**I. Title Page**

**Mission Priority Examen**

**Spring Hill College**

**Mobile, Alabama**

Date of Peer Visit: March 22-25, 2022

Date of Report: April 4, 2022

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Board Chair of Institution: Mr. Jack F. McKinney

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**II. Previous Jesuit Mission Priorities**

This is the first Mission Priority Examen (MPE) completed by Spring Hill College. There was a self study prepared in 2019 (but was not the subject of a team visit) that identified the following priorities:

1. Increasing mission-centered focus in curricular and co-curricular programming; 2. Mission-centered professional development for trustees, cabinet, faculty and staff; 3. Promoting a mission-centered campus culture that values diversity.

Notwithstanding the fact that the MPE process was not completed, Spring Hill continued to make some progress on the mission priorities contained in that 2019 self-study, but the college admits progress on some fronts was stalled due to financial constraints and the Covid pandemic. These priorities are incorporated to a large extent in the current MPE self-study that is the subject of this team visit and report.

**III. Current MPE Study Process**

The process for this MPE self-study was unique because Spring Hill is the last of the American Jesuit colleges and universities to complete the MPE process and because the 2019 self-study was not completed. Spring Hill was asked in August 2021 to complete the entire process within the 2021-22 academic year. This required an abbreviated self-study process so that the report could be distributed to the visiting team in February 2022.

Spring Hill formed a self-study committee composed of faculty, staff and students and embarked on a series of listening sessions of constituency groups (Trustees, Cabinet, faculty, staff and alumni) and focus groups (students) that invited discussion on the extent to which Spring Hill embraces and lives

its Catholic Jesuit mission. Committee members sought input from existing constituent bodies. In all, the committee hosted 23 listening groups that involved 235 individuals.

The results of the listening groups were supplemented by data on Spring Hill’s progress on various mission related initiatives over the past few years.

The visiting team met with many of the constituent groups during its visit to the campus. The team found that these groups talked openly and honestly about the positive aspects of the self-study process. Members of the Board of Trustees Mission & Justice Committee were intimately involved with the process. They met with the self-study committee and offered feedback on drafts of the report. Members of the self-study committee spoke positively about the results of the listening sessions.

Spring Hill’s financial challenges of the past several years are a major part of the context for this report and the team’s visit. One might have expected a large degree of cynicism, weariness and resistance to participating in an exercise of this type, yet the visiting team found just the opposite. The campus community apparently embraced the process and spoke in passionate tones about how

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the self-study process was a galvanizing event for the college. Trustees noted that the financial challenges of the past several years had perhaps caused Spring Hill to lose sight of its essential mission at times, but that the self-study process had, in essence, pressed a reset button that has reinvigorated and refocused the board.

As an essential step in the MPE process, Spring Hill consulted with the Archbishop of Mobile about his view of the college and its fidelity to its Catholic mission.

The self-study process was in keeping with the character of an Ignatian Examen. The college was intentional in expressing gratitude for the work of so many in the college community during a period of great financial stress. There is an honest and clear-eyed assessment of places where the college has fallen short but there is a resolve to push forward and pursue the *Magis*. Throughout the report and in the visiting team’s meetings on campus, it is clear that the college has noticed where God has been present and how the college’s Catholic, Jesuit mission needs to be an animating force in the life of the college going forward.

The self-study report could have been stronger and more strategic in some places. As will be addressed later in this report, the college could benefit from further reflection on the larger societal context in which the college finds itself, especially when it comes to the discussion of diversity, equity and inclusion. But on the whole, the visiting team is reluctant to substitute its judgment for the college’s and it understands that the priorities of this self-study reflect deeply held feelings and reactions to the financial stresses of the past few years.

In all, the visiting team found that the process was as thorough and inclusive as it could have been given the time constraints. It appears to have fulfilled the Assistancy’s and AJCU’s desires that the process itself should be as valuable as the final report.

**IV. Self-Study Content**

The Provincial asked Spring Hill to focus particularly on Characteristics 1, 6, &7. *Focus Characteristic #1: Leadership and Public Commitment to Mission*

Significant turnover in leadership, financial constraints, and the disruption wrought by Covid have challenged consistent messaging and implementation of practices and mission programming. That said, the MPE process has clarified and heightened leadership’s commitment to mission. Rev. Robert Poirier, S.J.’s ongoing work, which has included meetings with the Trustee Mission & Justice Committee and several conversations with the full Board and the Cabinet, demonstrates a concerted effort to engage leadership in discussions of mission.

Board members have also advocated strongly for clear integration of mission values in the new vision and priorities that are the foundation for the new strategic plan of the college that is under development. While the Board has long supported the college’s mission and valued the relationship

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with the Jesuit community and network, it was clear to the visiting team that this MPE process has ignited a more purposeful engagement with mission and awareness of the need to support it.

The visiting team validated that the stakeholders value Spring Hill’s Jesuit identity and affiliation with the AJCU. This was evident at all levels of the college, including the students. Spring Hill leaders participate in the various affinity groups (e.g., the Provost attends monthly zoom meetings with AJCU Chief Academic Officers); prior to the pandemicthe College offered on-campus seminars that focus on Ignatian spirituality, which it plans to resume next academic year; and the College participates consistently in the Ignatian Colleagues Program. The visiting team heard evidence from students that faculty express the Jesuit values through instruction, mentoring, advising, and other conversation. Faculty and staff meet students “where they are” and they invite students to experience God in ways that are meaningful to them.

While senior leaders are hired based on professional expertise, experience, and what they can contribute to the college, they are also evaluated in terms of fit-for-mission. Additionally, all faculty candidates who are invited to the final stages of the interview process meet with the Provost to ensure there is a clear understanding of the mission of SHC and the expectations for faculty to embrace the mission.

The high turnover at the Cabinet level has presented challenges for community involvement in hiring processes and discussions of mission. The pandemic has limited community gatherings where robust conversations can take place The college administration recognizes the need to involve stakeholders

in these conversations and processes. There is an opportunity throughout the hiring process for Cabinet level positions for more involvement and communication, particularly discussions about mission.

As the Board of Trustees begins the process for hiring a new President, following Dr. Lee’s retirement announcement, it will be necessary for the college community to identify the priorities and the “non-negotiable” characteristics and/or skills that they desire in a new president. Because the president of the college will be the chief animator of the mission, “mission fit” will be a critical characteristic in any new president regardless of the other gifts they bring.

Historically, there have been vibrant service and campus ministry programs. The Campus Ministry Office has been adversely affected by financial strains, most notably in its staffing levels. Currently there is only one full-time staff member–the Director of Campus Ministry, Colleen Lee–who works with a number of student interns to maintain programming, from retreats and service trips, to Mass

and other events in the chapel. The College’s ability to fund a robust Mission and Identity department needs to remain a primary focus. The visiting team consistently heard the pride associated with the programming offered through the Foley Center and Campus Ministry, but we also heard a desire for additional staffing and more robust offerings. In its Jesuit Mission Priorities, the college has committed to bolstering these offices to allow them to conduct programming needed to support the Catholic and Jesuit mission of the institution.

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Overall, the evidence suggests this MPE process has shown how Spring Hill is living and celebrating the Jesuit, Catholic identity that is so central to its history and mission.

*Focus Characteristic #6: Relationship to the Society of Jesus*

It was clear to the visiting team that the stakeholders at Spring Hill value the Jesuit identity, cherish the Jesuit community on campus, and desire an even more vibrant Jesuit presence. That said, there is a growing understanding of the challenges associated with the decreasing number of Jesuits who might be available to be missioned to an institution of higher education.

The Jesuit Mission Priorities identify the need 1) of the college to continue improving its relationship with the Province by being more responsive to requests for information, 2) to be more proactive in providing this information, and also 3) to work with faculty and staff to develop an intentional program for the recruitment and retention of Jesuits, while collaborating with the Society and AJCU to develop lay people to assume the responsibilities that might not be filled by Jesuits.

The visiting team is concerned that the college community not stake the success of its Mission Priorities on its ability to recruit additional Jesuits to Spring Hill. While some Trustees appear to believe that this is possible, our discussions with the President and other senior leaders indicate that they understand the reality of Jesuit demographics. Therefore, the emphasis needs to be on developing lay collaborators for mission.

As stated in the self-study, the Society of Jesus and Spring Hill share a relationship that is built on common purpose and shared goals. In order to maintain this relationship, the college and the Society must share healthy and transparent communication. The visiting team believes there has been a concerted effort to improve communication between the college and the Province office.

*Focus Characteristic #7: Institutional Integrity*

According to the self-study, no characteristic more directly relates to Spring Hill’s financial obstacles, and therefore has spurred more discussion throughout the listening sessions, than institutional integrity. As stated earlier, the visiting team repeatedly heard from administrators, faculty, and staff that these obstacles had likely distracted them from what was meaningful, but the process of the MPE redirected their attention to its Jesuit, Catholic mission. Additionally, the team repeatedly heard enthusiasm for improved communication and action from the Cabinet leadership: Rather than “paralysis through analysis” there is evidence that the new leadership team listens, analyzes, and acts. This has generated a sense of optimism and momentum that was palpable from all constituent groups we met with.

There is, however, also a sense of reality associated with their aspirations. It was apparent to the team that mission needs to drive the budget priorities. As one member of the team mentioned, the institution’s budget will reflect the institution’s priorities. The leadership and Board have identified new or adapted Jesuit Mission Priorities that the Spring Hill community agree should be the priorities. Additionally, the strategic planning process, initiated by the new Executive Vice-President,

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involved all stakeholders and is producing processes for evaluating new programs, as well as key performance indicators with metrics to measure success.

It was clear to the visiting team that the concurrency of the MPE and strategic planning process has been fortuitous, as it has engaged multiple groups in several different conversations, all of which seek to define what Spring Hill will look like in the near and distant future. As noted by the leadership team and, in particular, the Vice President of Enrollment Management, in order to achieve these goals, the college will need to adjust its strategic enrollment plan (which is in process) and set admissions numbers to develop realistic, rather than aspirational, budgets.

*Remaining characteristics*

*Characteristic #2: The Academic Life*

Spring Hill College remains predominantly focused on the undergraduate, residential educational experience, and the center of the academic experience is the core curriculum. The College has also created a Center for Online Learning and is in the process of developing more than a dozen online graduate and undergraduate programs. There are also clear examples of how the mission of a Jesuit, Catholic institution of higher learning is exhibited throughout the curriculum. It did not go unnoticed by the visiting team that despite cuts to operations budgets, we did not hear complaints about decreased funding for academic programming; instead, we heard a desire for increased funding for mission-related programming.

The new core curriculum reduces hours, simplifies requirements, enhances assessment, and provides a unified core curriculum for all Spring Hill students. The core achieves all of these goals without sacrificing attention to and participation in the humanistic intellectual tradition that is so central to Ignatian pedagogy. An innovative highlight to the new curriculum will be the Pathways sequence that invites new students into the intellectual community through a series of one-credit classes that focus on perennial questions about literary art, about the nature and purpose of being, and about the world we all share. Accompanying this core revision has been the development of professionally focused programs, both for traditional students and for the growing community of online learners. The course templates and assessment rubrics were developed with Ignatian principles in mind. Using resources publicly available on other AJCU institutional sites, there are efforts to align online best practices with a clear Jesuit focus.

The visiting team also heard that faculty invite students into the mission by challenging them to think about their place in the world. For example, education students are placed in schools in high needs districts to give them the opportunity to experience the special challenges students face while faculty carefully guide them through this experience. Another example of how Ignatian principles are included throughout the curriculum are in the business department in courses like Business, Society, and Sustainability and in Business and Ethics.

The college understands that students need support and that levels of support often correspond to students’ preparation prior to enrolling. The visiting team notes that while students may come

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academically prepared that they also bring with them gifts and needs that might be unique to this new generation of students. The demographics suggest Spring Hill will be seeing a more diverse student body, more first-generation college students, and students who may not have economic security. The types of support systems the college will need to support these students will be significantly different than those in the past. For example, the visiting team talked with some students from traditionally underrepresented populations. They noted that while they were successful academically, they had to work harder than their white colleagues at feeling they belonged at Spring Hill. Faculty and staff shared examples of students of color and those with intersectional identities who left the college, or are planning to leave, because they feel that they do not belong.

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

The visiting team recognizes the unique history of Spring Hill and its location. It was the first college in Alabama to admit an African American student and it has a long and important history in advocating and acting for social justice and civil rights. In that spirit, the college has continually worked to improve its focus on justice and reconciliation. This report has indicated, and the visiting team observed, a desire to return to pre-Covid programming that invited students, faculty, and staff to “walk with the marginalized and the excluded.” As mentioned in other areas of this report, there are several examples of this both in curricular (e.g., service learning opportunities) and co-curricular (e.g., immersion trips) opportunities. As the self-study notes, however, “the pursuit of faith, justice, and reconciliation is a process, not a destination, and the college takes seriously the need to seek constant improvement in these areas, both in curricular and co-curricular programs and programming.”

*Characteristic #4: Promoting an Ignatian Campus Culture*

Throughout this report, the visiting team notes the many instances in which we observed a true commitment and enthusiasm for the Jesuit mission. This manifested itself in many ways: through co curricular opportunities, through classroom exercises, and through service-learning.

One of the most talked about examples — which suggest it was most meaningful — was the pairing of the Mass of the Holy Spirit with the inaugural Spring Hill “Mission Day.” Students described how they were invited to discuss the mission in a designated class or, for those students or faculty not in class at the time, in designated discussion groups across campus. The time was organized and purposefully planned to mimic the idea of contemplation in action – there were times for reflection and prayer, particularly during the afternoon Mass of the Holy Spirit (which was the capstone event of the day), as well as times for conversation and integration. Alumni were invited to participate, creating a broad sense of community stretching from the past, into the present, and beyond. Faculty and staff also mentioned how important this day was in distinguishing an education at Spring Hill from other institutions of higher education.

Fr. Poirier’s desire to offer Ignatian Pedagogy seminars, in addition to Ignatian Seminars, would be a welcome addition for faculty, who would be even better equipped to further embed Ignatian values and approaches to education into the students’ experience.

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*Characteristic #5: Service to the Church*

It is evident to the visiting team that Spring Hill is committed to being of service to the local, national, and global Church communities. In a letter from Archbishop Rodi,he commends the college for its work within the local archdiocese and encouraged them to build on this work to serve the local community.

The visiting team saw evidence of this, whether through the Foley Center organizing ESL classes or arranging for tutoring in local schools, through Campus Ministry immersion trips to Central America, South America, the Caribbean, and locations within the United States, or through immersion trips offered through the Italy Center in Bologna. Additionally, several education graduates are teaching in local or regional Catholic schools. The SHC Graduate Theology Program has developed a number of initiatives over the past five years that support the work of the Church. They developed a partnership with the Diocese of Jackson (MS) to provide a Master of Theological Studies program for their deacon formation class. This partnership will continue with a new cohort beginning this summer (2022); the first cohort will graduate this July. They have another partnership with the Diocese of Charleston (SC) to provide a Certificate of Spiritual Direction program in a blended format (online and some classes in SC).

It also should be noted that the Spring Hill Jesuit community contributes to ministry in the area. St. Joseph Chapel on the campus is not just a center for faith on campus. It also welcomes the public to join in celebration of Mass. Each year, Spring Hill also offers students who are seeking to become Catholic the sacraments of initiation and the opportunity to participate in the diocese’s Rite of Election.

The Spring Hill Jesuit community reaches beyond campus in supporting the local church. Jesuit priests regularly celebrate Masses and offer the sacrament of Reconciliation at parishes throughout southern Alabama. One of the Jesuit faculty members provides ministry to Hispanic Catholics in Southern Alabama, and another community member both serves full time as a priest in the Archdiocesan Office of Hispanic Ministry and assists in the training of lay deacons. The Rector of the Jesuit Community serves on the Archdiocesan Presbyterial Council, and Jesuits and lay faculty help to facilitate the Trialogue group that focuses on strengthening relationships and understanding among local Christian, Jewish, and Muslim communities.

**V. Spring Hill’s Jesuit Mission Priorities**

Spring Hill College has identified the following priorities within their MPE Self-study:

1. Practice financial stewardship and instill discipline:

a. Sub-goal 1: Restore pay and benefits to help stabilize staff and increase morale. b. Sub-goal 2: Address deferred maintenance projects to exemplify our care for the community.

2. Invest in Mission:

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a. Sub-goal 1: Maintain appropriate staffing levels and budgets for Foley Center and Campus Ministry so these offices can carry out mission-focused work.

b. Sub-goal 2: Implement multi-year, comprehensive training for faculty and staff in order to deepen the understanding and sense of mission.

c. Sub-goal 3: Promote and prioritize hiring for mission and Diversity, Equity, and Inclusion.

d. Sub-goal 4: Recruit and Retain Jesuit faculty and staff members in order to increase Jesuit presence on campus–All members of the SHC community cherish the Jesuits who are on campus, whether they are active or retired, faculty or staff.

3. Increase communication and transparency from Administration:

a. Sub-goal 1: Increase community involvement in cabinet-level hiring processes to build trust between administration faculty/staff.

b. Sub-goal 2: Increase communication from the administration when it comes to new initiatives or centers on campus.

4. Innovate curricular programs and co-curricular programming:

a. Sub-goal 1: Implement the new core curriculum.

b. Sub-goal 2: Systematize the evaluation of curricular programs and innovate co curricular programming and promote our comprehensive experience to prospective and current students.

The visiting team believes that the Jesuit Mission Priorities are resonant with the mission-related needs and desires. Additionally, we observe the articulated priorities as largely practical, save perhaps Goal 2’s sub-goal 4 given the diminished (and diminishing) number of Jesuits available for missioning to AJCU institutions.

The achievability of the Jesuit Mission Priorities is difficult for the visiting team to fully assess given the complexity of Spring Hill’s financial challenges. This report does not attempt to pass on the question of the feasibility of success on achieving the Mission Priorities from a financial point of view. What we can say is that the Board and senior leadership of the college are aware of the depth of the financial challenges facing the college and are fully engaged in the search for longer term solutions. In the meantime, the college recognizes the importance of prioritizing mission and we note important indicators for their success:

● Faculty and Staff Support: There is a pronounced – both visible and articulated – sense of growing optimism among the faculty, staff, and administration of Spring Hill. This enthusiasm is reflected in broad support and affirmation of the Mission Priorities articulated in the College’s self-study. In our meetings, faculty and staff widely affirm the need for and commitment to 1) financial stewardship, including strong desires for fully restored salaries and benefits and an end to furloughs for all; 2) investment in mission, a constitutive element of which is a commitment diversity, equity, and inclusion, 3) reinvestment of time in mission formation offerings, many of which were disrupted by the pandemic; 4) strengthening of

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administration’s communication with faculty and staff, a strengthening that many voice has markedly improved throughout the current academic year; and 5) innovation in curricular and co-curricular programming.

● Trustees’ Support and Leadership: The MPE process, according to the Trustees, has reasserted the absolute centrality of mission in their work as a Board. The visiting team’s conversations with the Board of Trustees and its Mission and Justice and Finance Committees highlight a sincere and widely espoused commitment to the Jesuit, Catholic identity of Spring Hill. They consistently voiced a commitment to advance the Jesuit Mission Priorities.

● Financial Support: Spring Hill administration, faculty, and staff are clear-eyed about the years-long precariousness of the institution's finances. Senior leadership, many of whom are relatively new to their roles and critical in fostering the pervasive sense of growing optimism and trust on campus, are resolute in their commitment to show demonstrable and meaningful progress on the Jesuit Mission Priorities. In meetings with the visiting team, leadership has expressly voiced commitment to Spring Hill’s distinctive Jesuit, Catholic mission and to realization of the four Jesuit Mission Priorities, which necessarily includes financial investment in bolstering mission infrastructure through the addition of human resources - namely a director for diversity, equity, and inclusion and a campus minister - and budgetary support of mission programming.

● Alignment with and Embedding in Institutional Planning: Many of Spring Hill’s Mission Priorities are directly mirrored in its newly stated strategic priorities:

▪ Mission Priority 1 and Strategic Priority 3 both speak to the College’s

prioritization of the need to practice financial stewardship and discipline.

▪ Mission Priority 2 and Strategic Priority 1 both address a prioritized

commitment to invest in mission.

▪ Mission Priority 4 and Strategic Priority 4 reflect a desire to innovate

curricular programs.

The clear parallels between the College’s mission and strategic priorities coupled with new budgeting processes that endeavor to intentionally align Spring Hill’s operating budget with its strategic priorities offer the visiting team reasonable assurance that meaningful and sustained progress on the Jesuit Mission Priorities is strongly supported within current institutional planning. We acknowledge the relatively recent articulation of established priorities and urge that leadership steadfastly retain and resolutely pursue the identified priorities.

**VI. Peer Visitor Team Recommendations to the College**

Throughout our work on this MPE, we felt honored and humbled by the warm hospitality shown to us by the Spring Hill community, the tireless commitment of faculty and staff to the Jesuit mission, and the hope of students and campus leaders that the college will overcome its challenges and continue to provide transformational experiences for its students for years to come.

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The visiting team agrees that the stated Mission Priorities represent some of the best ways for the College to advance its Jesuit and Catholic mission and identity. In identifying the College’s current circumstances, opportunities, and strengths, we offer the following recommendations:

1. Human Resources Policies and Maintenance

• Spring Hill College has weathered the difficult challenges of the last few years by the grace of its most committed staff and faculty. We heard inspiring stories of staff and faculty choosing to stay at Spring Hill through furloughs, pay reductions, and increasing workloads. We also heard that employees have not received a raise since 2014. We agree that restoring pay and benefits as soon as possible is essential and that leadership should take every opportunity to express its genuine gratitude to faculty and staff, the College’s greatest asset.

• In our conversation with the Staff Assembly Council, we heard concerns about the difficulty people have balancing existing (and, for many, burgeoning) work demands with furlough. This merits leadership’s awareness and attention to remedying.

• The MPE team agrees that the College should continue to address deferred maintenance projects on the campus.

2. Mission Programming

• We recommend that the college invest in the mission-centric programs proposed by Fr. Bob Poirier. These will shape post-pandemic Spring Hill College and form a workforce that can deliver the deep care for students’ transformational educational experiences. Such experiences are necessary for the college to live its Jesuit, Catholic Mission. We recommend:

▪ Revive Ignatian Pedagogy seminars/discussions for faculty and staff.

Such mission-centric development opportunities are necessary, as lay

faculty and staff become the primary vehicles of mission on our

campuses.

▪ Provide training for new faculty and staff in first month of employment. Historically these have provided an introduction to Jesuit spirituality and

values.

▪ Create a multi-year formation experience for faculty/staff.

▪ Send more faculty/staff/students to the Ignatian Teach-in annually, so

they may bring fresh ideas and commitments back to the campus.

▪ Provide support for faculty and staff affinity groups.

▪ Provide an Annual Board retreat. The hunger among board members for mission formation and conversation was palpable.

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▪ Offer invitational 2-3 day retreats for smaller groups of the board, where there is a strong desire for deeper engagement with the mission.

▪ Provide formation experiences at each board meeting.

▪ Design virtual training opportunities for board members.

• Spring Hill will likely need to use some creative measures to fund everything that it wants to do. They should consider creating one or two fellows positions for staff and faculty who can assist with this work. This will require budgeted funds to buy out some time for staff and faculty to dedicate to leading mission-centric activities, such as the Ignatian seminars.

3. Diversity, Equity and Inclusion

• We are inspired by Spring Hill’s history as the first college in Alabama to integrate, when it enrolled eight Black students in 1954. We are also inspired that so many students knew this history and expressed their pride in having earned the respect of Dr. King in his 1963 “Letter From a Birmingham Jail.” We encourage the college to build upon this history

and focus resources on what this legacy means in 2022.

• Given Spring Hill’s increasingly diverse student body, the shifts in the national discourse following the murder of George Floyd, the Jesuits’ and AJCU’s emphasis on anti racism efforts nationally and in our institutions, and faculty and staff support for diversity, equity, and inclusion issues, the visiting team recommends that the college commit to additional thought and planning in this area and invest in student belonging and success among its most vulnerable populations. We recommend the following:

▪ There is still uncertainty as to whether the college’s budget will allow for the hiring of a Director of Diversity for the 2022-23 academic year. The visiting team is not hopeful that a successful search can be completed in time to meet the college’s goal. The college needs to take this matter out of the budget

cycle and commit to hiring the position perhaps in the Summer of 2023. In the interim, the college could consider creating two Ignatian Fellows for

Diversity to lead the new Diversity Council and prepare the campus for the new Director of Diversity. The college should do everything it can to set the Director up for success. This includes: laying some of the ground work;

setting clear expectations; providing resources for the work; and tying DEI work directly to mission.

▪ Conduct a climate survey for the Spring Hill community on issues of equity, inclusion, and belonging on campus. Students shared with us incidents of homophobia and racism on campus, while faculty shared with us retention challenges among students of color. A climate survey will shed light on issues that need to be addressed.

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▪ Form a new Diversity Council, as an offshoot of this MPE process. Forming a new Diversity Council, rather than resurrecting the DIAT, will provide a

fresh start for this work, after a year hiatus. We recommend that faculty, staff, and students serve on the Council. The Council can administer the campus

climate survey and begin to address climate issues and offer programming for the campus community.

▪ Offer opportunities for faculty to engage in professional development in

inclusive pedagogy and curricula. This can include conversations, workshops, and attendance at national conferences.

▪ Create a protocol for inclusive hiring, with the long-term goal of achieving a faculty and staff population that mirrors the diversity of the student body.

This will be the work of the Director of Diversity in collaboration with HR.

▪ We recommend that hiring committees begin requiring the

submission of a Diversity Statement. Here is a sample prompt for a

faculty position:

▪ *At Spring Hill College, we are committed to our Jesuit*

*principles of standing with the marginalized, upholding the*

*sacred dignity of all individuals, and assuming the*

*responsibility for the long, hard work of shaping an inclusive*

*community where all can flourish. In accordance with these*

*values, we seek faculty whose lived and professional*

*experience in teaching, research, and community service have*

*prepared them to contribute to our commitment to diversity*

*and excellence. Discuss how your teaching, research, and*

*service will advance our commitment to equity, diversity, and*

*inclusion.*

▪ Once onboard, the Director of Diversity should join the AJCU Mission

Officer/Diversity Officer Group. Joining this group will provide additional

support for DEI work at Spring Hill by intentionally linking mission work

with DEI work.

▪ Fr. Poirier and perhaps a faculty member should consider leading the AJCU’s Antiracism Examen for leaders in the college community. This is a no-cost

way of beginning conversations around racial justice, couched in the Jesuit

Mission.

**VII. Conclusion and Additional Comments**

The visiting team is grateful for the cooperation and hospitality shown by the Spring Hill community throughout this MPE process. Our findings, observations and recommendations are made in a spirit of colleagueship and in the hopes that our insights might help Spring Hill pursue the *Magis* every more effectively.

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The visiting team unanimously recommends that the Society of Jesus reaffirm Spring Hill College as a Jesuit and Catholic institution of higher education.

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