learning component of the Core and numerous "Alternative Break" immersion trips. There are also opportunities for social analysis and advocacy (such as Hunger Week or the Ignatian Family teach-In) and a wide range of opportunities for other forms of outreach and community service, whether for a day, a week, or through the semester long "Loyola for Chicago" program. Whatever the level of service time commitment, we were pleased to hear that the Offices of Community Service and Action and Experiential Learning work to ensure such service always also entails some form of structured intentional reflection.

The solidarity fostered by the student initiated Labre homeless ministry program on the Water Tower campus, and the overall level of intentional community building outreach to the downtown Chicago community through the Water Tower office of campus ministry, are commendable.

As detailed in the self-study document, LUC has a truly impressive number of transdisciplinary Centers of Excellence and Research that involve community outreach and advocacy across the professions of law, business, health, and education, such as the Center for the Human Rights of Children, Center for Urban Research and Learning, Center for Criminal Justice, Research, Policy and Practice, the Webb Center for Advocacy, and several others.

Characteristic Five, Service to the Local Church: The connection between the Archdiocese of Chicago and the University is impressive. Students and faculty are engaged in parishes and other archdiocesan organizations. The Archdiocese looks to the University to provide training for their personnel. In addition:

- Excellent relationship with Cardinal Blase J. Cupich
- Service learning in some local parishes.
- Working with Cristo Rey Jesuit High School
- Andrew M Greely Center for Catholic Education

Characteristic Six, Jesuit Presence: Loyola University is blessed by the number, quality, and commitment of Jesuits on campus. In a time when the number of Jesuits in the nation is decreasing, Loyola's population of 80 Jesuits is impressive. 28 of these men, young Jesuits in formation, engage in a variety of activities on campus such as retreats, Christian Life Communities, jam sessions, and spiritual direction. The other 52 Jesuits are engaged in teaching, administration, and university service across the University.

It became evident, in conversations with Jesuits themselves and with their companions in mission, that the 52 Jesuits not in formal training as "scholastics" are also present and visible on the campus. They say daily Masses in the university chapel, three Masses on Sunday, teach in a variety of disciplines, collaborate in retreats, seminars, and planning sessions and offer hospitality in their residence to members of the LUC community. The Jesuit rector, Fr. Prehn, is also Chief of Staff to the President and another Jesuit, Fr. Steve Schloesser, is Chair of the History Department.

Like all Jesuit universities, LUC faces the challenge of promoting Jesuit vocations and attracting Jesuits to serve at the University. Because this is an increasing challenge for all Jesuit works, Loyola Chicago deserves special commendation for the large number of Jesuits it has attracted and their involvement in the life of the University.

Characteristic Seven, Integrity: A uniform message provides a thread that weaves through the university community as it articulates the mission of the university. The message from across multiple sectors provides ample evidence of the integrity of the mission at Loyola.

The Greeley Center, Hank Center and Institute for Pastoral Studies each have expansive mission based programs which extend beyond the campus community to the City of Chicago, the Great Lakes region, the entire US and across the world.

The Board of Trustees, the Office of the Chief Financial Officer, the Office of Human Resources each inform their stewardship of university resources through a mission based

lens; Fiscal responsibility, care for the person and human dignity, and ensuring a quality faith-based, mission aligned program for students.

Students across the Loyola community are trained in principles of Ignatian pedagogy and are engaged in community based learning on campus and off. Experiential Learning courses, Alternative break service trips and other engaged learning expose students to the social reality and to social analysis and reflection as they return to the classroom.

Have your made changes to the original Peer Visitor Report? Please detail any changes made and the rationale for each.

No changes were made.

Peer Visitor Committee's Recommendation

Does the Peer Visitor Committee recommend that Fr. General—on behalf of the Society of Jesus as a founding and continuing sponsor— should reaffirm the institution's Jesuit, Catholic status?

The Peer Visitor Committee unanimously, enthusiastically, and without reservation recommends that Fr. General should reaffirm the Jesuit and Catholic Status of Loyola University of Chicago.

What specific suggestions does the Peer Visitor Committee have for the institution to realize its Jesuit Mission Priorities?

Commendation

We begin with a general commendation in addition to the responses to the questions in the report. In the course of our interviews across the three campuses we noted a universal awareness and articulation of the University's mission. Not all understand the mission in the same way but the mission emphasis is a significant feature of campus life. Some individuals who had been at other universities, public, Catholic and Jesuit, remarked that they found a significantly greater mission awareness at LUC than at other institutions where they had served.

Recommendations

- We recommend that the Self-Study is made available to the entire LUC community of faculty, staff, students, and boards so that all may be familiar with the process and its results. Opportunities should be created to engage the university community in discussion of elements of the Self-study, especially the priorities, in preparation for the strategic planning process about to begin.
- In the light of strongly expressed concerns voiced in the interview process, we recommend that as the University moves from the former successful strategic plan to a new one, planners take special care to show how the elements of the previous plan that focused on mission will be sustained and built upon in future planning.
- Communication is never perfect and decisions about what to communicate and when require careful consideration. We recommend consideration of an important concern we heard expressed. In a time of turbulence in the Church and society, uncertainty in the midst of a new administration and planning process, and concern for the future, we recommend that the senior levels of university administration take care to communicate with the entire university community at all levels appropriate information related to key priorities, critical decisions, planning and future directions.
- We recommend that hiring for mission be included in the wording of priority #2 and not just as a strategy under the priority. It appears that hiring for mission is integral to the process of developing programs, to deepening the awareness, understanding, and to commitment of the University's faculty, staff, and trustees. We also heard expressed a concern, in light of LUC's recent and fairly rapid growth, to maintain a critical mass of LUC's permanent population that are educated in the Catholic, Jesuit character of the University. Effective hiring practices serve as a foundation for such education for mission.