

A photograph of the College of the Holy Cross building, a large, classical-style structure with a prominent pediment and columns. The building is set against a clear blue sky. In the foreground, a wide, paved plaza is visible, with a few people walking across it. The lighting suggests it's late afternoon or early morning, with long shadows cast across the plaza.

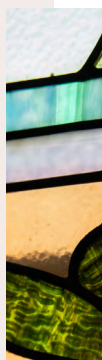
College of the Holy Cross

MISSION PRIORITY
EXAMEN 2026



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INTRODUCTION AND OVERVIEW

New Mission Priorities



The College of the Holy Cross welcomes the Mission Priority Examen (MPE), embracing Father General Arturo Sosa's call to engage with this process as a tool for discernment. This opportunity to reflect on our Jesuit Catholic identity comes at a critical moment in the life of the College and for higher education in the United States, especially as the value of a liberal arts education has been increasingly questioned and impugned.

2026 MPE MISSION PRIORITIES: RATIONALE AND GOALS

The 2026 Mission Priority Examen process has yielded the following three priorities:

PRIORITY 1 “A Sense of the Whole”: Shared Mission Ownership

The mission of our Jesuit institution is only as strong as the community that carries it. This priority responds to persistent community concern that Holy Cross does not always embody internally the justice, dignity, and *cura personalis* it proclaims externally. Across feedback sessions, a recurring theme is the presence of “deep divisions and ‘us vs. them’ dynamics,” including persistent divides between different categories of faculty and staff. In particular, nonexempt/hourly staff report feeling disconnected from the culture the College espouses. Indeed, the ways that overlapping and intersecting asymmetries across race, class, educational background, ethnicity, and gender shape uneven outcomes across campus was a definitive takeaway of the listening sessions.

The principle of subsidiarity, drawn from Catholic Social Teaching, holds that decisions and responsibilities should be owned as close to the people affected as possible. Applied to mission, this means that mission cannot be the exclusive province of a central office or senior leadership; it must be distributed, contextualized, and genuinely owned across every division and role. The 2019 MPE noted concerns about “hiring for mission” and whether mission formation reached beyond those with explicit mission-related roles.

Six years later, those concerns persist. (See Section II).

This priority advances multiple AJCU Characteristics. It directly strengthens Characteristic 7 (Institutional Integrity) by aligning policies and workplace culture with Jesuit values and by treating budgets and practices as value statements. It supports Characteristic 4 (Ignatian Campus Culture) by expanding *cura personalis* beyond students to include staff and faculty and by creating conditions for respectful conflict management and belonging. It also reinforces Characteristic 1 (Leadership and Public Commitment to Mission) by ensuring that hiring, onboarding, and professional development reflect consistent mission engagement across employee groups.

Possibilities for implementation and integration, *to be discerned with our visiting team*:

- Explore what other AJCU institutions and LACs have implemented to advance fuller staff participation in campus life and discernment (e.g., structures focused on dignity, disparities, and mission).
- Create accessible mechanisms for hourly staff to participate in mission programming.
- Develop meaningful ways to recognize and communicate appreciation for faculty engagement with mission, including in the tenure process.
- Review hiring processes to ensure mission is equitably represented across all role types, including support and operational staff and faculty.
- Establish Mission Point-Persons embedded in units and divisions to advocate for mission concerns, identify colleagues for

programming, and partner with Mission Engagement.

- Create a College-wide committee to implement, monitor, and assess progress on MPE priorities.

PRIORITY 2 Sustainability of Persons and Planet

Jesuit education seeks to form persons capable of sustaining ‘right relationships - with God, with one another, and with creation’ (See Decree 1, General Congregation 36.) Throughout the Mission Priority Examen, Holy Cross demonstrated significant strengths in these areas, particularly through its commitment to reflection, discernment, and care for the whole person, as well as its growing attention to environmental sustainability. At the same time, participants consistently identified opportunities for the College to deepen these commitments by creating institutional practices that sustain both its people and the common home entrusted to our care as global citizens.

Holy Cross’ Jesuit identity is deeply tied to habits of reflection, discernment, and integration of body, mind, and spirit. The Joyce Contemplative Center was repeatedly described as a “jewel” of the institution, and discernment practices are already embedded in many offices and decision-making processes. Yet community members consistently described an operational culture that does not adequately protect time for reflection. The pace of institutional life often crowds out the very practices that distinguish Jesuit education, allowing busyness to become a default value rather than a means of serving the mission. Formation cannot function as an addition to an already overloaded schedule; it must be woven into the ordinary rhythms of institutional life.

Participants likewise identified environmental sustainability as an area where institutional practice has not yet fully matched the aspirations of Holy Cross' Jesuit, Catholic mission. While important work is underway, many expressed a desire for more visibility, clearer accountability, and broader shared ownership of sustainability efforts. Inspired by *Laudato Si'*, the Universal Apostolic Preferences (UAPs), and the AJCU Characteristics of Jesuit Higher Education, care for our common home should be understood not simply as an operational responsibility but as an expression of institutional integrity and a formative opportunity for the entire community.

These concerns are fundamentally related. A culture that values reflection over constant activity is better able to make thoughtful, mission-centered decisions, including decisions about the stewardship of creation. Likewise, environmental sustainability is not simply about infrastructure or carbon reduction; it is about cultivating habits of responsibility, restraint, gratitude, and care. Together, these commitments foster a healthier institution and deepen the opportunity for meaning-making while broadening extant campus culture to forge one that sustains both its people and the world they inhabit.

This priority advances Characteristic 4 (Ignatian Campus Culture) by strengthening practices of reflection and discernment; Characteristic 3 (Faith, Justice, and Reconciliation) by embracing integral ecology and care for our common home; Characteristic 7 (Institutional Integrity) by aligning institutional practices with Jesuit values; and Characteristic 1 (Leadership and Public Commitment) by embedding mission more intentionally into institutional decision-making. It also reinforces the 2019 MPE's call to clarify what

it means to be Jesuit and Catholic by ensuring that mission is expressed not only in what Holy Cross teaches, but in how it lives.

Possibilities for implementation and integration, *to be discerned with our visiting team*:

- ➔ Introduce “Sabbath” practices into institutional rhythms by developing intentional invitations to unplug, reflect, and renew.
- ➔ Embed a ‘mission moment’ at the beginning of meetings as a standard practice across divisions.
- ➔ Produce a *Redefining Magis* video series to reclaim the Jesuit concept of *magis* as depth, discernment, and quality of presence rather than perpetual activity.
- ➔ Increase the visibility of the College’s environmental commitments through transparent, regular public communication about progress toward stated sustainability goals.
- ➔ Advance decarbonization planning with clear milestones and accountability structures aligned with the College’s commitment to carbon neutrality.
- ➔ Integrate sustainability more strategically in institutional decision making and practices across divisions so that it reflects a shared institutional responsibility.

PRIORITY 3 **Both/And: Authentically Jesuit, Fully Catholic**

Among the most consistent themes across every listening session,

talkback, and exploratory group discussion was widespread difficulty to articulate what is distinctively Jesuit *and* Catholic about Holy Cross. The question was not merely what is good or justice-oriented about the institution, but what is specifically rooted in the Catholic Intellectual Tradition and the spirituality of St. Ignatius of Loyola. Participants described a tendency to default to Jesuit ideals like *cura personalis* or “for and with others” without grounding them in their sources. Others noted an attitude of ‘Jesuit, yay! Catholic, boo!’ as a widely-held viewpoint on campus. The reduction of Catholic identity to “social justice,” a term used broadly across institutions without religious identity, was described as a flattening that obscures what is genuinely and specifically distinctive about a Holy Cross education.

Therefore this priority focuses on building a coherent Jesuit, Catholic vocabulary and strengthening the “both/and” identity: a college that is unmistakably Jesuit and unmistakably Catholic, without reducing Catholic identity to a partisan label or making Jesuit identity a generic values statement. Clear language matters because it shapes formation, hiring, curriculum, student life, and public witness. Without shared vocabulary, the campus risks fragmentation: some may experience mission as rich and specific, while others experience it as vague, contested, or avoided. Coherent articulation also strengthens inclusion: when a Jesuit Catholic identity is explained with depth and capaciousness, it can invite participation from people of many faiths while remaining honest about its roots.

This priority directly advances Characteristic 2 (Academic Life). If faculty are hesitant to name the Catholic Intellectual Tradition as part

of the project of higher education, if students graduate understanding Jesuit ideals as generic humanistic values rather than as expressions of a living tradition, and if employees cannot articulate the Jesuit Catholic values that underlie their work, the College is not fully delivering on its mission. This priority also advances Characteristic 5 (Service to the Church) by forming graduates capable of thinking theologically, engaging tradition critically, and bringing Catholic intellectual resources to bear on pressing contemporary challenges. It enhances Characteristic 1 (Leadership and Public Commitment) by moving towards external and internal consistency about Jesuit Catholic identity, and by ensuring hiring and onboarding are more than “check the box” exercises (Characteristic 7, Institutional Integrity). It also aligns with Characteristic 4 (Ignatian Campus Culture) by improving mission transmission through clear articulation of distinctiveness.

Possibilities for implementation and integration, *to be discerned with our visiting team:*

- Develop programming and/or a learning community to promote facility with the Catholic Intellectual Tradition (CIT) and Catholic Social Teaching (CST) among students, faculty, and staff, potentially modeled on Georgetown’s Initiative for Catholic Social Thought
- Strengthen faculty engagement with mission and the Catholic and Jesuit intellectual traditions.
- Continue and deepen student engagement in liturgies, faith life, and peer ministry.

PROVINCIAL’S GUIDANCE

In addition to identifying these three priorities, the Provincial of the US-East Province of the Society of Jesus asked Holy Cross to consider the following question:

As the sole Jesuit apostolate in the Diocese of Worcester and in the face of declining Jesuits available for missioning across the province apostolates, what are the most strategic uses of Jesuits at The College of The Holy Cross in maintaining and advancing your Jesuit Catholic mission and identity through your current strategic plan?

Given Holy Cross’ position, the most strategic uses of Jesuits at Holy Cross should concentrate their presence where it is most irreplaceable and highest-impact:

→ SACRAMENTAL AND PASTORAL PRESENCE

Jesuits have served continuously in campus chaplaincy. With fewer Jesuit priests available, sustaining a visible sacramental presence remains a primary and distinctive contribution.

→ VOCATION CULTURE AND PROVINCE RELATIONSHIP

Holy Cross has a strong tradition of producing graduates who enter the Society and other forms of consecrated life. Jesuits on campus who actively cultivate vocation culture and maintain the relational fabric with the Province serve a long-range apostolic function that extends well beyond the institution itself.

→ STRATEGIC PLACEMENT ACROSS BOUNDARIES

In addition to actively seeking out Jesuits academics for

service in the classroom, the College also works to create placements for Jesuits that cross traditional academic and administrative boundaries. Jesuits embedded in academic departments, student life, and senior leadership can multiply their influence and model Ignatian identity in the contexts where mission transmission is most at risk.

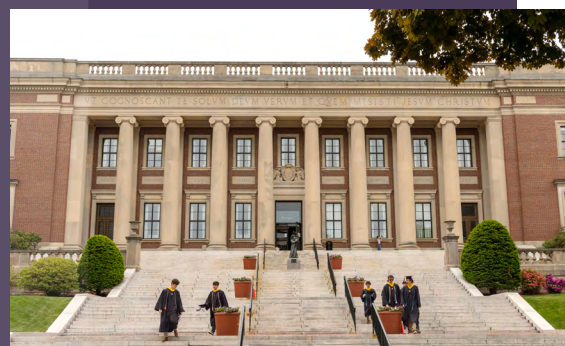
In short, the strategic imperative is to position Jesuits as force multipliers whose efforts to form lay mission leaders and anchor sacramental life will ensure that Holy Cross’s Jesuit Catholic mission is authentically expressed throughout the life of the College.





PROGRESS ON

Previous Mission Priorities



The years since the 2019 Mission Priority Examen have been marked by events that tested and clarified Holy Cross's mission in public and consequential ways. The campus community continued to experience the long lasting impact of faculty sexual misconduct. In addition, the community experienced grief and loss in the wake of a tragic accident involving the women's rowing team in 2020. The COVID-19 pandemic brought uncertainty and disruption to the College. In the midst of these profound challenges and their aftermath, Holy Cross underwent significant leadership transitions with the appointment and installation of Vincent D. Rougeau as the College's first lay president, and the selection of Dr. Helen Boucher '86 as the first woman to serve as chair of the Board of Trustees. These transitions reflect an institution willing to entrust its Jesuit, Catholic mission to an expanding circle of lay and diverse leadership. Under President Rougeau's leadership, Holy Cross developed Aspire: Our Strategic Vision for a Hope-Filled Future, a strategic plan rooted in mission, providing a roadmap for institutional direction and community formation in the years ahead.

Taken together, these developments form the context for reviewing progress since 2019 and provide an opportunity to assess how the College has continued to live and strengthen its Jesuit, Catholic identity amid challenge, change, and renewed commitment. The following three priorities were identified in 2018-2019, during the first MPE process. The original language for each priority from the self study was affirmed by the Visiting Team and appears below followed by commentary on our progress.

PRIORITY 1 **Re-affirming and Celebrating** **Our Opportunities**

By gratefully acknowledging the significant personnel, financial and material resources with which we as an institution are so richly blessed at a time when so many of our peer institutions struggle in these regards, we publicly pledge ourselves, by way of this Mission Priority Examen process, to continue our strong stewardship of these resources, holding one another accountable to this pledge. This will be accomplished, in part, by the continued collegial, collaborative and transparent efforts of the College's leadership and the generous dedication of our administration, faculty, staff and student body.

Since 2019, Holy Cross has continued to emphasize strong stewardship of its personnel, financial, and material resources, with an explicit commitment to collegial, collaborative, and transparent leadership as part of sustaining the institution's ability to pursue its mission effectively. The College's public-facing mission identity remains robust: listening session participants widely recognize Holy Cross as a distinctively Jesuit, Catholic institution, and alumni outcomes, as measured by graduates choosing mission-aligned careers and service paths, are frequently cited as evidence that the institution's investment in formation bears fruit. Leadership selection has reinforced mission clarity, most visibly in the appointment of President Rougeau, described by participants as someone who is "well-versed" in the tradition and able to "name the graces of Catholic education" with fluency and conviction.

These institutional strengths are not simply assets to be preserved; they have been intentionally leveraged to advance the College's Jesuit mission in concrete and public ways. The Aspire strategic plan, previously mentioned, is a significant institutional achievement in this regard. The College has likewise expanded its community engagement infrastructure: Holy Cross students volunteered more than 50,000 hours with public agencies and nonprofits during the 2024-25 academic year, and the "In and Of Worcester" pillar of Aspire is widely recognized across the campus community as a lived expression of the mission. Free tuition for families earning under \$100,000 is frequently cited as a concrete, high-impact expression of institutional commitment to access and solidarity.

A Holy Cross education has also remained attentive to the signs of the times while always grounded in enduring principles. Indeed, a Jesuit approach to teaching and learning is forever responsive to persons, places, and times. To that end, and to provide deeper engagement with the Mission, the College's leadership authored a series of Mission Commitment Documents that articulate how the institution understands and lives its Jesuit Catholic identity amid changing cultural and political circumstances. These documents reaffirm the College's commitment to safeguarding academic freedom through the Catholic Intellectual Tradition, the inherent dignity of the human person, reconciliation, the common good, and holistic student development.

These "bedrock principles" are not merely aspirational statements but commitments the administration actively defends as a concrete way Holy Cross leverages its institutional

strength in service of its mission, even amid complex and changing circumstances.

PRIORITY 2

Improving Our Campus Climate and Striving to Form a Community That Embraces Our Growing Diversity

Currently, multiple ad hoc and standing committees established by the President are working or soon to begin their work to address issues articulated in this priority. These include working groups established to review the financial health of the College and to assess any effects on programming and staffing that may occur due to potential changes in future enrollment patterns. These also include committees focusing on the topics of Diversity, Equity and Inclusion and Sexual Respect and Conduct. The former is charged with developing a plan that includes steps to: promote and foster an inclusive campus climate; address concerns related to race and ethnicity, sexual orientation, gender identity, national origin and religious identity; and recruit and retain diverse faculty, staff and students. The latter is charged with developing a plan that includes steps to: further develop and deliver programming, training and education that promote a culture of sexual respect, foster a shared understanding of our expectations for all members of our community, and more effectively prevent sexual misconduct and ensure that there are sufficient specially trained support services available.

Since 2019, Holy Cross has made substantial structural and programmatic strides toward the goal of a more diverse, equitable,

and inclusive campus community, including the following: the establishment of the Division of Justice, Equity, Belonging, and Identity (JEBI) represents a significant institutional investment that continues to provide dedicated leadership and coordination for DEI work across the College, including a push that all divisions would draft Inclusive Excellence plans. Similar investments to increase the staff of the Office of Title IX and Equal Opportunity have helped create an environment that more clearly values sexual respect. The College created the Center for Inclusive Excellence in Teaching (CIET) to support faculty in developing more inclusive pedagogical practices, and an Inclusive Excellence in STEM team has provided year-round programming focused on inclusive pedagogy since 2021. The Department of Critical Race and Ethnic Studies (CRES) has been established, creating a new academic home for scholarly inquiry into race and identity.

In the wake of faculty sexual misconduct, the College engaged external investigators who provided recommendations for deterring sexual misconduct and improving campus culture. A presidentially appointed committee oversaw the implementation of the recommendations, including restorative actions. Subsequently, a faculty member has been appointed to serve as a champion for culture change. In keeping with the spirit of the recommendations, several academic departments, Athletics, and the Division of Mission and Ministry developed professional standards for establishing and maintaining appropriate boundaries with students. The College's risk management officer is currently working on College-wide standards for use with all faculty and staff.

Symbolic and restorative actions have also marked this period: the renaming of Mulledy Hall to Brooks Hall and the ongoing work of the Dignity and Reconciliation Committee have been meaningful acts of institutional accountability, reckoning with the College's ties to chattel slavery. The Bias Response and Community Restoration Team and the burgeoning work with restorative practices provide structures for addressing harm and pursuing healing. Campus climate programming, including Dialogue Dinners and cultural heritage month events, create ongoing spaces for students, faculty, and staff to learn and dialogue across difference.

During Listening Sessions, campus constituents noted that the campus is broadly experienced as welcoming to LGBTQ+ individuals and people of diverse faith backgrounds. Concrete gestures such as new prayer spaces for Muslim students and presidential acknowledgment of Jewish holidays were cited as evidence of genuine care. The merging of the Mission & Identity and DEI committees of the Board of Trustees and the visible partnership between the Office of Mission Engagement and JEBI are positive structural signals that diversity and Catholic identity are understood as complementary rather than competing.

PRIORITY 3

Enhancing and Clarifying an Articulation of What It Means for Holy Cross to Be a Jesuit and Catholic Institution

As noted above, we celebrate the resources the College commits to promote and enhance our Catholic, Jesuit identity. Yet, we acknowledge the aspects of our common life where these identities

are not as carefully understood as they need to be. This priority will need to be addressed creatively, in part, through the efforts of the Office for Mission in collaboration with appropriate divisions and departments, utilizing the membership of the College Committee on Mission and Identity where and when possible. Other relevant initiatives already underway include the President-led Board of Trustees discussion of Ex Corde Ecclesiae and the Provost's review of the College's core curriculum.

Since 2019, the College has made meaningful investments and seen real momentum in articulating its Jesuit Catholic identity, though through fits and starts. Holy Cross has developed more robust formation infrastructure for faculty and staff, including the Mission Seminar, Campus Colleagues, retreat days at the Joyce Contemplative Center, JesuWhat?, and the Ignatian pilgrimage. Participation in AJCU formation programs, including Ignatian Colleagues Program and Ignatian Leadership Seminar, has continued, embedding Holy Cross in a broader Jesuit formation network. Formation opportunities, while robust, still reach those who opt in more reliably than those who do not.

The formulation of the Division for Mission and Ministry and the growth of the Mission Engagement Office in terms of staff and programming represent institutional commitments to this priority. The Office of the College Chaplains continue to be well-funded and staffed, offering robust programming. Additionally, the 2025 Fauci-Grady residency was received as a model of vocation-centered programming, and developing the new common area requirements engaged faculty in representing the College's mission through academic offerings. Leadership communications,

especially the recent Mission Commitments document, were noted as being more explicitly mission-articulate than in previous eras, and the Aspire strategic plan provides a public, legible mission framework. Additionally, the College completed an eight-part mission video series to invite all into deeper consideration of Holy Cross' purpose and position within the global network of Jesuit higher education. A discussion guide accompanies the videos for deeper reflection and understanding. And though there has been a recent shift towards language promoting the Catholic Intellectual Tradition, it is not well-socialized or understood, hence our newly discerned priority #3, above.

The College's first-year seminar program, Montserrat, remains a flagship expression of Jesuit Catholic identity in academic life, described as a "place where mission comes together." The Office of Mission Engagement has recently partnered with Montserrat to deepen its integration of accompaniment, community, discernment, reflection, and justice, obtaining a \$50k grant. Hiring and onboarding practices now more explicitly incorporate mission: candidates are asked to address their connection to the Jesuit tradition in applications, and Cross Connections onboarding program introduces new employees to mission, JEI, and community engagement. There is a widespread sense that the "Jesuit" dimension of institutional identity functions as a welcoming and accessible entry point for people of many backgrounds and is an asset for mission transmission in an increasingly diverse community.





The College of the Holy Cross undertook its 2026 Mission Priority Examen through a deliberate, phased process designed to hear from the broadest possible range of voices and to translate that listening into actionable mission priorities. From initial planning through the delivery of this final report, the MPE was structured to model the very values it sought to examine: reflection, shared responsibility, honest conversation, and a commitment to mission as a communal enterprise rather than an administrative function.

The Mission Priority Process

AT HOLY CROSS, 2025-2026



Convening the Process: Spring 2025

The MPE process began formally in the spring of 2025 with the announcement of the co-chairs and the formation of the MPE Steering Committee. The Steering Committee, composed of faculty, staff, and students drawn from across the institution, reflected the conviction that mission belongs to the entire College community, not only to those whose job titles explicitly name it. (See Appendix for a complete listing of participants.)

In February 2025, the co-chairs participated in a regularly-scheduled Town Hall meeting to introduce the MPE process to the campus community, explain its purpose and structure, and invite broad participation. This session oriented the community to the AJCU Characteristics of Jesuit Higher Education as the organizing framework for the self-study and introduced the listening process that would follow.

Throughout the spring semester, the Steering Committee engaged in the work of data gathering and tone setting. This early phase included reviewing the 2019 MPE report and its previous priorities, surveying existing institutional data, and identifying key questions and constituencies to guide the listening sessions. The co-chairs and committee members also consulted comparative resources, including Santa Clara University's MPE process and Georgetown University's self-study, to inform their approach and benefit from the experience of peer Jesuit institutions. The Steering Committee met on a bi-weekly basis throughout the process, maintaining continuity of discernment and ensuring that analysis kept pace with the data being gathered.

Trustee Engagement and Campus Launch: Fall 2025

In September 2025, the co-chairs provided an overview of the MPE process and its objectives to the Board of Trustees, situating the self-study within the College's broader strategic context and inviting governance-level awareness and engagement. This presentation ensured that the Board, whose own formation in Jesuit mission is itself part of the self-study's scope, understood the process and its significance for institutional direction.

Also in September 2025, President Rougeau sent a formal communication to the entire campus community introducing the MPE and inviting participation. (See Appendix.) On September 22, 2025, a second Town Hall was convened to launch the fall phase of the process publicly, explain the listening session structure, and encourage faculty, staff, students, and administrators to participate. Concurrent with this launch, the College activated the MPE site on Ignite, the College's intranet platform, as a dedicated digital hub for the MPE, providing community members with access to background materials, the AJCU Characteristics document, updates on the process, and information about how to engage. (See Appendix.)

The co-chairs also met with academic department chairs during this period to brief faculty leadership on the MPE process, address questions about the self-study's scope and methodology, and ensure that academic departments understood the invitation to participate.

Listening Sessions: September–February 2026

The primary vehicle for community engagement was a series of twenty-two structured listening sessions conducted between the fall and early winter of 2026. These sessions engaged more than 500 participants from across the College's constituencies, including undergraduate students, faculty, staff, administrators, alumni, and members of the Board of Trustees. Each session was organized to introduce the seven AJCU Characteristics of Jesuit Higher Education, with facilitated questions designed to surface both strengths and areas for growth.

Participants sat at small tables for maximum participation. After answering a quick Mentimeter poll about which Jesuit values are most prominent to them, participants were asked to pair with a partner at their table to share, uninterrupted, a particular moment where the Holy Cross mission stood out for them. In table conversation, participants were then invited to speak from their own experience about where the mission is most visible and apparent at Holy Cross and then where the mission feels most absent or unseen. Tables discussed each question for 15 to 20 minutes. A volunteer at each table took notes in a Google Form, allowing the Steering Committee to capture the feedback in real time, and colleagues from ITS helped us to capture any sharing offered to the larger group.

The breadth of participation across roles, divisions, years of service, and relationship to the institution ensured that the listening sessions captured a range of perspectives that no single group or survey instrument could have provided.



Following the completion of the listening sessions, the Steering Committee undertook a systematic analysis of the session notes and transcripts. With the assistance of artificial intelligence and qualitative analysis programs, themes, tensions, and patterns were identified across the seven Characteristics, and the data were synthesized into summary documents organized by Characteristic. This analysis was both quantitative, tracking the prevalence and distribution of themes, and qualitative, attending to the texture of community experience and the representative voices that gave the data its interpretive depth.

Talkback Sessions and Emerging Themes: March 2026

Building on the listening session analysis, the Steering Committee convened 10 talkback sessions in March 2026. The talkback sessions engaged faculty, staff, and students, but at a fraction of participation in comparison to the listening sessions. Talkbacks were organized to ensure that each of the seven Characteristics received sustained attention across multiple groups. Because Characteristics 5 (Service to the Church) and 6 (Relationship to the Society of Jesus) require specialized knowledge and context, a dedicated session was convened for the Division of Mission and Ministry and the local Jesuit community to address these two Characteristics in depth.

Rather than gathering data, these sessions invited the community to respond to and refine the themes that had emerged from the listening process. For each session, the Steering Committee prepared a two-page summary of emerging themes organized by Characteristic, which was shared in advance with participants.

Modeled after spiritual conversations, talkback sessions focused on active listening and shared discernment. Participants again sat at small tables. They engaged in personal reflection about the two emerging themes for their session and then engaged in several rounds of sharing. In the first round, each participant had two uninterrupted minutes to share their perspectives; in the second round, each participant had two uninterrupted minutes to share the insights they gained from listening to their tablemates; and finally in the third round, participants engaged in a tablewide discussion about the themes that emerged in their group, identifying where they were consoled or unsettled and any differing perspectives that required further exploration. A volunteer from each group took notes only on the table discussion in a Google Form. The talkback format thus modeled the Ignatian practice of discernment and offered the community an opportunity to confirm, correct, and deepen the Steering Committee's initial synthesis.

A second round of analysis followed the talkback sessions. Working in small groups, the Steering Committee integrated the talkback feedback with the original listening session synthesis to arrive at the consolidated findings presented in this report. From this cumulative analysis, three mission priorities seemed to emerge as the College's proposed commitments for the next seven-year period. In late April 2026, the co-chairs shared the emerging themes for each Characteristic and the recommended priorities with the College's Leadership Team and with the Board of Trustees' Committee on Mission and Belonging. Feedback from the Leadership Team and Board have resulted in clarifications and focus. Additional clarifications

and sharpening of the focus came about during the drafting and editing of the report.

Community Sharing of Findings: May–September 2026

On May 4, 2026, the Steering Committee presented the emerging mission priorities to the campus community at a Town Hall. This session offered the community a first look at the priorities and invited feedback before the report entered its drafting phase. Slide decks summarizing the priorities and the two-page Characteristic summaries were subsequently posted to the Ignite platform, making the materials accessible to the full community for ongoing review and reference.

The co-chairs drafted the self-study report during May and June 2026, with revisions and final editing completed over the summer months. This final report was shared with the campus community and the Board of Trustees in early September 2026, prior to its submission to the visiting peer team, in keeping with the spirit of transparency and communal accountability that guided the entire process.



The Seven Characteristics

OUR FINDINGS



CHARACTERISTIC 1 Leadership and Public Commitment to Mission

Where is the Mission Most Alive

Characteristic 1 is most visibly alive in how Holy Cross selects and forms leaders, and how those leaders speak and act publicly on behalf of the College's Jesuit Catholic mission. President Rougeau's engagement with Catholic identity in relation to justice, diversity, and the common good reflects a leadership profile that integrates mission with institutional purpose.

The Board of Trustees is a site of genuine mission engagement. Trustees are selected not solely for their financial capacity but for their commitment to Holy Cross and its mission. The Board is described as "asking questions of itself" regarding mission, and the practice of discernment is employed during Board meetings to navigate difficult decisions.

Holy Cross is recognized for substantial representation in AJCU events and leadership. Engagement with AJCU affinity groups, including networks for chief mission officers, HR leaders, provosts, chief financial officers, campus ministry directors, and chief student affairs officers, and participation in Province-level gatherings situate the institution within the broader Jesuit apostolic conversation. The Senior Vice President's service on the Province Commission on Ministries and the President's participation in Province Day gatherings further demonstrate that institutional leadership is embedded in the relational fabric of the Society of Jesus. Alumni and external audiences demonstrate a clear understanding of and appreciation for the mission,

which is an asset that reflects the consistency of mission-driven leadership over time.

Challenges and Opportunities

Despite these strengths, the MPE process surfaced important gaps. A recurring concern is that mission-centered hiring practices, while present, risk becoming formulaic. Community members raised the pointed question: "Hiring for mission needs to be central... Why is that not talked about anymore?" This suggests that the rigor applied at the senior level does not consistently extend to mid-level leadership and staff positions. The depth of mission engagement in hiring varies: some describe it as substantive, while others experience it as a "check-the-box" exercise.

Stakeholders consistently celebrated the significant advances made by the Justice, Equity, Belonging, and Identity (JEBI) division. At the same time, some observed that institutional investment in its Mission Engagement office counterpart has not always kept pace, leading some to question whether the allocation of resources fully reflects Holy Cross' commitment to its Jesuit Catholic mission. Stakeholders also expressed a desire for more consistent and public affirmation that belonging and inclusion are integral to Jesuit Catholic mission.

CHARACTERISTIC 2 The Academic Life

Where is the Mission Most Alive

The College's academic mission is most visible in the design and ethos of its curriculum, structured to ground students in a humanistic, intellectual tradition that joins faith

and reason. The Montserrat program for first-year students is described by community members as the "place where mission comes together," because it promotes community, discernment, exploration of big questions, and justice. Montserrat is a signature expression of Ignatian pedagogy and the shared intellectual entry point that orients students toward meaning, formation, and the common good before disciplinary specialization begins.

Common area requirements in philosophy, religious studies, history, the arts and literature, cross-cultural studies, language, social sciences, and the natural and mathematical sciences ensure that all students engage enduring questions of truth, meaning, justice, and faith. This requirement of breadth reflects the Jesuit commitment to forming the whole person and guards against the fragmentation that disciplinary specialization can produce. Cross-cultural requirements also reflect the Jesuit commitment to global awareness and intellectual openness.

Community-based learning extends this formation by connecting students to Worcester and creating conditions for encounter with systemic inequality and for what the tradition calls "a faith that does justice." The Donelan Office for Community Based Learning creates structured opportunities for students to reflect on experience in light of both course content and the College's Jesuit Catholic identity. Scholarship in Action, which drives community-engaged research in Worcester, is a strong example of mission-centered academic work, connecting scholarly activity to the Jesuit commitment to being "for and with others." Abundant research opportunities rooted in the College's Jesuit, Catholic mission further demonstrate

academic vitality. Faculty consistently demonstrate deep commitments to the liberal arts, to educating for justice, and to the formation of students as civically engaged critical thinkers and persons of character.

Challenges and Opportunities

The most consistently named challenge is the tension between Jesuit mission language and the explicit naming and transmission of Catholic intellectual tradition. A reluctance to identify Holy Cross explicitly as a Catholic institution in academic contexts was frequently noted. However, faculty are often engaging with the Catholic Intellectual Tradition and Ignatian Pedagogy in their scholarship and teaching without formally naming it. This presents an opportunity to work toward greater recognition of aspects of the mission that are frequently present. Students encounter the College's mission largely through Jesuit ideals, such as *cura personalis* and "people for and with others," without the grounding in the roots of those phrases. When the tradition is presented only in its most universally accessible forms, its intellectual depth, theological distinctiveness, and capacity to generate serious inquiry are diminished. As a member of the steering committee reflected, "faith keeps the liberal arts from being instrumentalized." Ensuring the continued presence and support for faculty who engage and teach from within the Catholic Intellectual Tradition becomes central to the integrity of the academic mission itself.

Specific structural absences were identified: the lack of a theology major and the perception that Catholic intellectual tradition is insufficiently engaged in philosophy

and ethics. These represent gaps at the academic center of a Jesuit, Catholic institution's identity. A central question emerges: whether every graduate develops a substantive understanding of what it means for an institution to be Jesuit and Catholic, or whether such formation remains concentrated among those who seek it out, often in co-curricular spaces.

Faculty experience is also uneven. Some faculty report discomfort with the institution's Jesuit Catholic identity, which presents an obstacle to shared mission ownership. Department asymmetries exist in how mission-aligned service is supported, celebrated, and incentivized. Current onboarding practices for faculty may not adequately orient them to the institution's Jesuit Catholic identity, and the extent to which tenure processes recognize or discourage mission engagement warrants serious examination. It should be noted here that this MPE process itself enjoyed very limited engagement with faculty members.

CHARACTERISTIC 3 **The Pursuit of Faith, Justice, and Reconciliation**

Where is the Mission Most Alive

Holy Cross's commitment to Characteristic 3 is most visible in its justice-oriented leadership, structured programs, and widespread student engagement. The College demonstrates leadership in social justice, racial justice, service, sustainability and solidarity through an interconnected set of offices, programs, and institutional commitments. The Division of Justice, Equity, Belonging and Identity (JEBI); the Office of Mission Engagement; the Office of Sustainability; the Dignity and Reconciliation Committee;

the Donelan Office; the McFarland Center; the Office of the College Chaplains; and the Community Engagement Representative Group collectively constitute a robust infrastructure for the faith-and-justice integration central to the Jesuit tradition.

Student Programs for Urban Development (SPUD), the Spring Break Immersion Program, Community-Based Learning, Dialogue Dinners, and retreats at the Joyce Contemplative Center create conditions for students to encounter difference, develop solidarity and mutuality, and reflect on their responsibilities in the world. The Chaplains' Witness for Immigrants rally and march was mentioned as a highlight.

The College's commitments are further evidenced by the Aspire Strategic Plan; signatory status on the Okanagan Charter to become a health-promoting campus; the expansion of Environmental Studies from a program to a department; and signatory status of the Presidents' Climate Leadership Commitment in the pursuit of carbon neutrality by 2040. Talkback participants observed that "social justice is in the water here," a widely shared orientation. Community feedback indicates a sustained commitment to narrowing the gap between stated values and lived reality, suggesting that mission functions not only as institutional identity but as a source of accountability.

Student engagement provides the clearest evidence that the mission resonates in practice. Noting that students choose these opportunities over competing priorities, their sustained participation in the winter break Nonprofit Career Conference, Spring Break Immersion, Working for Worcester, and similar programs reflects a meaningful internalization

of mission values. Holy Cross students also lead efforts of faith, justice, and reconciliation in their own right. The Student Government Association (SGA) includes roles such as the Executive Directors of Student Belonging, Director of Faith and Mission, Director of Worcester Engagement, and Director of Sustainability, to keep students engaged in important efforts. Student activism groups, such as Pax Christi, Movimiento Estudiantil Progressive Action (MEPA) and the Student Social Justice Coalition, are devoted to justice and reconciliation through activism and awareness. Student-athletes, through groups like Men of Color Athletes and Women of Color Athletes (MOCaXWOCA), Student-Athlete Advisory Committee (SAAC), commit to the work of reconciliation by giving back to the Worcester community.

Challenges and Opportunities

Despite this vitality, significant challenges persist. The most striking is the perception of deep divisions across socioeconomic lines, between Holy Cross “on the hill” and the rest of Worcester, and between faculty, salaried staff and hourly workers. These divisions raise a fundamental question: if the pursuit of justice is central to the mission, how does the institution address its own internal inequities? The treatment of hourly staff and visiting and non-tenure track faculty is named as a specific concern that undermines the College’s credibility as a justice-seeking community.

Additional concerns include the risk that service efforts in Worcester drift toward a “savior mentality,” the limited visibility and breadth of sustainability commitments, and the question of whether outward structures addressing the UAPs are matched by inward institutional resources and conversation, and the relational work that gives justice efforts their credibility.

The current political environment introduces further complexity, including uncertainty about language and the extent to which the campus community recognizes Catholicism as the foundation of its justice commitments. Talkback participants asked directly: “What is the real cost to us if we do everything it says here, in today’s context? What is the cost if we do not?”

There is also a concern about the coherence of justice language. No commonly shared definition of “social justice” has been established, and Catholic social teaching remains insufficiently understood across the community. The word “reconciliation” lacks shared meaning for many community members, and “faith” is described as unfamiliar or uncomfortable for some. This vocabulary gap represents a structural obstacle: without shared language, it is difficult to sustain a coherent institutional conversation about the sources and imperatives of the College’s justice commitments.

Institutional commitments to sustainability, diversity and inclusion exist in tension with certain federal directives; navigating this terrain carefully, while remaining faithful to mission, is among the most pressing institutional challenges of the current period.

CHARACTERISTIC 4 **Promoting an Ignatian** **Campus Culture**

Where is the Mission Most Alive

At Holy Cross, this Ignatian culture is most alive in the depth and variety of formation programming, the physical environment of the campus, and the ways Ignatian practices are woven into everyday professional and spiritual life.

The physical campus communicates the tradition visibly and consistently. Statues of Saints Ignatius, Faber and Xavier, the presence of St. Joseph Memorial Chapel at the heart of the campus since 1924, crucifixes in classrooms, and the broader architecture of a residential hilltop campus create a visible, ambient Ignatian environment. The Joyce Contemplative Center serves as a dedicated space for retreats and co-work days that embed Ignatian spirituality and mission reflection into everyday campus rhythms. Liturgical and rich campus traditions, such as Mass of the Holy Spirit, First-year Convocation, Lessons and Carols, the Multifaith Community Day of Prayer, Baccalaureate Mass, and annual celebration of the Feast of St. Ignatius mark the seasons and provide communal touchpoints for the College’s Jesuit Catholic identity.

The Office of the College Chaplains is consistently cited as a place where the Ignatian culture is vibrantly expressed. Worship opportunities, immersion programming, SPUD and related programs create genuine encounters with Ignatian values for students of all backgrounds. Student wellness programs designed to attend to the whole person in body, mind, and spirit reflect the principle *cura personalis*, and strong vocation promotion through discernment groups sponsored by the Jesuit Community indicate a campus culture that takes spiritual seeking seriously. Together, these practices demonstrate the work of an institution actively cultivating reflection, discernment, and holistic formation.

The Aspire strategic plan, rooted in mission, provides a shared divisional framework that orients student growth and development toward Jesuit values. Student Development staff participate in mission formation programming, equipping them to frame advising, residence life,

leadership development, student wellbeing, and other services through an Ignatian lens. Strategy meetings in at least some divisions incorporate discernment practices and explicit attention to mission alignment.

Challenges and Opportunities

Although the Ignatian campus culture is strong in identifiable areas, most notably the divisions of Mission and Ministry and Student Development and select academic departments, it does not yet extend consistently across the institution. Faculty-administration tensions and a broader sense that not all staff experience genuine belonging represent cultural gaps that Ignatian values directly address and that require intentional structural response.

A significant and recurring concern is the “culture of busyness” that inhibits reflection and discernment. Talkback participants questioned why the institution does not more consistently pause to ask whether longstanding practices still serve present mission needs, noting that the capacity and tradition exist, but “the operational culture doesn’t protect the time for it.” This seems not a logistical concern alone but also a theological one.

A related challenge is the widespread difficulty in articulating what is distinctively Jesuit and Catholic about the College’s practices as distinguished from what any institution committed to the common good might do. When the community cannot articulate the distinctive character of Ignatian culture, the tradition loses both its grounding and its capacity for transmission to new members of the community.

CHARACTERISTIC 5 **Service to the Church**

Where is the Mission Most Alive

The most visible expression of the College’s service to the Church is liturgical and sacramental. A vibrant Mass culture, particularly the 11:30 AM, 7:00 PM, Sunday and 9 PM daily liturgies, draws students into regular worship. Students are described as eager to grow in their faith, and the frequency and quality of liturgical life on campus reflect an institution that takes sacramental formation seriously.

Retreats deepen this formation. Vocation programming, including a monthly discernment group for men and periodic gatherings for women exploring religious life, sustains the College’s tradition of contributing to vocations within the Church. Funded ministry internships offered by the Chaplains round out opportunities for serving.

The McFarland Center is recognized as a venue for engaging questions of mission and hosting significant guests from the Jesuit and Catholic world. Interfaith and ecumenical dialogue is described as a genuine strength, with the Chaplains’ Office ensuring that resources are available for students across faith traditions. Synod-inspired listening sessions model ecclesial discernment, and participation in the Ignatian Family Teach-In for Justice strengthens the College’s capacity to engage contested questions with rigor and pastoral charity.

The College participates in the life of the Diocese of Worcester by maintaining regular communication with the local bishop, offering programs for diocesan priests, supporting scholarships for students from diocesan schools, and providing services to local parishes. Jesuits and chaplains from Holy Cross provide pastoral support to several parishes in the diocese, and a Holy Cross administrator has served as the chair of the Board of Catholic Charities of Worcester County.

Challenges and Opportunities

A consistent concern raised during the self-study was the need to strengthen engagement with the Catholic intellectual tradition across the academic life of the College. While Holy Cross offers students an outstanding liberal arts education, it cannot assume that students arrive with even a basic understanding of Catholic belief or practice. Nor can it assume that all faculty members, regardless of discipline, are familiar with or appreciate the richness of the Catholic intellectual tradition. As a result, the College must be intentional in introducing both students and faculty to the tradition if it is to serve as a genuine source of intellectual inquiry and institutional identity.

Additionally, the impending appointment of a new Bishop of Worcester offers an opportunity for the College to reengage with the Diocese in new ways following the reign of a long-tenured bishop.

CHARACTERISTIC 6 **Relationship to the Society of Jesus**

Where is the Mission Most Alive

At Holy Cross, the relationship with the Society is marked by consistency, genuine welcome, and a growing culture of shared responsibility.

The College’s engagement with the Society begins with a posture of welcome. Each year, the Province shares the CVs and letters of introduction of Jesuits available for ministry, and the College receives them with genuine interest. The Chief Mission Officer, in close collaboration with the President and partners in the Provost’s Office and across the College, maintains regular dialogue with the Province about current and future needs. The College maintains deliberate attentiveness to the Jesuit

pipeline: the Division of Mission and Ministry reviews lists of Jesuits in formation across disciplines and seeks creative placements, including roles that cross traditional academic or administrative boundaries.

The College contributes to the Province's broader work through the former Senior Vice President's service on the Commission on Ministries, advising on implementation of the Province's Apostolic Plan, and the President's participation in Province Day gatherings. Annual visits by the Provincial Assistant for Higher Education (PAHE), structured around themes from the Characteristics document, create opportunities for honest reflection and shared discernment.

Challenges and Opportunities

The most pressing challenge in Characteristic 6 is a lack of institutional transparency and broad campus awareness. Few know how Holy Cross engages with the Province, especially regarding the recruitment of Jesuits to faculty and administrative roles. The declining number of Jesuits available for assignment makes recruitment increasingly difficult, and this demographic reality is not widely understood or discussed outside a small group of mission professionals. Reduced Jesuit presence also has direct implications for sacramental ministry on campus.

Annual Provincial Assistant for Higher Education (PAHE) visits are described as lacking sufficient focus at times, though they represent meaningful investments of institutional time and attention. The UAPs remain largely unknown to the general staff and faculty population, a consequential gap. There is also a concern that the growth of lay leadership, although rightly celebrated, may correlate

with the dilution of Jesuit tradition if intentional transmission structures are not in place.

CHARACTERISTIC 7 **Institutional Integrity**

Where is the Mission Most Alive

The College's benefits and employee well-being initiatives, working from home options, summer hours, commitments to local employment, tuition remission, and stable wages are widely appreciated as expressions of *cura personalis* for employees. The institution's decision to maintain workforce stability during the COVID-19 pandemic is frequently cited as evidence of a strong ethical commitment to its people. The breadth of mission-engagement programming reflects an institution that treats formation as an operational priority, not merely an aspirational one.

Mission is embedded in hiring and onboarding. The College asks candidates to address how they connect with the College's mission, and introduces new hires to Holy Cross as a values-driven institution. There is a strong sentiment that one does not need to be Catholic to succeed at Holy Cross and that the Jesuit tradition serves as a welcoming entry point for people of many backgrounds.

Challenges and Opportunities

The most significant challenge in Characteristic 7 is the gap between stated values and lived experience. Community members consistently noted disparities in how different employee groups experience institutional mission, and recent climate studies underscore this point. Listening sessions revealed a recurring perception of a role-based hierarchy between faculty and staff,

especially in shared governance, recognition of expertise, and access to institutional participation.

Environmental stewardship is a central integrity challenge. Talkback participants identified specific shortcomings: continued fossil fuel investments, the absence of solar infrastructure, and the lack of a credible path to carbon neutrality relative to peer Jesuit institutions. If integrity values enacted in institutional practice, sustainability gaps represent mission credibility gaps.

Another challenge is maintaining mission-embedded hiring practices without creating the perception that Catholic identity is a hiring prerequisite. The opportunity lies in communicating clearly and publicly that the College seeks colleagues committed to Jesuit mission while welcoming diverse faith backgrounds and identities.

A. Institutional Information

President:

Vincent D. Rougeau

Provost and Dean of the College:
Elliott Visconsi '95

*Senior Vice President for
Administration and Finance,*
Treasurer: Dorothy Hauver

*Senior Vice President for
Strategic Initiatives and
Chief of Staff:* Heather Hayes

*Senior Vice President for
Student Development and
Mission:* *Michele C. Murray

Board Chairs:

Helen W. Boucher, M.D. FACP
FIDSA '86, 2022 - 2026

James F. Mooney III '90, 2026

MPE Committee Chairs:

*Michele C. Murray
(*Chief Mission Officer*)
and Justin Poche
(*Associate Professor, History*)

*MPE Steering Committee
Members:*

Michelle Bata,
*Associate Dean for
Student Engagement*

Rob Bellin,
*Class Dean for the Class of
2028, Professor, Biology*

Jerrel Burgo,
*Director, Office of Student
Inclusion and Belonging*

Denielle Burl, *Associate
Vice President for Risk
and Compliance,
Administration and Finance*

Tom Cadigan '02,
*Director of Alumni Regional
and Special Programs*

Lauren Capotosto,
Associate Professor, Education

Dominika Chmielewski '27

Aaron Dashiell,
*Assistant Director of
Athletics for Student-
Athlete Development*

*Keith Maczkiewicz, S.J.,
*Associate Vice President
for Mission and Ministry*

Michelle Mondoux,
Associate Professor, Biology

Allen Morais,
Director of Facilities Operations

Peter Nguyen, S.J.,
*Associate Professor,
Religious Studies*

Kate Novack '28

Paula Shanley,
*Office Coordinator,
Chaplains' Office*

Melissa Shaw,
*Editorial Director,
Marketing & Communications*

Michelle Sterk Barrett,
*Director, J.D. Power Center for
Liberal Arts and the World*

Carly Thibodeau,
Director of Sustainability

Lynn Verrecchia '01,
Director of Admission

Kyle Woolley, *Director,
Office of Mission Engagement*

Peer Visiting Team:

Joseph Marina, S.J.,
*President, The University
of Scranton, Chair*

Katia Passerini,
President, Gonzaga University

Aaron Van Dyke,
*Associate Professor of Chemistry,
Fairfield University*

Natasha Martin,
*VP, Diversity & Inclusion,
Associate Professor of
Law, Seattle University*

B. President's email to campus
[See PDF file.](#)

C. Ignite site [Visit site.](#)

**D. Google form questions -
Listening sessions**

QUESTION 1

In what ways is the Jesuit and Catholic mission of the College of the Holy Cross most visible and apparent in the College and beyond?

- What has been your personal practice and experience of living this mission in your work, life, study, research, teaching, or other engagement?
- What have you seen modeled in your department or division in the ways it embodies this mission?
- What have you experienced at the College level of how our mission shapes choices and activities?

QUESTION 2

In what ways is the Jesuit and Catholic mission of Holy Cross most absent or unseen?

- Are there times or ways you live the mission but don't feel it seen or acknowledged?
- Are there ways you wish you, your department or division, or the College would more fully live out our shared mission?
- Are there other schools or practices that we could learn from?

QUESTION 3

Was there a common theme(s) or point of strong agreement among your group on either or both questions? Please share these or a particular quote

from your groups that you would like to emphasize.

E. Other data for discernment:
*Possibilities for Moving Forward
by Characteristic*

CHARACTERISTIC 1

Possibilities for Moving Forward

- Work to formalize and deepen mission criteria in hiring across all levels, developing shared language and evaluative frameworks that hiring managers can apply substantively, as a genuine discernment of mission alignment rather than a procedural requirement. Training for search committee members, rooted in Ignatian principles, would standardize this practice across the institution.
- Investigate and verify that the Office of Mission Engagement is benchmarked correctly in terms of staffing and budget investment commensurate with its institutional scope and the College's aspirations for mission integration and formation.
- Seek to communicate consistently and explicitly in major institutional documents that DEI is integral to and emerging from the College's Jesuit Catholic mission.
- Leverage its strong external mission identity with intention. The clarity with which alumni and external audiences understand the College's mission is an institutional asset to activate through more visible public commitments and strategic

*Michele Murray completed her service at the College on June 1, 2026. Fr. Keith Maczkiewicz was promoted to Vice President for Mission and Chief Mission Officer on July 1, 2026 and assumed the duties of MPE co-chair.

communications, thereby positioning Holy Cross as a catalyst for mission excellence across Jesuit higher education.

CHARACTERISTIC 2

Possibilities for Moving Forward

- Undertake a serious and thoughtful review about how the Catholic Intellectual Tradition is talked about and transmitted on campus, not merely assumed as ambient institutional context.
- Study Montserrat's success as a mission formation vehicle, and measure how its formative practices are disseminated across departments.
- Develop a comprehensive program for faculty mission formation. Structured, intellectually serious formation opportunities could be developed to allow faculty to engage Jesuit pedagogy as genuine scholarly and professional enrichment. Rethinking onboarding and examining whether the tenure process recognizes and rewards mission engagement could also be considered.
- Consider how all students, not only those who self-select through co-curricular involvement, develop substantive understanding of the Jesuit Catholic identity of Holy Cross.

CHARACTERISTIC 3

Possibilities for Moving Forward

- Consider developing accessible, shared vocabulary for social

justice, Catholic social teaching, and reconciliation across faith backgrounds and roles.

- Develop a plan to effectively and visibly integrate its environmental commitments into curricular and co-curricular programming, with decarbonization planning explicitly framed in the language of Church teaching and connected to the theological and moral framework of *Laudato Si'*.
- Investigate and verify that the Office of Sustainability is benchmarked correctly in terms of staffing and budget investment commensurate with its institutional scope and the College's commitment to the UAP and in line with resources devoted to social justice and reconciliation, anti-racism, and service.
- Development of an institutional framework for how the UAPs guide decision-making, ensuring the UAPs function as a shared, equally weighted with each other, lens for strategic planning, budget priorities, and program development.

CHARACTERISTIC 4

Possibilities for Moving Forward

- Work towards defining what Ignatian culture looks and feels like in administrative offices, academic departments, and operational units, and building formation pathways that support every employee in developing Ignatian fluency. Each mission

opportunity available through the Office of Mission Engagement are foundational elements; however, the pathway from onboarding to sustained formation requires clearer structure, with differentiated programming responsive to role, division, and years of service.

- Brainstorm ways to protect and normalize time for discernment. This could include structured reflection at the opening of meetings, seasonal campus-wide opportunities for discernment, and explicit support for supervisors to incorporate Ignatian practices into team rhythms.

CHARACTERISTIC 5

Possibilities for Moving Forward

- Consider how to cultivate faculty leadership necessary to sustain the Catholic Intellectual Tradition over time.
- Lean into a pastoral strategy for students without Catholic backgrounds, incorporating accessible introductions to Catholic practice, structured mentoring, and programming that invites exploration without prescribing outcomes.

CHARACTER 6

Possibilities for Moving Forward

- Make the UAPs a shared reference point across department chairs, student leaders, and staff to strengthen the institution's alignment with the Society.

- Develop a long-range Jesuit recruitment and formation plan in collaboration with the Province, addressing demographic realities proactively.
- Sustain and broaden vocation promotion, both as a sign of mission vitality and as an expression of the Ignatian understanding of vocation as calling and service in many forms.

CHARACTERISTIC 7

Possibilities for Moving Forward

- Commit to a deep dive on the campus climate survey data, evaluating felt experiences of injustices and disparate treatment of all employees, treating these concerns as matters of mission integrity, not merely human resources policy.
- Establish further credible sustainability commitments beyond simply a carbon neutrality target, ensure sustainability as a mission-driven priority is given similar weight as mission priorities to service, faith, and justice, and align operations with "care for our common home" through clear targets and visible action.

- Develop a rhythm for transparent reporting to the campus community on progress against mission priorities, making accountability a public and communal practice consistent with the spirit of the Examen.

F. 2019 report [See PDF file.](#)

Holy Cross