

Mission Priority Examen

for

LOYOLA UNIVERSITY MARYLAND

2019



LOYOLA
UNIVERSITY MARYLAND

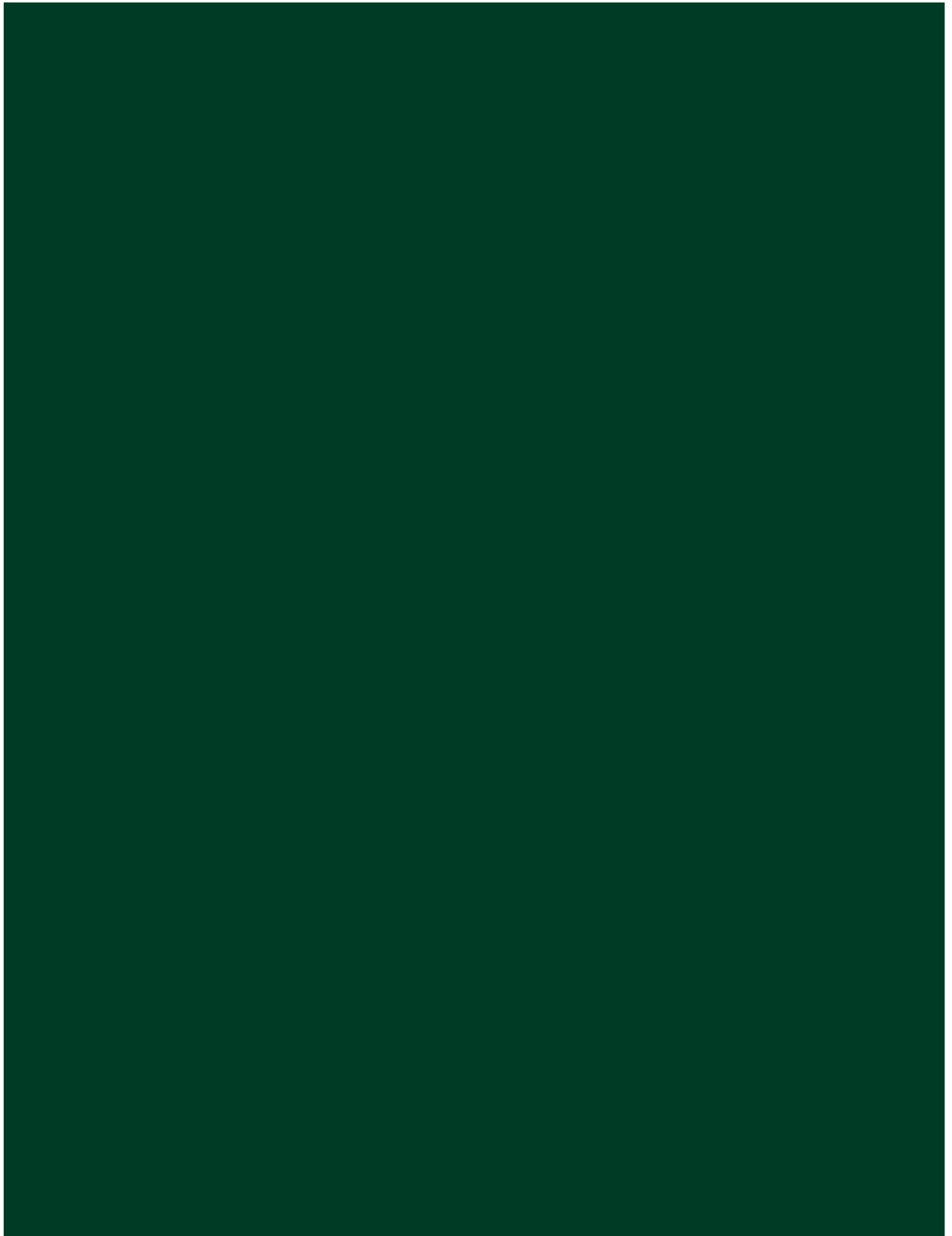


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Executive Summary

Loyola University Maryland is fully committed to living out its mission as a Jesuit, Catholic institution of higher education. Loyola is embracing the Jesuit concept of the *magis*, striving to strengthen critical areas that will have the most significant impact.

LEADERSHIP'S COMMITMENT TO THE MISSION

Loyola's mission, vision, and core values serve as guides to planning, budgeting, and decision-making. Loyola attends to mission-driven formation of its executive leadership and board. The University is working to animate its strategic plan, *The Ignatian Compass: Guiding Loyola University Maryland to Ever Greater Excellence*, through seven areas of focus that are grounded in our mission.

Challenges include enlivening the Jesuit, Catholic mission of Loyola through institutional decision-making; ensuring the University's vitality and fiscal integrity; and leveraging the findings of a spring 2019 climate survey to promote and strengthen a sense of belonging among all members of the community.

THE ACADEMIC LIFE

Loyola's academic life represents the Catholic and Jesuit interest in and commitment to the liberal arts and Christian humanistic education for all students, endeavoring to give students an education shaped by the service of faith and the promotion of justice. Loyola's Jesuit, liberal arts education is enhanced through community-engaged learning and scholarship, study abroad, interdisciplinary academic programs, the implementation of high-impact practices, and the first-year program, Messina.

Challenges include making faculty aware of the range of resources already available; considering how to offer experiences for new faculty to learn more about Jesuit pedagogy and philosophy; fruitfully navigating conversations around the curriculum; and finding ways to help graduate students connect with the mission.

A CATHOLIC, JESUIT CAMPUS CULTURE

Loyola's Catholic, Jesuit culture is present throughout the campus. The University has an active Catholic liturgical life, as well as an interfaith strategic plan focusing on interfaith and ecumenical ministries. In trying to foster a culture committed to relationship and responsibility, Campus Ministry invites students to have a relationship with God and consider what their role can be to work toward greater justice in the world.

Challenges include demystifying the Jesuit, Catholic culture for members of the community; figuring out how to stand within the Jesuit, Catholic tradition while also welcoming people who come from other traditions and places; and grappling with the belief that some alumni, parents, and other supporters do not think Loyola is "Jesuit enough" or "Catholic enough."

SERVICE, SOCIAL JUSTICE, AND LOCAL AND GLOBAL ENGAGEMENT

Loyola's culture values service, and members of the community are eager to engage in service and to support charitable opportunities. Place-based engagement, service, and social justice are priorities for the University, where our York Road Initiative has become a nationally recognized place-based justice effort. Students participate in service-learning courses that are connected both to the curriculum and to the community.

Challenges include people's concerns about safety and security along the York Road corridor; a need to better integrate service-learning into the curriculum; tensions around racial justice; and the need to help offices and departments be more service-focused.

SERVICE TO THE LOCAL CHURCH

Institutionally and individually, Loyola community members contribute to the life of the Archdiocese in a variety of ways, supporting members of the community in parishes, schools, and programs on- and off-campus. Loyola is committed to educating the next generation of Catholic intellectual leaders, serving students of multiple faiths and backgrounds. Archbishop William Lori, archbishop of Baltimore, has expressed a desire for the University to see itself as being within the Church, not as supporting or partnering with the Church.

Among the challenges is the sex abuse scandal in the Church, which has been a source of tension for Catholic and non-Catholic members of the Loyola community.

JESUIT PRESENCE

The University values the presence, work, and witness of Jesuits on its campus. Loyola has 13 Jesuits serving the University directly and five more Jesuits who are also members of the Jesuit Community at Loyola, who live in Ignatian House, Loyola's Jesuit residence. Open, strong lines of communication exist between the Jesuit Provincial and University leadership. Loyola also works to promote Jesuit vocations on campus.

As a community, Loyola is keenly aware of the declining number of Jesuit priests and how that can and will affect our University culture. The University is committed to ensuring that Loyola remains a Jesuit, Catholic institution and works actively to offer essential educational and formational opportunities to faculty, staff, and administrators.

Challenges include supporting one another without relying fully on the individual Jesuits and ensuring that a Jesuit presence is preserved—and thrives—when fewer Jesuits are present.

INTEGRITY

Loyola strives to cultivate a fair, welcoming working environment, where practices demonstrate a commitment to mission. The office of human resources has developed several programs to give employees a deeper understanding of the University's mission and leadership, including the Mission Driven Leadership Program. The University has also created a mission/service leave policy for staff and administrators.

Challenges include that financial challenges have impacted the University's ability to address concerns about compensation; helping all employees find their place and role in the continuing story of Catholic, Jesuit education; developing career paths for employees through professional development and training; and providing better communication of budget priorities.

ENVIRONMENTAL SUSTAINABILITY

Under the leadership of a full-time sustainability coordinator, Loyola has created a Sustainability Committee, achieved the status of Level II Arboretum, opened the Loyola Peace Meadow, added the Conservation and Experiential Learning Garden, and started offering self-guided tree walking tours. The University's Climate Action Plan identifies four major goals, and an energy management policy is helping to begin to reduce energy consumption campus-wide, invest in more renewable energy, and reach the University's goal of achieving carbon neutrality by 2050.

Challenges include that pressures surrounding financial sustainability and revenue generation may force Loyola to make difficult choices to be able to invest in environmental sustainability; and a change to a collaborative, comprehensive culture of environmental sustainability may take time and education.

EQUITY AND INCLUSION

Conversations between students and University leaders in fall 2015 led to a commitment for racial justice training across campus, which continues today in a train-the-trainer format. A group of student leaders called Loyola Rising has had great influence on the community by speaking with a powerful voice and advancing a culture of communication around difficult issues. The University must take up the charge to continue—and intensify—these critical conversations and actions.

Challenges include a recognized need for a chief diversity officer, but a lack of funding to create and support it; a desire for the University to see its location in Baltimore as integral to our responsibility to lean more fully into racial justice, equity, and inclusion; and a need for a greater sense of belongingness on campus.

PRIORITIES

In addition to focusing on important conversations around the curriculum, as well as financial resources, Loyola has identified three priorities for the next five years as a result of this self-study:

- **Ignatian Formation:** Loyola is—and will continue to be—a Jesuit, Catholic university regardless of the number of Jesuits within our community.
- **Equity and Inclusion:** Loyola has much work to be done in this area to ensure the University is a more welcoming community where every individual feels they belong.
- **Environmental Sustainability:** Inspired by the vision set forth by Pope Francis in *Laudato Si*, Loyola will strive to have an impact on the environment that will create a better world for future generations.

Closing

At a time when many present and future challenges are clear, Loyola welcomes this opportunity to name the tensions we are facing together directly, set priorities to position our Jesuit university on a path for future progression, and step forward with confidence, grace, and faith.

Overview of the Process

Using the document *Some Characteristics of Jesuit Colleges and Universities: A Self-Evaluation Instrument*, Loyola conducted a self-study to identify strengths and weaknesses with respect to mission effectiveness, to examine and evaluate our mission goals, and to establish two or three concrete priorities for mission enhancement during the coming 5-10 years.

Robert Kelly, Ph.D., vice president and special assistant to the president, and Amanda Thomas, Ph.D., provost and vice president for academic affairs, chaired a steering committee made up of faculty and staff representatives from across the University.

The committee guided the University through the self-study, meeting regularly as a group beginning in January 2019, conducting research, and gathering input for the report. Loyola's president, Rev. Brian F. Linnane, S.J., introduced the community to the Mission Priority Examen process in his October 2018 State of the University address.

All members of the Loyola community were invited to a forum on the Evergreen campus, as well as one at Loyola's Timonium Graduate Center. Among the meetings held to create the report was a one-to-one conversation that Fr. Linnane had in May 2019 with Archbishop William Lori, archbishop of Baltimore.

The Board of Trustees was introduced to the Mission Priority Examen at its October 2017 meeting. Amanda Thomas, provost and vice president for academic affairs, and Robert Kelly, vice president and special assistant to the president, led the trustees in an interactive exercise at the February 2019 meeting of the trustees, receiving feedback on the characteristics of Jesuit higher education at Loyola, as well as possible goals for the University. The Board's Mission and Identity Committee held its own discussion about a penultimate version of the Mission Priority Examen report, which the whole Board discussed at the May 2019 meeting, where they provided additional input.

The final draft of the report will be sent to the entire campus community prior to the visiting team's arrival.

Steering Committee

CO-CHAIRS

Robert Kelly, Ph.D., Vice President and Special Assistant to the President

Amanda Thomas, Ph.D., Provost and Vice President for Academic Affairs

MEMBERS

Seán Bray, Director of Campus Ministry

Rev. Timothy Brown, S.J., Assistant to the President for Mission Integration & Associate Professor of Law and Social Responsibility

Rita Buettner, Director of University Communications

Michelle Cheatem, Assistant Vice President for Student Development

Joan Flynn, Associate Vice President for External Affairs

Tracey Frey, Program Director for Academic Assessment and Effectiveness

Rachel Grover, Ph.D., Professor of Psychology

Charles Hiebler, Associate Director for Alumni Engagement

Jonathan Malis, Assistant Professor of Fine Arts & Photography

Cheryl Moore-Thomas, Ph.D., Associate Vice President for Faculty Affairs and Diversity

Erin O’Keefe, Director of the Center for Community Service and Justice and the York Road Initiative

Rev. John Savard, S.J., Rector of the Jesuit Community & Lecturer, School of Education

Helen Schneider, Associate Vice President for Facilities and Campus Services

Rev. Steven Spahn, S.J., Assistant to the Director of Mission Integration & Affiliate Faculty of Theology

Joseph Stewart-Sicking, Ed.D., Associate Professor, School of Education

Mission Priority Examen

for

Loyola University Maryland

2019

Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.

— *Mission Statement of Loyola University Maryland*

When Rev. John Early, S.J., and his brother Jesuits founded Loyola College in Baltimore, Md., in 1852, their hope and intention was that this new school would serve the people of the city of Baltimore. For nearly 170 years, Loyola has embraced and expanded that role, educating students in the Jesuit tradition to learn, lead, and serve in a diverse and changing world.

Now a university with more than 3,800 undergraduate and more than 1,750 graduate students, Loyola University Maryland is wholeheartedly committed to living out its mission as a Jesuit, Catholic institution



of higher education. That commitment is visible in the teaching and mentoring of the members of the Loyola faculty, staff, and administration, in the ways in which Catholic, Jesuit culture is celebrated and infused into the life of the campus, and in the ways in which Loyola engages as a member of the local church and the greater community—within Baltimore and around the globe.

As a university community, our faculty, staff, and administrators try to educate and inspire our students to stretch themselves and achieve their greatest potential. With our motto of *Strong Truths, Well Lived*, we strive to be true to our identity and our purpose—and to inspire students to discover their strong truths and carry them with them as leaders in the world in intentional and impactful ways.

This examen comes at an opportune time at a university that values authentic conversations and with a community of individuals who are finding—and using—their voices. As a national liberal arts university in the 21st century, Loyola University Maryland finds itself grappling with the tension between a focus on giving students a strong foundation in the humanities

and a demand for professional career preparation.

That tension ignites essential conversations among faculty, many of whom are particularly concerned about the core curriculum. The passion among many faculty, who care deeply about the education they offer to students, can lead to contentious discourse in department meetings, faculty committees, and the Academic Senate, leading as well to highly-contested faculty elections for such bodies. Throughout these discussions, our community aspires to ensure those discussions are civil and Ignatian in nature, keeping in mind that disagreement means we are focusing on important issues that matter deeply to the academic life of our University.

Additionally, we must remember that educational mission is inextricably tied to our Jesuit, Catholic mission, which calls us to respond to social obligations of humanity and a special responsibility to the world's poor and marginalized.

In addition to conversations around the curriculum, financial resources are a source of tension. Among faculty, staff, and administrators, there is at times a perceived lack of effort for effective plans to close budget gaps for the long run and find more permanent, sustainable solutions for the University. That challenge is underscored by the tension between making a Loyola education accessible to students of lesser financial backgrounds while also enrolling students who can pay the full cost of tuition.

At a time when the dichotomy between mission and market can seem problematic for a Jesuit university, Loyola is embracing the Jesuit concept of the *magis*. Although *magis* is traditionally translated as “more,” it may be that in this moment, Loyola may want to embrace instead the concept as “greater,” as in greater than ourselves. Acting on the opportunities discerned through this examen—we desire to work to strengthen some critical areas that impact not only members of our community, but also the world at large.

As a community, we are keenly aware of the declining number of Jesuit priests and how that can and will

affect our university culture. We are also deep in conversations and actions that must continue—and intensify—to address issues of equity and inclusion in our community, which have been unaddressed for some time. We also see a strong desire on the part of the community, particularly our students, to become a more environmentally sustainable university.

When the Loyola community created its strategic plan, *The Ignatian Compass: Guiding Loyola University Maryland to Ever Greater Excellence*, a concept emerged—the idea that Loyola could cultivate a sense of Ignatian citizenship in its students. As a university, we have not fully fleshed out what “Ignatian citizenship” means, nor have we introduced the idea well to our students.

The opportunity to engage in this examen gives us the chance to reinvigorate this term for our campus and introduce the term as a point of service and justice for the Baltimore community. In this moment, as Baltimore faces its own challenges, Loyola has the chance to define how we create Ignatian citizens, how we can be distinctively Loyola, more fully living out our Jesuit mission in Maryland and in our city. If Loyola is fulfilling its mission, our students graduate from this University knowing how to be engaged citizens, men and women for and with others, prepared to embrace complex issues facing numerous communities around the world, such as poverty, racism, education gaps, climate change, and immigration.

Even though it will be a challenge for Loyola to fulfill all the initiatives within *The Ignatian Compass* given financial resources, particularly in the original timeframe proposed, we are steadfast in our commitment to working toward achieving the goals that most closely connect to mission. The President's Cabinet has distilled the strategic plan into seven areas of focus for the campus to embrace as we work as a community to bring the plan to fruition.

While meeting students where they are and caring for each student as a unique individual with dignity and potential, Loyola looks forward to inspiring students to learn, lead, and serve in a diverse and changing world for generations to come.

I

Leadership's Commitment to the Mission

Every fall the president, Rev. Brian F. Linnane, S.J., gathers with members of his Cabinet and undergraduate student leaders from the senior class to discuss the selection of the Commencement speaker. The students often have in mind speakers who are well-known and would likely deliver popular, engaging speeches.

Fr. Linnane, however, always takes time during the meeting to speak about what Loyola is looking for in a Commencement speaker. Although the leadership of Loyola is not opposed to inviting a celebrity to speak at Commencement, in recent years, particularly, the University has made an intentional choice to consider how the speech is the last lesson Loyola can offer to its students.

The Commencement speaker, Fr. Linnane tells the selection committee, should be able to speak to the mission and Jesuit values we are trying to instill in our students. Some years that means the speaker is not someone the students and their families are familiar with. But their achievements and messages are inspiring and compelling.



- The 2018 Commencement speaker was health care businessman and philanthropist Miguel “Mike” Fernandez, founder of MBF Healthcare Partners, author of *Humbled by the Journey: Life Lessons for my Family...and Yours*, and member of Loyola’s Board of Trustees. He spoke of coming to the United States as an immigrant from Cuba. “When I think of where I came from, what I lack, and how I got to where I am today, your future is much brighter than mine if you choose to make it so,” Fernandez told the Class of 2018, encouraging them to approach life with humility and gratitude. “Yesterday will not remember you. Tomorrow may not come. But today’s your day. You own this day and should embrace it and thank God for it for you have it.”
- The 2017 Commencement address was delivered by Jesuit priest and bestselling author, Rev. James Martin, S.J. “Your deepest desires are God’s desires for you. That’s how God calls you,” Fr. Martin told the Class of 2017. “Speaking to you through your desires—what moves you, what attracts you, what you’re interested in, what, as the Jesuit Pedro Arrupe said, ‘gets you up in the morning’—is God’s main way of calling you. So, try not to listen to people who tell you that it’s all about money, or success, or impressing people. I’ve been there, and it’s a total dead end. The better path is the one that encourages you to listen to where God speaks to you.”
- In 2016, the Commencement address was delivered by bestselling author and social entrepreneur Wes Moore, who called the graduating members of the Class of 2016 to consider how they can fight on behalf of others. “My ask of you is this: When it comes time to answer the question of ‘Who will you choose to fight for?’, that you do not forget this

place that we call home,” Moore said. “Our home is a place that needs you as part of this fight. Our home is a place that needs you to take this credential that you now have and turn that into power and advocacy in a way that many of you already have done, and we ask you now to compound upon that.”

The crowd’s reactions to these speakers have shown that their remarks have resonated with the graduating class and their families—and positioned them to go forth and set the world on fire.

MISSION ARTICULATION

Loyola’s mission statement offers clear inspiration to a specifically Catholic and Jesuit approach to education, guiding and shaping the University’s programs and practices. With attention to formation of the whole person, Christian humanism, academic excellence, the pursuit of truth, and service born of contemplation and action, Loyola aspires to develop graduates “of compassion and competence, imbued with the desire to seek in all things the greater glory of God,” according to Loyola’s vision statement.

The mission statement is reflected in the administering of resources to illustrate a commitment to the promotion of faith and justice, build upon its Catholic, Jesuit identity, and to promote activities that relate to its intellectual and ethical heritage to work for a more just and humane world.

Loyola’s mission, vision, and core values help form mission-based academic and enriching programming as we discuss planning, budgeting, and decision-making. A recent example of how mission informs decisions comes from the process to create the current strategic plan. *The Ignatian Compass* was created through conversations that included more than 300 members of the community who envisioned what Loyola could become in the future. *The Ignatian Compass* calls for deeper engagement with Loyola’s Jesuit, Catholic mission, identity, and core values—and works toward achieving the University’s vision statement, “*Loyola University Maryland, anchored in Baltimore, will be a leading national liberal arts university in the Jesuit, Catholic tradition.*”



University leadership has distilled the work of *The Ignatian Compass* down to seven areas of focus that are grounded in our mission and will bring the plan to life: Ensuring Institutional Vitality and Fiscal Integrity; Improving Yield and Retention; Creating a Culture of Philanthropy; Engaging Faculty and Staff; Fostering Diversity, Equity, and Inclusion; Cultivating Innovation and Entrepreneurship; and Enhancing Brand.

As Loyola implements the strategic plan’s areas of focus, faculty, staff, administrators, and students hold University leadership accountable to make mission-based transparent decisions, but disconnection can still be perceived or experienced. Employees have expressed disappointment when decisions seem to be made without inclusivity, a clearly expressed rationale, or clear alignment with mission. In a commitment to overcome this challenge, the president and his cabinet have employed new strategies for clearer communication with the University community since the launch of *The Ignatian Compass*.

The President’s Office opened a suggestion box allowing for any community member to provide feedback or suggestions for improvement at the University. The vice presidents and deans now hold divisional meetings during the academic year, where they present major decisions or ongoing discussions that will impact the University community. The governance bodies have reviewed and approved a series of new policies, particularly related to academic decision-making, that are attentive to transparent processes.

Loyola attends to mission-driven formation of its executive leadership and board. Board members are

attending workshops, so they can learn how to be better stewards of the mission. Loyola also remains committed to sending employees to both the Jesuit Leadership Seminar and the Ignatian Colleagues Program (ICP), along with continuing our work to advance the collaborative efforts of the various conferences of the Association of Jesuit Colleges and Universities (AJCU).

Through this attentiveness to Jesuit, Catholic educational traditions, the University works to preserve the integrity of its mission through familiarizing lay people with the mission and by employing hiring practices and professional development that reinforce a commitment to the mission.

BOARD OF TRUSTEES

The University includes mission components to the Trustee Orientation and, in recent years, has begun to include Mass in every trustee meeting. One of the committees of the Board is focused specifically on mission. The University is currently revising the bylaws for the Board of Trustees to include a particular emphasis on mission.

In June of 2016, some members of the Board of Trustees participated together in a pilgrimage in the steps of Ignatius, traveling from Spain to Rome. The ICP is open to all Board members. And in the fall of 2019, selected trustees and senior leadership will gather together in a retreat-like setting to deepen their commitment to mission formation.

UNIVERSITY PRESIDENT AND CABINET

The composition of the President's Cabinet demonstrates evidence of hiring practices that seek committed Catholics or those who have a deep familiarity with the Jesuit tradition and the traditions of the academy.

Loyola's president is a Jesuit priest, Rev. Brian F. Linnane, S.J. Members of the Cabinet who are not Catholic, and some who are Catholic, engage with mission-based formation through the AJCU's Ignatian Colleagues Program and/or the Jesuit Leadership Seminar.

The ongoing implementation of the University's strategic plan has, in some ways, allowed for the Cabinet to take on more mission-focused work. Members of the Cabinet are serving as sponsors and liaisons of the University's Mission Driven Leadership Program for all supervisors and campus leaders. (That program will be described in greater detail in Section VII.)

The vice president and special assistant to the president is responsible for Campus Ministry, the Center for Community Service and Justice and the York Road Initiative, mission integration, intercollegiate athletics, external relations, and diversity and inclusion. Among those he oversees is the assistant to the president for mission integration, a Jesuit priest who leads the office of mission integration and coordinates efforts to promote the Catholic and Jesuit nature of the University through programming; introduces new members of the Loyola community to the spiritual culture, values, and heritage of the University; offers individual and group opportunities for reflection and formation; facilitates conversation on Catholic intellectual life and Jesuit pedagogy through seminars and retreats; and offers the Spiritual Exercises.

ACADEMIC DEANS

Loyola's academic deans sit on the President's Cabinet, as each one leads one of the three schools. They report to the provost and vice president for academic affairs, Amanda M. Thomas, Ph.D.

Stephen Fowl, Ph.D., dean of Loyola College, the University's school of arts and sciences, is also a professor of theology who had previously served as chair of the theology department, director of the Master of Theological Studies, and chair of the Faculty and Academic Senate. Fowl holds a Ph.D. from the University of Sheffield, where he completed his dissertation on the Pauline Corpus, and a Master of Arts from Wheaton Graduate School in Theological Studies with a concentration in the New Testament. With the provost and the theology department chair, Fowl co-hosted the Archdiocesan meeting of theologians from Catholic universities within the Archdiocese.

Joshua Smith, Ph.D., dean of the School of Education, is committed to the profession of teaching and education, to Loyola's explicit commitment to social justice, and to working collaboratively with local schools to ensure academic excellence for all learners in urban schools. His partnership and support of archdiocesan schools is outlined further in the "Service to the Local Church" section.

Kathleen Getz, Ph.D., dean of the Sellinger School of Business and Management, seeks to teach business as a positive force in society in which leadership education, global understanding of business, and Jesuit values can create thriving organizations and sustainable communities. Getz has completed the Ignatian Colleagues Program. She sits on the board of directors for the Economic Alliance of Greater Baltimore, the International Association of Jesuit Business Schools, and Junior Achievement of Central Maryland. Under her leadership, the Sellinger School has added a "Building a Better World Through Business" event series. The annual series of events brings the Loyola community together with the Baltimore community and leaders in the business world who use the power of sustainable economic and social development to transform the world. The 2019 event included the keynote address, "The Art of Leadership, and the Business of Social Change," by social innovator MacArthur Genius and Manchester Bidwell Corporation executive chairman Bill Strickland.

Challenges and Tensions

- The University's leadership strives to enliven the Jesuit, Catholic mission of Loyola. In the scope of performing its duties, ensuring the University's

vitality and fiscal integrity remains one of the primary concerns for leadership. This concern is not necessarily mutually exclusive from ensuring that Loyola's educational programs and traditions integrate an understanding of knowledge that is rooted ultimately in transcendent questions, but there is a risk that the two subjects can be considered in isolation from one another. Just as we encourage our students to engage with big questions in their studies and self-development, we want to ensure we model those practices in our work at Loyola.

- The formation of leadership, the dissemination of that formation with faculty, staff, administrators, and students, and modeling a mission-focused approach to the plans and operations of the University help Loyola retain its identity and Jesuit, Catholic nature. It seems evident that the University encourages students to model Ignatian presence in their college experience, in and outside the classroom, but it might be less consistently modeled for the students by faculty, staff, administrators, or leadership in the daily course of operations.
- One of the challenges before us is to remain true to the University's Jesuit, Catholic nature while ensuring that individuals in our community experience a sense of belonging and are embraced for the talents, knowledge, experience, and skills they bring to achieving the University's mission. We strive to improve in this regard, and we will leverage the findings of a climate study conducted in spring 2019 to assess the campus environment for all members of the University community to help us do so.

II

The Academic Life

On a spring morning, 75 elementary school students from two local schools came to Loyola to participate in a Frederick Douglass Symposium. Students in a Messina class, Loyola’s living and learning program for first-year students, had been their pen pals for the academic year, writing to them and visiting them, connecting with them and telling them about the opportunities a college education offers.

In preparation for the symposium, the elementary and college students all read the same text by Douglass. On that April Friday, the elementary schools joined small group conversations with the Loyola students to delve into the readings and explore the concept of visionary leadership.

That’s what Loyola’s Messina courses do—extend learning outside the classroom and, in a best-case scenario, into the community. In this case, the linked writing and philosophy classes—“Looking Beyond Ourselves: Writing for Action” and “The Rebellious Self: Philosophical Readings from Sophocles, Socrates, Plato, and Aristotle”—included a service-learning component, taking the Loyola students into the community to apply and share what they were learning in class.

That type of engaged intellectual inquiry with a purpose far beyond the actual coursework may have been part of what the Society of Jesus had in mind when they founded the first Jesuit school in Messina, Italy.

Loyola’s namesake program, which was first offered in a pilot program in fall 2012, brings first-year students into a living and learning experience at the University that prepares students to take on civic leadership. It introduces them to the totality of a Jesuit education using the liberal arts, helping them learn to think deeply and problem-solve in innovative ways.



Recognizing that students cannot be at their best and develop their own talents and skills fully unless they feel they belong to Loyola, Messina helps the students transition academically and socially, introducing them to the concepts of Jesuit reflection and discernment.

Through Messina, students also begin their path to becoming Ignatian citizens, as they are introduced to the Baltimore community and begin to see that they can have roles in the community beyond campus.

REFLECTING THE JESUIT AND CATHOLIC MISSION

The University’s academic life clearly represents the Catholic and Jesuit interest in and commitment to the liberal arts and Christian humanistic education for all students. In addition, specific academic programs can be found that are distinctively informed by the University’s Jesuit and Catholic character, thus contributing to the diversity of higher education in the United States with an education shaped by the service of faith and the promotion of justice.

Among several aims, the undergraduate core curriculum provides students opportunities to

learn to evaluate intersections of faith and reason in the contemporary world; apply ethical theories or perspectives and an analysis of one's core beliefs to ethical or social justice issues; and develop as global citizens with greater cultural awareness and sensitivity. This is evident in the required undergraduate core curriculum that is focused on the liberal arts and sciences. Messina instills in new students an excitement about the life of the mind.

Graduate programs build on the tradition of Jesuit liberal arts by educating men and women for others through advanced study. The University-wide goals embrace the core values and principles inherent in Loyola's mission: master knowledge and skills; think critically; and manifest leadership and social responsibility in the workplace and community. Graduate studies include programs in business, accounting, education, data science, emerging media, psychology, speech-language pathology, and theology.

CORE CURRICULUM

Loyola's liberal arts-based core curriculum is rooted in the University's identity and tradition, exposing our students to a range of courses in the humanities, arts, and sciences, representing more than 16 disciplines and including a diversity requirement. Students are introduced to subjects and topics in literature, history, writing, visual and performing arts, mathematics, and the social and natural sciences. Additionally, all students are required to demonstrate spoken and written proficiency in a foreign language and engage in depth the fields of philosophy and theology.



As an institution, Loyola is currently living the tensions of “The Crisis of the Humanities” and the “Quest to Remain Competitive” as described in *Some Characteristics*. Due in part to the number of courses in the core curriculum, some students are not able to choose many electives and some students are not able to double major or choose a minor. This is especially true in pre-professional, business, and science majors that have external accreditation requirements. Loyola is currently engaging in a variety of initiatives to provide agency and flexibility to our students while maintaining the identity and integrity of the core curriculum. These conversations are passionate and lively and will continue throughout the fall of 2019.

Exemplifying the core value of *cura personalis*, a Loyola student's education is not limited to reading, studying, memorizing and testing, but is, in fact, a wholistic experience of high-impact practices including experiential and service-learning, immersion into foreign cultures, shared knowledge, and common experiences.

MESSINA & THE COMMON TEXT

As a universal first-year program, Messina serves as an introduction to collegiate life and the University, engaging Jesuit educational traditions through the fostering of thought and study about life's big questions. A yearlong pairing of two seminar-style courses from two separate departments, courses engage in one of four “big question” themes—The Visionary, Self and Other, The Stories we Tell, or The Good Life. Messina faculty serve as the primary academic advisor for all first-year students. Each is paired with a staff member and student leader, allowing a multiplicity of opportunities for students to find mentorship. Messina teams hold weekly enrichment hour sessions to help students adjust to and navigate through their new experiences.

All incoming students are assigned a common text to read prior to their arrival at Loyola. Their first academic experience during welcome week is a group discussion with their Messina faculty member. Typically, the books tie into Loyola's concept of Ignatian Citizenship; the 2018 common text was *The Fire Next Time* by James Baldwin.



COMMUNITY-ENGAGED LEARNING AND SCHOLARSHIP:

Community engagement and civic engagement are central to the Jesuit educational mission and Loyola's commitment to transformative student learning. In partnership with the office of academic affairs, the Center for Community Service & Justice (CCSJ) helps faculty and students at both the undergraduate and graduate levels connect their academic endeavors with community goals and partnerships.

Service-learning courses and other forms of community-engaged teaching at Loyola provide students with opportunities to make contact with the Baltimore community, collaborate and share knowledge, and reflect on their experiences. In the 2018-19 academic year, Loyola offered 58 sections of 37 distinct service-learning courses, and—for the first time—service-learning courses were taught in every division of the University. Thirteen Loyola faculty completed the 2018 Faculty Fellows Seminar in Service-Learning. In embracing service-learning across disciplines, we follow Fr. Kolvenbach's call for every field of study to "engage with human society, human life, and the environment." Through structured, ongoing reflection, students come to understand the contributions they can make to our diverse, changing world.

STUDY ABROAD

More than 60% of Loyola undergraduate students study abroad for a semester, a year, or during an academic break. The University operates or is affiliated with programs in more than 20 countries, serving all majors of study. In March 2019, Loyola was ranked No. 3 in the nation among master's institutions that had the most

students who studied abroad in mid-length programs for the 2016-17 year, as named in the 2018 Open Doors Report on International Educational Exchange.

NEW ACADEMIC INITIATIVES

Academic affairs has prioritized the reflection, modeling, mentoring, and discussion of effective teaching and learning, particularly of those practices identified by the Association of American Colleges and Universities as high-impact practices (HIPs). Many longstanding Loyola programs are notably HIPs, including Messina, capstone experiences, study abroad, and undergraduate research. The academic division recognizes its commitment to our core value of academic excellence and aims to build on the strengths of our existing high-impact practices to improve educational outcomes for all Loyola students.

To meet this goal, the division is examining evidence of student learning and has established the Faculty Fellows for High-Impact Practices, a cohort-based professional development program. Faculty Fellows will continue to expand into additional cohorts, and the participants will become mentors on campus and will model the incorporation of HIPs. A group of representatives from the academic division attended an Association of American Colleges & Universities workshop and developed a strategic plan for the expansion and assessment of HIPs at Loyola.

As a complement to HIPs in the classroom, a recent study of undergraduate academic advising at Loyola focused on improving academic advising in ways that will help students identify and develop the full range and variety of their gifts and talents. The study found Loyola could improve support for the academic success of exploratory, first generation, transfer, and Pell grant eligible students.

FACULTY POLICIES IN TEACHING, RESEARCH, PROMOTION, AND TENURE

What is most important to members of our faculty is interaction with students. That resonates with the essence of high-impact practices and the data that show that mentorship from faculty and other members of the Loyola community is the most important outcome of college for alumni.

Loyola lives the mission in several ways related to faculty teaching and research. Faculty have many opportunities to engage in experiences that both deepen understanding and facilitate application of Ignatian philosophy and pedagogy. Loyola also displays a significant breadth of support for mission-consistent faculty research. In addition, there are time and monetary incentives for faculty to engage in mission-consistent teaching.

FACULTY ENGAGEMENT WITH JESUIT PHILOSOPHY AND PEDAGOGY

Loyola offers several opportunities to faculty to engage with our Jesuit, Catholic educational tradition. Faculty can apply to attend the three-day Ignatian Pedagogy Seminar, which supports faculty as they revise one of their course syllabi to infuse Jesuit pedagogy. Faculty are awarded a \$500 stipend upon submission of their revised syllabus. Approximately 90 faculty have participated since the seminar's beginning in 2007. Faculty alumni represent each school and possibly every department across the University. Also, principles of Jesuit pedagogy often appear in our biannual Teaching Enhancement Workshops.



We also have course development grants on topics directly related to the Jesuit philosophy. The Peace & Justice Course Development Grant and the Catholic Studies Course Development Grant each provide funds to support faculty development of undergraduate courses to be included in those interdisciplinary minors.

Faculty can apply to attend the Ignatian Pilgrimage, a week-long trip that tours several sites important

to Jesuit history. To date, more than 45 people have attended the pilgrimage. In addition, Loyola supports faculty who wish to attend the Collegium, a week-long summer seminar that encourages faculty at Catholic colleges and universities to reflect on the intersections of faith and intellectual life. Karsonya Whitehead, Ph.D., associate professor of communication, was awarded the 2019 Collegium Visionary Award for her work that embodies the values of solidarity, humility, and radical love that inform the humanistic vision and undergird the Catholic intellectual tradition.

The Center for Community Service and Justice (CCSJ) supports engaged scholarship or research in partnership with community organizations by hosting workshops and faculty reading groups on the theory and practice of engaged scholarship. Faculty can apply for Kolvenbach Grant Awards, which support research that serves the needs of the underserved in the Baltimore community and beyond; Peace & Justice Faculty Research Grants; and the Catholic Studies Student Summer Research Grant.

INTERDISCIPLINARY ACADEMIC PROGRAMS

Loyola offers 38 undergraduate programs. Outside of traditional disciplines and departments, the institution offers four structured interdisciplinary majors and 15 of the University's 51 minors are interdisciplinary. Transcending disciplinary boundaries, many of these programs contain coursework, fieldwork, or capstone experiences directly related to social justice. Of specific importance to our mission, we offer an interdisciplinary major in Global Studies, as well as minors in Catholic Studies, Peace & Justice Studies, and Environmental & Sustainability Studies.

CENTERS AND INSTITUTES

Loyola has five main centers on campus that reflect and support the Jesuit and Catholic mission: the Center for the Humanities, the Center for Innovation & Entrepreneurship, the Center for Community Service & Justice, the Loyola Clinical Centers, and the Center for Innovation in Urban Education.

Established in 1983 partly through support from the National Endowment for the Humanities, the Center for the Humanities sponsors a wide range

of programming, research support for faculty and students, and support for teaching in the humanities. The Center's annual Humanities Symposium includes a series of intellectual and cultural events around a theme (e.g., migration and immigration). In addition, the Center for the Humanities funds the Cardin Chair, a professorship dedicated to fostering an appreciation of the Judeo-Christian traditions across the humanities.

Loyola's Center for Innovation & Entrepreneurship (CI&E), launched in 2018, educates and engages students in the critical skills that help us be innovators in our lives and work. The Center will also play a role in transforming Baltimore, by supporting the city's entrepreneurs and social ventures. The CI&E's first entrepreneur in residence was hired in 2018 to plan the Center's



curriculum as well as teach the cornerstone course.

CI&E also provides consulting support at pro- and low-bono rates to Baltimore's startup and social venture networks, coined "Baltipreneurs." The CI&E is also creating opportunities for volunteering in the community, programs for the community on campus, and faculty research with a social impact. The CI&E also partners with the Center for Community Service & Justice to offer business services to York Road businesses in our community. In a separate emerging initiative, the Sellinger School is partnering with other innovation and entrepreneurship leaders in the city to increase access to capital for Baltimore entrepreneurs, and fight poverty by creating more opportunity.

Within the CI&E, Loyola's Social Impact Fellowship program engages undergraduate students across

disciplines for a 10-month creative and collaborative experience to advance issues of social justice in communities where we live, learn, and work.

The Center for Community Service and Justice (CCSJ) was founded in 1992 to offer opportunities for students to explore social justice issues and reflect on experiences of service, advance an academic service-learning program, and build partnerships with community-based organizations. An expression of Loyola's core values of community, service, and justice, CCSJ engages 2,000 students annually through curricular and co-curricular community engagement, provides faculty development and support to advance service-learning pedagogy and community-engaged scholarship, coordinates the Committee on Engaged Scholarship, and oversees more than 50 University-community partnerships, including Loyola's place-based York Road Initiative.

The Loyola Clinical Centers (LCC), founded in 2003, provides clinical training for graduate students while serving clients in the community at three locations: Belvedere Square and Loyola/Notre Dame Library in Baltimore City and Loyola's Columbia Graduate Center in Columbia, Howard County. A coordinating structure for the academic departments of speech-language-hearing sciences, psychology, and literacy, the LCC allows clinically-based disciplines to train in a real-world environment under the direct supervision of licensed faculty members. The LCC's mission is to offer evidence-based clinical training to students, preparing Loyola graduates to meet individual and community needs in an increasingly diverse and resource challenged world, and improving health within the communities.

In 2010, Loyola's School of Education formalized its Center for Innovation in Urban Education



(CIUE) which provides collaborative research, program development, and community engagement, grounded in Baltimore, but extending to other urban communities in the United States. CIUE speakers, events, and resources honor urban youth and communities through projects that improve the educational experiences of urban youth and create a community of teachers, learners, and scholars committed to educational equity in schools.

PROFESSIONAL SCHOOLS

Loyola's strong identity in the humanities and foundation in the liberal arts are complemented by several professional programs and schools. Our professional programs and schools, which are designed to reflect core Jesuit principles, inspire students to think about ethics and engage in service.

Loyola College of Arts and Sciences offers graduate programs in data science, emerging media, psychology, speech language-hearing sciences, and theology, preparing students to become highly qualified leaders in their professions, and thus to transform the people and communities they serve. Graduate students in psychology, speech language and hearing sciences, and education work collaboratively to deliver high-quality services to individuals of all ages at the Loyola Clinical Centers, which provides services on a sliding scale.

The Sellinger School of Business and Management strives to offer a Jesuit business education that prepares leaders to build a better world. Undergraduate programs convey a core business education with a focus on business ethics, decision making, and real-world application. The graduate programs (Professional's Master's in Business Administration, Emerging Leaders MBA, and Master of Accounting), focus on quality education as well as ethical leadership.

Students have many opportunities to engage in the mission. As one example, Loyola's accounting students volunteer at the Loyola Clinical Centers to offer free federal and Maryland state income tax preparation services to low-income individuals and families. A Loyola Master of Accounting student will undergo advanced-level IRS training in the fall, then manage the new Volunteer Income Tax Assistance campus site in the spring. In another example, as part of the

work of the Center for Innovation & Entrepreneurship, undergrad student volunteers are working with Conscious Venture Labs, an incubator/accelerator for social enterprises, to help establish a portfolio management process.

The School of Education (SoE) has an explicit commitment to social justice and working collaboratively to ensure academic excellence for all learners in our local urban schools. In the SoE, we view students and families in urban communities through a strengths-based lens and value diversity as a rich resource. At the undergraduate level, students can major in elementary education or minor in special education. The SoE has nine graduate programs (Master of Arts in Teaching, Curriculum and Instruction for Social Justice, Teaching English Language Learners, Educational Leadership, Literacy Education, School Counseling, Kodaly Music Education, Montessori Education). These programs are all cohort models which facilitate a community of learning. All programs have strong ties with the surrounding school systems, including the Archdiocese of Baltimore.

Challenges and Tensions

- Although there is a great deal of support available for faculty, many may be unaware of the range of resources. Loyola may want to consolidate support for research and teaching in one place for faculty. There may be an interest in discussing the difference between justice and social justice, how faculty members can engage with Ignatian pedagogy or Catholic intellectual tradition, and how faculty can best support mission-related initiatives such as the Center for Innovation & Entrepreneurship.
- There are several opportunities for current faculty to learn more about Jesuit pedagogy and philosophy, but Loyola may want to think about experiences specifically for new faculty.
- One of the largest tensions comes from the conversations around the curriculum.
- Graduate programs may have been designed with mission in mind, but it is unclear how much graduate students are connected to the mission.

III

A Catholic, Jesuit Campus Culture



It was July 2017. A rising sophomore who was home for the summer in Pennsylvania went missing. As the days passed and the FBI got involved in the search for the Loyola student and three other young men, the situation looked bleak.

Vice President for Student Development Donelda Cook, Ph.D., and the Director of Campus Ministry Seán Bray gathered a group of administrators on campus to address student support, communication, and other issues. Students were home for the summer, so the team tapped faculty and other administrators to identify the student's friends and acquaintances, reaching out to students and their families who might be most concerned about him. Bray spoke directly with his family throughout the process, offering counsel and serving as the University's primary contact with his grandparents.

The approach throughout the situation was one of pastoral companionship—for the student's family, for the Loyola community, and for the crisis team itself. Invariably at the end of a meeting or call, Jason Parcover—the director of the Counseling Center—would remind everyone to take time for themselves, to rest and nurture themselves in mind, body, and spirit.

The morning of the day that the announcement came that the student's body had been found, the team

knew in advance. They gathered in Campus Ministry to watch the press conference. Afterward, they sat in stunned silence. At last, Bray led them in prayer. The president called. Then the team discussed the institution's response—a prayerful, pastoral outreach to the family and to the community.

During the crisis, the community gathered in Alumni Memorial Chapel in prayer. When the student's body was found, they gathered again. When the students returned to campus in the fall, Campus Ministry planned a Mass for the student that his grandparents could attend. The Archbishop of Baltimore, William Lori, who had reached out to the student's grandparents while he was missing, came to campus to grieve with them.

It is at moments of crisis, perhaps, that Loyola is at its best, and when the community is most fully engaged with—and most values—Loyola's Jesuit, Catholic campus culture.

UNIVERSITY MINISTRY AND LITURGICAL LIFE

The University has an active Catholic liturgical life, with daily 12:10 p.m. Masses and four Masses on Sunday, as well as reconciliation offered each weekday prior to Mass. Alumni are invited to participate in the rich, liturgical experience at Loyola through First Friday Mass, an annual All Souls' Day Mass, a Valentine's Day vow renewal Mass, and a Milestone Reunion Mass. The Catholic Studies program provides a Family Mass and Dinner each semester for students and faculty.

In addition to offering pastoral care to the Loyola community, Campus Ministry offers a number of prayer opportunities, including the Rosary, Taize, the Examen, Stations of the Cross, Eucharistic Adoration, praise and worship, Evensong ecumenical evening prayer, and

Koinonia small faith communities. The community is also invited to come together for vigils and Mass in response to crisis and tragedy at Loyola, the city of Baltimore, and the world. A vigil in response to the terrorist attack in Paris in 2015 was live-streamed so students studying abroad could participate—and they did.

Students can also engage in social justice programming and education, exploring issues of racial injustice, immigration, ecology, and encountering individuals at the margins of society. An annual Mission Week offers lectures on critical, relevant issues, open forums are held to allow for dialogue on current faith and justice issues in the world and in the Catholic Church, and a rich Immersion Program introduces students to issues more directly.

Retreats incorporate elements of Ignatian spirituality and allow for members of the Loyola community to take time away for prayer, reflection, discernment, and community building. The community has several opportunities to engage in the Spiritual Exercises of St. Ignatius, for example, through the yearlong 19th Annotation retreat, spiritual direction, and Ignatian retreats. Fr. Tim Brown, S.J., offers regular book groups for faculty, staff, and administrators, as well as retreats for alumni and employees. Fr. John Savard, S.J., is hoping that the Jesuit Community can begin to host mission-centered conversations at Ignatius House, particularly for those who have participated in the Ignatian Colleagues Program.

Campus Ministry also provides sacramental preparation through RCIA and Confirmation formation programs, as well as a marriage preparation retreat. Weddings are held in Alumni Memorial Chapel.



The University has recently completed an interfaith strategic plan to focus on interfaith and ecumenical ministries, as well as to consider how welcoming the University is to individuals of other faiths. An Annual Kosher & Halal meal features food, faith and fellowship with the Loyola community and our neighbors from Jewish and Muslim communities in Baltimore. The Heart of Zen Meditation sitting is offered weekly by Bret Davis, Ph.D., professor of philosophy, in Fava Chapel. The University's first Interfaith Retreat was held in April 2019. The Roots of Refuge Ecumenical Christian Community at Loyola offers a unique, spirit-filled opportunity for praise and worship. An Interfaith Hope and Renewal Prayer Service kicks off each spring semester.

Campus Ministry also hosts a post-graduate service fair with the Career Center and CCSJ, and several graduates each year choose to pursue full-time service opportunities after graduation.

Campus Ministry collaborates frequently and fully with partners across campus, identifying ways to help the community grow spiritually and engage intellectually with issues that are important and relevant to the Catholic Church, the Society of Jesus, and to the Ignatian citizens Loyola hopes to educate and send forth into the world.

BUILDING A CULTURE COMMITTED TO RELATIONSHIP AND RESPONSIBILITY

One of Loyola's strengths is how the community cares for one another, particularly in times of crisis. Loyola could make greater efforts to care for the broader Baltimore community. Administrators, staff, and faculty strive to instill in our students a sense of responsibility for themselves, for one another, and for creating a caring community.

Campus Ministry invites students to have a relationship with God in a safe way, while challenging them to consider what their role can be to work toward greater justice in the world.

Here are a few examples of ways the University actively tries to build this culture on campus:

- From their first days as students, even before they move onto campus each August, undergraduates

are introduced to the “strong truths” of campus through the summer orientation program, which discusses decision-making and the University’s expectation regarding their behavior. Students learn about Title IX and consent as it relates to Catholic teaching.

- Student leadership groups housed under the office of student activities receive leadership development and training, drawing attention to the students’ actions as moral agents and cultivating lifelong values. Student Government Association has several positions that assist the University in promoting a culture in which students are sensitive to the use of their bodies as moral agents on issues pertaining to sexuality, substance abuse, and health. In addition, there are several student groups clubs/organizations that address these issues, including Take Back the Night, MOSAIC, and the Clothesline Project.
- Through counseling and public health campaigns, the Counseling Center encourages students to live a virtuous life characterized by personal responsibility, respect for self and others, compassion for self and others, ongoing reflection, and the integration of body, mind, and soul.
- Student Health & Education Services supports the education and development of students by promoting their optimal health and well-being.
- Messina, Loyola’s living and learning program, has developed curricular lesson plans in partnership with Baltimore Racial Justice Action—a local nonprofit that works against racism—to reinforce the necessity of a systems-based approach to racial justice. These resources are, however, not always utilized by our faculty and mentors. Messina enrichment sessions in 2017-2018 involved direct service or preparation for direct service, including in York Road Community Days. Additionally, 12 Messina sections included a service-learning optional component.
- In the spirit of being people for and with others, the Cardoner Recover Community was created to support all students in their effort to build and grow in their recovery from alcohol and drug addiction.

- Loyola’s Coordinated Assistance, Response, and Engagement (CARE) Team exists to support students who may be in significant distress and/or whose behavior is of concern to others before and if they rise to crisis levels by offering resources, referrals, and support to both the student and those impacted by their behavior. The team is a cross-functional, proactive, assessment team that operates under the Student Development Division.
- Step Up! is a bystander-intervention training coordinated by the sexual prevention, education and response coordinator. Step Up! teaches students strategies and techniques to intervene in emergent and non-emergent situations—alcohol abuse, hazing, sexual assault, etc.
- Loyola also offers numerous student leadership opportunities where students learn about the University’s mission and receive training that provides them with the skills and abilities to promote a positive and healthy learning community.

ATHLETICS

The department of athletics and its coaches encourage student-athletes to live out the University’s motto of “Strong Truths Well Lived.” Through competition and training in 18 NCAA Division I programs—10 for women and eight for men—the department challenges its student-athletes to learn, lead, and serve in the Jesuit tradition.

Teams participate in retreats run by Fr. Timothy Brown, S.J., with many going every year and others less frequently depending on budget.

Student-athletes are reminded regularly that they represent Loyola at the highest level of intercollegiate competition in the Patriot League and the NCAA. They are encouraged to serve others by helping to create pride and community among students, alumni, faculty, and staff. Student-athletes know they are always in the spotlight and are a reflection of their team, department, and University.

Athletics chose as its theme for the 2018-2019 year #OneHoundFamily, emphasizing the importance of supporting one another.

Student-athletes engage with the community by giving of their time to educational events at schools, playing lacrosse and volleyball with young people, cleaning up local parks and homes, serving people who are hungry at Beans and Bread, tutoring middle and high school children and immigrants, joining the Light the Night Walk for Leukemia, carrying produce for a produce fair, participating in Relay for Life, and donating tournament shirts after Hurricane Harvey to assist with disaster relief efforts.

At Loyola's annual Women in Sports Day, the University celebrates the achievements of its female athletes and to encourage young girls to get involved in sports. Female athletes spend time sharing their experiences, signing autographs, and showing how much fun getting involved in athletics can be. The event is open to girls in kindergarten through eighth grade.

In the past at Loyola, Jesuits traveled with the athletic teams as chaplains. With the shrinking number of Jesuits, there are not individuals who are able to accompany teams in that way. In athletics, as in other areas of campus life, the question remains as to how to continue to be pastoral and find people to do the mission work that the University needs.

COMMUNITY CHARACTERIZED BY DIVERSITY OF THOUGHT

Our community recognizes that we have work to do in this area. Many members of the community do not identify as Catholic. Even those who do identify as Catholic may not feel invited and included in campus prayer celebrations.

We can and must do more to help people of all races and backgrounds and gender identities feel fully included in our community. We continue to take steps as a university to address this need—and we recognize we must do more, which is why we have added “Equity and Inclusion” as a characteristic in Section IX.

Some steps taken and programs in place:

- Robert Kelly, Ph.D., vice president and assistant to the president, serves as the University's chief diversity officer.

- Two years ago, Campus Ministry added its first ecumenical and interfaith assistant director, Rev. Scott Adams, ordained within the United Church of Christ.
- The Peace and Justice Studies Club and minor offers ways for students and others to participate in conversations around justice.
- The associate vice president for graduate academic affairs and diversity position—among other responsibilities—leads diversity, inclusion, and equity initiatives in academic affairs.
- The F.I.R.S.T. (Find. Ignite. Reflect. Serve. Transition.) PreFall Program provides first-year students the experience of beginning the college journey through the lenses of prayer, reflection and Jesuit identity. Students explore interfaith cooperation and dialogue, racial and social justice, inclusion and equity, power, privilege and oppression, and relationship building and community development.

VOCATIONAL DISCERNMENT

Since the creation of Loyola's new strategic plan, the University has taken a different approach to career services, prioritizing the connection between the liberal arts education students receive and their vocational paths. The reimagined Career Center now offers a four-phase process—self-discovery, exploration, preparation, and active pursuit—to meet every student and graduate where they are and help them move forward with purpose. The initial cycles of self-discovery and experience are aligned with Loyola's commitment to Ignatian pedagogy.

At Loyola, the office of disability support services partners with the Career Center to help students with disabilities identify and secure positions where they will contribute and thrive.

The office of student engagement offers opportunities for students to focus on vocation and discernment, including RoadTrip, a three-day retreat for sophomores; Senior Circle, a monthly reflection session for seniors focused on values and discernment; Pathfinders, a semester-long workshop for sophomores trying to

diverse their major; and ALANA's (African, Latino, Asian, and Native American) academic and career enrichment initiative offers regular workshops with career and internship advice.

As far as vocations to the Society of Jesus and the local church, Campus Ministry has accompanied several men in their discernment to the priesthood. Loyola offers various events with the Jesuit community and Jesuit Province staff to explicitly promote vocations and exposure and relationship with the men of the community. Campus Ministry also promotes vocational come-and-see's with local religious communities and collaborating with Carmelite Sisters of Baltimore for their women's retreat.

Campus Ministry also trains student liturgical ministers and student interns. Student leaders benefit from extensive training, mentorship, and accompaniment in their formation and training to support liturgy, prayer, retreat, and reflection experiences. Many students graduate and enter lives of service to their local church.

CAMPUS EVENTS

In addition to the annual Mass of the Holy Spirit, which begins the academic year each September, Loyola offers Lessons and Carols, an ecumenical, candle-lit service featuring music and scripture readings each Advent; the Interfaith Hope and Renewal Prayer Service; Goodbye Loyola, an event held in a collaboration between student engagement and Campus Ministry to provide graduating seniors with an opportunity to reflect on their undergraduate experience at Loyola through an examen; Baccalaureate Mass, a beautiful liturgical ceremony offered in thanksgiving for the blessings God has bestowed upon the graduating students and their families; and Mission Week, during which the Maryland Day Mass celebrates and remembers Catholicism and the Jesuits arriving in Maryland on March 25, 1634. Loyola offers a Mass in thanksgiving and to honor employees who have achieved key milestones at the institution.

CHURCH CALENDAR/ACADEMIC CALENDAR

Loyola marks many of the moments in the liturgical calendar and—perhaps most visibly—with banners

displayed around campus for Christmas and Easter. The campus itself is fully decorated for Christmas with lights and greenery across campus.

Lessons and Carols, Advent reflection, and prayer opportunities are highlights of the Advent season, while Lent features prayer and retreat offerings. During Lent 2019, the Rosary was offered daily after Mass, and beginners were welcome. Ash Wednesday services are held on the Evergreen campus and at the Timonium Graduate Center. Feast days are celebrated, with a special emphasis on the Feast of St. Ignatius, which is followed by a campus picnic. The All Souls' Mass is a special liturgy that brings alumni back to campus—and invites even those who cannot attend to send the names of loved ones to include in the intentions that day. The University is closed for the observance of the Triduum as students go home for the Easter weekend.

Challenges and Tensions

- How can we demystify the Jesuit, Catholic culture on campus? Are we too fearful to say what this Jesuit, Catholic culture is? Do we try to translate it too much to people? Do we try to sneak it in? Could it or should it be more overt? Some faculty, staff, and administrators say they were really drawn to Loyola because of the mission, but they don't really know what it means and would like a better understanding.
- How do we form and stand within our Jesuit, Catholic tradition while also welcoming people who come from other traditions and places into Loyola? Can we do both—and, if so, how?
- Some members of the community feel we are losing what it means to be a Jesuit, Catholic university, while others see beautiful ways we are translating this culture into the real world.
- There's a belief that alumni, parents, and other supporters of the institution believe we are not "Jesuit enough" or "Catholic enough" or that the Jesuits or the Catholic Church have become too "liberal" or "progressive." How do we consider or address this as an institution?

IV

Service, Social Justice, and Local and Global Engagement

If it's a Wednesday afternoon between June and September, it's a market day. Residents of the neighborhoods closest to Loyola browse around a parking lot on York Road, picking out fresh produce and connecting with neighbors.

In the summer of 2011, Loyola's York Road Initiative partnered with the community to launch the weekly Govanstowne Farmers' Market. Community members had shared with Loyola their concerns and need for better access to fresh, affordable produce in the food desert within walking distance of Loyola's campus.

As welcome as the Govanstowne Farmers' Market was, its success only made it clearer that community residents needed better access to fresh produce on a regular basis throughout the year. Residents—and the University—sought a more sustainable and long-term solution to the lack of healthy food.

In 2015, FreshCrate was born to help make fresh, affordable produce available in local corner stores along the York Road corridor year-round. Through the FreshCrate program, Loyola supplies corner-store owners with fresh produce at a lower cost without overhead fees. Loyola makes this happen through a partnership with its dining service, Parkhurst Dining Services.



During the past three years, more than \$14,000 worth of fresh produce has been purchased through this partnership. The corner-store owners are seeing a boost in their produce sales. FreshCrate is a grant-funded program through the United Way of Central Maryland and is supported by the Govans Business Association, the York Road Partnership, and Parkhurst.

Loyola's work to address food security through FreshCrate and the Govanstowne Farmers' Market earned the University the 2018 Mayor's Business Recognition Award from the Greater Baltimore Committee. The annual award honors groups that demonstrate leadership and promote community service to help improve Baltimore City.

IGNATIAN PEDAGOGICAL PARADIGM

Loyola's culture values service. According to the 2018 National Assessment for Service and Community Engagement, 64% of Loyola undergraduates and 52% of Loyola graduate students self-report participation in service and community engagement.

Loyola was honored with the Carnegie Community Engagement Classification in 2010 and is in the process of re-certifying for 2020.

Students, faculty, administrators, and staff are eager for opportunities to support charitable opportunities, such as Presence for Christmas and Relay for Life, or, for example, when natural disasters occur. They are also eager to engage in service. Beginning in fall 2018, administrators and staff were able to perform community service for two days of paid mission leave annually.

Where we see ourselves at our best is in creating service-learning courses that are connected both to the curriculum and to the community. Such experiences

have a deep impact for students, creating lifelong lessons and memories. Those opportunities are at the heart of Jesuit education and our purpose, offering undergraduate and graduate students the chance to connect with a cause and the community, as well as helping faculty stay engaged and increase their own teaching abilities. Those courses reflect high-impact practices and represent one of the ways in which our academic and mission are fully integrated.

Curricular service-learning and co-curricular activities including local service and international and national



immersion opportunities, are facilitated by a robust Center for Community Service and Justice (CCSJ) that engages 2,000 students annually, contributing to more than 25,000 cumulative service hours annually. Service-learning is strengthened by faculty development vehicles such as the Service Learning Faculty Fellows program, and community-engaged course stipends and grants.

Many faculty embrace service-learning as a valuable pedagogy. 100% of faculty who report teaching a community-engaged course report feeling supported by the University as they were developing the course, and 98% report support throughout the duration of the course.

Outside service-learning courses, the core curriculum design and first-year Messina program encourages reflective practices, and new offerings in the Sellinger School of Business offer opportunities to engage in design thinking and social entrepreneurship. The professional graduate programs include clinics and community engagement elements as their foundation, such as the

Loyola Clinical Centers programs, urban educational partnerships with Archdiocesan schools, and others.

Individuals who participate in service and immersion experiences through Loyola's Center for Community Service and Justice, receive preparation and reflection in the Ignatian Pedagogical Paradigm.

COMMUNITY OUTREACH

Before Loyola started creating new programs in the local community, the University conducted a "Loyola Is Listening" initiative, holding sessions with local residents to hear their concerns and hopes for their communities. It was from those conversations that the Govanstowne Farmers' Market and FreshCrate—as well as other initiatives and partnerships—were born.

Loyola's York Road Initiative has become a nationally



recognized place-based justice effort focused on collaborating with neighbors to strengthen the educational development, health, and well-being of community residents, as well as on the economic viability of our neighborhoods, including residential and retail establishments. The University utilizes its academic, professional, and student resources to invest in people and places at the direction of resident and community partner leadership.

We know there are ways for our institution to grow in cultural awareness and religious knowledge for students entering local communities through study abroad. Loyola is exploring a deeper commitment to internationalization through a strategic plan written under the guidance of the ACE Internationalization Laboratory.

SOLIDARITY

Many of the service workers at Loyola are contract workers. Some contract workers do not receive the same benefits as University employees, such as Parkhurst Dining employees, and may not feel a strong sense of belonging to the community. While contract workers are welcome at University events, their attendance is not necessarily encouraged or incentivized through time. Facilities workers and hourly workers who are campus employees do not have the same flexibility as members of the faculty and administrators to participate in mission or community offerings. These issues of equity and inclusion are at the forefront of our considerations as we work for greater solidarity.

Loyola's McGuire Scholars program offers a pipeline to an undergraduate degree for University staff.

Non-tenure-track faculty, both in clinical and instructor roles, are widely respected and used across the University. A task force on full-time non-tenure-track faculty has been formed by the Academic Senate to consider issues non-tenure-track faculty face specifically. The task force is comprised 50% of full-time non-tenure-track faculty.

In the mission of solidarity, we desire to have students, faculty, and staff representing an array of diverse backgrounds in volunteer positions and on immersion experiences to meet the needs of a local community. (For example, students of color are prioritized to serve as student leaders engaged in local Baltimore community programs and students who speak the local language are prioritized for immersions with home stays.)

Challenges and Tensions

- **Student concerns:** The York Road Initiative (YRI) offers a pathway for members of the Loyola community to be more engaged and connected to the institution. The YRI can help us be humbler in viewing the University's role in the city and also consider our relationship with race, how it's connected to our academic aims, and how it plays into service-learning. However, obstacles standing in the way of individuals participating in service along York Road include some employees' perception of risk and students' and parents' concerns about safety and security.
- **Faculty concerns:** The University wants to do critical work where the academic life is connected to the mission, but some faculty members may never have considered fully what it means to teach at a Jesuit institution, may not clearly see ways they can connect with the work or may not be interested in participating in this way. Traditional structures in academia like tenure and promotion criteria and review processes and practices may need to be examined more fully to ensure that faculty members who are engaged in service-learning can clearly and appropriately reflect their work through these structures and have that work count, substantively, toward merit, tenure, and promotion.
- **Engagement:** Undergraduate students' self-reported levels of community and civic engagement dropped more than 30 points from high-school levels during their time at Loyola (94% reporting community engagement in high school; 64% at Loyola), while the disparity between stated commitment to diversity, civic responsibility/action, and social justice are significantly higher than demonstrated frequency and depth of actual participation.
- **Service-learning integrated into the curriculum:** While service and community engagement across the University among students remains around 60%, participation through the curriculum remains at lower levels. 40% of faculty report ever teaching a community-engaged course, with only 24% of undergraduate students reporting participating in academic programs or courses that have a service or community engagement component. Ways to increase community-engaged courses could be more fully explored and implemented.
- **Racial justice:** Racial justice in the Loyola community, the classroom, and the curriculum continues to be in tension for the University, especially with Loyola's role as a predominantly white institution in a majority black city of Baltimore. The University has taken steps to implement racial justice training opportunities.

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- **Social justice:** As a university, we provide both charitable opportunities while also approaching service in a fashion that addresses social justice, systemic and long-term change, and promotes racial justice.
 - **Transition from service-based to systems lens:** Efforts are underway to prepare students more intentionally for engaging in neighborhoods and with community and to move service-learning pedagogy from service-based to through a systems lens, to help make encounters more mutually beneficial.
 - **Interfaith lens:** There is also an opportunity for linkage of service to a broader interfaith lens. As we look to the future, this is an opportunity to link to justice work and our values.
 - **Silos across campus:** While service aims to be institutionalized, there are silos across the University, where certain offices or departments are service-focused, but some are not. The faculty director of community-engaged learning and scholarship, a newly created position, collaborates with CCSJ, academic affairs, academic colleges and departments, community partners, and other offices and colleagues, including the Loyola Clinical Centers and the Center for Innovation & Entrepreneurship, to support faculty and student efforts in community-engaged learning and scholarship across campus. This work will continue and broaden over time.

V

Service to the Local Church

In August 2017 Loyola partnered with the Archdiocese of Baltimore to host the Archdiocesan Encuentro. The event, which drew more than 1,000 members of the region's Latino/Hispanic Catholic community to campus, featured songs and praise, speakers, informational tables hosted by community organizations, and fellowship for a dynamic, growing population in the Archdiocese.

Joined by several other priest concelebrants on the altar in Loyola's Reitz Arena, Archbishop William Lori celebrated the Mass in Spanish. Robert Kelly, Ph.D., vice president and special assistant to the president, shared welcoming remarks, extending the warm, radical hospitality Loyola strives to offer to those who visit campus.

Loyola was proud to assist in hosting and creating this historic event, which was designed to better understand the influence of the Latino/Hispanic population and, as Pope Francis has said, "to recognize the community's spiritual needs and what it brings to the table."

PROGRAMS AND RESOURCES

As a Jesuit, Catholic university, Loyola is committed to educating students of all backgrounds, including first-generation immigrant populations, both Catholic and non-Catholic. Particularly in recent years, we have prioritized raising funds for scholarships to ensure a Loyola education is accessible to more and more students—and our donors have stepped forward to address that priority.

Our faculty engage actively in research and publish scholarship that fosters dialogue between faith and culture. One recent example was a grant awarded to Arthur Sutherland, Ph.D., associate professor of theology, who received funding for his initiative, *Prophet with a Pencil: The Continuing Significance of*

Martin Luther King's Letter from Birmingham Jail. Dr. Sutherland's project examined the theological framework of King's letter, bringing together a task force of 10 scholars and practitioners to meet in Birmingham for a three-day research retreat. Dr. Sutherland spoke of how King's letter "begs for a theological critique of Christian faith and practices."

The University offers numerous lectures and events and opportunities for intellectual engagement outside the classroom. In recent years, Fr. Greg Boyle, S.J., Bryan Stevenson, Sister Helen Prejean, Michael Eric Dyson, Roxane Gay, and many other speakers have come to campus to engage students and all members of the Loyola community in relevant, topical issues that are important to the Church and to society.

In November 2018, the Catholic Studies Program partnered with Campus Ministry to offer a panel discussion, "The Sex Abuse Catastrophe in the Catholic Church: Seeking a Way Forward," to offer insight and ask important questions related to that topic. The panelists were Holly Taylor Coolman, Ph.D., assistant professor of theology at Providence College in Providence, R.I., Nanette de Fuentes, Ph.D., a psychologist from Los Angeles, and Fr. Linnane.



Loyola also strives to support ecumenical dialogue on campus and off. Scott Adams, assistant director of interfaith and ecumenical ministries in Campus Ministry, plays an important role in this area, organizing a pre-fall trip for students to visit non-Catholic places of worship and leading students in planning an interfaith prayer service on campus each January. Campus Ministry strives to offer opportunities for students of all faith traditions to grow spiritually and encounter the Catholic faith and tradition.

Loyola Jesuits and laity also offer the Spiritual Exercises to the Loyola and broader community, offering spiritual guidance to dozens of people who participate in the nine-month process each year.

RELATIONSHIP WITH LOCAL ORDINARY

Institutionally and individually, Loyola community members contribute to the life of the Archdiocese in a variety of ways.

Faculty, staff, administrators, and students participate in advocacy and service work with programs of Catholic Charities of Maryland and Archdiocesan schools. They also serve as voluntary board members, advisors, liaisons, coordinators, and representatives to parishes and schools, as well as Catholic Charities social ministries.

Joshua Smith, Ph.D., dean of the School of Education, serves as board member of Cathedral School of Baltimore and the Archdiocese of Baltimore School Board, as well as faculty in residence at three Archdiocesan schools: Cardinal Shehan, Holy Angels, and St. James and John. He hosts annual professional development workshops for teachers at Archdiocesan schools: Archbishop Borders, Cardinal Shehan, Holy Angels, and St. James and John. The School of Education enjoys a strong partnership and collaboration with Archdiocesan schools.

Ordained faculty and Jesuits serve local parishes, celebrating Mass, offering confessions, and coordinating sacramental preparation programs, including a pre-Cana program. Members of the Loyola community also lead retreats and offer spiritual direction to members of the Loyola and greater community.



The Loyola Clinical Centers provides clinical and counseling services to members of the Baltimore community, including students at St. Ignatius Loyola Academy, Sisters Academy, and Loyola Early Learning Center.

One faculty member, Frederick Bauerschmidt, Ph.D., professor of theology, is a permanent deacon, author of *The Deacon's Ministry of the Liturgy*, and teaches in the Archdiocese's Deacon Formation Program. Another faculty member, John Kiess, Ph.D., assistant professor of theology, represents University perspectives on the Archdiocese's workgroup on racism chaired by Bishop Denis Madden.

Loyola also supports Archdiocesan schools and activities in a number of ways, including through tuition remission programs for employees of specific Archdiocesan schools.

Loyola values its relationship with Archdiocesan service-learning partners, who work closely with our students and faculty. In the 2017-2018 academic year, 145 Loyola students contributed 1,358 hours through regular volunteering with Archdiocesan partners, including Esperanza Center and St. Vincent De Paul Beans and Bread. Furthermore, students and faculty also work closely with Catholic Charities' Social Ministries on advocacy campaigns to promote family and immigration rights, address homelessness and food insecurity, and unmet human needs in our city.

Archbishop Lori and his auxiliary bishops are welcome and familiar with our campus, celebrating Mass in Alumni Memorial Chapel at times. The theology department engages regularly with Bishop Madden in particular, meeting with him or one of his

representatives once a year to get to know one another, to discuss a current issue or reading, and to share information so that the faculty can be of service to the Archdiocese as needed.

When Fr. Linnane met with Archbishop Lori in May 2019 to discuss this examen, the Archbishop conveyed that he wants Loyola to see itself as being within the Church, not as supporting or partnering with the Church. Archbishop Lori will celebrate Loyola's Mass of the Holy Spirit on campus in September 2019, and members of the Loyola community will be encouraged to view their work in these areas as part of the work of the Archdiocese, rather than working in tandem or in support of the efforts of the local Church.

PREPARATION OF THE NEXT GENERATION OF CATHOLIC INTELLECTUAL LEADERS

Theology is an important part of the education Loyola offers to all undergraduate students, as the University strives to educate and form an adult Catholic laity. As part of Loyola's core curriculum, every undergraduate student is required to take two theology courses, including an Intro to Theology class, and many students choose their ethics course in theology.

Students who choose to major in theology learn to demonstrate their knowledge of the foundations for theological reflection, including major events of the biblical narratives, the development of key practices and doctrines throughout history, and contemporary theological debates; they also demonstrate the skills necessary to read and analyze the Bible, as well as other theological texts from the ancient to the modern era; learn to communicate theological ideas effectively in spoken and written form; and they respond

intelligently in life and thought to the way these texts and traditions challenge (and are challenged by) our contemporary world, including other religions, cultures, and pressing moral issues.

Loyola also offers an undergraduate Catholic Studies Program, which has as its mission to foster engagement with Roman Catholic intellectual life in all its depth and breadth—e.g., material and spiritual, personal and social, moral and artistic, religious and secular, philosophical and theological—throughout all parts of the Loyola community (students, faculty, staff, and administrators). In addition to the Catholic Studies minor, the program offers lectures and panel discussions, a film series, cultural immersion programs, and family Masses and dinners.

Loyola's Master of Theological Studies program is a rigorous 48-credit program designed to give students both a broad exposure to the Christian tradition and a variety of theological specialties and to allow students to explore a topic in depth through the preparation of a thesis. The program, which students may pursue part- or full-time, prepares its graduates for doctoral-level work in theology or further work in fields such as library science, social work, law, or publishing.

Loyola also offers a post-baccalaureate Certificate in Theology and Ministry that is designed for people who wish to further their academic theological education for the sake of a ministerial vocation, such as ordained ministry or chaplaincy.

Challenges and Tensions

- The sex abuse scandal in the Catholic Church has been a source of tension for Catholic and non-Catholic members of the Loyola community.

VI

Jesuit Presence



Every year on the Friday before March 25 the University celebrates Maryland Day—the anniversary of the day the first Catholic Mass was celebrated in the state of Maryland. Maryland Day festivities are held in other parts of the state, but at Loyola, Maryland Day is a day to celebrate employees’ milestone anniversaries. It is also part of the University’s Mission Week.

On that crisp March morning in 2019, the members of the Society of Jesus opened the doors to their home, Ignatius House, and invited the campus community to visit. “Java and Juice with the Jesuits” drew about 100 visitors this past spring, as students, administrators, staff, and faculty toured the gathering spaces in the Jesuit residence.

The rooms filled with smiling, energized visitors who were hungry for conversation and curious about a building they had not seen in years—or ever. As they enjoyed cookies, coffee, juice, and warm hospitality, the members of the campus community mingled with the Jesuits, learning about their work at Loyola and beyond the campus, and hearing about life in the Jesuit community there.

Then the Jesuits and other guests walked across campus to Alumni Memorial Chapel for Maryland Day Mass. Seven Jesuits concelebrated the Mass as student sacristans assisted, and lay employees did the readings, carried the candles, and led the music ministry. The sound of voices singing “Will You Let Me Be Your Servant?” filled the chapel as the Jesuit and lay ministers approached the altar together.

JESUITS ACTIVE IN THE UNIVERSITY AS FACULTY, ADMINISTRATORS, CAMPUS LEADERS, AND CAMPUS MINISTERS

The University values the presence, work, and witness of Jesuits on its campus with its students, colleagues, and alumni. Since our founding in 1852, Loyola has been blessed with a dedicated community of Jesuits who lead, teach, serve, and minister to the members of this community and beyond.

Loyola has 13 Jesuits serving the University directly and five more Jesuits who are also members of the Jesuit Community at Loyola, who live in Ignatius House, Loyola’s Jesuit residence.

The Jesuits at Loyola are:

- Fr. Brian F. Linnane, S.J., president of Loyola;
- Fr. John Savard, S.J., rector and affiliate faculty member in the School of Education;
- Fr. Tom Roach, S.J., part-time campus minister and spiritual director for several diocesan priests;
- Fr. Charles Borges, S.J., associate professor of history and coordinator of the Bangkok study abroad programs for the past three years;

- Fr. Tim Brown, S.J., assistant to the president for mission integration and associate professor of law and social responsibility;
- Fr. John Conley, S.J., Bernard P. Knott Chair of Philosophy and Theology, and a playwright whose plays have been performed at the Kennedy Center for the Performing Arts;
- Fr. Jack Dennis, S.J., full-time chaplain in Campus Ministry working with retreats and faith formation;
- Fr. Sanil Mayilkunnel, S.J., full-time student in the Doctor of Psychology program at Loyola; he participates in campus Masses and has offered support to new international students;
- Fr. Jamie Kelly, S.J., affiliate instructor of economics who teaches full-time and helps with the Bangkok study abroad program;
- Fr. Joe Michini, S.J., mission integration associate who serves as a spiritual director for the Spiritual Exercises of Ignatius of Loyola;
- Fr. Bao Nguyen, S.J., assistant director of international programs and coordinator of international Jesuit collaborations, helps the Archdiocesan vocations director, Fr. Steve Roth, recruiting seminarians;
- Fr. Joe Rossi, S.J., professor of theology, who celebrates the popular Hopkins Court Mass on Sunday nights at 10 p.m.; and
- Fr. Steven Spahn, S.J., affiliate faculty of theology and assistant to the director of mission integration, organizing the Spiritual Exercises of St. Ignatius of Loyola for around 40 participants from Loyola and the Baltimore area each year and offering programs focused on the Exercises to different departments on campus, including the president's cabinet.

Other members of the Jesuit community at Loyola are: Fr. Bob Hussey, S.J., provincial; Fr. Vince Conti, S.J., Socius to the provincial; Fr. Rich McGowan, S.J., province treasurer; Lloyd George Bruce Steggert, S.J., who serves at Loyola Blakefield; and Fr. Sean Toole, S.J., who serves at Cristo Rey Jesuit High School, Baltimore.

The Jesuits at Loyola participate in the daily life of the University, teaching, offering spiritual direction, leading the broader community in the Spiritual Exercises, celebrating the sacraments, cheering on student-athletes, attending lectures and other events, and in numerous other ways.

The 18 members of the Jesuit Community who call Loyola their home minister to students, families, alumni, local parishes, high schools, other religious orders, national and international organizations, the poor, the sick and dying, the incarcerated, those at the margins of society, and those who are affluent and need direction and guidance.

When the terrorist attacks occurred in Paris in 2015, Fr. Linnane was abroad in London. He took a train to Paris to gather with the students there, take them to dinner, and accompany them in that moment of anxiety. Their parents were deeply grateful to him, the students were thrilled that he came, and that gesture brought peace and reassurance to the Loyola community back in Baltimore. That sort of interaction on the part of a Jesuit is valued by the community—and, in moments of tragedy, Fr. Linnane and the other Jesuits are able to convey a peace, a faith, and a hope that offers centering to students, faculty, staff, and administrators.

RELATIONSHIP WITH THE SOCIETY OF JESUS AT THE LOCAL, REGIONAL, NATIONAL, AND INTERNATIONAL LEVELS

Because Loyola has a Jesuit president and the provincial lives in the Jesuit residence at Loyola, the lines of communication between the Jesuit Provincial and University leadership are open and strong. There are five Jesuits on the Board of Trustees, including Fr. Linnane, who is an ex-officio member. Many of the trustees are Jesuit-educated or affiliated with other Jesuit institutions.

The provincial meets officially with Fr. Linnane once each year, and the provincial also meets with the chair of the Board of Trustees. Other communication happens as circumstances arise. As one example, in December 2018, when the province was preparing to release the names of Jesuits who had allegations of sexual abuse against them, the province reached out

to Loyola and other schools that would be affected by the announcement, so Loyola would be prepared, and responses could be coordinated.

Loyola participates actively in the Association of Jesuit Colleges and Universities (AJCU), sending administrators to conferences in different areas, including campus ministry, advancement, student development, a variety of academic areas, and marketing and communications. Fr. Linnane currently serves as the chair of the AJCU Board of Directors.

Fr. Linnane and Robert Kelly, vice president and special assistant to the president, attended the meeting of the International Association of Jesuit Universities in Bilbao in 2018. When Fr. Linnane returned, he presented on the conversations at the meeting to a group of Jesuit educators at the pre-secondary and secondary levels at St. Mary's Seminary and University in Baltimore.

VOCATION PROMOTION

The University has a well-deserved reputation for encouraging Jesuit vocations and has had many of its graduates join the Society of Jesus over the years. Both Jesuits and lay colleagues have identified students they think would make good Jesuits and have encouraged them to consider entering the Society. Loyola typically has 10-12 students in the pipeline at any time, inquiring or beginning the application process.

Campus Ministry makes literature regarding Jesuit vocations available and hosts a team of Jesuit novices as part of vocation programming.

Loyola also offers various events with the Jesuit community and Jesuit Province staff to explicitly promote vocations and exposure and relationship with the men of the community. These events have included Java and Juice with the Jesuits, featuring the visiting vocations director at Masses, holding a November vocations awareness event at the Jesuit Community, and Sundays with the Jesuits—a social after the kick-off Mass to Jesuit/Ignatian Heritage Week, when people gathered with members of the Jesuit community to build ice cream sundaes.

Pat Nolan, S.J., a graduate of Loyola, has participated in a vocation evening at Loyola, and the University has

also shared posts about him on social media channels, where students and recent alumni are engaged. The University also works closely with vocations director, Fr. Philip Florio, S.J., who is based in New York.

Challenges and Tensions

- The Jesuit members of the Loyola community are deeply valued, active, involved, and highly visible. The number of Jesuits, however, is not going to grow. And as the Jesuits who are present on campus age, the University needs to consider how to support them and not stretch them too thin. Fr. John Savard, S.J., rector of the Jesuit community, says, “The reality is that we’re not going back to where the school was 25 years ago. There is a sense that we have to be smarter with fewer of us.” The University desires the Jesuit presence. When members of the community are in crisis with illness, death, and other tragedies, they are seeking companionship. The Jesuits are trained and experienced in walking with individuals—and the community—on those difficult journeys. How can we as a community support one another in a Jesuit way without relying fully on the individual Jesuits?
- Are there ways we can make the Jesuits we have more visible without adding more members of the Society of Jesus? Would using technology, such as live-streaming campus Masses and promoting more broadly what they are doing for and with our community, help us grow the impact of the smaller population of Jesuits?
- As there are fewer Jesuits on the Board of Trustees, does the Board have more of a business/corporate perspective, rather than a Jesuit foundation?
- In Fall 1987, members of the Loyola community published a booklet, *Presence: The Jesuit Presence at Loyola College in Maryland*, looking ahead to the challenges we are facing now. “What makes a Jesuit college different is Jesuits—their spirituality, rigor, ideals, learning—in a word, their presence,” wrote Robert Miola, Ph.D., now Gerard Manley Hopkins professor of English, and professor of classics. How can we as a University ensure that that presence is preserved—and thrives—when fewer Jesuits are, in fact, present?

VII

Integrity

During the creation of the University's current strategic plan, more than 300 members of the Loyola community contributed their analysis, perspectives, and aspirations on what Loyola could become. Among the 15 work groups that were formed to focus on specific aspects of the University was one called the "Employer of Choice" group.

That group delved into varied conversations about working for Loyola, discussing leadership, the importance of transparency in decision-making, and ways in which the University might be able to support and invest in its employees.

One theme that rose to the top in those conversations was that employees were hungry for opportunities to engage with Loyola's mission. They wanted to understand the mission more fully and have a chance to participate more actively in the mission. They were also eager for leadership training.

The seed was planted, and the office of human resources started a year-long process to develop training in response. In spring 2018 Loyola piloted its first Mission Driven Leadership Program. Offered to administrators who serve in supervisory roles, the program gives employees an inside look at the University, invites them into a deeper understanding of the Jesuits and Loyola's mission, and helps them create a network with colleagues across the University.

As of February 2019, about 130 supervisors from every division of the University have participated in the five-day training, with plans for the other supervisors to complete it in fall 2019. The design of a program for non-supervisory employees is scheduled for summer 2019. The program covers a breadth of material related to leadership and University processes, as well as presentations on the University's spiritual and cultural

heritage and core values. Participants are also led through an examen.

The Mission Driven Leadership Program has been a welcome addition, and participating employees have formed stronger connections with the mission and one another. Staff and administrators are eager to participate. In response, the office of human resources is now building on the success and planning an opportunity for non-supervisory employees.

HUMAN RESOURCE POLICIES THAT DEMONSTRATE A COMMITMENT TO MISSION

At Loyola, the office of human resources assigns a human resources partner to work with each division, focusing on serving those employees and determining fair salaries for positions. Loyola is committed to compensating employees at or above the living wage.

A compensation study conducted at Loyola in 2016 examined equity in pay grades. The first structural pay increase that came from that study went into effect in June 2016, with a second increase following in July 2017. The University reviews salaries each May to plan for the next fiscal year in line with internal and external market conditions and financial resources. Whenever there is a proposed individual salary increase or a new hire, prior to any action being taken, human resources looks at all the incumbents in similar roles and compares experience among other factors, as well as internal and external market conditions.

The University offers competitive health and welfare benefits, in addition to generous sick and vacation time. New parents are generally eligible for paid parental leave. The University also offers a generous retirement

contribution and a childcare voucher program. Benefits can be extended to a legally domiciled adult, offering significant support for the family unit. Tuition remission benefits apply to employees themselves, as well as their spouses and dependent children, and many employees take advantage of these educational opportunities for themselves and for their families.

A crisis assistance fund grant program is also available, designed to provide emergency assistance to deal with disastrous situations.

The McGuire Scholars program helps Loyola employees prepare for admission to Loyola and to become successful undergraduate students. Participants in McGuire Scholars receive guidance through a series of seminars to determine whether a Loyola degree will help them to realize their personal goals.

McGuire Scholars move through spring semester seminars, non-credit refresher courses over the summer, a fall application process, and then—if successful—spring admission to Loyola. Support from the McGuire Scholars program continues as employees begin their college courses. They are assigned peer mentors and advisors and complete additional seminars to help them succeed in college.

FORMATION FOR MISSION AND LEADERSHIP

The office of human resources offers several programs to help employees develop an understanding of the University's mission and leadership.

New employees participate in an orientation that introduces them to Loyola, the University's history and values, the Society of Jesus, and the Jesuit tradition. Fr. Brian Linnane, S.J., the president, speaks at the orientation, and typically another Jesuit priest also attends to provide an introduction to the Society of Jesus and give a sense of what being a Jesuit university means to Loyola.

Some departments and divisions offer employee retreats where a piece of the agenda focuses on Jesuit values and traditions. Fr. Tim Brown, S.J., assistant to

the president for mission integration, and Fr. Steve Spahn, S.J., assistant to the director of mission integration, lead retreats and speak at department and division meetings. Fr. Brown is known around campus for the booklets he creates for those meetings that tie Jesuit mission to the work of the professionals in those areas.

Members of the Loyola community are invited to participate in the cohort-based Mission Driven Leadership Program, which addresses roles and practices of leadership at a Jesuit higher education institution, specifically at Loyola. The five-day program includes reflection and self-awareness; discernment and informed decision making; listening, dialogue, and collaboration; care for the person and care for the institution; and continuous improvement, development, change, and innovation. The idea for the program came from the strategic planning process and has received outstanding ratings for its effectiveness, even though it requires that employees give up five full working days to attend.

In 2018, the University created a mission/service leave policy to provide paid leave for staff and administrators to participate voluntarily in University-sponsored community service experiences and mission-related retreats or reflection activities that occur during regularly scheduled workdays.

Members of the community also participate in harassment training and racial justice training. The office of the vice president and special assistant to the president, in collaboration with human resources and academic affairs for diversity departments, is extending foundational racial justice training beyond the original program rollout. Twenty members of the community volunteered to participate in a train-the-trainer program to deliver foundational racial justice training to new employees, and they remain engaged toward helping Loyola with future training. Human resources will offer bias and microaggression training during AY2019-2020.

Human resources has a commitment to addressing bias-related complaints and microaggressions. Supervisors are required to attend supervisor training which includes a diversity component.

Most departments across the University offer opportunities for professional development. Student development, for example, offers monthly divisional in-services to address mission-related topics.

HIRING PRACTICES THAT DEMONSTRATE A COMMITMENT TO MISSION

As the Jesuit, Catholic university of Baltimore, Loyola takes seriously its role as an anchor institution in the city. The office of human resources maintains relationships with the Baltimore community, participating in the Baltimore Integration Partnership—a collaborative partnership of anchor institutions, funders, nonprofits, and public organizations focused on establishing economic inclusion as the business culture of norm in the Baltimore region.

Human resources also has a relationship with Maryland New Directions, a 45-year-old winning nonprofit organization offering no-cost employment coaching and specialized career-training programs for Baltimore-area residents, ages 18-60. Maryland New Directions works with more than 350 unemployed and underemployed motivated individuals every year, helping them overcome obstacles to find jobs, advance with their current employers, or establish new careers.

Human resources also partners with Catholic Charities in Baltimore and has placed employees looking for opportunities at Loyola. Loyola also partners with Cristo Rey Jesuit High School in Baltimore to offer Cristo Rey students the opportunity to gain experience at Loyola through the school's Corporate Internship Program. The students contribute to the cost of their education by working five full days each month.

When Loyola advertises a job opening, the description says: "Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, Loyola inspires students to learn, lead, and serve in a diverse and changing world." The description also includes the University's diversity statement.

In an effort to recruit, hire, and promote employees in accord with the University's policy and core values,

human resources provides tools and resources to supervisors for an interview process that explores commitment to the mission and inclusiveness. The associate vice president for faculty affairs and diversity works with faculty search committees on inclusive hiring practices that are grounded in mission and disrupt cognitive processes and practices that are not consistent with the aims of equity and inclusion.

Human resources also reviews the makeup of each candidate pool and encourages hiring managers to expand their searches, if needed, to ensure a diverse applicant pool in comparison to relevant census data. Within Academic Affairs, faculty candidate pools are also compared with national data sets of recent degree recipients to ensure appropriate diversity of race, ethnicity, and gender in disciplines and specialized fields within the candidate pool. The associate vice president for faculty affairs and diversity discusses these data with the search committee chair to determine additional steps to expand the search, if needed.

FINANCIAL MANAGEMENT THAT GIVES EVIDENCE OF A COMMITMENT TO MISSION

The University has the enrollment, financial resources, funding base, and plans for financial development to adequately support its educational mission and to assure financial stability. Loyola's enrollment and finance trends are measured against internal criteria, the performance of peer institutions, market factors, and external auditing firms' and financial rating agencies' expectations.

These trends are the result of deliberative actions informed by the mission and goals of the University and vetted through the governance system with routine review of data and assessments. Loyola has established and maintains a financial foundation that effectively supports the accomplishment of its mission and goals. Loyola's financial plan includes a current year budget and pro forma projections for three years. Loyola undergoes annual audits of its financial statements and reports financial information to the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics.

Like most peer institutions, Loyola faces financial pressures related to providing access to higher education and ensuring affordability for its students. The external economic environment of the past decade has tightened constraints on the ability to raise tuition and to increase philanthropic support. In response, the campus has adjusted its operations, prioritized its resource allocation in alignment with mission-centric strategic goals, established a new culture around university advancement and fundraising, and adjusted its projected first-year class enrollment downward by 25 students for budgeting and planning purposes.

The 2018 successful completion of Loyola's *Bright Minds, Bold Hearts* \$100 million comprehensive campaign—its largest ever—provided a testament to donors' commitment to advancing the priorities of the University. The campaign added \$54 million to the University's endowment, created 115 new scholarships, and increased the funding of 55 existing scholarships. The money also enhanced athletic facilities, supported the mission and ministry of the University, invested in the local community, and strengthened academic programs, including Peace and Justice Studies, Global Studies, and first-year program Messina.

Although the primary objective of the Investment Committee of the Board of Trustees is to maximize return, the Investment Committee acknowledges there are compelling moral and social considerations in the administration of the endowment funds. Subject to the Committee's determination, such considerations may preclude investment in certain companies, industries, or countries regardless of apparent investment attributes.

A group of students in the Student Applied Portfolio class are entrusted with the management of \$500,000 of the University's endowment, making recommendations to the finance office under the guidance of Frank D'Souza, Ph.D., associate professor of finance.

Loyola has created a centralized procurement function, which manages all procurement activities, including requests for proposals, quotes, and information (RFP, RFQ, and RFI). Loyola includes standard language in each procurement opportunity, and we ensure that whenever possible, we have local and minority business representation on the bidders' list.

PHYSICAL RESOURCE MANAGEMENT THAT GIVES EVIDENCE OF A COMMITMENT TO MISSION

The University strives to identify and provide contemplative spaces across the campus and in all campus locations. Members of the Loyola community can choose from several settings to promote prayer and reflection, whether in more familiar places such as Alumni Memorial Chapel on the Evergreen campus, or in meditation rooms at the graduate campuses in Timonium, Md., and Columbia, Md., or at the University's retreat house in Flintstone, Md.

The Ignatian Compass calls for Loyola to help build and create community. Several spaces have been created to support this initiative, including more community space in the College Center near Starbucks; a full renovation of the 3rd floor of the College Center to create a more inclusive space for all students—including for students of color and LGBTQ+ students—and programming space that invites students into the space 24/7; and expansion of dining space to enable students to spend more time in a social setting around a meal.

Many outdoor areas have been designed specifically with the goal of creating spaces for students and the campus community to gather. On a sunny spring or fall day, the campus quadrangle is the center of campus activity and gathering. Boulder Garden Café serves as a vibrant location for students. An outdoor deck was created with the modular construction of the bookstore and StampIt!—an intentional opportunity to create additional outdoor seating and gathering space. The September 11 Memorial Garden and newly created spaces such as the Conservation Garden and the Peace





Meadow, along with the Humanities Porch and other areas across campus, provide opportunities to gather or spend time alone or with companions outside.

New construction on campus considers spaces for community, prayer, and quiet reflection. Plans for the new Center for Innovation and Collaborative Learning include many such spaces both inside the building and in the plans for landscaping associated with the building.

The Biblical quote in the September 11 Memorial Garden, the statues of the Blessed Mother and St. Ignatius, and the Gerard Manley Hopkins, S.J., quote on the wall of the Donnelly Science Center are among the physical additions to campus that invite the campus community to consider the transcendent. Student groups and departments also often reserve space in the center of the quadrangle to ask thoughtful or provocative questions in a public way, inviting discourse and an exchange of ideas around important topics.

Challenges and Tensions

- Financial challenges at the University have impacted the University's ability to address concerns about compensation. The FY20 3% merit pool will have a positive impact on narrowing the gap and the out-year budget models include salary increases planned to address the gap.
- How can we as a university convince other faculty and employees of the benefits of working at a university with such a strong mission?
- How can we help all employees find their place and role in the continuing story of Catholic, Jesuit education?
- The University needs to develop a career path for employees by offering professional development and training to keep job skills relevant. This would also help with succession planning.
- Some employees see a distinction between Jesuit identity and Catholic identity, viewing the Jesuits as more open than the Catholic Church.
- Employees need more education on policy and process and want better communication of budget priorities, as well as more transparency in the University's procurement process.

VIII

Environmental Sustainability

In the summer of 2014, when Taylor Casalena began as a program assistant in the facilities department, she arrived at Loyola to find the University had an interest in advancing its sustainability program. That approach had come as a result of recommendations given to the president by a group of faculty members and administrators, as well as very high student interest.

Casalena brought the Green Office Program back and ironed out campus recycling issues, but she could see that what was really needed was a culture of sustainability on campus.

Casalena was ready to take on the challenge. Through community organizing, capacity building, and a commitment to collaboration with those who had begun the work on campus, she started conversations with students and colleagues, helping them see ways to incorporate a sustainability mindset into what they are doing.

Progress came in small steps.

Then, in 2015, Pope Francis released his encyclical, *Laudato Si: On Care for Our Common Home*. The University's president signed both the Catholic Climate Covenant's St. Francis Pledge to Care for Creation and the Poor and the President's Carbon Commitment. Suddenly sustainability became a more significant priority.

Today, as Loyola's sustainability coordinator, Casalena leads the University's Sustainability Committee, a collaborative network of staff, faculty, and students that works to align University operations with the protection of the natural environment and engage the Loyola community in the care of our common home. Loyola has been classified as a Level II Arboretum, developed a walking tour of the academic quadrangle,



added the Peace Meadow and Conservation Garden, and launched events including the Annual Francis Feast and Learn, an annual informative teach-in and dinner featuring local foods.

“We have so many successes, but also a lot of failures,” Casalena says. “This isn’t something that always goes well. It’s trial and error. It’s behavior change.”

The goal is a collaborative, comprehensive culture of sustainability. And the main reason sustainability efforts have gained so much momentum is by incorporating the Jesuit mission into the work. Many schools have been focused on sustainability longer. But Loyola wants to take a creative, innovative approach to sustainability.

If Casalena were to set a goal for five years from now, she would hope Loyola would be making strong progress with its Climate Action. But her greater hope is that the University wouldn’t even have to talk about sustainability—that it would be so embedded in the community’s behaviors that it would be part of the culture.

THINKING GLOBALLY, ACTING LOCALLY

Because Loyola values the concept of creating Ignatian Citizens who are engaged in strengthening their world, the University has embraced the importance of

promoting environmental sustainability. At this point, Loyola has a full-time sustainability coordinator on campus, as well as a Sustainability Committee with five related subcommittees (Arboretum, Environmental Education, Energy, Student Sustainability, and Waste Reduction) made up of faculty, staff, administrators, and students. The Student Government Association elects a director of sustainability to serve on the Sustainability Committee.

Goals of the Sustainability Committee are:

- **Educational Innovation:** Expand multidisciplinary, service learning, and project-based course work to equip students with the knowledge and skills needed to create innovative solutions that support a sustainable world. Currently, the University has an environmental and sustainability studies minor, courses on the environment and sustainability in eight academic departments, and internship and employment opportunities with Loyola Sustainability.
- **Engagement:** Develop and support hands-on and experiential learning opportunities to nurture a culture of environmental stewardship among students, faculty, and staff.
- **Vitality and Sustainability:** Implement fiscally responsible initiatives and track returns to ensure we implement long lasting and impactful solutions.

OUR CAMPUS HOME

Loyola's Evergreen campus features:

- **Loyola Arboretum**—The Evergreen campus has achieved the status of Level II Arboretum, recognized among other professional public gardens in the Morton Register of Arboreta. The Loyola Arboretum is also recognized by the Arbor Day Foundation as a Tree Campus USA by the Department of Natural Resources as a PLANT (People Loving and Nurturing Trees) Community at the Green Level.
- **The Loyola Peace Meadow**—The Peace Meadow is a native meadow garden that supports and enhances native biodiversity on the Evergreen campus by providing favorable food and shelter for local

wildlife and pollinators. This tranquil space encourages visitors to find peace in nature, reflect, and pray.

- **Conservation and Experiential Learning Garden**—This garden is a certified native wildlife habitat and organic community vegetable garden established by sustainability leadership and more than 100 student volunteers in 2019.
- **Tree Walking Tours**—Self-guided audio walking tours developed by faculty, staff, and students are available to the Loyola community and the public to encourage the exploration of the landscape and get to know the trees of Loyola.

CLIMATE ACTION

Interest in and action toward sustainability has been a part of the fabric of Loyola for several years. Faculty and administrators, working on a larger project focused on fiscal sustainability for the University in 2013-14, made recommendations to increase environmental sustainability.

Students started petitioning the president to sign the President's Carbon Commitment even before the publication of *Laudato Si* in June 2015. Father Linnane signed that commitment—as well as the Catholic Climate Covenant's St. Francis Pledge to Care for Creation and the Poor—later that year. By then, the Loyola Conference—a group of faculty, staff, and administrators charged with University-wide issues such as strategic planning, resource allocation, and administrative policy—had already established the Sustainability Committee in spring of 2015.

The Sustainability Committee, which is a standing committee of the Loyola Conference, works to build and foster a framework for creating a culture of sustainability at the University. The committee makes recommendations related to environmental sustainability to the appropriate offices and governing bodies of the University. The committee may also form subcommittees or working groups to plan/study particular projects as needed.

The Sustainability Committee is charged with helping to set the University's sustainability goals

and evaluate the progress toward these goals. The committee reviews and advises the University on current and proposed projects and policies related to sustainability. The committee determines ways to increase environmental awareness and education by fostering a dialogue between operations, teaching, research, and student engagement around the issue of sustainability and justice. The committee works with the office of marketing and communications to ensure that the sustainability efforts of the University are being appropriately publicized.

The University has also developed a Climate Action plan to set the University on an actionable path to reduce our carbon footprint and achieve carbon neutrality. The Climate Action plan identifies four major goals—save energy, travel lighter, engage all levels of the University in climate change and sustainability, and sustain climate action—as well as multiple strategies.

The University has an energy management policy to help begin to reduce energy consumption campus-wide, a plan to invest in more renewable energy, and a goal of achieving carbon neutrality by 2050. Loyola is taking steps toward this by powering 15% of its electricity by national wind energy, using an advanced energy intelligence system to track and reduce energy consumption across campus, and enforcing environmentally responsible heating and cooling temperature guidelines.

CAMPUS CONSTRUCTION

Loyola's newest residence hall, Flannery O'Connor, is home to dozens of sustainable features including a geothermal energy system and a green roof. Ridley Athletic Complex, which opened in 2010, was constructed on top of a remediated landfill. The upcoming Center for Innovation and Collaborative Learning, which the University plans to start construction on in 2020, will be Loyola's first certified LEED building.

CAMPUS PROGRAMS

Programs that have been created that advance the culture of sustainability are the Govanstowne Farmers' Market, which the York Road Initiative runs weekly from May – September; the Good Stuff Campaign, which helps students donate unneeded items to local

agencies; the Green Office Program, which recognizes individual offices for their sustainability efforts; Loyola Recycles, single-stream recycling offered across campus; food waste composting and making only compostable utensils available in dining areas; the Francis Feast and Learn, a sustainability teach-in and dinner featuring local foods; opportunities for



students to get involved in the Environmental Action Club, Outdoor Adventure Experience, and a Spring Break Outreach experience focused on environmental and energy issues in West Virginia; and the Good Stuff Campaign, an immersive service program that includes sustainability education.

Challenges and Tensions

- With the pressures surrounding financial sustainability and revenue generation at the University, Loyola may need to make difficult choices to be able to invest in environmental sustainability.
- A change to a collaborative, comprehensive culture of environmental sustainability may take time and education.
- Loyola was late to start on this journey, and a multi-pronged approach will be needed to address environmental sustainability issues across the University. But even though Loyola may be an underdog in addressing these challenges, it should not be underestimated what Loyola can achieve.

IX

Equity and Inclusion

On April 12, 2015, Freddie Gray was arrested by Baltimore City Police and placed in a police vehicle, where he suffered injuries to his neck and spine. One week later he died. As word spread about the African American man’s death, protests erupted across the city. At least 20 police officers were injured, at least 250 people were arrested, hundreds of businesses were damaged, vehicles and structures burned, and drugstores were looted. A state of emergency was declared, and the Maryland National Guard was deployed.

On Loyola’s Evergreen campus, University leaders gathered—in person and by phone—to make decisions. With weeks left in the semester, should Loyola send students home? Did they need to increase campus safety? How should they communicate with parents? How could the University support employees who lived in the city in the areas that were most affected?

The president spoke up: The students should stay. The campus was secure, and events should be held as planned. We could reach out to students, employees, and parents to offer support and reassurance.

Then someone asked the question that was on everyone’s minds: In this time of tension, as Baltimore was portrayed as a place of violence on the news, how would Loyola yield its incoming first-year class? May 1 nationwide is National Decision Day, and every day in April counts, as the deposits come in.

As the president and others offered pastoral support to the campus community, the University went into action, messaging to prospective students and their parents and holding a “Loyola loves Baltimore” event on the Quad, hoping to demonstrate that Loyola’s commitment to Baltimore was strong—and that Loyola students were proud to be residents of the city.

Steadily, the deposits kept coming in. The final class wasn’t quite as large as the University had anticipated, but it was a strong class. And, when the students arrived on campus, faculty, administrators, and staff noticed there was something special about this class—the Class of 2019.

Many of these students chose Loyola not despite what was happening in Baltimore; they chose Loyola *because* of what was happening in Baltimore. They knew that there was racial tension in the city; they wanted to be part of the solution. The Baltimore uprising had happened after decades—generations—of issues related to racism and classism and poor leadership. The students saw that, understood that, and recognized that they—especially at Loyola—could be part of that change.

Those students brought passion, determination, and advocacy to campus. They ignited a fire in students who were already there, awakening in them an awareness that there were deep, problematic issues related to equity and inclusion on campus, and helping students of color find a strong voice to bring those issues to light.

In the fall of 2015, as students at other colleges were approaching their leaders with calls for change, Loyola students of color requested a meeting with the acting president Susan M. Donovan, Ph.D., and other members



of the President's Cabinet. They laid out their concerns. They shared their frustration, sadness, anxiety, and anger. They conveyed that they felt unwelcome on their own campus. They asked for change—and they gave concrete examples of steps they wanted Loyola to take.

By the end of that meeting, Dr. Donovan had promised that the University would implement racial justice training. The University formed a partnership with Baltimore Racial Justice Action, a nonprofit organization in Baltimore that is working to dismantle racism, and formed the Racial Justice Training Implementation Group.

Since the workshops were added in 2016, 90% of staff and administrators and 67% of faculty, as well as many students, have participated. Those workshops have given our University a foundation from which future trainings and conversations would spring, making it possible for us to move into a period of assessment, through the campus climate survey, which the University undertook in spring 2019.

But far more inspiring and perhaps more impactful for the campus has been that those student leaders have morphed into a group, Loyola Rising. They speak with a powerful voice. They bring the community together in silence, in support, in contemplation, in activism. They advance a culture of communication around difficult issues. They challenge their peers and their leaders. They direct students and other members of the Loyola community to resources to strengthen their own voices. They embody incredible, impactful leadership.

In the spring of 2018, students of color advocated for better student space. The University leadership again listened and invested time and funding in redesigning the third floor of the Andrew White Student Center to



create better gathering spaces for ALANA students—and all students—as well as a Pride Resource Room. Loyola students don't wait for administrators to act. With their unique strengths and their vision for what community can be, at and beyond Loyola, our students step up and advocate for their needs.

If the Baltimore uprising had never occurred, perhaps Loyola students might not have experienced this level of introspection with this force. But they were here—at Loyola University Maryland in Baltimore—and they did experience it in a way that young people in other parts of the country did not. As a result, Loyola has taken huge steps forward in getting serious about equity and inclusion. We know we have a long, difficult road ahead—and we must stay focused on moving forward.

EQUITY AND INCLUSION AT A LEADERSHIP LEVEL

The University mission statement includes a commitment to diversity, and diversity is named as a core value. The makeup of the President's Cabinet and the Board of Trustees is more diverse than they were in the past.

The president has also added the President's Council for Diversity, Equity, and Inclusion, a group of faculty, staff, administrators, and students that offers leadership and guidance to the campus community.

The president's pastoral messaging around attacks on people who are Jewish, Muslim, LGBTQ+, and other minority groups helps foster a culture of equity and inclusion in the Loyola community.

In the University's Mission Driven Leadership Training program, institutional commitments to diversity, equity, and inclusion are embedded into each module.

The University's strategic plan, *The Ignatian Compass*, includes explicit attention to inclusive excellence and the needs of diverse students and other community members—and equity and inclusion is one of the areas of focus the President's Cabinet has embraced in distilling down the plan. The concept of educating students as Ignatian Citizens implies—and could be more clearly acted on—that students would have a full understanding of the need to act and advocate for

greater equity and inclusion at Loyola and in whatever communities they enter.

WITHIN ACADEMIC LIFE

In the undergraduate curriculum, diversity is one of nine learning aims. It is intended to help students recognize the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities; have an awareness of the structural sources, consequences, and responsibilities of privilege; have an awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States; and have an awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global, and cultural context in determining the way we see the world.

At the undergraduate level, there is also a diversity course requirement for graduation. Students can choose from global diversity, domestic diversity, and social justice courses.

At the graduate level, diversity is also an explicit component of one of three graduate learning goals, “manifest leadership and social responsibility in the workplace and community,” which includes to understand and value individual differences and have the skills for working effectively in a diverse and changing world.

The office of academic affairs has specific equity and inclusion goals. Among the new initiatives is to continue, enhance, and assess the use of high-impact practices throughout the undergraduate curriculum as an instructional approach that supports the academic success of students of color.

In spring 2017, academic affairs launched a postdoctoral program, Inclusive Excellence Postdoctoral Fellowships, to provide talented candidates, especially from underrepresented groups, with an opportunity to prepare for potential careers as scholar-teachers through high-quality experience at a Jesuit institution committed to academic excellence

and social justice. During the 2017-2018 academic year, the School of Education piloted the program with two postdoctoral hires and became part of a new consortium of postdoctoral diversity fellowships at Jesuit colleges and universities.

The overall focus of the School of Education is urban education, emphasizing training teachers to serve students of diverse backgrounds in America’s cities. The School of Education’s Center for Innovation in Urban Education (CIUE) strives to participate in local and national conversations about urban education.

The Loyola Clinical Centers (LCC) provides treatment for people experiencing difficulties in the areas of psychology, literacy, hearing, speech, and language, both on site for clients who are charged on a sliding scale and in local schools the LCC partners with.

INCREASING A CULTURE OF ACCESS AND INCLUSIVITY

The Transgender Inclusion Working Group assesses needs, opportunities, and successes for best practices in transgender inclusion. In recent years, all-gender restrooms have been added across campus, and the working group has been leading efforts to encourage gender-inclusive language throughout the University.

The University’s ADA Compliance Team meets regularly to identify, review, assess, and advocate for improvements in the areas of our policies, programs, practices, and services in order to ensure compliance with Section 504 of the Rehabilitation Act, the ADA as amended, and other laws to ensure campus and programmatic accessibility for individuals with disabilities.

The Information Technology Accessibility Group is focused on educating the Loyola community about the importance of ensuring that technology is accessible to all.

THINKING GLOBALLY

The University’s Global Awareness, Engagement & Learning (GAEL) Strategic Plan, which will run from 2019-2024, was created through the University’s participation in the American Council on Education

Internationalization Laboratory. It's a strategic plan for global engagement that creates a climate of internationalization and the development of global citizens, connecting the local community to the world. Loyola's mission calls upon the University to create an environment that "inspires students to learn, lead, and serve in a diverse and changing world."

This next step toward greater global awareness in our shared world is one that is faithful to Loyola's vision and values. It seeks to impart in students, faculty, staff, administrators, and alumni an active awareness of, and appreciation for, their participation in a greater experiential reality stretching across neighborhoods, borders, cultures, and centuries.

The GAEL strategic plan sets a number of goals including to bring more international students to Loyola, enhance the study abroad experiences for Loyola students, embed global learning across the curriculum, and integrate students' study abroad experiences more fully with Baltimore.

PROGRAMMING AND SUPPORT

- ALANA (African, Latino, Asian and Native American) Services is committed to providing support, services, and programs that encourage the success of ALANA students at Loyola. Through intentional programming and a broad spectrum of services, we foster the academic, personal, spiritual, and leadership development of ALANA students. As a department, ALANA sponsors a variety of programs aimed at enriching and educating members of Loyola's campus community about issues related to diversity and cultural awareness.
- Student development has an associate director of student life for inclusion and community development, Tim Cherney, who oversees residential social and educational programs that foster a welcoming and inclusive living environment for all students. Along with supporting initiatives geared toward facilitating conversations around the intersections of race, gender, faith, class, and ability, Cherney is specifically charged with increasing the sense of belonging amongst LGBTQIA+ students in the residence halls.

- The office of disability support services offers personalized support to a significant part of the student population, and prospective families often choose Loyola because of the support that is available.
- Campus Ministry offers ecumenical and interfaith initiatives.
- Spectrum is an all-inclusive group for LGBTQ students and their allies.
- OUTLoyola is a group of faculty, staff, and administrators of all backgrounds who are interested in promoting equality for the LGBTQ+ members of the campus community and informed dialogue about LGBTQ+ issues at Loyola.



EVENTS

The University presents numerous events throughout the academic year. A few that reflect the University's commitment to engaging in discourse around equity and inclusion are:

- Each October, Diversity Reading Groups offer a range of great reading opportunities designed to invite every member of the Loyola community into shared conversations about diversity and inclusion. In this way, the Diversity Reading Groups support and sustain ongoing conversations around racial justice and feminism, sexual minority experience, mass incarceration, disability studies, and environmental justice, on campus and beyond.
- The University has supported and sent students to the Ignatian Q Conference, an annual student-led and university-supported conference for LGBTQ+

students at Jesuit, Catholic institutions. Loyola hosted the Ignatian Q Conference in 2018.

- The Rev. Martin Luther King, Jr., Convocation is an occasion for Loyola and the Baltimore community to launch the spring semester by coming together for shared inquiry into legacies of race and racial justice in America.

WORKFORCE CREATION AND DEVELOPMENT

- The University continues to develop and implement through leadership training modules an institution-wide approach to inclusive hiring that is centered on best practices and shared commitments to diversity and equity.
- Human resources has collaborated with the office of institutional research and effectiveness and the office of academic affairs on periodic campus climate surveys of undergraduate and graduate students, faculty, staff, and administrators, including the most recent one in spring 2019.
- Racial justice training, which as implemented in 2016, has moved to a train-the-trainer model in 2019.
- Academic Affairs continues to develop beyond the hire strategies that increase inclusivity and a sense of belonging for all faculty.

Challenges and Tensions

- The University community is clamoring for a chief diversity officer—a role that is temporarily filled by Robert Kelly, vice president and special assistant to the president. But faculty, staff, administrators, and students are asking for action. “We can’t just

keep dropping pebbles,” one member of the community says. “We need a more formalized structure.” Financial challenges for the University make it difficult to add a chief diversity officer, along with the staffing and resources that would be needed.

- How could Loyola offer students of color greater University support in an intellectual way? Could we add a social justice and advocacy minor or offer more opportunities for student discourse?
- Is it better for the University to let students take the lead? There is a strength to their leadership and their voice on campus. How can University administration enhance that without getting in the way?
- Although the University may feel it is lagging behind in some ways with regard to equity and inclusion, how can Loyola be innovative in this area?
- How can Loyola’s location in Baltimore be an opportunity for the University to lean more fully into issues of equity and inclusion?
- How can we be authentic and go all in on equity and inclusion?
- Some members of the Loyola community feel we cater to and give preference to a particular type of student, administrator, and faculty member—and if you fall outside that, you are not welcomed as warmly, and your needs are not met as fully. How can we as a community reach out to all those people and meet everyone’s needs and assure all have a sense of belongingness?

Conclusion and Priorities

At a challenging and increasingly competitive time for higher education, Loyola University Maryland is focused on ensuring its long-term financial sustainability. As part of that, the University will continue to work to make sure the curriculum is relevant, meets the needs of the market, and gives students the tools they need to be immediately employable and infinitely adaptable.

With this Mission Priority Examen, members of the Loyola community have had the opportunity to participate in a compelling exercise of reflection and discernment, recognizing the importance of fully embracing our mission while considering the challenges Loyola faces today and will face tomorrow. Our community steps forward into the future with a clear sense of purpose, as well as a recognition that we have work to do as a community to remain faithful to our mission as a Jesuit, Catholic university.

While Loyola was engaging in the self-study and identifying priority areas for the University's future, the Superior General of the Society of Jesus announced four apostolic preferences for the Jesuits to focus on from 2019-2029:

- To show the way to God through the Spiritual Exercises and discernment;
- To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
- To accompany young people in the creation of a hope-filled future; and
- To collaborate in the care of our Common Home.

Members of the Mission Priority Examen steering committee found these affirming of these three priorities that have been set for the next five years at Loyola:

IGNATIAN FORMATION

Thirty years ago, the Loyola community started the important conversation about how to continue the work and mission of the University without the long black line of Jesuits who had been teaching, serving, and leading Loyola for its entire history. Today, we ask that question with intentionality, awareness, and a new sense of purpose. With fewer Jesuits on campus, we must ask what we should be doing to preserve our Ignatian soul and to ensure that the Jesuit, Catholic liberal arts education we offer our students is true to our mission. Even lay colleagues who are educated in Ignatian traditions and immersed in Ignatian practices are poised to lead a Jesuit institution. Loyola is—and will continue to be—a Jesuit university regardless of the number of Jesuits within our community. We will approach this challenge with a sense of history, tradition, innovation, and faith in the future.

EQUITY AND INCLUSION

Loyola is at a crossroads in conversations—and action—related to equity and inclusion. In theory, our community generally wants to engage in this conversation and is open to the journey. In practice, individuals often shy away from this conversation, as well as opportunities to delve into difficult conversations regarding race and ethnicity that could lead to transformative change. The heart of our institution, however, is at stake. In recent years, as much of our community has participated in racial justice workshops, we have named many opportunities for ways to become a more equitable, inclusive community, but we have yet to nurture and embrace those fully. We have

various programs that have not been fully coordinated or supported. We have much work to be done in this area to ensure Loyola is a more welcoming community where every individual feels they belong.

ENVIRONMENTAL SUSTAINABILITY

Inspired by Catholic intellectual tradition calls and Pope Francis' encyclical, *Laudato Si*, Loyola will strive to become a more environmentally sustainable university. This generation of undergraduate students, as well as many faculty, staff, and administrators, have been vocal in their concern for our earth. Our students feel that many institutions have failed them, and the one area where they can make contributions on their own—and be connected to something larger—is the environment. This commitment also aligns with the priorities of the Catholic Church and the Society of Jesus. Loyola and our community can have an important impact on the environment that will create a better world for future generations.

CLOSING

At a time when many present and future challenges are clear, Loyola welcomes this opportunity to name the tensions we are facing together directly, set priorities to position our Jesuit university on a path for future progression, and step forward with confidence, grace, and faith. The educational tradition the Society of Jesus introduced to the world 500 years ago is firm and yet flexible.

As we envision the University we aspire to be, we recognize that the journey that was undertaken in 1852 in two large townhouses in downtown Baltimore is—in many ways—just beginning.



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