

MISSION PRIORITIES EXAMEN SELF-STUDY REPORT



SPRING HILL COLLEGE

ACADEMIC YEAR 2021-2022

FOR DISTRIBUTION TO CAMPUS COMMUNITY

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Institutional Information

Personnel

President	Dr. E. Joseph Lee, II
Interim Provost	Dr. Lisa Hager
Chair, Board of Trustees	Mr. Jack McKinney
Chief Mission Officer	Fr. Robert Poirier, SJ
Chairs, Self-Study Committee	Fr. Robert Poirier, SJ, and Dr. Steven Almquist (English)
Self-Study Committee Members	<p><i>Faculty:</i></p> <ul style="list-style-type: none"> ● Dr. Don Culberson (Biology) ● Dr. Chris Dodsworth (Philosophy) ● Dr. Debbie Fox (Biology) ● Dr. Stephanie Gapud (Business) ● Dr. Tom Hoffman (Political Science) ● Dr. Alexandria Ruble (History) ● Wanda Sullivan (Fine Arts) <p><i>Staff:</i></p> <ul style="list-style-type: none"> ● Tyloria Crenshaw (Marketing) ● Stephanie Hart (Student Support Services) ● Colleen Lee (Campus Ministry) ● Kristyn Russell (Campus Programming) <p><i>Students:</i></p> <ul style="list-style-type: none"> ● Nicolas Johnson ● Molly Snakenberg
Peer Visitor Chair	John J. Hurley, J.D., President, Canisius College
Additional Peer Visitor Team Members	<ul style="list-style-type: none"> ● Dr. Nicki Gonzales, Vice Provost for Diversity and Inclusion, Regis University ● Dr. Doug Dunham, Provost and Senior Vice President for Academic Affairs, Rockhurst University ● Cindy Schmursal, M.A., Vice President for Mission and Ministry, Rockhurst University

Executive Summary

The Spring Hill College community underwent preparations for a Mission Priority Examen from January 2018 through September 2019, and the Self-Study Committee completed a report in 2019. Institutional circumstances led to delays in the process; nevertheless, a Peer Visitor Team was established and plans were in place for the team to visit campus in the Spring of 2020. The COVID-19 pandemic necessitated canceling the team's campus visit, so Spring Hill College was never able to complete round one of the Examen process.

On August 23, 2021, Fr. Thomas P. Greene, Provincial of the USA Central and Southern Province, wrote to President Joe Lee with a formal request for "Spring Hill College to complete the Mission Priority Examen process during this current academic year" ([Appendix A](#)). Fr. Greene's letter explicitly asked that Spring Hill's self-study focus on three specific characteristics from the *Characteristics of Jesuit Higher Education* document: Leadership Commitment to Mission (1), Relationship to the Society of Jesus (6), and Institutional Integrity (7). President Lee asked Fr. Bob Poirier to convene a committee that would manage the self-study process, and he immediately developed a plan to complete the Examen within this timeframe. The previous report has been useful and instructive, but the current report represents a redesigned, if compressed, MPE process that has included nearly two dozen listening sessions with constituency and focus groups. Per Fr. Greene's exhortation during a Zoom call in September of 2021, we sought to understand how Spring Hill is living its Jesuit mission. The feedback from those sessions informs much of this current report.

Not surprisingly, these listening sessions laid bare some of the College's obstacles, chief among them the ongoing financial pressures, which have been exacerbated by changing market forces in higher education, relatively low incoming first-year classes in recent years, and the COVID pandemic. Faculty, staff, students, and even alumni are aware of the impact of these financial constraints, which they experience in the high level of employee turnover, reduction of services, and general decline in upkeep of the physical campus. While these obstacles are real, and we in no way want to diminish them, this process revealed Spring Hill College community members' resilience, optimism, and genuine commitment to the College *as a Jesuit, Catholic institution*. More importantly, our listening sessions allow us to articulate *how* we are Ignatian.

In this report, we identify priorities that will strengthen Spring Hill College's relationship with the Society of Jesus, restore appropriate levels of mission-related programming, and orient Spring Hill College for long-term viability. As the College approaches its bicentennial in 2030, we want to ensure future success and financial health through innovative curricular programs and robust co-curricular programming.

The four goals articulated in this report also dovetail with the foundational strategic priorities that serve as the beginning point of our current strategic planning process ([Appendix B](#)). The four goals are as follows:

- Create a culture of financial stewardship and fiscal discipline;
- Invest in mission, particularly by investing in the offices and personnel most responsible for forming campus members' sense of Ignatian history, spirituality, and pedagogy;
- Increase transparency and communication between administration and faculty/staff;
- Continue to innovate curricular and co-curricular offerings, so our students graduate ready to lead, to serve, and to live purposeful and meaningful lives.

The report elaborates on these four goals with a number of sub-goals, and it identifies implementation strategies that have either already begun or that will be instituted. Our expedited MPE process during the Fall 2021 semester has benefited the community and clarified existing obstacles and strategies to overcome them. As several participants in the many listening sessions noted, the act itself of discussing our mission and our priorities exudes the historical mission we celebrate and seek to continue.

Please note: This draft is intended for internal distribution to SHC community members and is not intended for wider circulation. The report that the College submitted to the visiting team included sensitive financial information, including information about salaries. That data has been redacted from this report.

Cover Letter to Fr. Sosa from Dr. Lee



Forming leaders engaged in learning, faith, justice and service for life.

February 16, 2022

Father Arturo Sosa, S.J.,
Superior General of the Society of Jesus

Dear Father Sosa,

Per the request of Fr. Thomas P. Greene, S.J., Spring Hill College has undergone a thorough and inclusive Mission Priority Examen during this current academic year. The report contained herein details the timeline, personnel, activities, and findings of the MPE process.


I asked Spring Hill College's Vice President for Mission and Identity, Fr. Robert Poirier, S.J., to lead the process. He and his Co-Chair, Dr. Steven Almquist, Professor of English and Interim Associate Provost, convened a Steering Committee that conducted listening sessions with nearly two dozen groups on campus. This report represents the voice of the community in articulating the College's strengths and obstacles in the seven areas defined by the *Characteristics of Jesuit Higher Education*.

When we met with Fr. Greene in September (2021), he encouraged my team to value the process of the Examen and to focus on *how* Spring Hill College is Ignatian. Fr. Greene was absolutely correct, as the on-going discussions in our community that formed the basis for this self-study have themselves been an expression of our Mission. The Examen Process has also deepened our understanding of ourselves as Catholic and Jesuit. Further, I believe this report identifies clear ways in which Spring Hill College, despite obstacles, provides a mission-rich educational experience for our students. This self-study also aligns with the institutional strategic planning process, which we began in the fall of 2021.

The Steering Committee has presented this report to my Leadership Team and to the full Board of Trustees. Both groups enthusiastically support the Self-Study and its articulated priorities.

Thank you and I look forward to meeting you in person at Boston College this summer.

Sincerely,



E. Joseph Lee, II, Ph.D.
President

Office of the President

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Progress on Previous Jesuit Mission Priorities

Previous Mission Priorities and Implementation

Although Spring Hill College has not yet completed the first MPE process, the fully developed 2019 self-study report serves as a prologue for this current Examen. The 2019 report, which was developed over a much longer period of time, articulated several priorities for us to consider in this section, even if there was no formal implementation plan because the peer team's site visit was canceled due to the pandemic. The previously identified priorities are as follows: 1) Increasing mission centered focus in curricular and co-curricular programming; 2) Developing mission-centered programming and training for trustees, cabinet, faculty and staff; 3) Promoting a mission-centered campus culture that values diversity.

Even without a formal implementation plan, we are pleased to highlight progress on several of the stated priorities. We are also encouraged by the recent campus wide involvement in a strategic plan for the College, as the strategic priorities deriving from that process intersect with and amplify the Examen priorities (see [Appendix B](#)). The section on "New or Adapted Priorities" describes in more detail how the priorities deriving from the MPE and Strategic Plan processes overlap.

In order of previously stated priorities, we want to share updates on the College's progress since the 2019 self-study was drafted.

Increasing mission centered focus in curricular and co-curricular programming—Within the broad priority, the previous self-study focused on the revision of our core curriculum and on mission-based student development for transformative co-curricular programming. Despite obstacles, the institution continues to prioritize and to make progress on both of these fronts.

- **Core Curriculum Revision**—The previous report emphasized the core revision as a key element in reinforcing mission in curricular offerings. The College currently offers four different core curricula, depending on a student's program of study (BA, BS, BS in Nursing, BS in Education). Revising a core curriculum entails ongoing consultation with multiple stakeholders, all the while focusing on what is best for our students as they pursue a "Jesuit education." The faculty Core Development Committee, currently chaired by Dr. Victor DiFate, Associate Professor of Philosophy, developed a single core that emphasizes the foundational liberal arts—a keystone of Jesuit education—while reducing total hours and simplifying the requirements. The Faculty Assembly approved the proposal on January 18, 2022, and an implementation plan is underway to have the new core in place for the Fall 2022 semester ([Appendix C](#)).
- **Transformative Co-Curricular Programming**—We all recognize that co-curricular programming is essential for the student experience and formation. Frankly, we have experienced obstacles in pursuing this goal due to turnover and/or reduction in staff, but there is renewed energy towards this priority. One, we have recently hired a new Director of the Foley Center for Community Service (the previous Director left the College in July 2021 to pursue other opportunities). Two, we filled the Director of Career Development position early in the summer (2021), and the new Director is building relationships across campus. Three, though our Pathways to Purpose program will officially cease (it was initiated as a five-year program for our Quality Enhancement Plan), the ethos of Pathways will continue in curricular and co-curricular offerings. Vocational discernment courses that were developed within the context of the QEP will remain on the schedule,

and the recently passed core curriculum includes a “pathways sequence” that introduces students to college-level texts and invites them to consider the historical and ongoing academic inquiries from various disciplinary perspectives. Four, we have recently created a new hybrid faculty position—Faculty Director of Curricular Integration—to help develop a holistic advising model and co-curricular offerings, including but not limited to revisions to the first-year experience and more intentional and integrated programming for career preparation.

Mission-centered professional development for trustees, cabinet, faculty and staff—This priority included the establishment or maintenance of strong, consistent lay leader development; hiring and mentoring for mission; maintaining an appropriate number of staff and faculty members to lead mission development; and investing in professional development for faculty and staff.

- **Strong, consistent lay leader development**—The most obvious and direct example of this commitment is Spring Hill College’s continued representation in the Ignatian Colleagues Program (ICP). The College has routinely offered this opportunity to faculty and staff from various institutional units, including President Joe Lee (Cohort 12), VP for Student Affairs Kevin Abel (14), Interim Associate Provost Steve Almquist (11), and many more faculty and staff. In addition to the ICP, the College has offered on-campus Ignatian seminars for faculty and staff for several years (these have been paused during COVID).
- **Hiring and mentoring for mission**—Although the College does not have a standardized policy on hiring for mission, through the listening sessions it became clear that potential employees are introduced to the College’s mission and its identity as a Jesuit institution. We see this in job advertisements, which often include a statement about the College’s mission and AJCU affiliation. Several community members also mentioned ways in which prospective employees are introduced to and/or asked about mission throughout the hiring process. Furthermore, each fall, new employees participate in mission orientation as part of their overall orientation. (The College’s orientation programs for faculty and staff have been modified or paused due to COVID. We will resume this programming as soon as possible.)
- **Maintaining staff levels for mission development and investing in faculty development**—Financial constraints and high turnover have made maintaining staff and investing in faculty and staff development a challenge. The College’s leadership, from the Board of Trustees to the President’s Cabinet, has made a commitment to bolster mission-development staff, as exemplified in the recent hiring of a new coordinator for the Foley Center and the approval to hire a Campus Minister for Liturgy, Music, and Faith Development. Faculty and staff development opportunities are also central to the College’s nascent strategic plan. While funding for professional development has been inconsistent, we have found ways to fund some opportunities. Some academic divisions, for example, have been able to raise development funds on the annual Give Day campaigns and, due to the generosity of a Trustee’s matching gift, a newly created Faculty Innovation Fund raised in excess of \$10,000 during the 2021 Give Day event.

Promoting a mission-centered campus culture that values diversity—Spring Hill remains proud of its legacy of civil rights leadership and diversity. The 2019 report prioritized embracing and furthering this legacy, particularly by increasing support for campus initiatives and student organizations that celebrate diversity, by committing to diversity in hiring and professional development, and by promoting an open and inclusive campus environment.

- **Support for campus initiatives and student groups that celebrate diversity**—The campus supports several groups whose purpose relates to diversity and inclusion, including but not limited to the following: Men of Color Council, which offers support for minority males and focuses on bolstering the propensity for academic excellence; P.R.I.D.E., which promotes understanding within the College for all people, particularly members of the lesbian, gay, bisexual, transgendered, queer, and questioning community; four IFC fraternities, four Panhellenic sororities, one NPHC sorority chartered on campus, two NPHC sororities and one NPHC fraternity that are city-wide and available to our students; a TRiO/SSS grant that serves up to 140 students who may be first-generation, meet financial criteria, or require learning accommodations. The presence and influence of these groups waxes and wanes based on current student interest, but the College itself supports an array of such organizations.
- **Commitment to diversity in hiring and professional development**—This specific priority, as articulated, remains in process. Although the College has not created a formal program of multicultural awareness training for faculty and staff, there are plans, with Board of Trustees' support, to hire a Director of Diversity, Equity, and Inclusion ahead of the 2022-23 academic year ([Appendix D](#)). This new Director will be charged with educating and training community members in issues related to hiring for diversity.
- **Promotion of an open and inclusive campus environment**—As the aforementioned groups demonstrate, Spring Hill College promotes an open and inclusive environment. The College's Diversity and Inclusion Action Team (DIAT), whose members have included Trustees, Cabinet members, faculty, staff, and students, has been active in promoting diversity programming and policy change (e.g. the lived name policy in [Appendix E](#)). In other examples of the commitment to an open environment, the College secured a Department of Justice grant that has resulted in Hill SPEAK, which coordinates and facilitates programming and education on sexual assault, dating and domestic violence, and stalking, and the College is partnering with the Martin Luther King, Jr., Center for Nonviolent Social Change during the Spring 2022 semester to offer training related to nonviolence.

Stalled or Unaddressed Priorities

As the descriptions above indicate, even though the previous MPE process did not formally move forward while Spring Hill College awaited approval to continue, the College has moved forward on several of the stated priorities. Despite obstacles, the faculty have proceeded with core curriculum revision, we are innovating co-curricular programming, and mission formation across campus continues through new employee orientation, on-campus Ignatian seminars, and participation in the ICP. At the time of this report, our programming in these areas has been diminished due to COVID limitations, but we plan to resume programs as soon as it is safe to do so. Other previous priorities need sustained commitment and resources. A rearticulation of priorities, some of which are similar to those in the 2019 self-study, appear later in this document. The MPE priorities correspond with our strategic plan, and we see clear integration between the priorities and strategic initiatives. Clearly, Spring Hill College's Jesuit, Catholic identity is inseparable from its strategic positioning and planning.

MPE Process

Introduction to Campus

Our process for this MPE at Spring Hill College is a bit unique. Because we completed a self-study in 2019, the culmination of more than 18 months' worth of process and deliberation, and were asked to complete the MPE within a single academic year, our Examen and this report reflect the experiences of *both* processes. Given the challenges and changes at the College, this extended Examen has proven valuable to the community. It also means that the community has been aware of the MPE and is ready for closure on this process. For this particular iteration, we shared updates on the MPE through our representative Steering Committee and through the listening sessions that we held with various stakeholders.

Participation in Listening Sessions

[Appendix F](#) lays out the timeline, beginning with Fr. Greene's letter to Dr. Lee, and [Appendix G](#) includes a list of the constituency and focus groups. We divided our listening sessions into two types of groups—constituency groups, comprising Trustees, Cabinet, faculty, staff, and alumni; and focus groups, made up of students. Where possible, we met with people in already existing groups, e.g. faculty divisions, student organizations, or shared governance bodies. Members of the Steering Committee led the listening sessions and took notes (or, asked someone to take notes), completed facilitator reports, and posted the reports to the committee's shared Google Drive. These documents have remained available to all members of the committee throughout the process. The constituency groups, for the most part, focused on questions about either characteristic one (Leadership and Commitment to Mission) or characteristic seven (Institutional Integrity). The Trustees and Cabinet were asked to reflect on all three of the characteristics specified in Fr. Green's introductory letter. Focus groups were asked to respond more generally to the College's lived mission—questions about how and where the mission is alive and well on campus, what it means to live the mission, and how we grow and improve our mission on campus. Altogether, we convened 23 listening groups (14 constituency/9 focus), involving over 235 individuals. In general, the groups identified obstacles, accomplishments, and aspirations, and the overwhelming response was one of appreciation for the conversations themselves.

Institutional Strengths and Weaknesses

The College community's engagement in listening sessions has been among the most positive institutional strengths throughout the process. Spring Hill College's obstacles present challenges, for sure, but faculty and staff remain committed and willing to serve the mission, students impress us with their insights, alumni hold the College in high esteem, and senior leadership and the Trustees continue seeking new strategies to position Spring Hill for success. In short, the resilience of our colleagues strengthened the process. On the other hand, a compressed time frame and strains on an already fatigued faculty and staff presented challenges. The previously completed self-study was both a strength and challenge—we began in August with a template and an abundance of still-useful and relevant insights, but we also encountered some fatigue or skepticism about repeating the process so soon.

The Ignatian Examen Spirit

The MPE process allows institutions to work through the five steps of an Ignatian Examen--gratitude, awareness [of sins], review, forgiveness, and grace--and our committee approached its work with gratitude and intentionality. Redirecting the Ignatian terms slightly, we began with gratitude for the committee's willingness to participate, and our many conversations as a committee and with listening groups exuded awareness of the College's obstacles. However, they also included conscious efforts to move beyond discussions of the College's challenges and to look at moments, programs, and customs that demonstrate *how* we are Ignatian and Jesuit. Our identification of priorities and a plan for implementation recall the final stages of the Examen, in which we recognize our mistakes and resolve to improve them. In terms of logistics, particularly for the constituency groups, we focused on one characteristic--very much in line with an Examen--in order to delve deeply and consider profoundly the questions about the particular characteristic at hand. Because the MPE has coincided with the initial stages of a strategic plan, the process has allowed us to consider what Spring Hill College has been, what it is now, and what it will be in the future. Thus, the process has been beneficial, as the College approaches its bicentennial in 2030.

Input

Provincial Guidance

The Provincial, Fr. Tom Greene, and the Provincial Assistant for Higher Education (PAHE), Dr. Tom Reynolds, provided clear and sustained guidance throughout the MPE process. As the final AJCU member to complete the first stage of the Mission Priority Examen, Spring Hill College benefited from this guidance. More specifically, Fr. Greene's letter requesting that the College complete the MPE during this academic year offered clarity for the College in focusing on three characteristics, and Fr. Greene was available for an initial virtual meeting in early September and for a virtual Board meeting in October. For his part, Tom Reynolds was in constant contact with the committee Co-Chairs, Fr. Bob Poirier and Steven Almquist, and he facilitated meetings both with other schools undergoing the MPE process and with Dr. Stephanie Russell, from the AJCU. These various meetings helped to focus the work of the Steering Committee, and they provided everyone involved support and encouragement.

Below, we go through each characteristic individually, but in general the process has benefited our College community. The nearly two dozen listening sessions invited multiple stakeholders into conversation about mission, and it is clear that people have appreciated the opportunity these sessions afforded. In effect, the process of reflecting on mission became a manifestation of mission. There is no denying that Spring Hill College faces obstacles, and the listening sessions revealed these obstacles with clarity: in short, the College's ongoing financial pressures affect the community widely and deeply. Listening session participants articulated several obstacles that challenge the College: 1) the turnover of faculty and staff affects continuity and community, leading to understaffed offices, inefficiencies, and a loss of communal connection; 2) the campus infrastructure seems to be in disrepair, threatening one of our most prized assets, the beauty of our campus; and 3) with so much turnover and so much attention to new initiatives, community members sometimes feel disconnected from higher administration and decisions that affect the present and future of the College. The good news is that, despite these obstacles, our listening sessions revealed a resilient spirit on our campus, a passion for the mission and the physical space, a genuine sense of Ignatian identity, and a yearning among the College's community members to turn things around financially so Spring Hill College can reach the potential we all know exists on the Hill. We are humbled to see so many faculty and staff doing more with less because of their passion, and we are inspired by the various programming and numerous programs that demonstrate *how* Spring Hill is a Jesuit, Catholic institution.

Focus Characteristic #1: Leadership and Public Commitment to Mission

Although leadership's commitment to mission has been a strength of the College, particularly in supporting on-campus and AJCU mission programs, significant turnover in leadership, financial constraints, and the disruption wrought by COVID have challenged consistent messaging and implementation of practices and mission programming.

Mission is more than a statement posted to the webpage or other marketing materials ([Appendix H](#))—mission is the people who constitute the Spring Hill College community. Mission, therefore, cannot be separated from the hiring processes and educational opportunities offered by the College. This process has clarified and heightened leadership's commitment to mission. Fr. Poirier's ongoing work, which has included meetings with the Trustee subcommittee on Mission and Identity and several conversations with the full Board and the Cabinet, demonstrates a concerted effort to engage leadership in discussions of mission. Through this dialogue, the Board

has developed a clear understanding of the financial commitment required to fund a robust and thriving office to support mission programming.

The Board of Trustees and the College leadership have discussed more intentional formation activities and participation. Fr. Poirier has guided both the subcommittee on Mission and Identity and the full Board through the MPE process, emphasizing its value, and one result is the increased attention to the relationship between Jesuit Mission and all of the Board's efforts and decisions. One long-time Board member suggested the Board could benefit from more in-depth Mission training and education, and the group has discussed a variety of formation activities, from virtual presentations and discussions to retreats. Board members have also advocated strongly for clear integration of Mission values in the new vision and priorities that are the foundation for our strategic plan. More concretely, President Lee and the Chairman Jack McKinney will attend the forum for Presidents, Chairs, and Provincials in March, and two Trustees will attend a three-day forum in Chicago this coming April. While the Board has long supported the College's mission and valued the relationship with the Jesuit community and network, this MPE process has ignited a more purposeful engagement with mission and awareness of the need to support it.

When it comes to hiring, job advertisements typically include language describing Spring Hill's Jesuit, Catholic identity, and hiring committees discuss the mission with candidates to ensure new employees are a good fit ([Appendix I](#)). President Joe Lee recalls that during the process through which he was hired, he had several in-depth conversations about commitment to mission, including a long conversation with the then-Provincial, Fr. Mercier. 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. The high turnover at the VP-level has presented obstacles for community involvement in hiring processes and discussions of mission, and the pandemic has limited community gatherings wherein robust conversations can take place, but the College strives to involve stakeholders in these conversations and processes. For example, whereas some members of Cabinet have been hired with limited input from the community (e.g. Chief Financial Officer and Vice President for Enrollment Management), the current search for a full-time Provost and Chief Academic Officer is being managed by a committee comprising Vice Presidents, faculty, staff, and a student, and one of the immediate responsibilities stated on the job description emphasizes Jesuit tradition and mission. We believe there is an opportunity throughout the hiring process for VP-level positions for more involvement and communication, and that such involvement could include robust discussions about mission. As the Board of Trustees begins the process for hiring a new President, following Dr. Lee's retirement announcement, we look forward to broad involvement among campus stakeholders in this important selection.

Mission and ministry programming is at the center of any Jesuit institution's commitment to mission. At Spring Hill College, while we have maintained vibrant service and campus ministry programs, the aforementioned obstacles—turnover, finances, pandemic—challenge the College's ability to fund a robust Mission and Ministry department. Throughout our campus-wide listening sessions, we heard repeated concerns about two key mission-focused offices: The Foley Center and Campus Ministry. While these concerns are valid, we are encouraged by recent and current developments that will bolster these offices and allow them conduct programming at the appropriate levels.

The Foley Center, named in honor of Father Albert Sidney Foley, S.J. a professor of sociology, and a champion of civil rights in Mobile, has been operating for 30 years, and the Center's mission is inextricably linked to the College's mission, as is clear in the following statement from the website:

The Foley Center coordinates the service work of over 600 Spring Hill College students through our partnerships with nearly 70 non-profits in the Mobile community.

[Admittedly, these numbers represent pre-COVID engagement, as the pandemic has limited aspects of community outreach.] Foley Center students engage in service learning, internships, and other servant leadership opportunities in healthcare, special needs organizations, elderly care, youth and adult education, and many other programs working to meet the needs of the under-served and marginalized.

Our goals are rooted in the Spring Hill College mission to form students to become responsible leaders in service to others. This mission is grounded in our Catholic tradition that teaches that justice and peace are not the responsibility of a few organizations, but the shared commitment of the global community to human dignity.

The COVID pandemic disrupted much of the Center's work because students were limited in their ability to work in the Mobile community, and the resignation of our previous director during the summer of 2021 left a vacancy. Fr. Bob Poirier, VP for Mission and Identity, kept the Center operating during the Fall 2021 semester while he searched for a new director. During the listening sessions, it became apparent that many members of the campus community had erroneously believed the Foley Center had stopped functioning, which suggests an opportunity for better communication. A new, full-time Director of the Foley Center, Jennifer Irizarry, started on January 3, 2022, so we fully expect the Center to continue its important work and provide leadership for faculty and students in the areas of service and service-learning opportunities. We believe the work our students have done through the Foley Center represents the type of transformational experience that we offer students. See [Appendix J](#) for the most recent (pre-COVID) Foley Center report, which captures the transformational impact of our students' engagement in the Mobile community.

We will highlight the work of Campus Ministry more fully in the discussions of characteristics three and four, but here we want to acknowledge some of the obstacles and highlight new developments that demonstrate an institutional commitment to mission. The Campus Ministry Office has been adversely affected by financial strains, most notably in its staffing levels. We currently have 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. Leadership, from the Board of Trustees to the Cabinet, recognize the need to support more fully Campus Ministry. We have a search underway for a Campus Minister for Liturgy, Music, and Faith Development. This is a first step in rebuilding an office that is central to our institution's mission.

The recent appointment of a Foley Center Director and plans to hire a Campus Minister are important steps forward in rebuilding our Mission and Ministry offices. Further commitments from the Board and the President to enhance the Vice President for Mission and Identity's budget and staff suggest renewed assurance of the centrality of Jesuit, Catholic identity to Spring Hill College. Financial obstacles have precluded the office from developing and maintaining comprehensive programs that focus on hiring for mission and on mission orientation for new employees. The MPE process, from the Board's meeting with Fr. Greene to the many listening sessions across campus, has reiterated the College stakeholders' passion for its Jesuit, Catholic

identity, and it has prompted leadership to ensure we have the means to maintain our commitment to mission.

One thing has been certain as the community has participated in the Examen process: Stakeholders value Spring Hill College's Jesuit identity and affiliation with the AJCU. Thus, a **representative example of commitment to mission is a commitment to the network and projects of the AJCU**. More specifically, Spring Hill College leaders participate in the various affinity groups (e.g. the Provost attends monthly zoom meetings with AJCU Chief Academic Officers), the College offers on-campus seminars that focus on Ignatian spirituality, and the College participates consistently in the Ignatian Colleagues Program by providing administrators, faculty, and staff the opportunity to join colleagues from other AJCU institutions in the 18-month long program.

Fr. Bob Poirier has continued the work of his predecessor, Fr. Greg Lucey, in leading year-long seminars for small groups of faculty and staff. Collaborating with Dr. Cathy Swender, Associate Professor of English and ICP Cohort 6 graduate, Fr. Poirier leads the groups through reading, reflection, and discussion in order to develop stronger and more personal understandings of Jesuit identity and Ignatian history, spirituality, and pedagogy. The seminars meet regularly throughout the semester and conclude with retreats and/or social gatherings. Since the program's inception, more than six dozen faculty and staff have participated, which marks a significant percentage of the community. The success of these programs for faculty and staff have led to the development of a similarly conceived program for students, which we call Wisdom Groups. These seminars have been paused during the pandemic because a central precept of the groups is to build solidarity and community by meeting in person.

We mention the on-campus seminars in this section because they reflect the College's commitment to the AJCU network by purposefully forming faculty and staff through mission, and they are a feeder program for the Ignatian Colleagues Program. Beginning with Cohort 1, over twenty Spring Hill College representatives have participated in the ICP, ranging from President Joe Lee (Cohort 12) and Vice President for Student Affairs Kevin Abel (14) to a number of faculty and staff. The late Fr. Gregory Lucey, former President and Chancellor of Spring Hill, was instrumental in developing the ICP. Fr. Lucey also initiated the on-campus Ignatian seminars that mimic much of ICP's focus, in terms of content and engagement. Graduates of the ICP have returned to campus renewed and have been able to contribute to the campus's commitment mission through their ICP projects and/or their contributions to on-campus programming. One example of this type of contribution worth mentioning, largely because it demonstrates the integration of mission and academics, is the "Ignatian Great Ideas for Teachers," or I-GIFT ([Appendix K](#)), which was introduced in 2019. The program was created by Dr. Sharee Broussard, a member of ICP Cohort 10 and encourages faculty to design assignments, activities and curricular offerings based on the Ignatian Pedagogy Paradigm and linked to Spring Hill's mission. This emphasizes best practices in teaching and recognizes excellence in linking mission to the academic disciplines.

While Spring Hill College faces obstacles in its commitment to mission, the Examen process reveals and confirms opportunities for growth and the community's passion for its Jesuit identity. More than just confirming the desire that the College maintain its Jesuit identity, this process has shown, despite obstacles and challenges, *how* we are living and celebrating the Jesuit, Catholic identity that is so central to Spring Hill's history and mission.

Focus Characteristic #6: Relationship to the Society of Jesus

Our Board of Trustees and Cabinet listening sessions included questions about the College's relationship to the Society of Jesus, and throughout many other sessions, stakeholders offered insights on this relationship. The process has revealed a complex understanding of this relationship and how the College can better articulate its fundamental commitment to the Province and the Society more generally. One thing is clear: Spring Hill College stakeholders value the Jesuit identity, cherish the Jesuit community on campus, and desire an even more vibrant Jesuit presence. In the alumni listening session, one participant went so far as to say he could not imagine Spring Hill without the Jesuit affiliation. At the same time, this process has revealed that the College leadership needs 1) to continue improving its relationship with the Province by being more responsive to requests for information and 2) to work with faculty and staff to develop an intentional program for the recruitment and retention of Jesuits. Recalling Fr. Greene's advice, while Spring Hill clearly identifies as Jesuit and wants to maintain the affiliation with the Society of Jesus, we need to work on *how* we are Jesuit in this regard. The work in improving the relationships between the College and the Province and the AJCU network has begun under the current Board and Presidential leadership, and we need to move forward with renewed commitment to these relationships.

The most obvious example of the College's relationship to the Society of Jesus is the Jesuit presence on campus. The Jesuit community engages campus members in a number of ways—they host dinners and receptions for various campus groups, they lead retreats and seminars, they offer Sacramental services in the Sodality and St. Joseph chapels, and they host "Jesuit Fest" each year to connect with students. The Rector of the Community also serves on the President's Cabinet as Vice President for Mission and Identity. Currently, two Jesuits are full-time, tenured faculty members, and one Jesuit has retired from the faculty but continues to teach classes and serve as faculty advisor to both a fraternity and Alpha Sigma Nu, the honor society of Jesuit colleges and universities. The contributions of the Jesuit community are essential to the College's Jesuit identity. Yet, as this MPE process has revealed, the College can be more intentional, more communicative with Provincial leadership, and more aggressive in seeking Jesuits for full-time positions. As one person said, the Jesuits are not going to just send people here. The recruitment and retention of Jesuits is among our institutional priorities, listed more extensively later in this report.

While the on-campus relationship to the Society is apparent in the men who live in community and serve the College, less obvious to most stakeholders are the relationships that exist among the College's leadership and the Provincial and AJCU leadership. Spring Hill College and the Society of Jesus share a mutually beneficial 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 administrative communication. In recent years, this relationship has been strained, at times, but the current President and Board of Trustees have been working with Fr. Bob Poirier to improve communication between the College and the Provincial Office.

President Joe Lee and the Chair of the Board, Jack McKinney, have worked to rebuild the relationship with the Jesuit community and the UCS Province, and they continue to participate in open dialogue with Fr. Greene and the Province. Dr. England has taken on the responsibility of providing requested data and reports in a timely manner. College leadership understands that miscommunication in the past has led to a strained relationship, and it has been intentional in making amends in order to rebuild trust and mutual understanding of purpose.

In one of the meetings between AJCU staff and our MPE Co-Chairs, Dr. Stephanie Russell made the point that the *process* of the MPE is as valuable as the product, i.e. this report. Regarding this particular characteristic, Dr. Russell's insight could not be more prescient. College leadership and the Steering Committee Co-Chairs have had repeated and productive conversations with Provincial leadership, including Fr. Greene and Dr. Tom Reynolds (PAHE), and these conversations have identified obstacles in communication and clarified priorities. Fr. Greene and Dr. Reynolds attended (virtually) the October Board of Trustees meeting, and the Trustees have developed a clear understanding of the importance of the MPE process and the work ahead of the College. This understanding has been aided by Fr. Poirier's work with the Cabinet and the Board, which we alluded to in our discussion of Characteristic one.

Although the revelatory experience of the MPE process itself exemplifies the College's engagement with the Society of Jesus, our **representative example for this characteristic is more a collection of participatory experiences than a single event or program**. In other sections of this report, we mention several applicable examples for this characteristic, particularly in their promotion of the Universal Apostolic Preferences (UAPs): the College's improving relationship with the Province, consistent involvement in AJCU programs such as the ICP, Campus Ministry's ISIP and JET experiences, the Italy Center's social justice focus and trips, and the Foley Center's multiple involvement in community engagement. In addition, one of our Jesuit faculty members and Board member, Fr. Chris Viscardi, leads a spiritual direction program, which aligns with the first UAP. One recent example of the College's relationship to other Jesuit apostolates and its support of AJCU colleagues occurred in August 2021, when Hurricane Ida caused significant damage to New Orleans and the temporary closure of Loyola University. The damage to Loyola's infrastructure left over 100 students without lodging, so the Spring Hill administration offered to house those students in Walsh Hall, a dorm on Spring Hill's campus, where they stayed for over a week. This emergency plan was reminiscent of Spring Hill's hosting Loyola students during the aftermath of Hurricane Katrina in 2005. By all accounts, the Loyola students felt welcome on the Hill, where the community was more than happy to host its colleagues and friends.

Focus Characteristic #7: Institutional Integrity

Perhaps no characteristic more directly relates to Spring Hill College's financial obstacles, and therefore has spurred more discussion throughout the listening sessions, than the characteristic on Institutional Integrity. Discussions of Human Resources policies, just and fair compensation, budgeting, and commitments to equity and inclusion lay bare the impact of the College's ongoing financial challenges. These challenges have led to concerns about leadership's transparency and communication regarding new initiatives and the hiring of new vice presidents. The accrual of frustrations over financial limitations has led to low morale, distrust, and fatigue among community stakeholders. In recent years, faculty pay cuts, staff furloughs, and targeted early retirement packages have been instituted in an attempt to preserve jobs across campus, yet the College has still been forced to lay off a number of staff, creating a culture of job insecurity among many. This accounts for the high rates of turnover in key staff positions, and a common feeling of disconnect between the stated mission and the perceived treatment of employees. To the credit of participants throughout this process, however, the community has also been able to identify positive attributes of mission within this characteristic despite the obvious and serious challenges.

During the Board of Trustees listening session, while discussing this characteristic, one Trustee wondered if College leadership expressed appropriate gratitude to the faculty and staff of Spring

Hill. This question arose during a discussion of reductions in compensation and resources and, while the perception of whether or not appropriate gratitude has been expressed may be subject to individual experiences, the subsequent discussion among the Trustees and among other participating groups yet again demonstrated how, despite limitations, the College faculty and staff continue to manifest mission in what they do. This observation in no way suggests we are at sustainable funding and staffing levels across programs, but it does highlight the devotion to our mission in daily interactions with students and in the delivery of a transformational educational experience that includes both academic rigor and co-curricular experiential learning through the Foley Center of Campus Ministry.

Faculty and staff exemplify the Ignatian principle of *cura personalis*, both inside and outside of the classroom. Our curriculum affords students opportunities for self-awareness and growth through engagement with perennial ideas of truth, justice, and meaning, and faculty support students by upholding high standards and helping them to reach those standards. Faculty also serve as advisors, confidants, and mentors to students, whether that means conversing with a student during office hours, writing a letter of recommendation, or occupying a safe space within which a student can share personal challenges. While faculty at Spring Hill welcome this interaction, some have also reported feeling burnt out, particularly during the COVID pandemic, because this type of mentoring often occurs outside of and in addition to the typical job duties of a college professor. Staff members, including our Aramark colleagues who work in the cafeteria, also report these types of supportive relationships with students, and the students recognize this supportive atmosphere and community.

We believe the most important **representative example of Institutional Integrity is the current energy, enthusiasm, and openness of the President’s leadership team, particularly as the community embarks on a strategic plan ([Appendix B](#))**. The strategic plan process has included multiple opportunities for input from campus constituents, including two open listening sessions with Dr. Ken England and a campus wide conversation on January 6, 2022, followed by an invitation to provide additional feedback via a Google form. The Cabinet had established a working vision statement and four strategic priorities—embracing our Jesuit heritage and mission, strengthening our profile in Alabama and across the country, instilling financial discipline and a sustainable business model, and focusing on academic excellence and innovation—and then invited colleagues to define more specific priorities within each category. The Cabinet also asked participants to define which priorities are immediate and essential, which are less urgent but still intermediate, and which are longer term and more aspirational. At the time of this report, the strategic planning process is very much underway, so we are not able to report explicit KPIs, but we can report an appreciation of the process’s openness thus far.

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. Strategic priorities numbers one and three are particularly relevant in terms of Institutional Integrity. Embracing our Jesuit, Catholic heritage and dedicating our time and resources includes care for the human, operational, and natural resources of our community. Within this priority, the community has articulated specifics, such as to prioritize faculty and staff professional development, invest in our student experience, maintain facilities, and prioritize increased pay for faculty/staff. Our third strategic priority focuses on responsible financial stewardship and highlights the need to increase budgetary transparency and predictability, to grow enrollment for traditional and online programs, and to improve internal processes to increase efficiency. In order to achieve these

goals, the College will use internal data and data/recommendations from consultants to project realistic admissions numbers and develop realistic, rather than aspirational, budgets.

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. Thus, a **representative example of our academic life is curricular innovation**, which aims to provide students the best of both worlds—a relevant core curriculum for developing foundational skills and understanding questions of purpose and meaning, alongside in-demand majors that prepare them for fulfilling careers.

Revising the core was a priority in the 2019 self-study, and we include it as a priority in this document. We are excited that the Faculty Assembly recently passed the new core, with implementation set for Fall 2022 ([Appendix C](#)). This new core 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 our traditional students and for our growing community of online learners.

During the Spring 2020 semester, the College hired an Executive Director for the Center for Online Learning. The Executive Director, Geri Genovese, led the effort to partner with Wiley Educational Services, a leading Online Program Management firm. As a result, we have agreed to develop more than a dozen online programs, at the graduate and undergraduate levels, over three years. The first of these programs launched in the Fall 2021 semester. We are focusing on Business, Nursing, and Education, but we have included undergraduate programs such as the interdisciplinary Philosophy, Politics, and Economics program. These new programs allow us to serve new student populations, and the courses maintain the quality and rigor of traditional, in-person courses. Additionally, the course templates and assessment rubrics were developed with Ignatian principles in mind. Using resources publicly available on other AJCU institutional sites, Geri Genovese led her Committee on Online Learning to think about how we can align our online best practices with a clear Jesuit focus ([Appendix L](#)).

The College understands that students need support and that levels of support often correspond to students' preparation prior to enrolling. Although we experienced challenging obstacles in this regard due to high levels of turnover in our support staff, we have reconfigured our Center for Academic Support and Advising to maximize our current staff level. We are in our second year of a federally funded TRiO/Student Support Services grant, led by its Director, Michael Cozart, and a faculty/staff team has submitted a grant application for an Upward Bound program at Spring Hill. The needs in the Mobile area are significant, and we believe these grants allow us to serve those on the margins and those new to higher education. A first-generation student needs support in ways legacy students may not.

In addition to the curricular innovation, we feel we would be remiss if we did not mention the **Italy Center** in this section of the report. Our center in Bologna engages the international focus

of the Society and Universal Apostolic Preferences such as the need to walk with the marginalized and the accompaniment of young people in creating a hope-filled future.

Spring Hill College's Italy Center offers students the opportunity to spend an academic semester (Fall, Spring, or Summer terms) studying in Bologna, Italy. The curriculum focuses on language immersion, traditional liberal arts core courses, and service learning opportunities. The human rights focus of the SHC Italy Center is anchored in academic, travel, and immersion experiences emphasizing social and environmental justice.

The Italy Center lives its mission through three main focus areas:

- Immersive academics: connecting the lessons with the travel program, meeting local and international experts, and experiencing first hand what is learned in the classroom.
- Commitment to Justice: offering students the chance to meet and connect with people from diverse backgrounds and experiences, and supporting them to reflect on the “bigger picture” of their study-abroad experience through local internships, research projects, and service learning.
- Travel with a purpose: experiencing the real and authentic side of destinations, unlike what students find in guidebooks or most other study abroad programs, going off the tourist track, and having rich authentic cultural opportunities based on the Italy Center network of contacts.

In keeping with a social justice philosophy anchored in human-to-human interaction between students and communities in Italy and throughout Europe, the Italy Center leverages its relationships with activists, community organizers, and academics to give students the opportunity to engage with authentic Italian communities. The Italy Center also offers students the chance to experience transformative service in Italy, through service placements and social justice tours integrated with rigorous coursework designed to assist students in deepening their understanding of human rights and global issues through experience, reflection, and action.

The Italy Center offices and classrooms are located at the Poggeschi Jesuit Center. This has led to fruitful collaborations of the Italy Center with the Jesuit Social network in Italy throughout the years, such as:

- refugee awareness nights
- after school programs where our students have volunteered to teach English to local children
- retreats at Villa San Giuseppe
- speaking partners events
- youth spiritual development nights (EVO).

Father Stefano Corticelli co-taught the Theology course at the Italy Center in 2015-2016. Father Loris Piorar, now Director of the Poggeschi Center and founder of the Get up and Walk initiative, is teaching our Theology course during the Spring 2022 semester.

As in other areas of the College, we recognize obstacles to the academic life, but we also see resilience and achievement. Faculty continue to publish and present scholarly work, despite

inconsistent professional development funding, and support staff demonstrate their creativity by filling new or additional roles. The College's developing strategic plan prioritizes faculty and staff development, and we see that as a priority, as well.

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

Faith, justice, and service are central to the mission of Spring Hill College, and implied in this triumvirate is the concept of reconciliation. Spring Hill has a long and important history in advocating and acting for social justice and civil rights, as was apparent to Dr. Martin Luther King, Jr., in his famous "Letter from a Birmingham Jail," when he congratulated Spring Hill's leadership for integrating the College and taking a lead in the fight for civil rights. Spring Hill is the first institution of higher education in Alabama to integrate and the first to have an African American graduate. The Ignatian concept of *magis* often refers to the idea of doing more and seeking constant improvement, and the College has continually worked to improve its focus on justice and reconciliation. As this report has indicated, the College supports student groups who focus on diversity and justice; there are plans to hire a Director of Diversity, Equity, and Inclusion; we have recently earned federal grants to reinvigorate programming for sexual assault awareness and to serve students through our TRiO Student Support Services program; and a team recently submitted an application for an Upward Bound program. 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.

In our long-time core curriculum, the Ethics/Social overlay has been a graduation requirement for all undergraduate students. The overlay is described thusly in the *Bulletin of Information*:

Ethics (E)/Social Justice (J): one course Either a course with the "E" designation or a course with the "J" designation will satisfy the requirement. An "E" course will include critical reflection on the meaning of ethical concepts pertaining to the common good of the global community and on the application of those concepts to historical and/or contemporary moral debates. A "J" course will include critical reflection on political, economic and/or social structures or historical movements and traditions that promote or degrade the dignity of the human person; as such, students may come to understand the effects of those issues on persons directly impacted by them.

Although the new core eliminates overlays to simplify requirements and make the curriculum easier to navigate for students, the courses that have carried these overlays will remain on the books. Moreover, the Pathways courses in the new core will continue to focus on these issues. The Pathways seminar courses have a thematic focus on Identity and Purpose, urging students to consider their personal identity in relation to their role in the larger world. We also offer students minor programs such as Gender Studies and Latin American Studies that focus on issues of justice. The College's Italy Center, of course, includes rigorous academic coursework, immersion in the local Italian community, and service opportunities in Italy, Eastern Europe, or North Africa, so it also fits within this characteristic. In another example, the College has developed a Master's in Public Health program, which is currently under review at our accrediting agency (SACSCOC). We believe this program will serve our region by preparing professionals to confront future public health challenges.

Throughout the curriculum, the faculty are committed to offering students courses and programs that engage questions of faith, justice, and reconciliation, and several faculty focus their research on these areas. For example, Ryan Noble, a faculty member in the Division of Communication, Visual, and Performing Arts, has earned well-deserved recognition for his documentary film on

the *Clotilda*, the last known slave ship to bring African slaves to North America, and its legacy in the Africatown area of Mobile. Mr. Noble's collaboration with colleagues at the University of South Alabama includes educational outreach, for which he and his team have received significant recognition, including a National Endowment for the Humanities grant in excess of \$185,000. The grant has supported workshops for educators to learn more about the *Clotilda* and the Africatown community in Mobile, AL. These workshops empower local educators to bring what they learn to their own classrooms.

Spring Hill College supports a number of co-curricular opportunities for faculty, staff, and students to raise awareness and to pursue justice. From experiential learning opportunities through which students may work with local schools or organizations, with the help of the Foley Center, to established campus groups, the College exhibits its commitment to these ideals regularly and passionately. One brief example of this commitment is the Diversity and Inclusion Action Team (DIAT), which has included Trustees, Cabinet Members, faculty, staff, and students. The group developed out of a series of peer-led conversations, called "Engaging Equity," and of the realization that pursuing justice is an ongoing process that requires constant attention. During the 2020-21, DIAT developed and instituted a lived or preferred name policy ([Appendix E](#)), and the group has taken stances on issues such as its "Statement of Solidarity with Asian, Asian American and Pacific Islander Communities" following the March 2021 killing of eight people, including six Asian-American women, in Georgia. During the current academic year, DIAT has not been active due to turnover, but the group plans to resume its work by next year.

Many programs could stand as the most appropriate **representative example** of the College's work in this area, but we choose to highlight the International Service Immersion Program (ISIP) and the Jesuit Experience Trip (JET), both of which are managed through the Rev. Bobby Rimes, S.J., Center for Campus Ministry. ISIP enables students to experience mutuality: working with and beside community members to build houses and schools, tutor children, paint murals, and engage in other projects to enhance the local community in which they are immersed. ISIP participants both serve and learn from their hosts. Through its partnerships with international ministries for service and social justice, ISIP has sent teams of students and faculty/staff mentors to sites in the Dominican Republic, Granada, Jamaica, Belize, Nicaragua, and El Salvador. An average of 43-52 students take part in an ISIP trip each year and are joined by 10 faculty or staff members. (COVID has, of course, precluded the College from sending students on international ISIP trips recently, but a group did travel to El Paso, TX, over Fall Break in October 2021, and international trips are scheduled to resume in the Spring 2022 semester.)

Prior to the ISIP trip itself, students spend five months preparing themselves spiritually, building community, raising funds, and learning about the country, city or town they will serve. During the trip, most students spend one full day in the home of a local family, immersing themselves in their work or school lives. Upon their return, students reflect on what they have experienced and celebrate what they have achieved.

Begun in 2016, the Jesuit Experience Trip is similar to ISIP, but it focuses on ministry to the marginalized in the United States. JET participants spend a week onsite learning about the work being done and how they can adapt it to respond to the needs in their own communities. To date, students and mentors have traveled to the Pine Ridge Indian reservation to experience Lakota Indian culture, to West Virginia to take part in Wheeling University's Appalachian Project, and

to the U.S./Mexican border to talk to immigrants and members of the border patrol. Teams of 8-12 students and 2 staff members take part in a JET trip each year.

Characteristic #4: Promoting an Ignatian Campus Culture

We have discussed in previous sections several ways through which the College promotes an Ignatian campus culture—the Foley Center promotes and provides service, by collaborating with faculty on service-learning courses, managing evening ESL classes for the community, or coordinating any number of other opportunities; Campus Ministry provides leadership in planning liturgical schedules, conducts retreats for students, leads ISIP and JET experiences, and provides students a sense of community; the College offers Ignatian seminars and opportunities to participate in the Ignatian Colleagues Program; and prospective employees are introduced to the mission and vetted for “mission fit” during the interview process. We need not repeat in detail more about these various programs. We also see the Ignatian culture alive in groups such as Alpha Sigma Nu, the Jesuit Honor Society, and in the Jesuit presence on campus.

A **representative example for this characteristic** is our inaugural Mission Day ([Appendix M](#)), first planned and executed for the Fall 2021 semester. While the College has traditionally held a Mass of the Holy Spirit to mark the beginning of the academic year, this past year we augmented the Mass with an entire day of programming devoted to mission. Leading a committee of faculty, staff, and students, Colleen Lee and Fr. Poirier established the theme, “Rooted and Renewed,” and among the purposes of Mission Day was the goal to bring the campus community together through intentional conversations about our Jesuit identity and mission. During a designated class period, all instructors were invited to devote time to discuss our mission, and for those students or faculty not in class at the time, there were designated discussion groups across campus. As the appended document indicates, the day was meticulously and purposefully planned and mimicked the idea of contemplation in action—there were times for reflection and prayer, particularly during the afternoon Mass of the Holy Spirit, 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. Following Mass, there was a picnic (which was moved inside due to weather) during which the participants could celebrate the day. Mission Day serves as an important example because it represents an integrated experience for the entire campus community.

Characteristic #5: Service to the Church

Spring Hill College provides a great deal of service to the local, national, and global Church communities. Archbishop Rodi commends the College for its work within the local archdiocese, and encourages us to build on this work to serve the local community ([Appendix N](#)). In other sections, we have highlighted several means through which the College partners with or supports the Church: the Foley Center offers evening ESL classes and arranges for tutoring in local schools; Campus Ministry manages immersion trips to Central America, South America, the Caribbean, and locations within the United States, as well as providing a formation program and internship opportunities for students who want to engage more deeply with their faith; and, our Italy Center in Bologna includes a social justice and service component that exudes Pope Francis’ “culture of encounter.” Furthermore, because our curriculum is social justice oriented, we offer a number of courses and degree programs that prepare students for careers in ministry, education, or health care. As a result, several graduates are teaching in local or regional Catholic schools. For example, one of our 2012 graduates has recently moved on from teaching Theology at a Catholic high school to working as Director of Mission Integration at Our Lady of the Angels Hospital in Southern Louisiana. Furthermore, the 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 our Certificate of Spiritual Direction program in a blended format (online and some classes in SC). There were 10 in the first cohort and there are 17 in the second cohort, which is coming to completion this year. The department continues to provide all their other graduate theology programs in an online format, with students from Maryland to Texas. As is true with other current initiatives, Graduate Theology is developing these programs with inadequate funding and a very lean staff. There have been discussions to hire a graduate assistant to provide support for recruitment, retention, and general outreach, but at the time of this report, that position has not been confirmed. As these various examples show, the Spring Hill experience prepares students to find meaningful careers that represent the tenets of our mission statement—leadership, faith and service.

Our representative example for service to the church highlights the specific relationship between the archdiocese and the many ways our Jesuit community contributes to ministry in the area. First, St. Joseph Chapel is not just a center for faith on campus. It also welcomes the public to join in celebration of Mass. Indeed, despite the aforementioned obstacles in staffing levels, the College provides an active Sacramental life on campus by offering two daily and weekend Masses, making available the sacrament of reconciliation on a regular basis, and conducting Holy Hour with the Blessed Sacrament. Each year, we also offer students who are seeking to become Catholic the sacraments of initiation and the opportunity to participate in the diocese’s Rite of Election. The College communicates with the Archdiocese to make sure its Mass and sacrament schedule align with the most current guidelines coming from the Archbishop. The College ministry program is not an official parish within the archdiocese, but it has long welcomed local Catholics to participate in services at St. Joseph Chapel and our Sodality Chapel. While the College welcomes local Catholics to campus for celebration, our 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 our Jesuit faculty members provides all forms of 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. In addition to the work of Campus Ministry and the Jesuit Community, our Alpha Sigma Nu chapter sponsored, planned, and led a two-day workshop to raise awareness on the unjust treatment of the Uyghurs. We are proud of our relationship with the Catholic Church on local, regional, and global levels, and we observe this relationship manifest in both overt ministries and less obvious curricular integration.

New or Adapted Jesuit Mission Priorities

The priorities below represent outcomes from the many listening sessions for both our MPE and our nascent strategic plan. Some of the priorities are updated from the 2019 self-study report, and others have developed during the most recent MPE process.

1. *Practice financial stewardship and instill discipline*—Throughout the MPE process, stakeholders have identified ongoing financial constraints as the primary obstacle for

Spring Hill College. Financial stewardship, therefore, is a top priority. **Characteristic:** Institutional Integrity (#7)

- a. **Sub-goal 1:** *Restore pay and benefits to help stabilize staff and increase morale*—Compensation reductions have taken a toll on faculty/staff morale and retention, which has, in turn, affected the College’s service to students. Restoring compensation packages will help reward and retain the resilient members of the faculty and staff. Furthermore, as the College works through its strategic plan, we need to address our Human Resources’ policies and practices more broadly to ensure we are living our mission to seek justice for all community members.
 - b. **Sub-goal 2:** *Address deferred maintenance projects to exemplify our care for the community*—Preventative maintenance has often been delayed due to scarce resources, and the physical campus has suffered as a result. We have a beautiful campus with historic buildings, and we need to take care of the campus and our common home on the Hill.
2. *Invest in Mission*—Although staff reductions have occurred across campus, they have hit mission-centric offices particularly hard. Spring Hill employees, students, alumni, and friends are passionate about the College’s Jesuit mission, and we will prioritize financial investment in keeping mission programming at the center of the College.

Characteristics: Leadership Commitment to Mission (1), Relationship to the Society of Jesus (#6), Institutional Integrity (#7)

- 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*—Throughout the listening sessions, these two offices were mentioned as being central to the College’s mission. The Foley Center manages outreach and service opportunities in the Mobile community, and it collaborates with faculty in developing service learning courses. Campus Ministry manages everything from the Chapel and Mass schedule to retreats and international trips. Investing in staff and resources for the Foley Center and Campus Ministry is fundamental to our identity as a Jesuit, Catholic institution.
- b. **Sub-goal 2:** *Implement multi-year, comprehensive training for faculty and staff in order to deepen the understanding and sense of mission*—Understanding and living the mission should be viewed as a process that requires ongoing attention and development. In order to maximize this process, the College will offer opportunities for more comprehensive mission formation and training. In order to achieve this goal, the College will develop a plan to provide the Mission and Identity Office an appropriate operating budget, a full-time staff member, and an administrative assistant to support the office.
- c. **Sub-goal 3:** *Promote and prioritize hiring for mission and Diversity, Equity, and Inclusion*—Although various hiring committees have reported including mission as part of their process, the College does not have a systematic approach to hiring for mission or for enhancing diversity among faculty and staff. We will emphasize

the need for common and intentional approaches throughout hiring processes to ensure we are hiring the right people with the right mix of expertise and understanding of mission and of diversity, equity, and inclusion. College leadership plans to hire a Director for Diversity, Equity, and Inclusion ahead of the 2022-23 school year, and this person will contribute significantly to the development and implementation of this goal.

- 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. There is widespread interest in strengthening the Jesuit community by increasing the number of Jesuits on campus and, therefore, centering the Jesuit presence. As mentioned in the discussion of characteristic 6, the College needs to be proactive in working more closely with the Province and the AJCU in order to recruit and retain Jesuits. Academic chairs will identify openings in their areas and notify the Rector and President in advance, with the hope of identifying Jesuits with the appropriate experience and credentials for, and interest in, Spring Hill College. The College cannot expect the Provincial to appoint Jesuits to join the community, so the College needs to be proactive and creative. For example, if there are no Jesuits for whom Spring Hill is a long-term fit, the College can look into short-term appointments to invigorate the Jesuit presence on campus. For further elaboration on the challenges in meeting this goal, see [Appendix O](#).
3. *Increase communication and transparency from Administration*—Particularly during the COVID pandemic, when community gatherings have been eliminated, modified, or moved into virtual formats, there is a sense of disconnect between some College community members and those who make the decisions. Improving communication and transparency will help clarify misunderstandings, and it will strengthen the link between administration and faculty/staff. **Characteristics:** Leadership Commitment to Mission (1), Institutional Integrity (#7)
 - a. **Sub-goal 1:** *Increase community involvement in cabinet-level hiring processes to build trust between administration faculty/staff*—The goal of any hiring process is to find the right fit in terms of expertise and commitment to mission. Involving more members of the College community in the hiring process for senior leadership builds trust and provides a sense of belonging for all. In January 2022, the College announced that President Joe Lee would be retiring, effective December 2022. This advance notice allows for a smooth presidential transition, and a thorough search process that will involve multiple campus stakeholders.
 - b. **Sub-goal 2:** *Increase communication from the administration when it comes to new initiatives or centers on campus*—As we continue to innovate our course offerings and delivery modes, the administration will work to communicate how new initiatives are selected and how they fit within our mission.

4. *Innovate curricular programs and co-curricular programming*—Despite the obstacles that come up repeatedly in this report, another clear message emerges: the students get a quality education and have an experience at Spring Hill College that prepares them to make a living and for a life well-lived. We can improve on this experience by innovating the academic programs and by more intentionally integrating curricular programs with co-curricular programming. This requires less an overhaul of our offerings than a refinement and more intentional articulation of *what we do* at Spring Hill.

Characteristic(s): The Academic Life (#2)

- 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*—We will develop better systems for evaluating academic programs, so we have a better sense of resource allocation needs, and we will continue to develop new, innovative programs where possible. Our co-curricular innovation will include holistic advising that considers academic, career preparation, and wellness as part of the overall experience of every Spring Hill College student.

Implementation and Integration

The delay in Spring Hill College's Mission Priority Examen Self-Study has had one unintentional benefit: At the same time we have been conducting listening sessions and considering our mission priorities, the College has begun a strategic plan process that dovetails with the reflective mode of the MPE. As the appended document ([Appendix B](#)) indicates, the strategic and mission priorities frequently overlap. This is made obvious in strategic priority number one, which is to "embrace our Jesuit, Catholic heritage and dedicate time and resources towards care for our campus community." Our many conversations with community stakeholders emphasize the passion for Spring Hill's Jesuit, Catholic heritage, and they reveal that *despite the obstacles*, we are offering a transformative experience for our students. The strategic priorities and MPE emphasize the need to improve on the many good things we are already doing.

The remaining three strategic priorities also come up in the MPE and demonstrate coherence within our prioritization and planning—we want to utilize our platform and strengthen our name and impact locally, regionally, and nationally; we will instill financial discipline to create and maintain a sustainable business model; and we will emphasize intellectual excellence and innovate our academic programs.

Concrete Steps

Priority 1:

a) Dr. Ken England, CFO and EVP, has developed a new budget process that is both open and participative. Under President Lee's leadership, Dr. England is also exploring opportunities for debt renegotiation in order to reduce our annual debt service and increase cash flow. In terms of operating expenses, the College hired a consultant, CFO Colleague, to complete a margin analysis of our classroom expenditures, which allows us to understand the financial performance of individual programs and faculty capacity. Dr. Lisa Hager, interim Provost, is working with Dr. England in analyzing the data and making decisions to improve our margins. While this process is still underway, possibilities include consolidating small departments, adjusting class cap sizes for maximum revenue margins, and reallocating faculty time to service in understaffed areas. The goal is to find financial efficiencies that enable the College to restore compensation to pre-pandemic levels. The critical piece is enrollment. Dr. Nathan Copeland, our new Vice President for Enrollment, is implementing new strategies for recruitment and, based on analyses and strategies completed with our consultant RNL, we project a larger incoming class in the fall of 2022 than we have seen in the past few years. Our online programs are projected to bring in additional revenue, and these numbers come from the market analyses of our OPM partner, Wiley Educational Services.

b) In 2021, the Board of Trustees recognized that the College's endowment had increased due to market gains, and they made the strategic decision to withdraw funds to maximize the benefits of the gains. This money has been used for maintenance and beautification projects, which started in the fall of 2021. Important examples include the installation of new roofs on several residential and academic buildings, renewed commitment to consistent landscaping, and improvements to College's main power source that will minimize power outages. Faculty, staff, and students also came together during a service day in Fall 2021, under the leadership of Vice President of Student Affairs, Mr. Kevin Abel, to replace landscaping around our Fairway Apartments.

In the College's strategic priorities, "care for the community" also extends to the people who work and learn at Spring Hill. One recent example that ties together care for the community and the College's finances is the tuition reset that took effect in 2021. The tuition reset served multiple purposes. It brought our advertised tuition in line with the actual cost of attendance by reducing the discount rate, thereby providing prospective students a more accurate financial projection. Our goal was to make Spring Hill College accessible to qualified students who may not have otherwise considered us based on our "sticker price."

Priority 2:

a) A new director for the Foley Center started on January 3, 2022. This position had been vacant since July 2021 due to the previous director's choice to leave the College. The new director, Jennifer Irizarry, has the charge of reinvigorating the center's work with community outreach and service opportunities. Concerns about this vacant position were expressed repeatedly in our MPE listening sessions. In order to revitalize Campus Ministry, we have a current search underway for a Campus Minister for Liturgy, Music, and Faith Development. The current director, Colleen Lee, has done tremendous work keeping our ministries vibrant with reduced staff and limitations due to COVID, and additional staffing will augment our available services and programming.

b) The goal in hiring is always to find someone with the requisite expertise and experience for a relevant position. We will establish hiring practices that focus on both relevance and mission. Cabinet members will discuss potential language required for all job advertisements and questions for all prospective employees. New hires, at whatever level, need to understand our heritage and mission, and they must approach their work within that context. We will also establish guidelines for increasing diversity in our hiring processes.

c) The Provost will work with the Rector of the Jesuit Community to establish guidelines for potential Jesuit faculty members, and she will facilitate discussions with relevant departmental hiring committees to encourage outreach to, and consideration for, Jesuit prospects. Other VPs will also consult with the Rector when applicable openings emerge, as there are many staff positions that could be filled by Jesuits. Our listening sessions made clear the desire across the College for a more robust Jesuit presence on campus.

Priority 3:

a) The President will work to include a broad cross-section of the College community in searches for VP-level positions. We have already begun work on this, as the current search for a permanent Provost has involved Cabinet members, faculty, staff, and one student. The committee also conducted open listening sessions as they were developing the position announcement and advertisement. Finalists who are brought to campus will engage various stakeholders during their interviews, from the President to student groups.

b) Communication is always a challenge, and that challenge has been exacerbated by a pandemic that prevents consistent community gatherings. The pandemic aside, the President and the Cabinet understand this concern, and they have begun sharing a monthly newsletter with the campus that provides updates from each VP's area ([Appendix P](#)). There is a plan to return to in-person opening day gatherings, and there have already been open sessions to discuss the strategic priorities. Dr. England has also begun holding open office hours, and he has invited members of the community to visit him to discuss whatever concerns they may have. President Lee has repeatedly invited people to visit him, as well.

Priority 4:

a) The Provost has already directed the Core Development Committee and adjacent stakeholders to convene an implementation team and develop a cohesive plan so the new core curriculum is ready to launch for our incoming Fall 2022 class.

b) Our evaluation of academic programs has begun in earnest with the aforementioned CFO Colleague margin analysis, the Provost's request of Chairs to complete annual review reports, and the use of pro forma tools from CFO Colleague to help understand projected and real costs for new and existing programs. These tools will allow the College to make decisions about program viability and the proper program portfolio. Using data, we will continue to seek new, innovative programs and refine the faculty approval process to ensure efficiency and effective shared governance. This includes both traditional, in-person programs and fully online programs through our still growing Center for Online Learning. For co-curricular opportunities, we have appointed Dr. Leigh Ann Litwiller, Associate Professor of English and Chair of the Faculty Assembly, to devote half of her time in a new position, Faculty Director of Curricular Integration, to work with campus partners in developing a holistic advising model that maximizes resources and offers students the opportunities to marry their classroom experience to experiences such as shadowing or internships, making good on our promise that our students leave the Hill "Real World Ready." Our goal is to create a comprehensive experience that provides the traditional education Spring Hill is known for, the in-demand majors that are appropriate for today's labor market, and the tools for success in life after graduation. In order to achieve this goal, we intend to involve community partners and our passionate alumni network.

Conclusion

Updates/revisions based on Peer Visit (forthcoming)

Correspondence with Peer Team Chair (forthcoming)

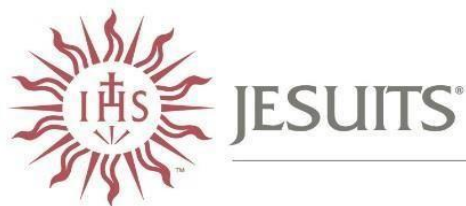
Correspondence with Bishop regarding meeting with President

Please see [Appendix Q](#) for President Joe Lee's letter to the Archbishop, dated May 7, 2019. For a precis of Archbishop Rodi's response, see [Appendix N](#).

Closing comments (forthcoming)

Appendices

A. Letter from Fr. Tom Greene, S.J.



USA Central and Southern Province

DATE: August 23, 2021

TO: Dr. Joseph Lee
President, Spring Hill College

Dear Joe:

Peace of Christ!

I hope that you were able to enjoy your time in Maine. I write this letter as a formal request for Spring Hill College to complete the Mission Priority Examen process during this current academic year in collaboration with the UCS Province and the AJCU. As you know, SHC is the only one of our 28 institutions within the Association of Jesuit Colleges and Universities that was not able to complete the MPE during the first review cycle that concluded in 2020, and now that the second round of reviews is beginning in 2021-22, both Father General Sosa and the AJCU are echoing my request.

I look forward to this process as a way for the Province and Spring Hill to move beyond the financial issues we have been discussing in recent years to the more important focus on the capacity and reality of how the College currently lives out its Jesuit, Catholic mission and can continue to do so effectively in the future.

Because the institutional self-study for SHC was completed some years ago, and the Visiting Peer Review Team was unable to come to the campus for interviews prior to the Covid pandemic, it will be necessary to re-constitute your internal self-study steering committee, and for our Province, in consultation with the AJCU and Spring Hill, to put together a new Visiting Team. Fr. Bob Poirier is familiar with the self-study expectations, and Tom Reynolds, our UCS Higher Education Assistant, can discuss with him and AJCU staff which individuals might be appropriate for the Visiting team.

In June, the presidents of the AJCU adopted the revised guidelines for the MPE process and the accompanying "Characteristics of Jesuit Higher Education" document. These materials were similarly approved by the Jesuit Conference of the United States and Canada, as well as by Father General Sosa, for use by all schools going forward. I would ask that your self-study steering group, along with the College's leadership and Board of Trustees, focus in particular on the following areas within those materials:

- "Leadership Commitment to Mission" (Characteristic 1), including the role of the Board and senior leadership in advancing the Jesuit Mission, and the importance of providing a well-funded, robust Mission Formation program for Spring Hill faculty, staff, leadership, and trustees;
- "Relationships with the Society of Jesus" (Characteristic 6), including how the College has supported individual Jesuits, the Jesuit Community, and the UCS Province, as well as on your participation in collaborative formation programs of the AJCU and our Province;
- "Integrity" (Characteristic 7), which focuses on how Jesuit institutions engage with their internal community members, their external stakeholders, and their key partners, such as the UCS Province.

Your self-study team will, of course, examine the other areas of the “Characteristics” document and report on them as well in their self-assessment, but I will ask the Visiting Team to focus on the areas above in their own review.

Because of the time commitment involved in completing the MPE process, I would like to discuss this letter and any questions you may have about it during my visit to the College September 7-9. Please include any key individuals you feel appropriate for these discussions. In the meantime, I suggest that Fr. Poirier and Tom Reynolds begin discussing planning details such as the possible composition of the Visiting Team, draft timelines for the internal self-study, completion of your report, and dates of the Visiting Team time on campus. In addition, it will be important to schedule time during the October Board meeting to review this process with the full Board so that they are clear on the expectations involved and approve moving forward. I will be attending the Jesuit Conference Board meeting at that time, but I will ask Tom Reynolds to be available to participate in that meeting.

I look forward to visiting with you soon. Fr. Poirier will be in touch to schedule my visits. Rest assured of my prayers for you, and the students and staff of Spring Hill. May God bless your academic year

Yours in Christ,

A handwritten signature in cursive script, reading "Thomas P. Greene, S.J.", written in dark ink.

Thomas P. Greene, S.J.
Provincial

cc: Mr. John McKinney / Chairman, Board of Trustees
Rev. Robert Poirier, S.J. / Vice-president for Mission
Dr. Tom Reynolds / Assistant for Higher Education

B. Spring Hill College Strategic Priorities

Vision Statement: *Spring Hill College blends the Jesuit tradition of spirituality and excellence in education with innovation and a supportive environment to produce graduates who lead lives of purpose and service to others.*

Strategic Priority #1

Embrace our Jesuit Catholic heritage and dedicate our time and resources towards care for our campus community.

Strategic Priority #2

Utilize Spring Hill College's platform and influence to strengthen our impact in Alabama and across the nation.

Strategic Priority #3

Instill financial discipline and a return on investment (ROI) lens to create and maintain a sustainable business model.

Strategic Priority #4

With a focus on intellectual excellence and innovation develop new and in-demand academic programs.

A note on process

The strategic priorities developed out of a Cabinet retreat held early in the Fall 2021 semester. They were then shared with the community and, at multiple open listening sessions, people were allowed to voice opinions, offer ideas or criticism, or just listen. Following these sessions, shared Google documents were made available to the community, allowing people to offer feedback directly into the document. The next step occurred on the College's "Opening Day" for the Spring 2022 semester, during which there were break-out conversations to continue identifying and prioritizing needs.

C. Spring Hill College Core Curriculum

A Proposal to Revise the Spring Hill College Core Curriculum by the Core Development Committee

- 1. Background:** The current four cores, together with the overlays, emerged from the Core Development Committee (CDC) when it was tasked with developing a plan for core assessment in accordance with our accrediting agency, SACSCOC. The formal assessment of curricula via student learning outcomes was just being introduced to campus at that time, making the CDC's task more difficult, and their plans more provisional. The four cores with overlays were the result of a compromise acceptable to the faculty as a whole at that time. It was intended to serve as a pilot to be revisited and revised as time went on. Indeed, since "continual improvement" is the aim of assessment, and thus expected by our accrediting agency, the CDC has always regarded revisiting and potentially revising the plan to be part of the process for improving the core curriculum.

While CDC was still trying to define the overlays and encourage the development of courses to meet them, the programs in the Cohesive Undergraduate Experience (CUE) were being developed in connection with Fr. Salmi's Strategic Plan. They were then grafted onto the aforementioned cores at a later date. While the current members of the CDC appreciate the work involved in creating all of these programs--work in which some of us participated-- we are now at a point where we can see what is and is not effective. Accordingly, the committee is ready to bring forward a revision of our general education requirements that, we believe, resolves some of the problems with the current cores that have since come to light.

- 1.1 The Faculty Satisfaction Survey:** Some of these problems were identified by faculty in the CDC's Core Satisfaction Survey from November of 2017. The notable results were as follows:

- 1.1.1 The number of cores:** Only about a third of faculty respondents considered the four separate cores to be a feasible means of achieving an integrated curriculum serving the aim of the core as stated by the mission. The survey suggests that faculty want at least *fewer* core curricula, if not a single one, and that they think this is important to the identity of the college.
- 1.1.2 Inflexibility:** Less than a third of faculty respondents considered the core to be flexible enough for students to adequately experience a Jesuit, liberal arts education. The faculty therefore believe that the inflexibility of the core compromises the educational experience at Spring Hill.
- 1.1.3 Overlays:** Approximately 63% of faculty who responded reported that they were unsatisfied with the extent to which the overlays contributed to meeting the core's learning outcomes, as stated in the Bulletin. Accordingly, a clear majority of faculty

respondents did not think that the overlays are effectively serving their educational aims.

1.1.4 Credit hours: Only 17% of respondents indicated that the percentage of credit-hours demanded by the current core was appropriate. This is unsurprising given that, among our Jesuit peers, our core credit hours are among the most onerous.

1.2 Motion to Revise the Core: On the basis of these results, the Faculty Assembly passed a motion in March of 2018 authorizing the CDC to explore a core-revision that accomplished the following: (i) reduced the numbers of cores from four to one; (ii) reduced total credit hours; (iii) addressed dissatisfaction with the overlays; and (iv) increased flexibility. Since one of the CDC's responsibilities is to assess the core, it was also understood that any plan the committee explored needed to be one that would make the core "more assessable" than it currently is.

1.3 Overview of the Changes: We believe the proposal outlined in the next section accomplishes these four desiderata and more. In particular it:

- (i) Reduces the number of cores from four to one
- (ii) Eliminates the overlays while remaining faithful to our mission
- (iii) Reduces credit hours closer to the median for single cores at Jesuit colleges and universities
- (iv) Increases flexibility by virtue of (i)-(iii)
- (v) Introduces learning outcomes that facilitate comprehensive assessment for all its components
- (vi) Occupies a middle ground (hopefully, a neutral ground) between the traditional distribution model and the outcomes-oriented model of curriculum design and assessment.
- (vii) Increases the coherence of the curriculum by integrating both Pathways to Purpose and CUE with one another and with the core itself
- (viii) Introduces a first-year experience that may aid in retention.
- (ix) Promotes social justice through engagement with our institution's distinctive history

2 The Plan: As you will see below, the core will remain organized around our traditional breakdown of skills and foundations, with distribution-requirements that are similar to the ones we currently have. While this was not a feature of all the models we explored, we found that, by keeping these distributions, we could mitigate faculty anxiety about their place at the institution. (Also, our accrediting agency *requires* that there be distribution-requirements to some extent or other). That aside, the initial component from this new proposal that students will encounter is the Pathways Sequence.

2.1 The Pathways Sequence: The courses in this sequence will provide a common, first-year intellectual experience for all students. By focusing on a small number of texts in courses led by full-time faculty and capped at 20 students, the Pathways are specifically aimed at

developing and enhancing skills in reading comprehension and analysis, as well as critical thinking and informed discussion.

2.1.1 Transformative Texts: More specifically, the Pathways sequence will incorporate what we call *Transformative Texts*, which is an expression borrowed from the NEH and Teagle Foundation's *Cornerstone Initiative* (an initiative aimed at refashioning general education requirements across the country). However, we put a distinctive interpretation on the expression, understanding Transformative Texts to be *those that have the promise of transforming the student in mission-oriented ways*.

2.1.2 The Topic of the Sequence: The official title of the sequence will be *Pathways to Identity and Purpose*, because faculty teaching in the sequence will use these texts as a means of inviting students to reflect on their open-ended, always-evolving senses of personal identity, and how this identity informs the question of how they should live out their lives, which of course includes vocational discernment. We believe the questions of who we are now, how we became this way, who we want to become, what are the obstacles to our becoming this, and how we should live out our lives, are general enough that they can be insightfully addressed by the various disciplines that will teach in the Pathways Sequence, each offering their own disciplinary perspectives on questions so timely for first-year college students. Indeed, we believe the questions addressed in the Pathways are *exactly* those that a Jesuit liberal arts education ought to be inviting students to ask and answer, and consider the sequence to be *the curricular component to Pathways to Purpose*. Aside from aiding in the process of self-discovery and self-invention, the sequence will also give entering students an opportunity to see how methodologies from different disciplines can complement each other in addressing the same set of questions.

2.1.3 The Format of the Sequence: The format of the Pathways courses will facilitate this latter aim. In their first years, students will take four, 1-credit seminars on the topic of identity and purpose, each having a duration of seven weeks, and each taught by a different discipline on rotation (see 2.1.4 below). The logistics of the sequence would be modeled on our Introduction to Theology courses, where the professor and the topic change mid-semester. The student will be enrolling in no more than two such courses per semester, and the two courses needn't have any other linkage than being about the very broad topic of identity and purpose. So, for instance, the student's first semester might begin with seven weeks in an English seminar, proceeding to a seven weeks in a theology seminar; and in the second semester, the student might begin with a seven-week history seminar, ending the first year with seven weeks of a humanities seminar taught by faculty member from mathematics or natural sciences. (See the Appendix for a [diagram](#) of how students will navigate the sequence.) On the faculty's side of things, the professor of a Pathways course will lead a text-based seminar with a group of students

approximately two hours a week for the first seven weeks of the semester, and then (presumably, but not necessarily) will teach the same material to a different group of students for the final seven weeks (the professor will not be required to repeat the material, but we would expect that this would be the norm, as it reduces workload).

2.1.3.1 Justification for the Format: There are a number of reasons for structuring the Pathways Sequence in this way. Since the courses are grounded in primary texts, some of which can be quite challenging for first year students, we think that introducing such texts in digestible portions will be more manageable and less intimidating to our students. This framework will also introduce incoming students to a wider variety of disciplinary methods, allowing the sequence to serve as a broader introduction to college learning than with the traditional, 3-credit class in a single discipline. The 7-week format will also make it easier for faculty to find sufficiently accessible texts that can support the kind of intensive reading we envision. We also hope that the shorter duration and the two weekly hours of teaching will incentivize faculty participation.

2.1.4 Staffing the Sequence: Factors considered in staffing decisions for the sequence include: (i) disciplines that are losing core distribution credits in making the switch to a single core; (ii) disciplines that are best suited to teaching the material due to subject matter and availability of texts; (iii) availability of faculty to teach in the sequence based on their existing obligations; and (iv) expressions of interest from faculty who are not covered under i-iii. Since the classes will be focused on primary texts about identity and purpose, since the credit hours were effectively made available by taking one course each from English, Philosophy, Theology, and History/Social Sciences, and since these disciplines have expressed the strongest interest in teaching the Pathways Sequence, three of the four categories in the sequence will mirror divisional distinctions: (i) *Philosophy/Theology*; (ii) *History/Social Sciences*; and (iii) *Literature* (understood to include faculty in English and Modern Languages, Literature and Culture). Faculty outside these divisions have also expressed interest in teaching in the Pathways. Those faculty will teach in the fourth category of courses, *Interdisciplinary Humanities*. While those teaching in this category needn't be from the humanities, the texts used will still facilitate an exploration of identity and purpose, and so the courses will still be taught from a humanities perspective (as they would in the other categories).

2.1.5 Sample Texts: Given that the topic of Identity and Purpose is discipline-neutral, the texts that will be used in the Pathways Sequence will vary widely, but could include (among many others): "Self-Reliance" by Emerson, *The Death of Ivan Illych* by Tolstoy, *Middlemarch* by George Elliot, *On Liberty* by John Stuart Mill, *Discourse*

on the Origins of Inequality by Rousseau, *Hillbilly Elegy* by JD Vance, *The Confessions* by Augustine, *Between the World and Me* by Ta-Nehisi Coates, *Light in August* by Faulkner, *Othello* by Shakespeare, *The Metamorphosis* by Kafka, *Groundwork of the Metaphysics of Morals* by Kant, *The Republic*, *The Symposium* and other dialogues by Plato, *Guns, Germs and Steel* by Jared Diamond, *The Descent of Man* by Darwin, *The Jungle* by Upton Sinclair, *Evicted* by Matthew Desmond, *The Myth of Sisyphus* by Camus, *The Cost of Hope* by Amanda Bennett.

2.1.6 Culminating Reflection: At the end of each Pathways segment, the student will produce a short, written piece on the Pathways topic of identity and purpose, to be used for assessing the sequence. If students choose, they may add these reflections to a personal portfolio. In the absence of a Core Capstone, which we concluded we were too understaffed to accommodate, our hope is that programs will incorporate an assignment into the major capstone giving students an opportunity to reflect on how their self-conceptions and sense of purpose have transformed during their time at SHC. As the CDC assesses the core, and as circumstances of the college change over time, we will keep a core capstone in mind as one potential way of improving the curriculum.

2.1.7 Assessment of the Pathways Sequence: The Pathways Sequence has its own proprietary aims, and the CDC is interested in whether the sequence *as a whole* is achieving them. Accordingly, part of our assessment plan is to evaluate the sequence itself with the following learning outcomes:

At the end of the two-semester sequence, students will be able to

- Read, comprehend, and analyze transformative texts in multiple disciplines
- Articulate the relationship between what they know and what they are learning
- Demonstrate an understanding and appreciation of disciplinary habits of mind

(New learning outcomes for other core classes are given in section 2.4).

2.2 Student Success Modules and the Pathways Fellows: Aside from the common theme of identity and purpose, continuity across the Pathways courses will be provided by upper class students trained to serve as Pathways Fellows. The Fellows, modeled on our current LEAP-leaders, will have primary responsibility for assisting first-year students in the completion of online modules designed to supplement the course. Modules for the Fall semester will include study skills, time management, library skills, and more student success topics. Modules for the Spring will include topics related to the Pathways to Purpose program. The four-course Pathways Sequence (with the associated modules) will carry 6

credits in total. The Director of Pathways to Purpose and CUE has already begun fashioning these modules, and the latest description of them can be found in the Appendix [here](#).

2.2.1 Student Development Outcomes for the Modules: These modules will also be independently assessable, associated with the following student development outcomes.

At the end of the two-semester sequence and completion of the Student Success modules, students will be able to:

- Demonstrate time management, study, and library research skills
- Demonstrate familiarity with SHC's campus and resources
- Create a plan of study and supplemental activities based on personal and professional goals and designed to be tested and revised at the end of each year

2.3 The Common Distribution Requirements: As stated earlier, the remainder of the core curriculum will be organized around our traditional breakdown of Skills and Foundations, using distribution requirements that will be familiar enough to faculty. The overlays and explorations will be eliminated. Below is a chart that we'd expect to be very similar to one contained in the Bulletin:

Spring Hill College Core Curriculum for 2022-23

Pathways Sequence		
Required Courses	Credit Hours	Courses for Specific Majors
Literature Pathway	1.0	
Philosophy/Theology Pathway	1.0	
History/Social Sciences Pathway	1.0	
Interdisciplinary Humanities Pathway	1.0	
SAS-P1: Student Success Modules	1.0	
SAS-P2: Student Success Modules	1.0	
Skills		
Required Courses	Credit Hours	Courses for Specific Majors
Composition: ENG 121	0-3	Honors: 190
Composition: ENG 123	3.0	Honors: 290
Logic: PHL 101/190	3.0	Honors: 190
THL 101/190	3.0	Honors: 190
MTH	3.0	Nursing: MTH 163
Foreign Language	0-6	
Foundations I: Understanding the national and global human communities (One course must be in History)		
Required Courses	Credit Hours	Courses for Specific Majors

HIS 120, 213, 214 or POL 112 The American national community	3.0	
HIS 110, 211, 212, 290, or POL 151, 161 The global human community	3.0	Nursing: Soc. 101
Foundations II: Understanding nature and the human being through the applications and methodologies of modern science		
Required Courses	Credit Hours	Courses for Specific Majors
Natural Science (BIO, CHM, or PHY)	3.0	Nursing: HSC 136/138
Social Science (PSY, POL, ECO, or SOC)	3.0	Nursing: PSY 101
Foundations III: Understanding human reality through the creative imagination		
Required Courses	Credit Hours	Courses for Specific Majors
Visual/Performing Arts	3.0	Elementary Ed: EDU 270/271
Literature (ENG (200-level) or WRI 276)	3.0	
Foundations IV: Engagement with philosophical and theological reflection in the Ignatian tradition		
Required Courses	Credit Hours	Courses for Specific Majors
PHL (200/300 level)	3.0	Elementary Ed: EDU 401 Nursing: PHL318
THL (200/300 level)	3.0	
Total Credit Hours for Core Curriculum		42-51

2.4 Core Learning Outcomes: Generally, the new core will also be associated with revised learning outcomes that are more specific than our current outcomes, while remaining highly reflective of our mission. The greater specificity of these outcomes allows them to be more appropriately mapped to courses.

The following specific student learning outcomes are introduced in the core curriculum and advanced through the entire curriculum:

1. **Critical thinking:** Students will be able to assess the quality of reasoning they encounter, construct their own well-reasoned arguments, and formulate defensible conclusions.
2. **Reading:** Through interactive engagement with written texts in a variety of media, students will be able to extract information and ideas, discern and follow arguments, and construct meaning.
3. **Writing:** Students will be able to produce cogent and coherent prose that demonstrates an awareness of audience and purpose and sound judgment in the selection, evaluation, and use of evidence.
4. **Quantitative literacy:** Students will be able to reason and solve quantitative problems arising in everyday situations, understand and create sophisticated arguments supported by quantitative evidence, and clearly communicate those arguments in a variety of formats.
5. **Moral development:** Students will be able to critically evaluate their pre-existing beliefs about moral action and the good life, recognize and assess alternative systems of belief, and persuasively defend their convictions.
6. **Social awareness through cultural diversity:** Students will be able to identify the challenges faced by others in socio-cultural settings different from their own, evaluate proposed solutions, and promote justice-oriented outcomes.
7. **Understanding human nature:** Students will be able to use the methods of the natural and social sciences, arts and literature, philosophy, and theology to identify and evaluate different perspectives on human nature and its relationship to the natural and social world.
8. **Integration of knowledge:** Students will be able to synthesize knowledge and methods from across the disciplines to address complex problems.

More details about the CDC's assessment plans can be found in the appendix [here](#).

2.5 Racial Justice: Lastly, given the College's distinctive and proud history as a leader in integrating higher education and in advocating for social justice more generally, the CDC is asking faculty who teach anywhere in the core to “opt in” to an initiative to include a component on racial justice in their courses, where this might be appropriate. The CDC plans to track participation in the initiative, and will reconsider its role as we continually assess the core. (Information about our institutional history on racial justice can be found in the Appendix [here](#)).

3. The Virtues of the Proposal: The CDC believes that the current proposal resolves many of the existing problems with our general education requirements, some of which were identified in the Core Satisfaction Survey.

3.1 Reduces the Number of Cores: As you can see, the number of cores has been reduced from four to one. This is not only more faithful to the very idea of general education requirements, it also facilitates navigating the curriculum. For instance, one of the problems that emerged from having four cores was a result of students' switching majors: sometimes switching majors involves switching cores, and what satisfies one core might not satisfy the other. The consequences of this include a cumbersome waiver process and increased time to graduation.

3.2 Replaces the Overlays with Pathways: The overlays are complex by their nature. On top of pre-existing distribution-requirements, they add a further layer of distributions for the students to satisfy, and the vagaries of scheduling and staffing lead once again to longer graduation times and more waivers. Furthermore, it is well-known that we are unable to staff the Integrations overlay, and the CDC issues a waiver for it every school year. This is clearly not a "best practice." On the new plan, the overlays have been eliminated, further simplifying scheduling and advising, again reducing graduation-time and the need for waivers. Since the overlays are effectively replaced by the Pathway Sequence, and the Pathway Sequence is devoted to providing the academic foundation for the Mission-oriented transformation of the student, fidelity to the college mission is uncompromised.

3.3 Synthesizes Core, Pathways and CUE: We believe that the structure and content of the new proposal better synthesizes the Core, Pathways and what remains of CUE, thus providing greater coherence to our curriculum. The topic of all Pathways courses is identity and purpose--who we are now, how we became this way, who we want to become, the obstacles to our becoming this, and therefore how we ought to live our lives. As already mentioned, we view the Pathways Sequence as *the curricular component to Pathways to Purpose*, for here we relate texts from the disciplines to persistent questions of meaning engaged in Pathways. The Pathways Fellows and Course Lab further integrate topics from Pathways and LEAP into the course sequence itself, and the student produces a written piece that reflects all of these components from the Pathways. Again, while we currently lack the staff for a core capstone, we hope that the individual programs will ask students to revisit the material from the Pathways, relating this to their major and professional aspirations.

3.4 Reduces Credit Hours: Core credit hours have been reduced to 43-52, thereby bringing our core credit hours closer to the medium among our Jesuit peers.

3.5 Increases Flexibility: This reduction of credit hours, elimination of the overlays (and explorations), and reduction of cores from four to one, increases the flexibility of our general education requirements in various ways.

3.6 Facilitates Assessment: The current proposal is also more assessable. The learning outcomes for the overall core curriculum have been rewritten, rendering them more specific and more inclusive of aims that are important to our mission; the former will aid in more fittingly assigning outcomes to courses, while the latter will help us assess more of what matters to the institution. The Pathways and their associated Modules are all introduced with their own proprietary learning outcomes, allowing them to be assessed for how well they achieve their distinctive aims.

3.7 Social Justice: The initiative on racial justice maintains the college's focus on issues of social justice more generally, helping to compensate for the loss of the SJ overlay (although we expect the courses once designated with this overlay to still be taught in the core).

4. Appendices

4.1 Pathways Fellows & Pathways Course Lab

Pathways Sequence Courses would have a 1-credit hour lab with the same initial instructor of record for the semester. Each semester of the Pathways Sequence Courses would have a corresponding single credit lab facilitated by the same Pathways Fellow, a student leader on campus. Students remain with the same Pathways Fellow throughout the entire year even while they rotate through faculty members in the Pathways Sequences.

The lab courses will be primarily instructed and lead by the student leaders, although the initial faculty member teaching the Pathways Sequence will serve as the instructor of record and be responsible for the final grade in the course, including the grading of student reflective essays. Student products from the Pathways Course Lab would be reflective essays (prompts to be determined) and the development of an individual Pathways to Purpose Plan (outlined below).

Lab courses would have an assigned weekly time where students would meet in person or synchronously virtually. Fully online lab options would also be developed for students completing fully online degrees.

Pathways Course Lab topics would focus on the transition to college life, including an introduction to college-level study skills, the college's mission and identity, living and learning in diverse communities, and self-development and self-management.

Reflective Essays

Students will produce reflective essays as part of their grade for the Pathways Sequence Lab Course. These essays will be graded by the instructor of record. The reflective essay

prompts are to be determined and will be graded on an established rubric for consistency across lab sections.

Individual Pathways to Purpose Plans

As part of the Pathways Sequence Lab course, students will produce a plan for their college experience that outlines their own unique pathway to purpose. This plan will encourage students to think through all aspects of their Spring Hill College experience, highlighting the importance of co-curricular experiences for personal and professional development. The Individual Pathways to Purpose Plan will give students an opportunity to think about how various parts of their college experience contribute to their own sense of purpose and vocation both in college and after college. Pathways Fellows will create their own examples of the plan and instruct students about the various opportunities on campus that may relate.

Each section of the plan will have a non-exhaustive list of examples for students to choose from. Students will be encouraged to think about what experiences they want to have and think about what they need to do in order to have them. Students will also think about what skills and experience they might gain and how they might make the most of each experience.

The Pathways to Purpose Plans are intended to be used as a supplemental advising tool, where students can discuss their goals and plans with their advisor at the same time they are planning their course schedules. Yearly workshops will be hosted by Pathways to Purpose and Career Development to allow for deeper reflections on these plans, especially for those advisors who are unable to spend significant time discussing co-curricular experiences with students.

The Pathways to Purpose Plans will be graded for completeness only.

STUDENT PATHWAY TO PURPOSE TEMPLATE

Consider each academic year ahead of you as you think about each facet of your experience on campus. Make a plan for yourself that includes specific ideas for what you want to pursue while you're a student on the Hill.

Academic

What courses are you most excited to take? What academic goals do you have for yourself? What do you want to learn about?

- Courses
- Skills to Learn
- Majors to Explore

- GPA Goals

Co-Curricular

What organizations or groups do you want to be involved with? What programs or events are you most looking forward to participating in? What do you hope to learn about the world?

- Student Organizations
- Leadership Positions
- Social Events
- Athletics

Spirit/Well-being

What values are most important to you and how will you live them out? How do you want to explore and deepen your spirituality? What do you need to tend to your mental and physical health?

- Physical Health/Nutrition
- Mental Health Practices
- Rituals
- Retreats
- Spiritual Communities

Career/Community Engagement

What fields or industries do you want to learn more about? How do you want to participate in your communities?

- Internships
- Study Away Experiences
- Volunteer Experiences
- Job Shadowing

4.2 Pathways Sequence Diagram

Each group of 20 students (numbered individually here for ease of reference) and their Pathways Fellow stay together for the semester. The faculty switch at mid-semester. By the end of the year, each student will have taken the full Pathways Sequence. To make this work, students will not be able to choose or change their group.

Fall Semester | Spring Semester

Student Group	First 7 weeks Category	Second 7 weeks Category	First 7 weeks Category	Second 7 weeks Category	Fellow
1-20	Philosophy/Theology	Literature	History/Soc. Sci.	Interdisciplinary Hum.	A
21-40	History/Soc. Sci.	Interdisciplinary Hum.	Philosophy/Theology	Literature	B
41-60	Literature	Philosophy/Theology	Interdisciplinary Hum.	History/Soc. Sci.	C
61-80	Interdisciplinary Hum.	History/Soc. Sci.	Literature	Philosophy/Theology	D
81-100	Philosophy/Theology	Literature	History/Soc. Sci.	Interdisciplinary Hum.	E
101-120	History/Soc. Sci.	Interdisciplinary Hum.	Philosophy/Theology	Literature	F
121-140	Literature	Philosophy/Theology	Interdisciplinary Hum.	History/Soc. Sci.	G
141-160	Interdisciplinary Hum.	History/Soc. Sci.	Literature	Philosophy/Theology	H
161-180	Philosophy/Theology	Literature	History/Soc. Sci.	Interdisciplinary Hum.	I

181-200	History/Soc. Sci.	Interdisciplinary Hum.	Philosophy/Theology	Literature	J
201-220	Literature	Philosophy/Theology	Interdisciplinary Hum.	History/Soc. Sci.	K
221-240	Interdisciplinary Hum.	History/Soc. Sci.	Literature	Philosophy/Theology	L

4.3 Assessing the Core: While the language of the learning outcomes in the current Bulletin is mission-centered, it is more aspirational than measurable. It also does not limit the outcomes to the Core. According to the Bulletin, the outcomes are introduced in the core curriculum and advanced through the entire curriculum. For these reasons, we have repurposed the current description of the outcomes into an overall introduction to a Spring Hill education. We have then listed a separate articulation of outcomes drawn from the work of the Strategic Planning Learning Outcomes and Implementation Team that introduced formal assessment to the campus in 2010.

The language of our current overlays was drawn from these outcomes. By listing them as outcomes, we return to their original intent: rather than assuming that taking a course with the designation indicates meeting the outcome, we are mapping the outcomes to the curriculum and devising assessment measures for the products of those courses.

Our revision of the assessment protocol does not fundamentally change the process we have been using. Instead, it makes explicit certain foundational assumptions, extends assessment beyond the current SLO2, and provides a feedback loop for using the information as well as reporting it.

Proposed Assessment Plan

Planning

- A. Establish common operating definitions and procedures:
 1. A single artifact of student learning (paper, presentation, video, or other product) can be assessed for more than one outcome.
 2. Artifacts can be used for Course, Program, and Core assessment.
 3. Artifacts produced in major courses can be assessed for Core Outcomes.

4. Artifacts produced in connection with the College's co-curriculum can also be assessed.
- B. Map SLOs from across the institution against the Core SLOs
- C. Identify courses and co-curricular programs contributing to the specific outcomes and select artifacts for assessment.
- D. Restructure the Core Development Committee into a Core Assessment Committee. Assign 2-person teams to each Core outcome.
- E. Each SLO team will review and if necessary, revise or develop an assessment rubric.

Collection

- A. Faculty will make copies of artifacts for assessment and place them in P/C Collections (in Canvas) for the relevant SLO(s).

Rating

- A. Portfolium allows an assessment director to assign specific faculty to review specific artifacts. Each artifact will be reviewed by two faculty members, with any disagreement resolved by a third reviewer.
- B. Rubrics will be developed and stored within Portfolium and all artifacts will be retained there.
- C. Reports can be generated in Portfolium or raw data can be exported.

Reporting

- A. Reports for each outcome will be shared first with the assigned team and then with the Core Assessment Committee as a whole.
- B. Each team will meet with faculty teaching for that outcome to analyze the results and draft an action plan.
- C. The Assessment Director will compile the work of the teams to produce a final report to the faculty.

Improving/Faculty Development

- A. The Faculty Development and Compensation Committee will review the action plans to determine the need for training.
- B. The Director of Faculty Development will work with the FDC to identify or create the necessary programming.

4.4 Spring Hill College and Racial Justice: two of our presidents, Patrick Donnelly, S.J. and Andrew Smith S.J., brought changes to the college that stand as milestones in the history of racial justice. Both presidents deplored racial segregation, and, in 1954, Smith led the college as it enrolled nine African American students, not only making Spring Hill the first

integrated college in the Deep South, but also the lone integrated college in this region for the next decade. Our first African-American graduate was a female student, Fannie Motley, who was one of two students to graduate with honors in the Mobile area in 1956. Our leading role in integration was famously commended by Martin Luther King Jr. in his “Letter from Birmingham Jail.”

D. Job Description for Director of Diversity, Equity, and Inclusion

Memo To: Dr. Joe Lee
From: DIAT
Re: Proposed Position
Date: January 2021

Proposed Position: Director for Diversity, Equity, & Inclusion (NEW)

Summary Description:

Under the supervision of the Vice President of Mission & Justice, the Director of Diversity, Equity and Inclusion will be a bold, visionary and strategic thinker, someone who will rise to this moment and shape the future of diversity, equity and inclusion for Spring Hill College. Harnessing the insights and energy of students, faculty, staff, and alumni, as well as Spring Hill College's historical commitment to social justice as part of its broader Jesuit ideals, the DEI Director will set the tone and will develop, implement, and evaluate strategic initiatives to foster an environment that educates leaders of competence, conscience and compassion while fostering a strong sense of belonging for all. The DEI Director will work closely with the Diversity and Inclusion Action Team as a resource and catalyst to foster a more welcoming and inclusive environment at Spring Hill College. Given the importance and broad scope of this work, the DEI Director will maintain a visible presence on campus, actively partnering with students, faculty, staff, and administrators across the college.

In sum, the DEI Director will:

- Provide vision, leadership, management, direction, and strategic planning for diversity, equity, and inclusion initiatives that support Spring Hill College's mission, Jesuit Catholic tradition, and long term strategic goals.
- Listen with empathy and concern; nurture positive, transparent, and cooperative relationships; navigate difficult conversations and situations with compassion, understanding, and astuteness; and motivate and unify people across campus around a shared vision of inclusion
- Unify and build a team from the many people who are doing diversity work and engage all segments of the campus community in diversity, equity and inclusion initiatives.
- Be a catalyst for positive systemic change to enhance the campus culture.
- Serve as a champion for diversity, equity and inclusion in campus and beyond.

Description of Duties & Responsibilities:

1. Setting strategic goals for the institution
2. Manage the Office for Diversity, Equity, & Inclusion, providing budget oversight and programming.
3. Develop a Strategic Plan for Inclusive Excellence in collaboration with college stakeholders and include goal-setting, resource needs, outcome metrics, reporting, and assessment.
4. Provide leadership on Campus Climate Survey
5. Serve as an active member on the Diversity & Inclusion Action Team
6. Provide logistical support to the Bias Incident Response Team.
7. Develop and oversee campus-wide awareness events (e.g., topical dialogue series, Diversity & Inclusion Week, Martin Luther King Jr. Day, Black History Month, Women's History Month, etc.).
8. Assist in the recruiting and retention of underrepresented students, faculty, staff, and administrators.
9. Work with the Cabinet, Staff Assembly, and Faculty Assembly to lead, facilitate, and/or collaborate on professional development opportunities for faculty, staff, administration, and the Board of Trustees on areas related to diversity, equity, and inclusion.
10. Collaborate with other college offices on institutional strategies to improve the quality of life for underrepresented students, including but not limited to: Student Affairs, Enrollment Management, and Academic Affairs.
11. Collaborate with the Office of Marketing and Communications to optimize and align internal and external communications strategies related to diversity, equity and inclusion.

12. Institute a culture of continuous improvement and accountability through planning and assessment for diversity, equity, and inclusion initiatives.
13. Contribute to the fundraising strategy, advocate for, allocate, and manage necessary financial resources to invest in and sustain effective diversity, equity, and inclusion efforts and programs.
14. Lead changes in policy, process, practice, and campus climate where necessary in an effort to promote diversity, equity, and inclusion and prompt positive systemic change.
15. Utilize data and research to inform analysis leading to the development of measurable goals and systems of accountability
16. Represent SHC in local, regional, and national activities intended to advance diversity, equity, and inclusion efforts, such as the Association of Jesuit Colleges and Universities.
17. Other duties as assigned (e.g., committee and task force assignments)

Desired Qualifications:

- Master's degree in relevant discipline.
- Minimum of 3 years' experience in the development, implementation, and assessment of diversity, equity, and inclusion strategies and practices.
- Experience working in a higher education setting with multiple constituencies (e.g., students, faculty, staff, administrators).
- Knowledge of emerging best practices of diversity, equity, & inclusion in higher education.
- A nuanced, broad, contemporary, and sophisticated understanding of diversity in all of its forms.
- Openness to the Jesuit, Catholic mission, identity, and values of Spring Hill College.
- Broad, nuanced understanding of how diversity, equity and inclusion theory and practice apply to the Jesuit, Catholic mission of Spring Hill College specifically.
- Ability to build trusting and mutually respectful relationships with students, administrators, faculty, staff, alumni as well as the surrounding community.
- Excellent written, oral and interpersonal communication skills, including ability to build rapport and collaborate with diverse constituents both internally and externally.
- Experience in the creation and/or delivery of organizational diversity, equity, inclusion, cultural competency, and bias training programs.
- Experience in budget preparation, management, and fiscally sound decision-making.
- Demonstrated ability to establish effective partnerships with campus community members including student, faculty and staff organizations, academic units and departments, and community and alumni constituents.
- General understanding of laws relating to equal opportunity, affirmative action, and claims of discrimination and harassment (e.g., Title IX).
- Demonstrated ability to prepare, analyze, and interpret reports.

Physical Requirements and/or Unusual Work Hours:

- Ability and willingness to work weekend and evening hours
- Ability to move around campus

Other Desired Qualities:

- Sense of urgency, creativity, resourcefulness, resilience, initiative, caring, trustworthiness, and diplomacy.

E. Spring Hill College Lived (Preferred) Name Policy

LIVED NAME (PREFERRED NAME) POLICY (from *Bulletin of Information 2021-22*, “General Information,” p. 56)

Spring Hill College recognizes that as a community many use names other than their legal name to identify themselves. As long as the use of this different name is not for the purposes of misrepresentation, the College acknowledges that a “lived name” can and should be used wherever possible in the course of business and education. This will promote a safe, inclusive, and non-discriminatory community. Students are free to determine the lived name they want to be known by in the student information systems. However, inappropriate use of the lived name process (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request. Under Spring Hill College’s lived name policy, any student may choose to identify a lived name. Students may request this update through the Registrar’s office. The student’s lived name may be used in many College contexts, including but not limited to class and athletic rosters, email address, Learning Management System (LMS), Student Information System, and on ID Cards. However, for some other records, the College may be required to use an individual's legal name.

F. MPE Process Timeline, 2021-2022

Date	Event/Action
August 23, 2021	Fr. Tom Greene sends formal request to President Joe Lee, formally requesting that Spring Hill College complete MPE during the 2021-22 academic year
August, 2021	<ul style="list-style-type: none"> • President Lee invites Fr. Bob Poirier, S.J., to lead the MPE Steering Committee • Dr. Steven Almquist, Interim Associate Provost and Professor of English, accepts Fr. Poirier's invitation to Co-Chair the MPE Steering Committee
September, 2021	<ul style="list-style-type: none"> • In consultation with the Co-Chairs, President Lee appoints faculty, staff, and students to serve on the Steering Committee • Fr. Poirier and Dr. Almquist develop a proposed schedule and timeline for the process and convene the first committee meeting • The Steering Committee establishes constituency (faculty/staff/alumni) and focus (students) groups, assigns listening session leaders, and chooses specific characteristics for discussions • The Steering Committee broke into two working groups, one focusing on constituency groups and the other on focus groups; each of the working groups met weekly to establish the plan for completing listening sessions • President Lee, Fr. Poirier, Dr. Almquist and other members of Cabinet attend a virtual meeting with Fr. Greene and Tom Reynolds (PAHE for Central and Southern Province) • Fr. Poirier opens discussions with the President's Cabinet and the Board of Trustees, explaining the process and the importance of the MPE • Fr. Poirier and Dr. Almquist have the first of several Zoom meetings with Tom Reynolds (subsequent meetings would involve Stephanie Russell and/or other AJCU colleagues)
October, 2021	<ul style="list-style-type: none"> • Listening sessions begin (eventually, nearly two dozen sessions would be conducted); session facilitators complete a report and post it to the committee's shared Google drive for all to see • Fr. Poirier conducted a meeting with the Board of Trustees to discuss the MPE process • Fr. Greene and Tom Reynolds attended, via Zoom, the formal Board of Trustees meeting; Fr. Poirier and Dr. Almquist also updated the Board on the progress and process of the MPE
November, 2021	<ul style="list-style-type: none"> • Ongoing listening sessions being conducted across campus, including a full hour-long session with the Board • Co-Chairs collecting facilitator reports
December, 2021	<ul style="list-style-type: none"> • Final listening sessions conducted • First draft of report developed • Peer Visiting Team finalized, through consultation among Fr. Poirier, Dr. Almquist, Tom Reynolds, and Stephanie Russell
January, 2022	<ul style="list-style-type: none"> • Steering Committee and Co-Chairs continue working on draft report • Draft report shared with Cabinet, the Board of Trustees, the PAHE, and Dr. Stephanie Russell • Report is revised, based on input from various readers
February, 2022	<ul style="list-style-type: none"> • Board of Trustees enthusiastically approves the updated report at its February 11, 2022, meeting • Submit report and begin preparation for Peer Team visit

G. List of MPE Constituency and Focus Groups

Name of Constituency Group	Characteristic Focus	Number of participants	Facilitator	Report Complete
Aramark	7	3-5	Poirier	Yes
Athletics Staff	1	3	Almquist	Yes
BoT	1, 6, 7	20 approx	Poirer	Yes
Cabinet	1, 6, 7	10	Almquist	Yes
Langs and Lit	1	12	Almquist	Yes
Edu and Library	7	6	Mandyck	Yes
Nursing	1	9	Fox	Yes
Sci/Math	7	10	Fox/Culberson	Yes
Business	1	8	Gapud	Yes
Soc Sci	7	7-10	Ruble/Hoffman	Yes
PHL/THL	7	10	Dodsworth	Yes
Staff Assembly	1	15	Sullivan	Yes
Comm Arts	1	7	Sullivan	Yes
Alumni	7	10	Gapud	Yes
ABM		tbd	Almquist	no
14 (1 not yet done)		135 approx		

Name of Focus Group	Number of participants	Facilitator	Report Complete
Campus Ministry	13	Lee & Snakenberg	Yes
Foley Center	20	Russell	Yes
Greek Life	21	Russell	Yes
LEA101	7	Hart/Dodsworth	Yes
Minority Students (Men & Women of Color, NAACP, LGBTQ)	5	Crenshaw	Yes
Alpha Sigma Nu	6	Culberson	Yes
Student Orgs	10	Snakenberg	Yes
Res Life	7	Lee	Yes
SAAC	10-12	Almquist	Yes
9 total	100		

Approximations:

Groups: 23

Total numbers of participants: 235

H. Spring Hill College Mission Statement

Rooted in its Catholic heritage and continuing the centuries-old Jesuit tradition of educational excellence, Spring Hill College forms students to become responsible leaders in service to others.

We offer our students a thorough preparation for professional excellence; and we strive to awaken mind and spirit to the pursuit of truth and to the ever-deepening appreciation of the beauty of creation, the dignity of life, the demands of justice and the mystery of God's love.

In our community of living and learning, we are committed to the Jesuit tradition of "cura personalis," that is, a care for the spiritual, social and intellectual growth of each person.

Through informed dialogue with the world's cultures, religions and peoples, we promote solidarity with the entire human family.

And true to the Catholic and Biblical tradition, we nurture both the personal and social dimensions of faith, seeking to draw our students into a deeper and more vital relationship with God.

I. Spring Hill College Provost Job Advertisement/Description

Summary Description

The Provost is responsible for the academic functions of the College by providing leadership, direction, and coordination of the activities in the areas of Academic Affairs and Academic Support in accordance with the Jesuit heritage and mission statement of the College. The Provost serves as a member of the President's Leadership Team and represents the College both on campus and within the broader community.

Responsibilities

Leadership and Visioning

- Provide leadership and direction in maintaining and enhancing the quality and integrity of all academic programs, including traditional and online programs at both the graduate and the undergraduate levels
- Embrace and support Spring Hill College's Jesuit tradition and mission
- Advocate for SHC's liberal arts tradition and its core curriculum, while also seeking to develop innovative, in-demand programs for today's student
- Possess creative problem-solving skills and the ability to manage multiple projects at once
- In collaboration with other members of President's Leadership Team:
 - devise strategies and a vision for Spring Hill College's growth in traditional and online programs
 - strengthen retention and student success and promote a student-centered culture
 - develop sustainable enrollment plans
 - promote co-curricular programming

Administrative

- Provide leadership and supervision for Academic Affairs offices and staff, including the College's eight academic divisions--Business, Nursing, Social Sciences, Science and Mathematics, Education, Languages and Literature, Philosophy and Theology, and Communication and Performing Arts--the Registrar's Office, Faculty Development, IR and Assessment, Student Academic Support and Advising, the Burke Library, and the Italy Center
- Responsible for ensuring compliance with SACSCOC and discipline-specific accreditation
- Responsible for managing the Academic Affairs budget
- Exercise final authority over course schedules and teaching loads
- Prepare academic calendar and work with the President's Cabinet for approval
- Develop a culture of continuous program evaluation, innovation, and development

Administration of the Faculty

- Participate in the faculty governance structure
- Support faculty by sustaining a standard of excellence and providing opportunities for professional development in teaching and in scholarship; make recommendations on faculty tenure and/or promotion applications

- Appoint, supervise and evaluate Division Chairs, and meet with chairs regularly

Representation of the College and Office

- Plan and preside over major ceremonies of the academic year, including Honors Convocation and Commencement
- Strengthen existing articulation agreements with partner schools and seek opportunities for creative partnerships with community partners in education and business

Qualifications

- Earned doctoral degree, or approved terminal degree, from a regionally accredited university and academic achievement commensurate to rank of full professor in an academic department of the College
- Record of progressive academic leadership at the level of Division Chair, Dean, or above, and demonstrated ability to manage multiple projects and academic units concurrently
- Experience in academic budgeting, strategic prioritization and allocation of resources
- Commitment to diversity, equity, inclusion in student programming and faculty and staff hiring
- Broad understanding of trends in higher education
- Record of visionary administrative experience, ability to implement change, and effective management skills
- Excellent communication skills and ability to communicate with stakeholders within and beyond the institution
- Experience at a small, tuition-dependent, liberal arts college preferred

Application Process

The Search Committee welcomes nominations, inquiries, and applications. Please direct any questions to Dr. Ken England, CFO and Executive VP, or Dr. Steven Almquist, Interim Associate Provost, at shcprovostsearch@shc.edu.

To apply, send a letter of interest, a c.v., and a list of three to five professional references to shcprovostsearch@shc.edu. Applications will be accepted until the position is filled, though highest consideration will be given to applications received before November 5, 2021.

Semi-finalists will be asked to participate in a virtual interview, and may remain confidential. Finalists will be invited to participate in an on-campus interview, which will include public meetings/presentations.

Salary is commensurate with experience.

Founded in 1830 and located in Mobile, Alabama, Spring Hill College is a private, Jesuit, student-centered liberal arts institution with an enrollment of 1,500. Rooted in its Jesuit Catholic heritage, Spring Hill College forms students to become responsible leaders in service to others and is committed to the intellectual, spiritual, and social growth of each individual. Spring Hill College is an Equal Opportunity Employer.



ANNUAL REPORT

2019-2020

"People are our textbooks." (Fr. Albert S. Foley, S.J.)

"Only by being for others does one become fully human." (Fr. Pedro Arrupe, S.J.)

Dear friends of the Foley Center,

As we all are aware, the onset of COVID-19 crisis eclipsed much of our memories of the 2019-2020 academic year. In actuality, while the programs and activities of the Foley Center ceased on March 13, 2020, a great deal of wonderful work occurred from September 2019 through mid-March 2020. This Annual Report highlights many of these accomplishments in service and community-engagement that were supported and facilitated by the Foley Center during this period. Below are a few highlights:

- Fellowship in Civic Leadership students facilitated a community dialogue in the Africatown community - the Mobile neighborhood founded by former slaves who were transported to Mobile on the *Clotilda*, the last known slave ship;
- Non-profit interns provided direct assistance to refugee families who have settled in Mobile after fleeing political persecution in war-torn countries;
- Students experienced the Equal Justice Initiative's Legacy Museum and National Memorial for Peace and Justice in Montgomery, AL to learn about the horrific history of race-based lynching across the United States.
- Foley Center students assisted immigrant adults to learn the English language, while being humbled by their stories of courage and resilience.
- Dozens of students provided tutoring and mentoring to over a hundred youth in the community.
- A new community-engaged living learning community was piloted in which over a dozen students learn together, live together, and share a common interest in service (to the credit of Kristyn Russell);
- A student upgraded the graphic design branding of the Foley Center to a more professional marketing "look";

In sum, we continue to witness the inspiring reciprocal impact of Spring Hill College students enriching the lives of those that they encounter in the community, while being transformed themselves into leaders for service and justice-oriented citizens. I want to also express my sincere gratitude to Kristyn

Russell, who served as Program Coordinator of the Foley Center from August 2018 through December 2019. Spring Hill College is benefitting from her talents, passion, and leadership as Director of the Center for Student Involvement in Student Affairs.

While the programs ceased in mid-March, the COVID-19 reality challenges us to find new ways to support the marginalized who continue to be disproportionately impacted by the many manifestations of societal stress. May we stand firm in our resolve to serve our community with courage, a spirit of solidarity, and a passion to explore new ways to engage!

Sincerely,



Erik P. Goldschmidt, Ph.D.
Director

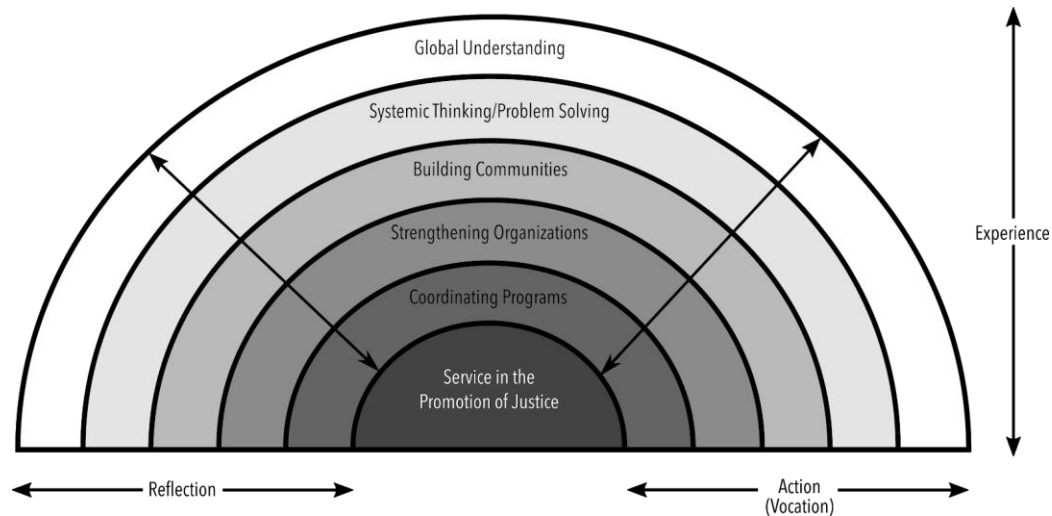
Mission Statement

Forming responsible leaders in service who respond to the demands of justice in solidarity with the entire human family. Towards this mission, the Foley Center provides students high impact,

community learning experiences, assists faculty in effective service-learning, and cultivates transformative community partnerships.

Model for Student Formation

The Foley Center promotes a holistic approach to forming students to engage issues related to social justice over their course of their college experience. Service learning and community engagement activities provide students a variety of experiences at multiple levels in their development into ***justice-oriented citizens***.



The Foley Center defines a justice-oriented citizen utilizing the democratic citizen typology defined by Westheimer and Kahne (2004). A justice-oriented citizen goes beyond being personally responsible and even participating in civic activities. These citizens act out of a broader systemic commitment to ensuring a just society with a particular commitment to the marginalized and vulnerable communities.

Personally responsible citizen	Participatory citizen	Justice-oriented citizen
Description		
<ul style="list-style-type: none"> • Acts responsibly in his/her community • Works and pays taxes • Obeys laws • Recycles, gives blood • Volunteers to lend a hand in times of need 	<ul style="list-style-type: none"> • Active member of community organizations and/or improvement efforts • Organizes community efforts to care for those in need, promote economic development, or clean up environment • Knows how government agencies work • Knows strategies for accomplishing collective tasks 	<ul style="list-style-type: none"> • Critically assesses social, political, and economic structures to see beyond surface causes • Seeks out and addresses areas of injustice • Knows about democratic social movements and how to effect systemic or policy change

Primary Activities

The following section summarizes the activities of the Foley Center that were accomplished from September 2019 through mid-March 2020. All activities ceased on March 13, 2020 due to COVID-19.

1. Facilitating (recruiting, placing, tracking) student community engaged service-learning experiences

437	Total students engaged
37%	Percent of student population engaged
13,930	Community service hours completed
64	Community partners engaged
\$327,634	Economic impact: \$23.52 per hour (Independent Sector)

2. Managing after-school tutoring programs (co-sponsored with Wilmer Hall Children's Home)

2	Middle schools: Pillans & Mobile County Training School
1	High school: Bount HS
22	Tutors
110	Youth impacted
79	Total tutoring SESSION provided across partnering schools
119	Total tutoring HOURS provided across partnering schools

3. Administering English Classes (ESL) for immigrant adults (Mon/Thur Evenings)

96	ESL adults served
5	Class Levels Provided
34	Student leaders involved (ESL teachers, office managers, babysitters)
38	Total ESL Class sessions for Each Class Level
76	Total Hours of Instruction Provided for Each Class Level

4. Facilitating civic leadership development (Fellowship in Civic Leadership Program)

<ul style="list-style-type: none"> • Supported by: David Mathews Center for Civic Life (DMC) • Cohort of 6 students • Year-long weekly community engaged learning experiences • Focus neighborhood: Africatown • Partner organization: Mobile County Training School Alumni Association and the Yorktown Missionary Baptist Church • Community dialogue facilitation & interviewing community leaders • DMC Annual Retreat in Montgomery, AL: Legacy Museum, National Memorial for Peace & Justice, and the Judge Frank M. Johnson Institute • Presentation at Gulf South Summit for Service Learning (CANCELLED due to COVID)
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5. Supervising non-profit internships:

23	Interns placed
16	Community placements

6. Piloting community engaged living learning program (*NEW*)

- Cohort of 12 students
- Opening Retreat
- Year-long service or internship placements
- Year-long monthly community engaged learning seminars
- Tour of Alabama Village
- Spring Retreat to National Memorial for Peace & Justice

7. Offering pre-service trainings and reflection meetings

- Preservice reflections / classroom visits provided to 3 courses
- 10 reflection meetings or online reflections; 310 students participated (duplications included)
- 8 staff, 1 faculty, & 1 community partner involved as small group reflection facilitators

8. Supporting faculty in service-learning and community engaged courses

- Co-facilitated Community Engaged Learning Inservice in partnership with Pathways to Purpose
- Consulted with over 10 faculty members regarding service learning in their courses
- Presented at Opening Day Faculty Orientation

9. Hosting community partners on campus

- Dwell Mobile provided weekly programming at Stewartfield House in service to area refugee families
- LIFE at the Greenhouse Tutoring (Bo Dooley) provided tutoring on campus to school-aged children with learning disabilities twice weekly
- L'Arche Mobile representatives visited classes for a day in the fall semester; spring semester visit was cancelled due to COVID-19

Student Involvement

Students are involved in service, service learning, and community-engaged activities through a variety of entry points, some directly through the Foley Center, some indirectly. These students are counted below.

Students AY 19-20	Points of Intersection with Foley Center
286 119 6 56 23 20 13	Service-Learning Students Service Scholarship Students Fellows in Civic Leadership Foley Center-hired Federal Workstudy Students Nonprofit interns Volunteers Community Engaged Living Learning Community
437	Total Students Involved in Service (Unduplicated)
37%	Percentage of SHC Undergrads involved in Service through Foley Center and service-learning courses

NOTE: Many more Spring Hill students are engaged in the community in ways that do not involve the Foley Center; student service through Campus Ministry, student groups, and Greek organizations are not included in these figures.

Selected Student Testimonials on their Service-Learning Experiences this Year

"The Foley Center provided me with the opportunity to serve and learn from experiences both similar and different to mine. I think in doing so it provided me with a more well-rounded world view, and increased my inclination to serve in my life going forward."

Ryan Slaymaker, '20

"Being an ESL teacher exposed me to many challenges such as talking to different types of people of different ages and backgrounds in which you have to be wise and how you approach them because of cultural diversity and traditions."

Edgar Reyes, '21

"Getting to know the people you are helping not only enables a person to help better, but it also promotes justice by allowing a person to truly see each and every patient as a person, not as just a case."

Camryn Brouillette, '21

"I learned new ways to engage with the community I was raised in and important ways use my abilities and vocation to work toward the common good. I learned that no matter how different we are, we should always come together to work toward a better community, and a better future for all."

Mary Clark, '20

Service Learning and Community Engaged Courses

12	Service learning courses (does not include SL courses in Italy Center)
6	Community-engaged project-based courses
10	Departments with a service learning or community-engaged project-based course
12	Faculty utilizing service learning or community-engaged projects in courses
258	Students involved in Service Learning Courses (unduplicated)

CLIMB, Service Learning & Other Community Engaged Courses AY 2018-2019 (Foley Center provided varying levels of assistance with these courses per faculty request)

Service Learning Courses (N=12)	Faculty (N=8)	Semester
ENG240C: Introduction to Poetry	Swender	Fall & Spring
MGT/PSY330: Industrial/Org. Psych	Franco-Zamudio	Spring
MGT495: Social Entrepreneurship	Eads	Spring
BUS220C: Business, Society, Sustainability	Eads	Fall & Spring
PHL295C: Discovering Vocation	Dodsworth	Fall
PHL295C: Philosophy as a Way of Life	Massey	Fall & Spring
PHL295C: Philosophy for Children	Haramia	Spring
SOC354: Juvenile Delinquency	Williams	Fall
MTH399: Math Coding (<i>NEW Course</i>)	Grimley	Spring
Community Engaged Project-Based Courses	Faculty (N=4)	Semester
ART220: Graphic Design I	Janden Richards	Fall
ART320: Graphic Design II	Janden Richards	Spring
ART420: Graphic Design III	Janden Richards	Fall
ART341: Typography II	Rachael Hatley	Spring
CMM253: Intro to Digital Video Production	Ryan Noble	Fall
CMM472: Student Agency	P. Hartman	Spring

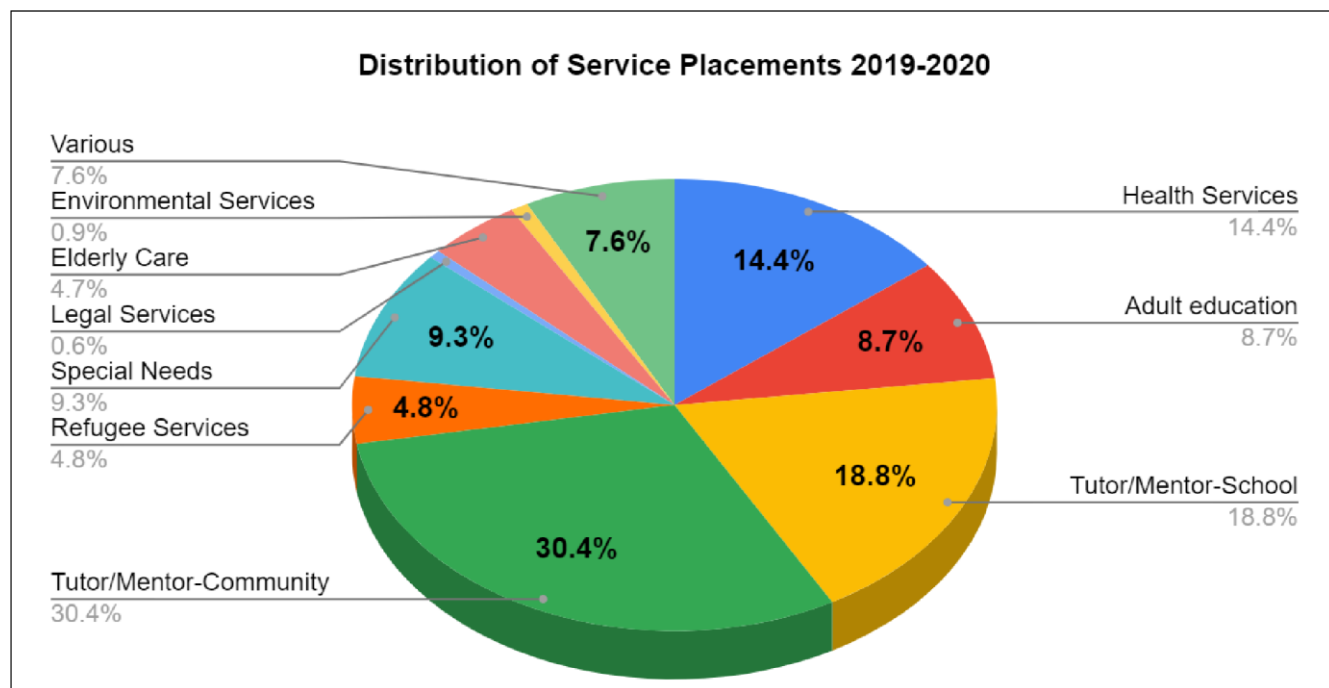
Defining Characteristics of Service Learning Courses

1. Course objective define information, skills, experiences that will be meaningful and useful
2. Addresses a wicked problem / systemic community issue
3. A meaningful and sustained community experience provides opportunities to achieve learning goals and complement course content
4. The assignments integrate learning goals, course content & community experiences
5. The disciplinary content complements the community experience
6. Reflection opportunities are structured throughout (before, during, after community experience)
7. Efforts are made to honor a reciprocal / mutual relationship with a community partner
8. Themes of social justice are addressed explicitly

Community Partners

Foley Center students were involved with at least 64 partnering organizations in the Mobile area:

<p><i>Tutoring & Mentoring-Community</i></p> <p>Boys & Girls Club - Cody Rd Boys & Girls Club - Rice St. Boys & Girls Club - Theodore YMCA Dearborn LIFE at the Greenhouse Light of the Village St. Mary's Home Strickland Youth Center Wilmer Hall Children's Home Trinity Family- Deep Rootz Dumas Wesley Community Center</p> <p><i>Legal Services</i></p> <p>Legal Services* South AL Volunteers Lawyers*</p> <p><i>Special Needs</i></p> <p>Goodwill Easterseals Kaleidoscope* L'Arche Mobile (Activity Center & Homes)* Little Learning Tree* Mulherin Home Regional School for Deaf & Blind* United Cerebral Palsy Unified Bowling League</p> <p><i>Adult Education</i></p> <p>ESL Classes (at SHC) Goodwill Easterseals</p>	<p><i>Tutoring & Mentoring-School</i></p> <p>Mary B. Austin Elementary Maryvale Elementary Morningside Elementary Spencer Westlawn Elementary Most Pure Heart of Mary School Little Flower Elementary Pillans Middle School Blount High School Williamson Prep Academy Mobile County Training School Corpus Christi Catholic School Mary G. Montgomery HS Scarborough Middle School</p> <p><i>Elderly Care Crowne Health</i></p> <p>Little Sisters of the Poor* Mercy Life Spring Hill Manor Via!</p> <p><i>Environmental Services</i></p> <p>Alabama Coastal Foundation Mobile Baykeepers* Weeksbay Foundation</p>	<p><i>Health-related Services</i></p> <p>Focus First - Impact America USA Women and Childrens Hospital* Victory Health Ronald McDonald House* Lifelines Counseling Services The American Red Cross of South Alabama* Mobile Infirmary Spring Hill Hospital Saad Hospice Care*</p> <p><i>Refugee Services</i></p> <p>Catholic Social Services - Refugee Resettlement* Dwell Mobile*</p> <p><i>Various</i></p> <p>Penelope House Dumas Wesley Community Center SaveFirst - Impact America The Book Nook Animal Rescue Foundation Project Purr* Mobile County Training School Alumni Assoc. Yorktown Missionary Baptist Church Mobile Fire Department Volunteers of America</p> <p>* = Sites where Foley Center has placed interns this year.</p>
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Community Partner Satisfaction of Student Service & Foley Center Partnership

Approximately 50% of community partners (N=34) completed evaluations of their partnership with the Foley Center. The survey results are as follows:

% Rating Excellent	“Please rate your overall satisfaction with the following...”
97%	Partnership with the Foley Center
91%	Overall quality of service from Spring Hill students
91%	Communication with Foley Center staff

% Agree	“In the last year, our partnership with the Foley Center...”
97%	Helped my organization improve or expand services.
91%	Increased our staff members ability to focus their time on priority projects and services.
76%	Helped increase the number of people we were able to serve.
76%	Helped us increase the number of services we were able to offer.

Below are examples of partners’ comments pertaining to student service through the Foley Center:

- *Having an intern this Spring was LIFE CHANGING for me, and she was amazing. More, please!*
- *The Foley Center ... is doing an outstanding work for Wilmer Hall and the education program.*
- *The students are very involved and take great pride in working throughout the community. They mentor the students. Great examples of great mentorship taking place.*
- *We found the students & faculty very supportive, responsive & respective of our community & its people.*
- *Great service and relationships built with the Foley Center as a group as well as with individual students*
- *Very satisfied with partner's collaboration over the years! College students are a strong attribute to the education program at Wilmer Hall.*
- *We are SO grateful for the partnership with SHC and its capable students! Their compassion and dedication are improving the lives of our patients EVERY day.*
- *Great staff and the students were outstanding and very friendly. They worked good together and related to older adults with ease.*
- *Our partnership with the Foley Center has been invaluable to us as we have grown over the past four years. They have provided us space on Spring Hill's campus for one of our programs which has allowed us to more than double our capacity to serve our members. The student volunteers the Foley Center has provided have grown to love the people we serve and help us to provide a welcoming space for them to belong. The partnership has been mutually beneficial in so many ways and I look forward to continuing it in the coming years.*
- *Thank you so very much for your service to ACF and our community as a whole. It is a tremendous benefit for organizations and a great learning experience for the students.*

- *The Foley Center is a great asset to our facility. We are always needing extra hands and they provide so much help and our residents enjoy having them here. We greatly appreciate the FC volunteers!!*
- *The Foley Center is an essential asset to the Mobile County community, as they continue to always stand up and fight for the overlooked and underserved.*

Student Reflections

During the 2019-2020 year, 165 students completed reflections in the fall semester and 145 in the spring semester. Thirty two student reflections were randomly selected for the fall semester and 32 for the spring semester for a total of 64 student reflections, representing a sample of 21% of student reflections. These reflections were rated on a 1-4 scale:

- 1= Limited experience or knowledge of others and the community (Personally Responsible Citizen)
- 2= Identify and explain social issues, changes perspective, active in community (Participatory Citizen)
- 3= Educates others, evidence of experience, communicates in community context (Participatory Citizen)
- 4= Change agent, evaluates & applies diverse perspectives, addresses injustices (Justice-Oriented Citizen)

Average Scores	First Year	Sophomore	Junior	Senior	Average
Diversity/Cultural Competence: <i>Understanding and capacity to learn from and with diverse others</i>	2.14	3.0	2.3	2.3	2.4
Empathy: <i>Ability to relate to and share feelings of diverse others</i>	2.3	3.3	2.6	2.7	2.7
Place and Issue Knowledge: <i>Understanding of facets of a specific community or issue</i>	2.3	2.6	2.1	2.3	2.3
Social Justice: <i>Ability to examine and act to promote fairness and equity</i>	2.6	2.6	2.3	2.4	2.4
Overall Combined Average	2.3	2.9	2.3	2.4	

Source: Bonner Program Learning Outcomes Rubric

Listed below are examples of a justice-oriented citizen rating:

"My role in upholding dignity is based on how I treat others on a daily basis. I take others for who they are and understand that nobody is perfect, and everyone makes mistakes, but there is always room for growth and learn from past decisions. I can try to make the world more just and confront social injustice by shedding light on people who feel they do not have a voice. I can serve as an advocate for them in order to make their everyday life better in any way that I possibly can. In addition, I can encourage others to act in a more just manner in order to help confront social justice."

Sha'Lynn Ayler, '21

"I feel I grew a great deal over the course of this semester. I grew personally in my understanding of what I am looking for in my life and what makes me happy and what 'fills me up.' I grew intellectually because I was able to see things I have learned and read about and learn how they affect real people in the real world. Socially, I deepened my relationships with so many people and feel much more confident in my ability to relate to and communicate with people of diverse cultures and backgrounds. I developed the ability to effectively communicate across language barriers. I developed the ability to confidently relate to and build relationships with people as people, regardless of the language they speak and the country they were born in."

Lauren Bass, '20

Rebranding of the Foley Center

The Foley Center benefitted from the extraordinary talent and generosity of Elizabeth Dreaden '20 who provided a graphic design rebranding of the Foley Center. The upgraded logos, colors and fonts are offered below:



Branding Colors: Pantone 2627 C → Spring Hill College Purple
 Pantone 380 C → Golden Yellow

Branding Fonts: Avenir Next, Avenir Next Condensed
 Book Antiqua
 Perpetua, Perpetua Bold, Perpetua Italic, Perpetua Titling MT

Foley Center Director Leadership Roles in the Community

- Co-Founder, South Alabama Community Resource Network (a response to COVID-19)
 - in partnership with the University of South Alabama and United Way of Southwest Alabama
- Secretary, Board of Directors, American Red Cross of South Alabama
- Board Member, Mobile United
- Facilitator, Strategic Growth Plan, St. Benedict Catholic School

Foley Center Director Leadership Roles on Campus

- Co-Chair, Diversity and Inclusion Action Team
- Member, Former Chair, Staff Assembly

K. Spring Hill College I-GIFT

The I-GIFT Program

Ignatian Great Ideas For Teachers are curricular activities or assignments that demonstrate the application of best practices in teaching and the Ignatian pedagogy paradigm of Experience | Reflection | Action | Context | Evaluation or the SHC mission.

PURPOSE:

The goal of the I-GIFT program is to encourage faculty to design assignments, activities and curricular offerings based on the Ignatian Pedagogy Paradigm and linked to Spring Hill's mission by establishing a program that showcases best practices in teaching and rewards excellence in linking mission to the academic disciplines. The I-GIFT program is an outcome of the Ignatian Colleagues Program (Dr. Sharee Broussard, Cohort 10).

RATIONALE:

Spring Hill faculty actively participate in mission activities sponsored by the Association of Jesuit Colleges and Universities and on-campus offerings such as retreats and Ignatian Seminars. How do faculty extrapolate from their personal mission-based experiences to create similar opportunities for their students? How do they bring mission into the classrooms within academic disciplines? Work within some disciplines may be easier to link to mission or base in Ignatian Pedagogy than others, but surely there are examples of excellence in bridging mission, the Ignatian pedagogical tradition and curriculum throughout the academic unit. How do we find those nuggets? How can best practices of mission in action within classrooms be shared and encouraged among faculty colleagues? Annually collecting I-GIFTs can provide actual, rather than anecdotal, evidence of mission in action. Encouraging participation, rewarding excellence and sharing I-GIFT submissions could strengthen missioncentric and Ignatian pedagogical activity.

PROCESS:

Submissions will be reviewed annually by a committee of peers with one designated as the Best Ignatian GIFT. The Best I-GIFT award winner will receive a physical award, a cash prize (as available), and publication of the one-page summary on the SHC I-GIFT website. Up to two additional submissions will be selected for acknowledgement and publication of the one-page summary on the SHC I-GIFT website.

L. Spring Hill College Online Programs Rubric

Concept/Charism	Referenced standards/ Concepts from SHC	Aligned CDR Standards	Discussion
<i>Magis</i> and Rigorous Instruction	<p>Employs a systemic, sequential and purposeful teaching plan</p> <p>Is challenging and rigorous</p> <p>Utilizes clear and specific evaluation methods</p> <p>Encourages student responsibility and independence</p> <p>Emphasizes <i>eloquentia perfecta</i> – speaking and writing excellence</p> <p>Is interdisciplinary</p>	<p>Core:</p> <ul style="list-style-type: none"> The syllabus restates the student presence requirements and clearly outlines expectations for active student participation. The course syllabus contains the course's learning objectives. Student achievement is assessed in alignment with published measurable, student-centered learning objectives. Course assessment methods are aligned with the stated learning objectives within the context of an educational taxonomy (e.g., Bloom's revised taxonomy). Course includes multiple assessments and methods. Course includes both qualitative and quantitative assessment. The course provides study suggestions or practice opportunities. <p>Student-Student Subset:</p> <ul style="list-style-type: none"> Higher-Order Skills: The discussion prompt is written so that student responses focus on higher-order cognitive skills (e.g., evaluation, analysis, application). Initial Discussion Post: The directions for discussion activities and associated grading 	<p>The CDR seems to map well to these concepts – this is likely due to the fact that the concepts are clearly aligned with rigorous instruction and clarity of expectation.</p>

		<p>criteria are written with clear, precise language as to not introduce ambiguity to the performance expectation for students.</p> <ul style="list-style-type: none"> ● Meaningful Responses: Clear expectations are shared regarding responses in discussion activities so that they will further the conversation meaningfully. <p>Student-Instructor Subset:</p> <ul style="list-style-type: none"> ● Authentic Experience: The instructor explicitly relates projects to real-world experience or application. <p>Student-Content Subset:</p> <ul style="list-style-type: none"> ● Information Literacy: Assessment and activity completion require students to use a variety of assets and learning resources. ● Transfer of Learning: Course assessments require higher-order cognitive skills (e.g., application, analysis, evaluation, or creation) to be applied to course content. ● Self-study Support: The course includes study tools or suggestions (e.g., self-assessments, study guides, helpful hints). ● Time Estimates: Assignment descriptions include estimates for how much time students should plan to dedicate. 	
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<p><i>Cura Personalis</i> and “whole person”</p>	<p>Embraces the unique qualities in each student</p> <p>Facilitates students understanding of information in a personally relevant and personally appropriate manner</p> <p>Encourages students to decide what is truly good for themselves and society through a process of discernment</p> <p>Encourages attentiveness, reverence and devotion to reveal truth and wisdom</p> <p>Requires group norms/standards for distance discussions that reflect civility, compassion and core values.</p>	<p>Core:</p> <ul style="list-style-type: none"> • Course materials model expected standards of professionalism and ethics (e.g., respectful language and avoiding the appearance of conflict of interest). • Course includes multiple assessments and methods. • Course materials are available for accessibility review and editing prior to the end of development. <p>Student-Student Subset:</p> <ul style="list-style-type: none"> • Initial Discussion Post: The directions for discussion activities and associated grading criteria are written with clear, precise language as to not introduce ambiguity to the performance expectation for students. • Meaningful Responses: Clear expectations are shared regarding responses in discussion activities so that they will further the conversation meaningfully. <p>Student-Instructor Subset:</p> <ul style="list-style-type: none"> • Individual Feedback: Assignments provide instructors with the opportunity to provide individual feedback. • Metacognitive Development: Course material scaffolds metacognitive skill development (e.g., goal setting, guided planning, 	<p>Again, the CDR maps well here and focuses on student interaction and presence.</p>
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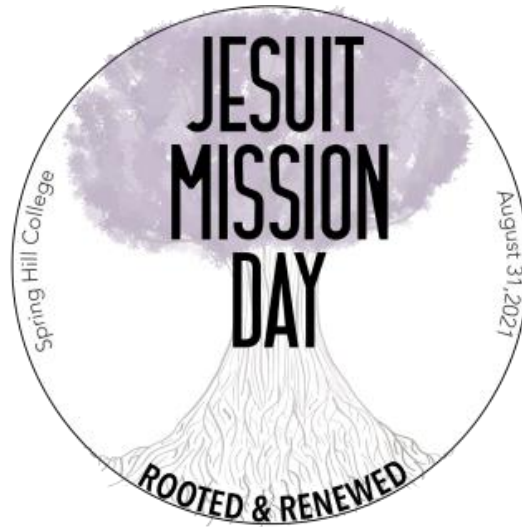
		<p>structured self-reflection activities).</p> <p>Student-Content Subset:</p> <ul style="list-style-type: none"> ● N/A 	
<p>Instructor Presence and “Men and Women for and With Others”</p>	<p>Makes use of novel teaching methods and technologies as they arise</p> <p>Relies on professors to serve as model “women and men for others” both in and out of the classroom</p> <p>Views teaching as a vocation and service to others</p>	<p>Core:</p> <ul style="list-style-type: none"> ● Assessments allow for formative feedback opportunities. <p>Student-Student Subset:</p> <ul style="list-style-type: none"> ● Higher-Order Skills: The discussion prompt is written so that student responses focus on higher-order cognitive skills (e.g., evaluation, analysis, application). <p>Student-Instructor Subset:</p> <ul style="list-style-type: none"> ● Authentic Experience: The instructor explicitly relates projects to real-world experience or application. ● Instructor Contact: Instructors communicate their response times, availability outside the course, scheduled office hours, and what technology they can use for individual or group meetings (e.g., phone calls, texts or chats, ● Weekly Message: The instructor prepares a weekly communication to send to the entire class that includes a summary of key points or messages and how they connect to the course objectives. 	<p>It’s possible that SHC might want to consider more tailored expectations reflecting what a Jesuit instructor presence might look like, however much here aligns with the CDR’s student/instructor subset.</p>

		<ul style="list-style-type: none"> • Introductory Message: Instructor prepares an introductory message for the first day of class that demonstrates enthusiasm for the subject, highlights their relevant credentials or experience, and briefly connects the course to the practical importance of the course topics. <p>Student-Content Subset:</p> <ul style="list-style-type: none"> • N/A 	
Service of Faith and Promotion of Justice	<p>Encouraging members of course to help each other</p> <p>Encouraging members of course to be of service outside the class period</p> <p>Creating a climate of inclusion within the course</p> <p>Providing equitable treatment for each member of class</p> <p>Practicing fairness in grading assignments</p> <p>Upholding dignity of each member of the course</p>	<p>Core:</p> <ul style="list-style-type: none"> • Course materials are available for accessibility review and editing prior to the end of development. <p>Student-Student Subset:</p> <ul style="list-style-type: none"> • Individual Responsibility: The directions for collaborative work clearly state expectations for individual responsibility. • Interaction Required: Group assignments are designed to require peer-to-peer engagement, including a peer-review and approval process. • Meaningful Responses: Clear expectations are shared regarding responses in discussion activities so that they will further the conversation meaningfully. • Initial Discussion Post: The directions for discussion activities and associated grading criteria are written with 	<p>In this area Jesuit specific expectations/phrasing might be helpful to add in addition to the CDR standards.</p> <p>Additionally, SHC could consider student expectations that could be included in all syllabi/course documents (netiquette, academic integrity, etc)</p> <p>SHC could also consider standardized rubrics for common assignments (discussion boards, reflection papers, etc)</p>

		<p>clear, precise language as to not introduce ambiguity to the performance expectation for students.</p> <p>Student-Instructor Subset:</p> <ul style="list-style-type: none"> • Pre-prepared Support: The instructor identifies important or complicated topics and creates supportive materials to aid student success. <p>Student-Content Subset:</p> <ul style="list-style-type: none"> • N/A 	
Leadership	<p>Makes time for each student to assume a leadership position during the course</p> <p>Structures class leadership positions in terms of service to others in the course</p>	<p>Core:</p> <ul style="list-style-type: none"> • N/A <p>Student-Student Subset:</p> <ul style="list-style-type: none"> • Individual Responsibility: The directions for collaborative work clearly state expectations for individual responsibility. • Interaction Required: Group assignments are designed to require peer-to-peer engagement, including a peer-review and approval process. <p>Student-Instructor Subset:</p> <ul style="list-style-type: none"> • N/A <p>Student-Content Subset:</p>	<p>While leadership is good practice and often encouraged, the CDR doesn't explicitly pertain to it – SHC could consider specific expectations in this area.</p> <p>Group assignments often provide opportunities for leadership, as do service learning opportunities.</p>

		<ul style="list-style-type: none"> N/A 	
Contemplation in Action	<p>Assign reflection on course material as a component of the course</p> <p>Assign reflection on moral and ethical dimensions of the course material as a course component</p> <p>Assign written and verbal reflection during the course</p> <p>Share student reflections among course members</p> <p>Encourage action by students based on conclusions</p>	<p>Core:</p> <ul style="list-style-type: none"> N/A <p>Student-Student Subset:</p> <ul style="list-style-type: none"> N/A <p>Student-Instructor Subset:</p> <ul style="list-style-type: none"> Intentional Curation: Course materials, assessments, and activities demonstrate intentional curation (e.g., variety in terms of source and format, clear instructional purpose). Metacognitive Development: Course material scaffolds metacognitive skill development (e.g., goal setting, guided planning, structured self-reflection activities). <p>Student-Content Subset:</p> <ul style="list-style-type: none"> N/A 	<p>While the CDR stresses metacognitive skills (read – contemplation/reflection) it’s possible that SHC would have specific expectations for how that might take place in a Jesuit environment.</p> <p>This can be discretionary or prescriptive (subject to the consensus of faculty)</p> <p>In the past we have seen programs/institutions require a pre-class reflection, and then have student re-read it at the end of a course and discuss their changes.</p> <p>We’ve also seen institutions and programs incorporate weekly journaling as part of their discussion boards.</p> <p>Others use reflection as part of the summative assessment.</p>

M. Spring Hill College Mission Day Planning Presentation



Spring Hill College Jesuit Mission Day

- **Planning Committee**
Fr. Bob Poirier, VP of Mission and Identity
Colleen Lee, Director of Campus Ministry
Kristyn Russell, Director of Student Involvement
Sharon Williams, Director of Student Center and Conference Services
Dr. Chris Dodsworth, Professor in Philosophy
Dr. Leigh Ann Litwiller, Associate Professor in English
Stephanie Hart, Director of Pathways to Purpose
Tyloria Crenshaw, Director of Media and Public Relations
Christine Collins, Assistant to the Provost
Gentry Holbert, Director of Library Services
Elizabeth Mack, Assistant Director of Alumni Relations
Kailyn Boswell, Residence Life Coordinator
Erik Goldschmidt, Director of the Foley Center
Caroline Landaiche, Campus Ministry Intern

Spring Hill College Jesuit Mission Day

What is Jesuit Mission Day?

- As we begin the academic year we are designating August 31st as a day to celebrate our mission and identity as a Jesuit college. This is a day to reflect on who we are as individuals and as an institution while learning more about the educational tradition founded by St. Ignatius and the Jesuits.

Why have a Jesuit Mission Day?

- The COVID factor
- A greater emphasis on our identity
- A sense of belonging for our students, faculty, and staff
- The Ignatian Year

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- Ignatian Year #Ignatius500
- [Ignatian Year Video](#)
- What's your cannonball moment?
- How are we thinking about Jesuit mission and identity at Spring Hill?

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- Objectives for the Day
 - Rooting and grounding students in the life of Ignatius so that they can relate it to their own life
 - Understanding the timeline of Ignatius's life, including understanding his 'Cannonball Moment' and its significance
 - Reflecting on the Jesuit Mission and applying it to their own life and the rest of the world
 - Exploring the relevance of mission for academic disciplines and connecting area learning
 - Understanding the Spring Hill mission and its impact in formation of students

Spring Hill College Jesuit Mission Day

- Schedule for Jesuit Mission Day
 - 8:30 am Opening Prayer at the Chapel (optional)
 - 10:50 am Intentional Conversations in the classroom and small groups (see FAQ below for more details)
 - 12:15 pm Common Hour with lunchtime programming
 - Share your cannonball moment [TBD Link](#)
 - Quotes and stories from alumni [What does the mission mean to me?](#)
 - Jesuit Trivia Kahoot
 - Know your #JesuitEducated People
 - Life of Ignatius Timeline
 - 4:30 pm Mass of the Holy Spirit (all are welcome)
 - 5:30 pm Community Picnic with programming (campus community and fac/staff families invited)
 - 6:30 pm Intentional conversations with local alumni
 - TBD-nighttime student programming

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- Intentional Conversations
 - In the classrooms
 - 10:50 classes- 45 minutes of class time
 - Begin with video of Dr. Lee and students
 - Conversations- Facilitation Guide (pick a topic)
 - Wrap up/Report Out
 - Who is facilitating?
 - Small Groups outside the classroom
 - Choose a small group: [Small Group Sign Up Form](#)
 - Form a small group
 - Watch video together
 - Conversations from facilitation guide
 - Wrap up/Report Out

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Jesuit Day Classroom/Small Group Facilitation Guide [45 minutes]

Jesuit Day Introduction Video
[2 minutes]

SHC Mission Conversation
[5 minutes]

Jesuits in Britain: Ignatius of Loyola Finding God In All Things Video
[8 minutes]

Choose From Conversation and Activity Options
[25 minutes]

Wrap Up: Keeping the Conversation Going
[5 minutes]

Instructors and facilitators can choose from 10 different conversation and activity options to round out their discussion.

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- Intentional Conversations (cont.)
 - We can provide facilitators to help! [Request a facilitator](#)
 - Make it a comfortable and safe space for students to speak from their own experiences.
 - We don't expect everyone to be an expert
 - Integrate course material or class content into the conversation
 - Talk about your own experiences
 - Why are you compelled to teach at Spring Hill?
 - What does our mission mean to you?
 - How have you integrated Jesuit pedagogy into your career, research, or teaching?
 - What has inspired you?

Spring Hill College Jesuit Mission Day

- Mass of the Holy Spirit (4:30 pm)
 - Celebration of the day and the mission
 - Incorporating those conversations
 - Praying for our academic Year
- Community Picnic and Games
 - Families invited
- Alumni Conversations

N. Archbishop Rodi's Response to President Lee

In a May 31, 2019 letter, Archbishop Thomas Rodi expressed his appreciation of an opportunity to offer input on the Mission Priority Examen Self Study. He acknowledges:

“There are strong historical, communal and religious ties between the College and the Archdiocese which extend back to the College’s founding. I value these relationships and wish them to continue and flourish.”

Archbishop Rodi endorses our efforts moving forward:

“I wish SHC to succeed and continue into the future. The College has many assets: it offers excellent educational opportunities, has a strong physical plant and beautiful campus, has a welcoming and family atmosphere, and is well placed to be THE Catholic College in the Deep South.”

Archbishop Rodi notes:

The College “makes a significant contribution to the large community through the lectures, workshops, and other activities which are open to the public. As an institution of higher learning SHC is well placed to provide opportunities which enrich intellectually and spiritually. The College prides itself in inviting a diversity of presenters for these events. The presenters represent a diversity of spiritual, cultural and ethnic backgrounds. At the same time, there at times seem to [be] a commonality among them as to philosophy and worldview. Perhaps SHC could further examine providing diversity in this area.”

Archbishop Rodi recognizes student involvement in the greater community:

“It enriches both the College and the Archdiocese for the college students to be involved with Catholic Social Services in serving neighbors, as well as Catholic schools such as through tutoring, internships in particular areas as marketing and technology, student teaching, and arts.”

The Archbishop wants to know if he can assist in other ways in the process. His concluding message is worth noting:

“It is a blessing both for the College community and the people of the Archdiocese when the College is part of the fabric of the Catholic community in Mobile.”

O. Summary statement on Recruiting Jesuits

Future Attraction & Assignment of Jesuits at SHC

Board Members, Administrators, Faculty, Staff, Alumni, Students are vocal, assertive, and passionate in seeking new Jesuits at SHC. More adamant advocates for new Jesuits are genuinely puzzled as to why this is not happening.

Understanding the reality for the UCS Provincial and the Jesuit Conference in North America is essential for the College and the Province (in our relationship) if together we hope to do more than each party state their position.

The reality is that the current missioning decisions in Jesuit Higher Education are done jointly among the five provincials (including Canada). While the Jesuit Conference dropped the discussion of prioritizing schools in the U.S. for available new Jesuits, the preferences and research areas of the newly-minted Jesuits emerging from grad programs is part of the discernment process. So those men who are hoping for an assignment at a Research-1 school might further reduce the small list of available Jesuits even further from 4-5 each year.

UCS Provincial Fr. Tom Greene, S.J., is open to assigning Jesuits to SHC. And, Spring Hill College should seek more Jesuits.

What Spring Hill College wants in the area of more Jesuits and what the realities are for the Provincial and the Jesuit Conference clearly pose a complicated dilemma in our collaboration. We can move forward effectively if we respect each other and the real issues.

Also Spring Hill College will want to adapt how it goes about preparing for a Jesuit Faculty Member. Division Chairs and Department Chairs will need to look ahead 2 to 5 years and anticipate position openings in specific fields and departments. The College can no longer expect that a Jesuit will be assigned as a result of the President and Superior arranging it. From now on, advance work by Division and Department Chairs can lay groundwork for the Provost and President to convey to the AJCU and Provincial Spring Hill's interest and need.

P. Spring Hill College Cabinet Newsletter (sample)

Cabinet Dashboard: January 2022

Enrollment	Academic Affairs	COVID Updates
<ul style="list-style-type: none"> Our office has been working diligently to engage potential students. One thing that is exciting is we will start re-engaging prospective students by visiting our territories. Currently, we are trending in the right direction with our numbers. We are up over 100% in deposits from this time last year. We are still above admits by 40 with a total of 1,053. Although we are trailing in applications, our pool of applicants is much stronger than previous years. 	<ul style="list-style-type: none"> Lindsey Byrd will be starting on 1/18 as Coordinator for Academic Advising in CASA We anticipate having a part-time person on staff for our InterLibraryLoan/Government documents position some time this month Deep dive into the 5th Year Interim report for SACSCOC (due March 15, 2022) Working with faculty to examine ways to maximize faculty capacity and reduce costs 	<ul style="list-style-type: none"> https://www.shc.edu/academics/rwr-fall-2021/covid-19-dashboard/. The dashboard will reflect new cases since Monday, January 10th. Masks are required indoors for a minimum of the next few weeks as Mobile experiences the Omicron spike. We are working on hosting an additional vaccine/booster clinic on campus. We encourage the campus community to get vaccinated and/or the booster to keep our campus healthy and moving forward! If a faculty or staff member has tested positive, please email badgershealth@shc.edu so we can accurately track campus transmission on the dashboard.
Advancement	Student Affairs	Mission and Identity
<ul style="list-style-type: none"> Welcomed new staff members Jacob Ludwikowski (Major Gift Officer) and Katie Munger (Development Services Coordinator) on 1/10 Alumni newsletter is sent the 2nd Friday of each month. If you have info that you would like for the Alumni Office to consider including, please contact Andrea Prgomelja at aprgomelja@shc.edu Alumni Mardi Gras parties are being planned. See Upcoming events: https://badgermet.shc.edu/calendar Mark your calendars for Give Day - March 15! 	<ul style="list-style-type: none"> Greek recruitment begins this weekend with sorority recruitment. Fraternity recruitment begins next week and will continue into the weekend. All participants are being COVID tested prior to recruitment. Chiara Johson has started work as full-time Mental Health Counselor in the SHC Counseling Center. We anticipate announcing a second full-time counselor in the next week. We will celebrate "100 Days to Graduation" with our seniors on January 27th. 	<ul style="list-style-type: none"> The Mission Priority Examen report is in its final drafting stages. Thanks to all for participation in focus groups and listening sessions. Please welcome Jennifer Irizarry, Director of the Foley Center, to the Hill! Campus Ministry has an open position for a campus minister who will work with liturgy and faith formation.
Operations/Repairs	Center for Online Learning	Marketing/Communications
<ul style="list-style-type: none"> The work on the ravine restoration is progressing quickly. The restoration to the College Ln portion is complete. The Portier Ln erosion area is nearing the final stages of restoration. ABM will be onboarding an upgraded work order website that will enhance the communication regarding work orders, provide data analytics on maintenance, and incorporate preventative maintenance tasks. 	<ul style="list-style-type: none"> Marketing new programs for Fall of 2022 <ul style="list-style-type: none"> Masters Public Health BS Applied Technology MBA- Business Analytics BS Computer Science New Director Online Program- Patrick Sprague Developing schedule for summer course builds New online transfer scholarship for students 	<ul style="list-style-type: none"> Announced I ♥ SHC campaign. E mail lbarton@shc.edu for details. Media and Advertising Planning for January-June: outdoor/billboards, partnerships with local chambers of commerce, 92 ZEW and more. SHC website: Still adding department pages. Hiring for Art Director. Promotion planned for Black History Month including Dr. Lee speaking to Mobile Area Black Chamber of Commerce.

<ul style="list-style-type: none"> • Our new VOIP phone system will begin rolling out soon. More details on the timeline will be available in the next week or so. 	<p>from schools with SHC articulation agreements</p>	
Athletics	Strategic/New Initiatives	General Cabinet Updates
<ul style="list-style-type: none"> • Jaden Gray of Tampa, FL named SIAC Men's Basketball Newcomer of Week for Jan 3-9, '22 • Schedules and scores https://shcbadgers.com/ • Please welcome our new women's soccer head coach Samantha Thomsit from South Alabama and our new eSports director SHC alumnus Tony Osburn • Baseball season opens at home on Sat., Feb 5 with a DH versus Southeastern Baptist • Basketball is at home on Tues., Jan. 18 with a women/men's DH vs Ft Valley State at 5:30/7:30pm 	<ul style="list-style-type: none"> • Feedback from the Strategic Priority listening sessions were discussed during Opening Day. An online form to allow faculty/staff to rank potential strategies will be shared by the end of the week. • SHC is partnering with Pharos Resources to bring the Pharos 360 platform to SHC. Pharos 360 is a retention software platform that will assist in the retention of and outreach to students. It's a robust platform that will have tools for advisors, departments, and administration to use retention intelligence to help grow returning student enrollment. Implementation will begin within the next week! 	<ul style="list-style-type: none"> • Budget Development is underway. Expense budgets have been submitted by division heads to the Finance office for review. Revenue projections will be compiled over the next several weeks. • Provost search is underway; virtual interviews are the week of Jan. 18.

Q. President Joe Lee's Letter to Archbishop Thomas Rodi



Forming leaders engaged in learning, faith, justice and service for life.

May 7, 2019

Most Reverend J. Thomas Rodi, J.D., J.C.L., D.D.
Archbishop of Mobile
400 Government Street
Mobile, AL 36602

Dear Archbishop Rodi,

I hope that these last months have been filled with great peace, a deep sense of comfort, and renewed possibilities. Clearly the Church in the Mobile Archdiocese is growing in faith and hope under your leadership, bringing the light of Christ into view.

I am writing to you with a request for assistance in a process that Spring Hill College will be undertaking this year. The Superior General of the Society of Jesus, R.P. Arturo Sosa, along with the Provincials of the United States Assistance and the Presidents of the Association of Jesuit Colleges and Universities (AJCU) has established a cooperative self-study and peer review process for advancing the Catholic and Jesuit identity of the 28 Jesuit colleges and universities in the United States. Referred to as the institutional **Mission Priority Examen (MPE)**, this process has been well-received by faculty, staff and trustees of the Jesuit schools that have already completed it. It relies on a common document, titled ***Some Characteristics of Jesuit Colleges and Universities: A Self-evaluation Instrument***, for reflection and assessment, and on guidelines issued by the Jesuit Curia in Rome. You may recall that the ***Some Characteristics*** text was generated in collaboration with some of the bishops of the USCCB.

One dimension of the MPE process is to determine and affirm our Catholic identity in **Service to the Local Church**. Specifically, this means that "The college/university offers educational and formational programs and resources that build up the local Church; in union with the local Church, it also provides a locus where people of faith can wrestle with difficult questions facing the Church and the world."

As shepherd of the local Church in the Mobile Archdiocese, you have essential perspective Spring Hill College's service to the Church that would greatly enrich our reflection and assessment. Your important input will be included in the material we send to Fr. General Sosa.

To aid our discussion, I have attached an overview of the principal ways in which the Spring Hill College community sees itself contributing to the life of the Archdiocese/Diocese.

Office of the President

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I look forward to your thoughts in three major areas:

- Which of the contributions on the list do you see as most important?
- Do you see any other ways in which Spring Hill College might consider helping the Archdiocese?
- Finally, are there any other areas you would like to address?

I hope that I can share your verbal and written feedback with the team of Peer Reviewers who visit Spring Hill College in late September.

I want to thank you in advance for your generous assistance with this process. Your input is important to the Provincial, Fr. General, and the entire Spring Hill College community.

Respectfully yours in Christ,



E. Joseph Lee, Ph.D.
President