

Mission Priority Examen Peer Visitor Committee Report

Date of Peer Visit: *February 2019*

Institution Visited: *College of the Holy Cross*

President of Institution Visited: *Rev. Philip L. Boroughs, S.J.*

Board Chair of Institution Visited: *Richard H. Patterson '80*

Peer Visitor Committee Chair: *Jeanne Lord* (Associate Vice President for Student Affairs & Dean of Students/Georgetown University)

Peer Visitor Committee Members: *Rachel Grover* (Professor of Psychology, Loyola University Maryland), *Joseph Orlando* (Executive Director of the Center for Jesuit Education, Seattle University) and *Rev. Thomas Scirghi, S.J.* (Professor of Theology & Superior of the Jesuit Community, Fordham University)

Local Self-Study Committee (Chair and Members): *Rev. William Campbell, S.J. '87* (Vice President for Mission and Chair), *Robert Bellin* (Professor, Biology and Director of Vocare), *Rev. James Hayes, S.J. '72* (Associate Chaplain for Mission), *Paul Irish* (Associate Dean of Students/Student Affairs), *Marybeth Kearns-Barrett '84* (Director of the Office of the College Chaplains), *Daniel Klinghard* (Professor, Political Science and Director of the J.D. Power Center for Liberal Arts in the World), *Michelle Sterk Barrett* (Director, Donelan Office of Community-Based Learning) and *Amit Taneja* (Dean for Diversity, Equity & Inclusion/Chief Diversity Officer)

Pre-Examen Jesuit Mission Priority Emphases: *Briefly describe the institution's Jesuit Mission Priorities in the years immediately prior to the MPE process (Material below is copied from the Institution's Self-Study Report Executive Summary).*

Since 1992, the mission-related efforts of College have been principally guided by its Mission Statement, first drafted with broad input by a faculty committee in 1988 and subsequently approved by the Board of Trustees in 1992. Subsequently, the various divisions and departments within the College, each in their own ways, have sought to reflect its vision with their practices and policies. In fact, the NEASC re-accreditation team that visited the College in 2010 noted in its report: *"As a document written in four substantial paragraphs, the Holy Cross mission statement is at once longer than statements of mission and purpose found at several comparable institutions, and yet, it seemed to us, more widely read, actively understood, and deeply valued than many."* The report also noted that the mission statement is not only printed in all the customary places but also *"imprinted on the community."*

More recently, the then-President of the College established the Office of the Vice President for Mission (2011). The Vice President for Mission works closely with the President and the other Vice Presidents to sustain and promote the distinctive mission of the College of the Holy Cross as

a Catholic, Jesuit undergraduate liberal arts institution, having voice and vote within this Executive Team, as well as easy access when necessary to the Board of Trustees through the President. The VP for Mission also serves as a resource for the various existing programs at the College and for any new initiatives that promote its mission. The resources that support the work of mission at the College include the Office of College Chaplains, the Director of Special Projects for Mission, the College Committee for Mission and Identity, a Trustee Committee on Mission and Identity, the members of the Jesuit Community at the College and all active faculty, staff, administrators, students and alumni.

In recent years, the VP for Mission has developed an informal “funneling” approach to mission, seeking to “move” faculty and staff through subsequent deepening stages of engagement with the College’s mission. These include:

+ *Awareness*: The employee has passive opportunity to become aware of the mission of the College, specifically its Catholic and Jesuit characteristics, both through “low-impact” general initiatives that are made available to multiple constituent groups and through a limited number of individually targeted initiatives, such as the inclusion of the mission statement with open job listings, the reception of personalized letters of welcome from the Vice President for Mission upon employment and the religious iconography on campus that surrounds employees in their daily activities.

+ *Exposure*: The employee actively participates in mission initiatives, both by professional requirement and by personal invitation, that allow for a more intentional “lived” experience of the mission of the College, such as faculty pre-hire interviews, general and departmental orientations and community liturgical celebrations (e.g., the Mass of the Holy Spirit and Baccalaureate Mass).

+ *Knowledge*: The employee participates in mission initiatives, primarily by targeted individual invitation, that are designed to deepen/broaden one’s awareness of the mission of the College and that require some sustained active engagement by the employee, such as one-off AJCU programs, sitting on the College Committee for Mission and Identity and participating in the Mission Seminar.

+ *Experience*: The employee is immersed in mission initiatives, either by targeted invitation or by volunteer commitment, that require sustained commitment and reflection on their lived experience of the mission of the College, such as participating in the annual Faculty Pilgrimage or the AJCU/Ignatian Colleagues Program, writing a reflection for the annual Lenten series or making the 19th Annotation retreat of the *Spiritual Exercises*.

It is hoped that this approach encourages employees to live the mission more fully daily.

In general, the approach to mission is strategic at the personal level. For example, the VP for Mission works closely with the President to determine whom to invite to participate in AJCU programming. The VP for Mission also works closely with the other VPs to determine who in their divisions will participate in on-campus programs (such as the Mission Seminar). In both cases, the approach is to provide resources to faculty, staff and administrators as they serve the College. The follow-up approach is also strategic. For example, the VP for Mission will ask *last year’s* alumni

of the Faculty Pilgrimage to write reflections for *this year's* Return To Me Lenten Series or to sit on *next year's* College Committee for Mission and Identity. The approach is also collaborative. For example, in recent years the VP for Mission has worked closely with staff from the Office of Diversity and Inclusion and Human Resources to develop a training program for employees that is sensitive to issues surrounding both mission and diversity. These employees then serve as members of search committees for open positions at the level of Director and above.

One further example of a strategic and collaborative approach will suffice: In 2010, the College leadership began preparing for a major multi-year fundraising campaign. One early planning committee had as its mandate the exploration of what could best help to bring the contemporary Catholic, Jesuit mission of the College to a new generation of students. Because of the work of this committee, the College leadership decided that the first goal of the fund-raising campaign would be the construction of a first-class “contemplative” center. This facility would allow the College to build upon its long history of Ignatian student retreats by expanding and enhancing offerings of the *Spiritual Exercises* for our students while strengthening our Catholic, Jesuit identity among our alumni, faculty, staff and administrators. This initiative quickly gained momentum among Trustees and early donors. In September 2016, the \$22 million-dollar Thomas P. Joyce '59 Contemplative Center was officially dedicated, and it has been in constant use by students, faculty, staff, administrators and alumni ever since.

We acknowledge that the primary focus of the examples cited above reflect opportunities for faculty, staff and administrative formation. We trust that the various additional examples cited below will demonstrate with equal energy how the College strives to provide opportunities for student formation that align with the College's mission.

MPE Report Characteristics

Characteristic #1: Leadership's Commitment to Mission

The Holy Cross Mission Priority Examen *Self-Study* provides significant information about the ways that leaders at the College of the Holy Cross live out their responsibility to “competently communicate and enliven the Jesuit, Catholic identity of the institution.” The study was echoed by the experience of the Peer Review Team during the campus visit, when we had extensive opportunities to dialogue with leadership at the College, and we affirm that there is a deep and pervasive commitment to the Jesuit and Catholic mission on the part of leadership at the College of the Holy Cross.

During our visit, we met with the President on multiple occasions, with the Chair of the Board of Trustees, with the Academic Vice President and other Vice Presidents who serve on the Executive Team, with the Jesuit Community Rector, and with leaders in other key parts of the College including the Office of the Chaplain, student government, athletics, and other areas. In all cases, we found a persistent love for the foundational values of the College as articulated in the Mission Statement, and an abiding desire to strengthen and advance this commitment.

We want to note some of the many ways that the *Self-Study* articulates leadership's commitment to mission. For example, all leaders are committed to their relationship with the USA Northeast Province of the Society of Jesus, and the *Statement of Shared Purpose* helps to clarify that

relationship. All leaders are committed to their relationship with the Catholic Church, both locally through the Diocese of Worcester, and with the universal Church both domestically and internationally. We had the honor of meeting with Bishop McManus, and we expressed to him how impressed we were with the College of the Holy Cross' commitment to its Catholic and Jesuit identity. We also appreciated hearing from the Ciampi Jesuit Community about their extensive involvement in the life of the Catholic Church, both on campus and in many rich ways throughout the Diocese.

The *Self-Study* recognizes that on-going formation and development is important for the Board of Trustees to be effective in their role, and we were gratified to learn of the recent day of prayer for the board at the Joyce Contemplative Center, the reading and discussion of *Ex Corde Ecclesiae*, and the opportunity every three years to participate in an Ignatian Pilgrimage, among other opportunities.

Similarly, many on-going formation and development opportunities exist for lay faculty and staff at the College, and there is a longstanding commitment to invest in mission leadership through the Ignatian Colleagues Program, an 18-month national formation program directed by the Association of Jesuit Colleges & Universities. The Joyce Contemplative Center is used extensively by all segments of the Holy Cross College community, from trustees and administrative leaders to faculty and staff and students, and we commend the way College leaders have chosen to direct resources, energy, and dedication to cultivating Ignatian spirituality.

Presidential leadership is essential in this area, and we strongly commend Phil Boroughs, S.J., for his faithfulness to this apostolate and for his consistent commitment to animating the Catholic and Jesuit mission of Holy Cross in his role as president.

To conclude this section, we approve the emerging priorities that Holy Cross has named for itself in this area of the *Self-Study*. This includes the recognition of the challenges to leading in this demanding time in the life of higher education, the Church, and the world, and their embrace of this leadership responsibility. We endorse the interest in expanding opportunities for board members to engage with the Catholic, Jesuit mission of the College. And we affirm the need to review the approach to internal communications on the part of the leadership, and to provide for more timely and transparent communications.

As a final note, we encourage the College to take this opportunity to review its mission statement, which so many mentioned during our visit and which appears in the *Self-Study*, in order to draw upon the inspiration it may provide in helping leadership move forward even more effectively.

Characteristic #2: *The Academic Life*

Through the Self-Study and on our visit, we observed the commitment of the leaders and faculty of The College of the Holy Cross to creating an academic community grounded in Catholic and Jesuit principles and focused on excellence in both teaching and research. We were particularly impressed with the highly committed and dynamic faculty who are obviously dedicated to the academic growth and personal development of the students. In reflecting on his experiences at Holy Cross, one student stated that his Jesuit education helped him “think and feel for others,” a clear testament to the values emphasized in the academic life of the college.

The tenure-track and tenured faculty we met with were aware of and engaged with the mission of the school. In fact, we were pleasantly surprised by how often the mission statement of The College of the Holy Cross was mentioned in our conversations with faculty. This is likely a direct reflection of the College's thoughtful hiring and faculty mentoring process. All faculty write about mission and diversity in their applications and meet with Vice President for Mission and the Chief Diversity Officer during their on-campus visits. These efforts likely contribute to the recruitment of mission-aware and mission-dedicated faculty. In addition, this increased focus on mission and diversity has likely contributed to the increase in the hiring, retention, and successful promotion of an increasingly diverse faculty. It is important to note that this commitment to access and inclusion is very much a part of Catholic and Jesuit ideals.

Faculty also have several opportunities to learn more about Jesuit philosophy and pedagogy. Many faculty members mentioned the transformative experience of taking part in the Ignatian Pilgrimage (an initiative originally supported by a Lilly Foundation grant and currently supported by a restricted fund maintained by the President's Office – all of which have allowed over 120 faculty to participate). The College also supports faculty engagement in the Ignatian Colleagues Program, Collegium, the 19th annotation retreat (which is now offered yearly), as well as the occasional mission focused workshop, series or reading group. Faculty reported that these experiences facilitated deep connections across campus, made Holy Cross feel like a community, and helped them to appreciate and work with colleagues in a different way.

The College of the Holy Cross is committed to teaching in the Catholic and Jesuit tradition and this is evidenced by the presence of a strong Liberal Arts Core, support and participation in Community Based Learning, and engagement in courses with Catholic themes, including many focused on social justice. One tenure-track faculty member told us that the “Jesuit environment enhanced my teaching and the ability to have a social justice focus in class is a freedom.” Students shared with us that they felt challenged by, connected to, and supported by the faculty.

The College of the Holy Cross also clearly recognizes community-engaged scholarship as a valued form of scholarship and financially supports this type of research through annual awards made possible through the Mellon Foundation. One tenure-track faculty noted that his scholarship is greatly enriched by his community engagement.

Amidst all of these clear strengths, we were able to identify some areas for growth in alignment with mission. First, faculty expressed the desire to further engage with the Catholic and Jesuit mission. They value the current opportunities, but wished there were more “daily-life” opportunities to complement the larger “time away” experiences. Therefore, we recommend that The College of the Holy Cross review their current mission-related programs and think creatively about how mission-related material might be brought to campus and integrated into the day-to-day faculty-student experience. Initiatives could include classroom connections to a “Mission Week,” year-long themes related to Jesuit pedagogy (e.g., using discernment in class, turning reflection into action), or weekly reflection times. Second, both faculty and students identified the need to work on fostering campus-wide dialogue about difficult topics (e.g., sexual assault, diversity, what it means to be a Catholic Jesuit college). Both faculty and students recognized that the College is working on this, but they felt that additional speaker series or trainings would support the current efforts. Third, we understand that the College has launched a process to evaluate the academic core courses. We recommend that you consider the possibility of including a social-justice related or

mission-related course to be part of the core academic experience of the students at the College of the Holy Cross. Both students and faculty discussed this idea with enthusiasm.

Characteristic #3: A Catholic, Jesuit Campus Culture

The Holy Cross Mission Priority Examen *Self-Study* provides numerous examples of how the College “works to foster within its students, faculty, staff, and administrators a virtuous life characterized by personal responsibility, civility, respect, forgiveness, compassion, a habit of reflection and the integration of mind, body, spirit and community.” Our Peer Review Team heard from many members of the college community about these qualities on campus, and we also witnessed them being expressed, and we affirm that there is a strong and energetic Catholic, Jesuit Campus Culture at Holy Cross.

Our campus visit began with Sunday evening Mass at St. Joseph Memorial Chapel, and we were very impressed with the large student community, the student leadership serving as lectors and musicians, the large RCIA group that was recognized during the Mass, and the student testimony at the conclusion of the Mass on the impact of his recent experience on the *Spiritual Exercises* of St. Ignatius. What an inspiring way for us to begin!

During the visit, and throughout our many meetings with students, faculty, staff and administrators, we heard from those who had benefited from the many programs, activities, seminars, lectures, retreats, immersions, reflection opportunities and service opportunities that are available for all in the College community. We visited the Joyce Contemplative Center, and we were amazed at how quickly it has taken its place in the life of the College, how much it is used, and how integrated it is into the campus community (e.g., bringing all first-year Montserrat students to JCC for an Examen evening, bringing all athletic teams and coaches to JCC for a reflection experience, and the many retreats offered throughout the year). Holy Cross is to be commended for this deep commitment to sharing the Ignatian spiritual heritage with students, faculty, staff, trustees and alumni.

We met with the Office of the Chaplains, and we were impressed with their strong and trusted presence on campus, their cultivation of a spirit of service and community outreach, their provision of opportunities for reflection and retreat, and their dedication to student learning and growth to truly becoming “men and women for others.” It is clear that students find a spiritual home at Holy Cross, and we recognize and affirm both the robust Catholic liturgical life, as well as regular ecumenical worship and ministry (through a chaplain dedicated to this community) and opportunities for interfaith prayer. We also are impressed with the commitment to dedicate a chaplain in service to the 700 student-athletes on campus.

The *Self-Study* describes the active Catholic liturgical life on campus, the many student groups that exist to put one’s faith into action, and the dedication of the Student Affairs staff to community-building, *cura personalis*, and the cultivation of reflective habits. We also note the strength of the Mission Office and the leadership of the Vice President for Mission by providing numerous programs for mission formation and development and for building a collaborative and active campus-wide Committee for Mission and Identity. Many faculty members shared the profound impact that the Ignatian Pilgrimage had on their formation, and we commend the College for such an investment in lay colleagues.

We appreciate the way that the *Self-Study* sought out reflections from students, faculty and staff, articulating experiences of the College community with regard to its Catholic and Jesuit mission. We see echoes of our own Jesuit university settings and students/colleagues in these reflections, and we honor the way Holy Cross is carrying forth an Ignatian spirit of engaging with the culture of our day and bringing a discerning heart to challenging topics.

As we conclude our commentary on this section, we affirm the emerging priorities that are articulated in the *Self-Study*. We commend the College for its dedicated efforts to enhance the quality of community on campus and for the varied efforts to cultivate understanding across differences in meaningful ways.

We affirm the recommendation to consider institutionalizing a time for the community to pause, reflect, and recollect itself. With the extensive use of the Ignatian Examen already underway on campus, we wonder if a regular campus-wide Examen may be a vehicle. We also see the power of the Joyce Contemplative Center as a place for reflection and retreat. Perhaps there is an opportunity to bring the spirit of the Contemplative Center onto campus through a time for community reflection, a way to cultivate the Ignatian spirit of being a “contemplative in action.”

Finally, we affirm the recommendation that the College undertake a review of the mission formation and development programs for faculty and staff and to assess how program opportunities may be strengthened and expanded. We suggest the College seek out input from peers in the AJCU network on programs that they provide, in order to broaden this review.

Characteristic #4: *Service*

Service is a defining characteristic of the College of the Holy Cross. During our campus visit, we heard about service from students, faculty, and administrators. Service is integrated in teaching, athletics, and student leisure time. Importantly, there is financial, personnel, and structural support for service. This campus commitment to service directly benefits both the students and the surrounding community of Worcester, MA.

The College of the Holy Cross supports several Worcester initiatives and institutions including scholarships for local students, funding for local youth recreational programs, and funding for a community access ice-rink. In addition, the College provides essential aid to Worcester in the form of student involvement with over 40 community programs and centers through the student-run Student Programs for Urban Development (SPUD). It is notable that not only does SPUD provide program assistance to community partners, but it also provides useful non-profit community-based leadership experiences for those students involved in the governing board.

Students at the College of the Holy Cross shared with us that some of their richest mission-related moments came from their experiences in Community-Based Learning (CBL). CBL is part of the fabric of student experience at the College as 600-700 students are enrolled in a CBL course each year. Students reported that they found that their service experiences encountered with CBL were richer than those they engaged in outside of CBL. They identified that in CBL, learning about systemic inequity and/or the relation between community partners and structural barriers was particularly helpful.

The commitment to service is also evidenced by the large numbers of students who engage in service after graduation. For example, Holy Cross alums participate in service-related post-

graduate experiences (e.g., Jesuit Volunteer Corps), engage with current students, and give back to the institution at high levels.

We identified a few recommendations to help fortify the already strong relationship with service at Holy Cross. First, since students mentioned how much more they learn from service that is linked to a class compared with other types of service, we encourage the College to explore ways to maximize student processing, understanding, and perspectives on service experiences. Some possible ideas to investigate might include: brief online preparatory modules on inequity and/or community history, online reflection portals, or trained student-led service reflection groups. In addition, students mentioned that sometimes it is hard to prioritize service outside of class because there is not a grade attached to it. We encourage the College to think of other ways to support accountability in service. Some ideas for consideration could include: work on individual goal setting, public time-logs, or public recognition of service hours. Finally, the College may want to consider place-based service initiatives (e.g., York Road Initiative at Loyola University Maryland). Place-based initiatives focus on a defined community that has high need and work in partnership with community members to identify ways to strengthen that community. This approach concentrates efforts in an attempt to reap greater results.

Characteristic #5: *Service to the Local Church*

Concerning the service to the local church, the College of the Holy Cross follows the description of fostering Catholic identity as stated by Bishop Robert McManus of Worcester. This identity, he says, is manifest both by participation “in the sacramental life of the Church, especially through participation in Sunday Mass, and through an active commitment to those who are marginalized in our society in many ways.”

We began our visit with the Liturgy of the Eucharist on Sunday evening. The College celebrates a reverent and robust liturgy. The music, under the direction of Mr. Laurence Rosania, brought the congregation together, joyfully, in sacred song. The ministers carried themselves with dignity, and the preaching made the Word of God accessible to the student assembly. From here, the congregation was dismissed and sent into the world of the local church.

The College provides a generous and diverse service to the local church. The most visible form of service is shown through the student involvement throughout the City of Worcester. The many activities carried on by the students are listed in *Characteristic #4*. The SPUD organization (Student Program for Urban Development), involving a large number of students, is just one student project in service to various diocesan sponsored agencies.

The Jesuit Community is generous in its service to the city. The Fathers provide sacramental assistance in three parishes, where they celebrate the liturgy, hear confession, offer spiritual direction, and preach for special occasions. They also avail themselves for special events at the request of the bishop.

On campus, the Office of College Chaplains offers many ways for the members of the campus community to enrich their spiritual formation and to develop an integrated prayer life. A large staff of chaplains is available to the student body, with two chaplains assigned to each class. The Joyce Contemplative Center provides a spiritual oasis for all members of the College, where they gather to focus on individual prayer as well as to foster communal fraternity. The work of the Chaplain’s

Office and the experiences at the Joyce Contemplative Center encourages the members of the community to embrace the Ignatian charism to be “contemplatives in action.”

Currently, the Provost and faculty are reviewing options for the College’s core curriculum. We encourage the College to continue exploring the best ways for students to be exposed to the Catholic Intellectual Tradition. We believe that this effort may serve to broaden the understanding and experience of all students in the foundational elements of the Catholic faith. However, we recognize the challenge of balancing course loads and expectations in an undergraduate curriculum, and we trust the academic leadership to make the best choices for how to proceed in this regard.

Characteristic #6: *Jesuit Presence*

The Jesuit presence is quite visible and vital to the life of the campus community here at Holy Cross. The Jesuits are involved with academics and administration, as well as with the spiritual, sacramental, and social life of the College. They practice an openness to the campus by literally opening their house. Throughout the academic year, students and faculty are invited into Ciampi Hall. Fr. William Campbell, for example, brings various student groups into the house for dinner on a regular basis. The house has ample space to accommodate small meetings and meals. In summer, the Jesuit community hosts an “open house” for the parents of new students, as part of the orientation program. During Senior Week, Jesuits conduct a tour of the campus called “Hidden in Plain Sight,” uncovering the history of the College with its Jesuit heritage.

Holy Cross is a Jesuit college. However, with the Jesuit community declining in numbers, the Jesuits wisely have sought to include their lay colleagues in the promotion of Ignatian values. The “Ignatian Colleagues Program” helps to promote collaboration on the campus. This program could serve well as a model for Jesuit colleges for developing colleagues in the spirit of Ignatius of Loyola. This is an immensely successful program, and praised by many of the faculty and staff. It serves to bring together members of the diverse community who normally would not meet one another, as they tend to dwell in their departments and offices. This program has resulted in a vibrant sense of collegiality in service to the mission of Holy Cross and for passing on the Ignatian values.

It was interesting to discover the pronounced presence of these values among the student body. We heard this in discussion with several student leaders. Ironically, the recent student protest over sexual misconduct helped to bring these values forward. The student leaders explained clearly that this “sit-in” in the corridor of the president’s office should *not* signal an attitude of “us against them.” Rather, they explained that they were fueled by the Jesuit value of becoming “men and women for and with others.” While no institution is immune from such controversy, it is realized that how the constituents of a Jesuit college respond will make all the difference. The students, in their protest, seemed to be embodying the principles which they have heard for several years, and have taken to heart. Their student orientation theme of “Live the Mission,” has borne good fruit. The Jesuit community is to be commended for their efforts in promoting these values.

Finally, the Jesuit community, in cooperation with the Office of the Chaplain, might consider organizing a celebration of Jesuit history and heritage, perhaps an “Ignatian Week.” This may prove timely as the College celebrates its *dodransbicentennial* (the 175th anniversary). The celebration could be carried on in cooperation with the various academic departments as well. It

would be an opportunity for the College to show off its rich Ignatian heritage and the vibrant Jesuit community.

Characteristic #7: Integrity

The Visiting Team affirms that the management and administration of the College of the Holy Cross reflect its Catholic and Jesuit mission and identity. We witnessed this in the *Self-Study* and during our time on campus, and we echo the words in the 2010 NEASC accreditation report, and affirm that the mission of Holy Cross “is imprinted on the community.”

We commend the College for its care for the well-being of its staff, expressed through a robust benefits program, as well as through the sense of purpose and belonging that Holy Cross instills and fosters. In our conversations with staff, we heard repeatedly how these programs and policies impact the lives of Holy Cross staff. We also experienced their lived reality in the spontaneous interactions that took place during our visit, as when a member of the custodial staff proudly stated that she worked in “her” building, or when a newly promoted manager expressed gratitude for the trust his supervisor had placed in him, and his own commitment to providing similar opportunities for his staff. The *Self-Study* notes that 50 children of Holy Cross employees received tuition benefits last year; clearly, the impact of this benefit is far-reaching and reflects the foundational mission of the College.

The *Self-Study* discusses concerns raised by faculty and students about issues of sexual respect and sexual misconduct on campus. In the week preceding our visit, the College had experienced significant tensions and addressed student activism around these issues. Both the President and Provost spoke candidly, and with appropriate concern about the incidents which led to this activism and the subsequent demands for increased transparency from the administration.

We acknowledge the College’s efforts to educate all members of the community about the legal requirements and ethical context of Title IX, and recognize that this is an issue which challenges all institutions of higher education in the United States. We commend Holy Cross for the work done by their TIX office, and suggest that they explore models at other schools which engage a range of campus partners in the ongoing work of addressing these issues. A model which has worked well at Georgetown is the Sexual Assault and Misconduct Advisory Committee (SAMAC) which is co-chaired by a senior administrator, as well as a by tenured member of the faculty.

The College has identified three Emerging Priorities: consideration of long-term admission and financial aid policies, review of mission-related programming, and continued efforts to leverage the renaissance of the city of Worcester. All of these reflect and promote the mission of the College in important ways. Consideration of admission and financial aid policies is critical, not only at Holy Cross, but in the national higher education landscape. We agree that expanding mission-related programming is a meaningful goal; the Contemplative Center is a rich resource, and making it available for staff programming - retreats, for example - may be worth considering. Finally, we commend the College for its vibrant engagement with the city of Worcester. Strengthening this relationship benefits both the city and the College.

Jesuit Mission Priorities Proposed in the Institution's Self-Study: *Copied from the Institution's Self Study Report Executive Summary*

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.

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. Their reports will be submitted to the care of the College's Executive Team, who will share them with the community in April and who will then see to their implementation as soon as possible.

Priority #3: *Enhancing and Clarifying an Articulation of What it Means for the College of the Holy Cross to be a Catholic and Jesuit 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 department, 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.

MPE Process

Was the process thorough, inclusive, and in keeping with the character of an Ignatian Examen? Please explain.

The Visiting Team commends the College for its thorough and thoughtful approach to the MPE process. Under the leadership of the Vice President for Mission, the process intentionally engaged all constituencies in the College: students, faculty, staff and the Jesuit Community. A *Self-Study* Steering Committee provided oversight to seven subcommittees, each focused on one of the characteristics in the guiding document. Particular attention was given to ensuring student and Trustee participation in the subcommittees.

In the spirit of the Ignatian Examen, the process began with reflection, acknowledging the strengths that mark the life of the College, as well as the areas that can be nurtured and enhanced.

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

We commend the College of the Holy Cross for beginning the articulation of its Mission Priorities in gratitude. With this as the foundation, we believe that the priorities identified here are the most appropriate way for the College to nurture and strengthen its Catholic and Jesuit mission and identity. In articulating the need to improve the campus climate and to foster a community marked by inclusion and respect, the College reflects its Mission Statement, acknowledging its diversity and aspiring to “build a community marked by freedom, mutual respect and civility.”

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

In our conversations with faculty and staff, we encountered strong support for the priorities that the College has identified. The staff and the tenured faculty we spent time with were aware of the *Self-Study*; some had been actively involved in the process, either leading or serving on a subcommittee. Tenure-track faculty, on the other hand, were less aware of the *Self-Study* process, and we attribute this to the fact that most of these faculty have been at the College no more than two years.

Faculty and staff who had participated in the MPE process were deeply reflective about the experience, and engaged us in robust discussion of the proposed Jesuit Mission Priorities. We experienced, in countless ways and on numerous occasions, the deep gratitude of the Holy Cross community for the blessings of financial, material and human resources which they enjoy. We heard faculty and staff express their enthusiasm and strong support for the College’s commitment to fostering a more inclusive and respectful community, one reflecting the Catholic and Jesuit values at the foundation of their communal life. We should also note that we were pleasantly surprised by how often the mission statement of the College was mentioned in our conversations with faculty.

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

The Trustees of the College demonstrate a strong commitment to supporting the College in its realization of the Mission Priorities. A visible and deeply affirming example of that commitment was the active presence of the Chair of the Board of Trustees throughout the three and a half days of our visit. In addition to participating in many of our meetings with faculty and staff, the Chair joined us each evening for Mass and dinner with the Jesuit Community, providing opportunities for further exploration of the ways in which the Trustees are committed promoting the Catholic and Jesuit mission of the College. In addition, the Chair accompanied the President to visit Bishop McManus. Referencing our observation on *Characteristic #1*, “We found a persistent love for the foundational values of the College as articulated on the Mission Statement, and an abiding desire to strengthen and advance this commitment.”

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

After careful reading of the *Self-Study* and rich conversations with the senior leadership of the College, with the Characteristics subcommittees, with students and with members of the Jesuit Community, we believe that the Jesuit Mission Priorities and the strategies identified to realize them are both practical and achievable.

Mission Priority # 1:

The commitment to re-affirm and celebrate the many resources of the College provides a strong foundation for the achievement of the two following Priorities.

Mission Priority # 2:

Here, the *Self-Study* identifies three strategies designed to improve the campus culture and embrace the growing diversity of the College. We agree strongly that well-designed and mission focused programs must be mandatory and integrated into the fabric of campus life and of the campus calendar.

We agree that addressing the issue of sexual misconduct and respect is critical, noting the challenges to understanding the roots of sexual discrimination, violence and existing campus power structures, and we affirm the thoughtful and significant work addressing these issues that we witnessed during our visit to campus.

Finally, while the College demonstrates its commitment to the flourishing of all members of the community a (perhaps somewhat expected) stratification remains. Making formation programs available to employees currently not eligible for them might be a good place to begin.

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

This has been addressed in the report on Characteristics 1-7 above.

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

No changes have been made to the Peer Visitors Report.

Peer Visitor Committee's Recommendation

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

At the College of the Holy Cross, the Peer Review Team experienced a vibrant and faithful Catholic and Jesuit community. We enthusiastically recommend that Fr. General – on behalf of the Society of Jesus as both the founding and continuing sponsor – reaffirm the Catholic and Jesuit status of the College of the Holy Cross.

Additional Comments:

It has been our privilege to join with the Holy Cross community in this process of reflection on the ways in which the College lives out its Catholic and Jesuit mission. We have had remarkable and deeply moving conversations with many members of the Holy Cross community, but no experience has been more affecting or reflected more authentically the Catholic and Jesuit identity of this community than our time with students. Students welcomed us at Mass, they broke bread with us, and they shared their stories with us.

We end, as we began, with the Mission Statement, and affirm that in its 176th year, the College of the Holy Cross continues to educate and form *leaders in business, professional and civic life* and who will... *encounter the intellectual heritage of Catholicism, form an active worshipping community, and become engaged in the life and work of the contemporary church.* If, as Fr. Kolvenbach, S.J., reminds us, the measure of our educational institutions is in whom our students become, then the College of the Holy Cross can be proud.