

# Mission Exam & Reaffirmation 2016

# University Mission Examen and Reaffirmation

John Carroll University

A Self-Study  
2015-2016

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## Overview:

Founded in 1886, John Carroll is a private, coeducational, Jesuit Catholic university providing **programs of study** in the liberal arts, sciences, and other select programs for approximately 3,100 undergraduates and 500 graduate students. As one of 28 Jesuit colleges and universities in the United States, John Carroll is sponsored by the [Midwest Jesuits of the Society of Jesus](#). Academically, the University consists of the **College of Arts and Sciences** and the John M. and Mary Jo **Boler School of Business**, which both include graduate programs. The campus consists of 26 buildings situated on sixty acres of beautifully landscaped property in University Heights, Ohio, a residential suburb 10 miles east of downtown Cleveland.

## Vision:

John Carroll University will graduate individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

## Mission:

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

## Core Values:

The University's core values include a commitment to learning in order to create:

- An environment of inquiry, which embraces Jesuit, Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the University welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.
- A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
- A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
- An inclusive community where differing points of view and experience are valued as opportunities for mutual learning.
- A culture of service and excellence that permeates every program and office.
- A commitment to sharing our gifts in service to each other and the community.
- A campus that responds to demographic, economic, and social challenges.
- An appreciation that our personal and collective choices can build a more just world.

## University Learning Goals:

**Preamble:** The vision of Jesuit higher education for the 21st century is to graduate individuals with a well-educated solidarity who are contemplatives in action---morally responsible, aware of the fundamental challenges facing the modern world, with a depth of knowledge and strength of character to work creatively and compassionately for a more just and humane society. Within this vision, a John Carroll education is distinguished by the respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning throughout the entire student experience. A commitment to excellence and academic rigor animate our way of proceeding--graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

We express this commitment in terms of the following four university learning goals informed by our Jesuit, Catholic heritage:

- **Intellect:** John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning in service to others, our students will:
  - Develop habits of critical analysis and aesthetic appreciation
  - Understand the religious dimensions of human experience
  - Apply creative and innovative thinking
  - Communicate skillfully in multiple forms of expression
  - Demonstrate an integrative knowledge of the human and natural worlds
- **Character:** John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:
  - Cultivate a habit of reflection
  - Understand, value, respect their own and others' talents, unique characteristics, and socio-cultural identities
  - Develop a personal belief system that is guided by Ignatian values such as care for the whole person, respect, integrity, excellence, justice, and inclusivity
  - Practice healthy lifestyles grounded in mature decision making
  - Act competently in a global and diverse world
- **Leadership:** John Carroll students will recognize themselves as agents of positive change for and with others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will
  - Claim their identities as discerning leaders
  - Apply a framework for examining ethical dilemmas
  - Employ leadership and collaborative skills
  - Lead ethically and live in congruence with their personal belief system

- **Service:** John Carroll students will act for justice through responsible service to their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with those in need, our students will:
  - Understand and promote social justice
  - Actively work toward creating a more inclusive and welcoming community
  - Participate in their communities as engaged citizens who serve and advocate for those in need

## University Strategic Plan: Promise and Prominence<sup>1</sup>

*John Carroll's compact with its students, faculty, staff, alumni, and friends is grounded in its Jesuit Catholic vision, mission, and core values. Embracing these, we will work in the next five years to achieve three goals. Each goal, as it is realized, will broaden opportunities for our students and increase their capacity to become engaged world citizens within a distinctly Ignatian framework.*

- **Academic Excellence for Student Learning and Success** animates the Ignatian traditions of intellectual rigor, local and global citizenship, and support for student learning and well-being.
- **Faith That Does Justice** charges the University to address social challenges facing our local and global communities through the Ignatian model of reflection and action.
- **Engaged Campus Community** challenges us to sustain a dynamic and collaborative workplace by embracing the Ignatian ideal of *Magis*, the greater good.

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<sup>1</sup> See Appendix for the full text of the strategic plan.

## Introduction:

In 2012, the president of the Association of Jesuit Colleges and Universities (AJCU), in collaboration with the Jesuit Provincials of the United States, released a document titled *Some Characteristics of Jesuit Colleges and Universities: A Self-Assessment Instrument*. The document “is intended to be used by Jesuit universities and colleges in the United States as a tool for self-improvement, particularly with regard to their fulfillment of their Jesuit and Catholic identity” (from the Preface).

John Carroll has been invited by a Coordinating Committee of the AJCU and Provincials to be one of three pilot schools to undergo a process of mission examen and reaffirmation in 2016. Distinct from a process of accreditation, the mission examen and reaffirmation begins in gratitude, reviews past and present moments of achievement and challenge, and looks forward in the hope of advancing the university’s Jesuit Catholic mission. Although the process is still under development, the Coordinating Committee suggests it includes:

- Writing a self-study informed by the Some Characteristics document
- Identifying existing mission strengths and forward-looking mission priorities
- Hosting a peer-review site visit to affirm and explore the above
- Submitting a final report with an appropriation of the visiting team’s comments

Our story is one of intentional and integrated university-wide collaboration to animate Ignatian principles and pedagogy in the service of faith and the promotion of justice, while striving toward inclusive excellence. We are grateful to play a significant role in embracing and furthering the Jesuit apostolic mission of the 21<sup>st</sup> century. In a complex globalized world, the timeless values of commitment to academic excellence, care and attention to educating the whole person, and equipping students with the capacity to find God in all things, provide essential compasses for our students and who they become. Many of our recent key documents such as our Integrated Core Curriculum and our strategic plan, *Promise and Prominence*, are demonstrably and visibly informed by our commitment to Jesuit mission and values, to a faith that does justice in service to society.

In addition to such key documents, our practices reflect this mission intentionality. Whether expressed in our hiring procedures, our faculty and staff development efforts, or our institutional response to justice issues, the common thread is an emphasis on the defining features of Jesuit education. We would go so far as to claim that many members of our faculty and staff, as well as our students, can speak in a meaningful way about the promotion of justice, solidarity with the poor, care for the whole person, and a commitment to the common good. Our aspirations around these values are succinctly encapsulated in our University Learning Goals of *intellect, character, leadership, and service*.

As part of this mission examen and reaffirmation process, we look forward to welcoming peers from the AJCU network who will provide us with an opportunity to reflect deeply on the mission achievements and priorities expressed in the following document.

## Characteristic #1: Leadership's Commitment to the Mission

At the highest levels of the university, leadership is committed to engaging, promoting and enlivening the Jesuit Catholic mission in deep and broad ways. The capacity of the university's leaders to advance the mission is evidenced by their ability to articulate and integrate the mission into the programs, plans, and policies of the university. Leaders are carefully selected and are formed for mission.

### Mission Articulation and Integration

The complete mission statement is a robust articulation of the ways in which John Carroll's commitment to its Catholic and Jesuit heritage inspires and animates its way of proceeding as a university. The statement is a constant referent that inspires strategic planning efforts, core revision, program development, and a variety of other university activities illustrated below. The familiar abbreviated statement is visible throughout campus and is replicated on the back of every university business card. It reads:

*As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.*

The Mission Statement animates and inspires university leaders, informs all major university documents and decisions, and is integrated deeply into the life of the university, as evidenced below.

- The Mission, Vision, Core Values, and Strategic Initiatives Statement (2007) emerged as a guiding document at the beginning of Fr. Niehoff's presidency. Reflective of his expressed commitment to engaged learning, globalization, and a faith that does justice, this document set our way of proceeding for the next several years, resulting in many of the mission-initiatives described in this document. The first of the core values eloquently states both the depth and breadth of the way mission is understood and discussed across campus.

*John Carroll is an environment of inquiry, which embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the university welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.*

- The Catholicity Statement (2008). - Rev. Howard Gray, S.J., (Assistant to the President for University Mission at the time) consulted widely with the university community during a two-year period to formulate a clear statement of how John Carroll University is distinctly Catholic. This statement is intended to communicate how the university sees its role in maintaining its Catholic identity in our academic programs and student life. An abbreviated version of the statement, in brochure form, is included in faculty and staff hiring packets and is used during new employee orientation programs. The brochure titled *The Jesuit, Catholic Identity of John Carroll University* was recently updated with new language and repackaged for use among a wider audience.<sup>2</sup>

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<sup>2</sup> The Association of Catholic Colleges and Universities (ACCU) used the collaborative development of John Carroll's Catholicity Statement as a case study in its publication *A Mission Officer's Handbook: Collaborating with Partners, Volume II* (2015).

- [Academic Planning Task Force \(APTF\) Report \(2013\)](#). During the course of four years, the APTF went through a multi-phase process and formed five working groups to study and make recommendations on advising, a new core curriculum, teaching excellence, interdisciplinary programs, and faculty workload and recognition. Among other things, their work resulted in a new integrative curriculum, the development of new programs, and a cohort-advising model.
- [University Learning Goals \(2015\)](#). The University Provost Council undertook a year-long process of articulating a set of university-wide learning goals to describe the transformative education our students undergo. A group of faculty and professionals from Student Affairs, Mission, and the Center for Service and Social Action drew deeply from the university's Jesuit heritage to frame four overarching goals-- *Intellect, Character, Leadership, and Service*—along with their objectives and a preamble.
- [Promise and Prominence: John Carroll University's Strategic Plan 2015-2020](#). During the past year and a half, the university community has been involved in a reflective, collaborative process to establish a strategic plan for its next five years under the auspices of the University Strategic Planning Group, chaired by the Provost and Academic Vice President. The requisite internal scanning that began the process yielded deep gratitude across the university for our Ignatian heritage and Jesuit mission. The resulting plan, which was approved by the Board of Directors in fall 2015, reflects how deeply the mission is integrated into the life of the university.

### **Forming Companions in Mission**

In response to the challenges and invitations of recent General Congregations of the Society of Jesus, the leadership of the university is deeply committed to developing a critical mass of *leaders* who are capable of informing and forming others for mission. This commitment can be seen through funding and regular participation in programs such as:

- Association of Jesuit Colleges and Universities (AJCU) conferences
- The Ignatian Colleagues Program, which was hosted at John Carroll for its first six years at the invitation of Fr. Niehoff.
- Other formation programs offered by the AJCU, Heartland/Delta, and the Association of Catholic Colleges and Universities (ACCU), such as:
  - Heartland/Delta's Faculty Conversations and Triennial Gatherings
  - The AJCU Leadership Seminar
  - The Institute for Administrators in Catholic Higher Education
  - Collegium: A Colloquy on Faith and the Intellectual Life
  - Loyola University Chicago's Sustainability Conference
  - Xavier University's Women's Salon
- Regional, national, and international events and programs hosted and sponsored by John Carroll University, which include:
  - The Magis National Faculty Retreat, which originated at JCU (2004).
  - Justice in Higher Education Triennial Conference welcoming more than 200 delegates from throughout the AJCU network (2005).
  - The Vocation of the Teacher in the Ignatian Tradition international conference sponsored by the Cardinal Suenens Center in Theology and Church Life (Paris, 2006).

- The Heartland/Delta V gathering of more than 300 delegates from nine AJCU schools (2007)
- The World Union of Jesuit Alumni Conference, which will welcome alumni and friends of Jesuit education from throughout the world (June 2017).

Building skills through these and other formational and informational opportunities, faculty and staff contribute significantly to the mission through teaching, advising, and caring for our students, as evidenced throughout this report.

## Board of Directors

The Board of Directors bears ultimate responsibility for ensuring the mission is lived out authentically now and in the future. The Board consists of a minimum of three Jesuits (currently there are six) who work in partnership with a largely lay board of women and men, many of whom are alumni of the university. These talented individuals give generously of their time, expertise, and resources and are deeply invested in the mission of the university. Evidence of this investment is demonstrated by:

- **Board Formation.** Board members undergo an initial orientation to the mission during the beginning of their term and participate in ongoing education about the mission during annual board retreats and brief, thematic mission reflections or updates at the beginning of each board meeting. This year, for example, the directors are viewing segments of the video developed for the July 2015 worldwide gathering in Melbourne of Jesuit institutions titled, “Expanding the Jesuit Higher Education Network: Collaborating for Social Justice.” Once a year, usually at the board retreat, directors participate in an elongated mission-focused discussion facilitated by the VP for mission or an invited guest. Two years ago, the focus was on the [Some Characteristics of Jesuit Higher Education](#) document, and last year, an experience of the Examen served as a foundation for their work on assessment and governance.
- **Board Leadership.** On October 11, 2013, the former Board Chair, Mr. David Short ’81, accompanied Fr. Niehoff to the first-ever meeting between Fr. Adolfo Nicolás, Superior General of the Society of Jesus, and the board chairs of AJCU schools. As a follow up to this historic meeting, Mr. Short was asked to chair a gathering of board chairs the next year. The current chair, Mr. Michael Merriman ’78, continues to lead the board for mission in a similar vein and is focusing on strategic planning and assessment metrics for mission.
- **Board Committee on Mission and Identity.** After lengthy consultation and study, the board established a standing Committee on Mission and Identity in 2013. The purpose of the committee is to ensure the Mission and Identity office at John Carroll operates with a clear set of priorities, is appropriately resourced and staffed, and that the programs and plans are effectively executed and regularly reviewed and assessed. In 2015, the committee was expanded to include, as *ex officio* members, the rector as well a student and a faculty representative, and soon a staff representative will also be added. The committee has recently adapted its [Board Charge](#) to include oversight for the more intentional formation for mission of the board members themselves. This is an emerging mission priority for John Carroll, as it is for most Jesuit colleges and universities.

- **Mission Priority Setting.** By approving the Catholicity Statement (2008), the Shared Purpose Agreement (2010), The Forever Carroll Campaign with its Mission funding priority (2012), The University Learning Goals (2014), and *Promise and Prominence: The Strategic Plan for John Carroll University 2015-2020*, the board demonstrates the central priority of the Jesuit Catholic mission and identity.

## University President and Senior Leadership Team

### *President*

Since his 2005 inaugural address, John Carroll's President, Rev. Robert L. Niehoff, S.J., has clearly and consistently called for a more inclusive and diverse community to create a learning environment that engages the world and promotes justice. Under Fr. Niehoff's leadership, the university has made notable advancements to realize this vision of becoming a more inclusive community committed to a faith that does justice in the region and in the world. Some of these advancements are:

- The Forever Carroll Campaign was established to support four mission-related priorities: Investing in Students, Enriching the Academic Experience, Building on our Jesuit Heritage, and Enhancing the Student Experience. To date, the campaign is at \$98.9 million towards a \$100 million goal.
- The percentage of students identifying as racial or ethnic minorities has increased from 9% to almost 15%.
- The Office of Multicultural Affairs was reestablished as the Center for Student Diversity and Inclusion, with a broader focus on inclusive excellence.
- An Office for Institutional Diversity and Inclusion was established in the Provost Office and an Assistant Provost for Diversity and Inclusion has been hired.
- The John Carroll Access Initiative has been established to enable qualified, Pell-eligible students to matriculate to John Carroll and graduate at the same rate as other students.
- The Center for Community Service was re-imagined, giving rise to the Center for Service and Social Action (CSSA), which has become a vibrant center of life for the university.
- An Office of University Mission and Identity was established and included in the Forever Carroll Campaign as a funding priority.
- A Mission-Leave Policy was instituted, enabling staff and administrators to engage in community service and other mission-related activities during work hours.
- John Carroll became the fifth AJCU institution to be certified as a Fair Trade University.
- A Sustainability Committee was established to educate and change the campus culture and practices around issues of ecological justice and environmental sustainability.
- In December 2015, Fr. Niehoff accompanied a group of fifteen students to El Salvador as part of a collaborative commemoration with the Ursuline Sisters of Cleveland of the 35<sup>th</sup> Anniversary of Martyrdom of the Churchwomen of El Salvador.
- A presidential task force was created to respond to the December 2015 demands for greater diversity and inclusion respectfully submitted to the President by students from the JCU African American Alliance.

### *Senior Leadership Team*

Assisting the President on the Senior Leadership Team are: the Provost and Academic Vice President, along with Vice Presidents for: Advancement, Administration, Enrollment, Finance (position currently vacant), Mission and Identity, and Student Affairs. All are deeply familiar with and committed to Jesuit, Catholic education, and together they are responsible for advancing the mission of the university by exercising mission-based leadership and fiscal stewardship within and throughout their divisions.

- All are active members of their respective AJCU Conferences, and many have held leadership positions within these conferences.
- All have been involved in AJCU mission leadership programs such as the Ignatian Colleagues Program or the Leadership Seminar.
- The Vice President for University Mission and Identity, by virtue of position and requisite training and experience, bears a special responsibility for integrating mission throughout the university by collaborating with the other vice presidents on mission related programs, policies, and initiatives that are informational and formational. These are discussed under Characteristic 7 on Integrity later in the report.

Evidence of the many ways mission animates their work, and that of their divisions, may be found in summary form in the respective annual publications and reports. See, for example:

- [University Annual Report](#)
- [Provost Annual Report](#)
- [Division of Student Affairs Annual Report](#)
- [Center for Service and Social Action Annual Report](#)
- [Campus Ministry Annual Report](#)
- [John Carroll Alumni Magazine](#)

### **Academic Deans**

Together with the Provost and Academic Vice President, the Deans of both the Colleges of Arts and Sciences and the Boler School of Business ensure the student learning experience and engagement reflects the university's Jesuit Catholic mission in and across their respective colleges. They also work to ensure academic programs align with the University Learning Goals of intellect, character, leadership, and service. Their responsibilities for mission include:

- The integrative curriculum that extends into the student's major.
- The assessment and ongoing development of academic programs of study.
- The integration of engaged learning experiences such as internships, service-learning opportunities, and student-teaching experiences.
- The hiring and development of faculty who will support the mission of the university through their teaching, research, and service.
- Academic advising by faculty.
- Assessment, planning, and budgeting of all academic programs.

Both the Dean of Arts and Sciences and the Dean of the Boler School of Business were hired during the summer of 2015 after extensive national searches. They were provided with copies of our mission documents as part of their interview packets and engaged in serious conversations

about mission throughout the hiring process. A member from the Board of Directors sat on each search committee, and candidates had extensive mission conversations with the Senior Leadership Team, the Vice President for Mission and Identity, the Associate Provost for Diversity and Inclusion, the Provost and Academic Vice President, and the President of the University—all of whom have a particular interest in ensuring a fit for mission. As a result of this intentional focus on mission, the university now enjoys the leadership of two deans who share a deep commitment to the mission and the way it is expressed through their respective colleges.

## **Tensions and Emerging Mission Priorities**

### *Tension*

The commitment to form professional colleagues for mission takes an investment of time and institutional resources to do it well. In light of limited resources and competing demands on faculty and staff from within and beyond the university, realizing this commitment presents a significant challenge.

### *Emerging Mission Priority*

As we look toward the future, we build upon the above strengths to develop intentional and realistic formation programs for Board members, faculty, and staff that follow a “train the trainers” model and can be delivered locally and efficiently.

## Characteristic #2: An Academic Life that Reflects the Jesuit Catholic Mission

Since 2000, when then-Superior General of the Society of Jesus, Fr. Kolvenbach, issued his [clarion call to Jesuit education](#), John Carroll University and other Jesuit Universities have worked to make the broader mission of the Society of Jesus—in the service of faith and promotion of justice—the engine for reforms and improvements in academic programs and policies, in student life, in the allocation of resources, and in administrative practices and policies. Recently, the commitment to a faith that does justice, combined with *cura personalis* (care for the whole person), have enhanced academic life through the development of a new integrative curriculum and academic programs, faculty development efforts, and the integration of learning across the entire student experience.

### Academic Planning

During the course of four years from 2009-2013, the [Academic Planning Task Force \(APTF\)](#) went through a multi-phase process and formed five working groups to study and make recommendations on: advising, a new core curriculum, teaching excellence, interdisciplinary programs, and faculty workload and recognition. Among other things, their work resulted in a new integrative curriculum, the development of new programs, and a cohort advising model, which are deeply influenced by the university's Jesuit mission and Ignatian heritage as shown below.

### Integrative Core Curriculum

The new [Integrative Core Curriculum \(ICC\)](#) is composed of four categories of courses, all aligned to achieve the academic learning outcomes. The ICC is a vertical core where foundational skills are reiterated in other parts of the core and in the major. Students begin their core courses with a focus on foundational competencies: written expression (writing), oral expression (oral presentation), and quantitative analysis. They continue honing these foundational skills in the integrated courses, which provide a multidisciplinary approach (team-taught courses and linked courses) to key problems and issues in three categories: Engaging the Global Community, Exploring the Natural World, and Examining Human Experience. Students also develop their global literacy in the language component of the core. Finally, students take courses in Philosophy, Theology & Religious Studies, issues in social justice, and the creative and performing arts, which provide them the opportunity to concentrate on disciplines fundamental to Jesuit pedagogy.

The new Core Curriculum integrates into a student's major program in two ways. First, several courses offered as part of the curriculum are also electives for majors, including courses in Philosophy, Theology & Religious Studies, and Issues in Social Justice, as well as courses that are team-taught or linked as part of the integrated courses: Engaging Global Community, Exploring the Natural World, and Examining Human Experience. Second, as a requirement for each major, all students must take an additional writing course and give an oral presentation in a course or another venue, both of which build on the foundational writing and presentation skills they gain in their first-year core courses. All students must also complete a capstone experience, which allows them to demonstrate their achievements within their field of study and to reflect on the work they have done for the major and for the entire curriculum.

The new integrated core curriculum was informed by an emphasis on the rigorous intellectual practices that will develop and refine a student's capacity for the deep analysis needed to be critical thinkers and effective leaders. It emphasizes integration as a key intellectual disposition needed in 21<sup>st</sup> century, and it foregrounds global citizenship. All of these components resonate with principles informed by Ignatian spirituality.

## University Learning Goals

In the fall of 2015, the Provost Council of the University undertook a year-long process of articulating a set of university-wide learning goals to describe the transformative education our students undergo. A group of faculty and professionals from Student Affairs, Mission and Identity, and the Center for Service and Social Action drew deeply from the university's Jesuit heritage to frame four overarching goals-- *Intellect, Character, Leadership, and Service*—along with their objectives and a preamble.

## Development of Mission-Related Academic Programs

Within individual colleges and departments, faculty and administrators have established academic programs that exhibit a commitment to mission. A sampling of programs are highlighted below.

- [Major and Minor in Theology and Religious Studies](#)
- [Catholic Studies Minor](#)
- [Spiritual Health and Wellness Graduate and Certificate programs](#)
- [Vatican City Fall Semester Study Abroad](#)
- [Peace, Justice and Human Rights Northern Ireland Summer Institute](#)
- [Segundo Montes Lecture Series](#)
- [Fr. Woelfl Lecture Series in Public Policy](#)
- [Major in International Business with Language and Culture](#)
- [Leadership Development Minor](#)
- [Master of Arts in Nonprofit Administration](#)
- [Population and Public Health Minor](#)
- [Crisis Mapping and Humanitarian Action](#)
- [The Arrupe Scholars Program](#)
- [The Leadership Scholarship](#)
- [The Honors Program](#)
- [The Honduras Medical Immersion Experience](#)
- [McGregor Grant for Globalizing the Curriculum](#)
- [McGregor Grant for Poverty Studies](#)

## Faculty Hiring, Development and Life:

- **Hiring for Mission.** All candidates for faculty positions at John Carroll receive a welcome packet that includes our Mission, Vision, and Core Values statements along with a brochure that explains our Jesuit Catholic Identity as a “single reality” that animates all parts of university life, calling us to welcome people of all faiths and no faith who share a common interest in advancing our mission. Both the dean and the provost discuss the university mission with the candidates, inviting them to imagine how they might contribute to the mission through their teaching and research.

- **Faculty Orientation and New Faculty Seminar.** All new faculty receive a mission-centered, daylong orientation to the university as they are welcomed to the community of teacher scholars at John Carroll. The one-day session serves as an overture for the New Faculty Seminar in which they will participate throughout the first year. Among other things, they will learn about the mission-inspired University Learning Goals, Ignatian pedagogy and Jesuit values in higher education, and *cura personalis* in student life.
- **Faculty Development for Mission.** The university invests significantly in a number of mission-based faculty development opportunities at the local, regional, and national levels. For example:
  - Each summer, the university offers approximately up to four \$5000 course development grants for courses related to our Catholic or Jesuit Heritage, as well as course development grants to support the Jesuit Heritage component of the new Core.
  - The Office of Mission and Identity sponsors approximately six to eight faculty members to participate in national and international student immersion trips through the Dean Brackley, SJ fund.
  - Regionally, faculty members participate in Heartland/Delta Annual Faculty Conversations weekends and Triennial Gatherings as well as other programs such as Loyola's Sustainability Conference and Xavier's Women's Salon.
  - Nationally, one faculty member is selected each year to participate in ACCU's Collegium and one in AJCU's Ignatian Colleagues Program.
- **Faculty Advising, Mentoring, and Student Research - *Cura Personalis*.** Faculty policies and practices at John Carroll are such that the students are ensured a great deal of contact and care from the faculty throughout their four years. At Orientation, incoming students have lunch, advising sessions, and one-on-one appointments with their faculty advisors. This relationship continues into "Streak Week" before classes begin and throughout the first year as part of our new cohort-advising model. In many departments, faculty are encouraged, or even required (as in the Chemistry department), to publish research with students whenever possible, as witnessed each spring during the week-long Celebration of Scholarship event held each spring.
- **Faculty Policies and Practices.**
  - The [Parental Leave Policy](#) was instituted for faculty in May 2014.
  - As part of the university's strategic plan, *Promise and Prominence*, the Office of Diversity and Inclusion has established a Post-Doctoral Minority Faculty Fellowship Program that seeks to bring four minority scholars to campus for a two-year teaching fellowship during which they can be mentored and given the opportunity to share their expertise in a welcoming scholarly environment.
  - [The Curtis W. Miles Award](#) recognizes faculty members who share their expertise with community groups and non-profit agencies. The award is given annually during the Ignatian Heritage Week service award ceremony for students, faculty, and staff.

## Center, Chairs, and Institutes

- [The Institute of Catholic Studies](#) is an endowed center directed by a tenured faculty member who holds the Breen Chair in Catholic Studies. In addition to being the home of

the Catholic Studies minor, the Institute offers an [annual lecture series](#), an annual concert of sacred music in collaboration with Borromeo Seminary, and a [Teaching Cleveland Speakers Series](#) for teachers in Catholic Schools

- [The Jack and Mary Jane Breen Chair in Catholic Systematic Theology](#) is an endowed chair in the Department of Theology and Religious Studies. The program sponsors annual lectures on Catholic thought and life by renowned speakers, such as the five-part lecture series, *Justice and the Family*, that dealt with topics related to the recent Synod on the Family.
- [Nursi Chair in Islamic Studies](#) This endowed chair in the Department of Theology and Religious Studies, offers a variety of programs, including cultural exhibitions, public lectures, and interfaith dialogue events, throughout the academic year.
- [The Tuohy Chair of Interreligious Studies](#) is an endowed program in the Department of Theology and Religious Studies that offers a series of courses and free public lectures on interreligious topics. This program is designed to bring scholars of major religious traditions to campus for dialogue with students, faculty, religious leaders, and the general public.
- [The Ignatian Spirituality Institute](#) is an endowed program that provides a two-year training certificate in spiritual direction that is theologically grounded and pastorally competent.
- [The Center for Service and Social Action \(CSSA\)](#) coordinates over seventy service-learning courses each semester for the university, which gives it a critical role in the academic life of the university, where service, solidarity, justice, and advocacy intersect in the lives of our students, staff, and faculty.
- [The Center for Teaching and Learning](#) supports the university's mission by providing resources to foster the professional development of the faculty. A current project of the Center involves exploring the application of Ignatian Pedagogy across the disciplines and within the assessment process.
- [The Catholic Theological Society of America \(CTSA\)](#) is housed at John Carroll and sponsors the annual Christie Lecture, which brings the current president of the CTSA to campus to meet with students and present a public lecture on a current issue in Catholic theology.

#### **Other Catholic and Jesuit Initiatives Impacting Academic Life**

- [Faculty Learning Communities on University Mission](#). Faculty have the opportunity to participate in a funded, year-long learning community focused on the Jesuit, Catholic heritage and how it informs their teaching, research, and scholarship.

- **Vocation Coordinating Committee.** A standing committee coordinates monthly lunch presentations for faculty and staff, discussion book groups, and has written two successful grants to sponsor events related to vocational discernment.
- **Interdivisional Learning Community.** Thanks to a NetVUE grant, a 2014-15 learning community, titled “Building Capacity for Reflection,” formed to explore ways the Ignatian tradition of reflection and discernment might strengthen our work with students. Three notable outcomes include:
  - a comprehensive inventory of reflection opportunities across campus,
  - development of resources and a workshop on Ignatian pedagogy, and
  - an initiative to encourage reflective writing for new faculty.
- **Reflection Project in Provost Council.** Within the Provost Council and across the university, there is an emerging focus on reflection, analysis, and action as key components of a Jesuit education that, as internalized and habituated, together produce individuals who possess the intellect, character, and leadership qualities that enable them to serve and engage the complex world we live in today. The project, currently underway, seeks to develop a common framework for reflection, assessment rubrics, and a student portfolio to catalog and integrate reflections that lead to action.
- **Ignatian Heritage Week.** Ignatian Heritage Week, usually the last week in January, has developed as a thematically focused week during which faculty and their students can participate in lectures and workshops focused on a mission-based issue. Past topics include environmental sustainability and justice (2015) and the call to justice at borders and on the frontiers (2016).

## Professional Schools and Graduate Education

John Carroll has one professional school, the John M. and Mary Jo Boler School of Business, and a select number of graduate programs across it and the College of Arts and Sciences. Mission influences the faculty and programs in both areas as evidenced below.

### *Boler School of Business*

- Ethics is a requisite component of the graduate and undergraduate business curricula.
- The Smiley Chair in Ethics in the Boler School of Business has been established to promote research and teaching on ethical business practices. A search for the inaugural chair holder is in its final stages.
- Under the direction of the new dean, Dr. Al Miciak, the faculty and staff have aligned all programs to the University Learning Goals.
- Faculty are actively involved in Jesuit sponsored organizations such as: Colleagues in Jesuit Business Education, The International Association of Jesuit Business Schools, The Jesuit Friends and Alumni Network (JFAN), and The Loyola Club of Cleveland
- Faculty have published in the *Journal of Jesuit Business Education* as part of their tenure dossiers.
- A commitment to service is manifest in Boler-specific projects such as an immersion trip to Honduras, an annual tax assistance program for low-income people in Cleveland, and the annual Boler Day of Service.

## *Graduate Programs*

All graduate programs are designed to meet the University Learning Goals, which include a set of seven graduate learning outcomes, which include

- The promotion of justice
- The examination of ethical issues
- The application of leadership skills

In this way, John Carroll's graduate programs, which emphasize depth and rigor of inquiry within the field, contribute to the University Learning Goals of *intellect, character, leadership, and service*. Examples of such contributions are:

- The Department of Theology and Religious Studies with roots in the Jesuit and Catholic tradition, prepares students at the Masters level to teach religion, engage in theologically grounded pastoral ministry, and pursue doctoral studies.
- The Department of Education and School Psychology, which prepares teachers and school psychologists has structured its academic programs around a distinctive framework developed decades ago entitled *The Jesuit Ideal of an Educator*.
- The Master of Arts in Nonprofit Administration was established in 2004 as mission-based interdisciplinary program that combines the most innovative and sustainable practices of the Boler School of Business and the College of Arts and Sciences, with the Jesuit commitment to social justice. The purpose and activities of the program reflect the Jesuit order's longstanding pursuit of academic excellence and the common good, and a strong commitment to alleviating poverty and suffering through education and charitable endeavors. Many of the students' projects involve direct service to those who are poor and to the Catholic diocese of Cleveland.
- The Humanities Program is an interdisciplinary program that explores historical, artistic or ethical topics. It features a special plan in Holocaust Studies in collaboration with the Cleveland College of Jewish Studies.
- The Spirituality, Wellness, and Counseling certificate program integrates spiritual perspectives with psychotherapeutic treatment to provide advanced preparation to healthcare and ministerial personnel.

## **Tensions and Emerging Mission Priorities**

### *Tension*

Increasing external pressures that question the efficacy of higher education in general, and private higher education in particular, demand ever-greater compliance in the areas of assessment of student learning outcomes and institutional effectiveness.

### *Emerging Mission Priority*

As we look toward the future, we build upon our Ignatian pedagogical heritage that calls for ongoing evaluation to develop a more mature culture of continuous improvement that ensures the ongoing fulfillment of excellence in our educational mission.

### Characteristic #3: A Jesuit Catholic Campus Culture

*The Jesuit Catholic character of John Carroll University is a single reality based on the integration of faith and culture that welcomes people of all faiths and people of no faith. As such, it represents a commitment to a church within the modern world, serving the human search for truth and value, and for justice and solidarity... This Jesuit Catholic character inspires and guides the intellectual, professional, and ethical endeavors that make John Carroll a university committed to graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.*

--From the John Carroll Catholicity Statement

#### University Ministry and Liturgical Life:

The Campus Ministry Statement of Purpose, found in its [annual report](#), includes the following illustrative values that describe its way of proceeding:

- We embrace the Jesuit, Catholic intellectual tradition as an indispensable partner in the search for truth and wisdom.
- We promote the service of faith and the promotion of justice through education, advocacy, service and reflection;
- We recognize Eucharist as our primary liturgical experience, while also celebrating a diversity of faith and spiritual perspectives that seeks both wisdom and a fuller spiritual life.

Campus Ministry's Departmental Goals are informed by the 1985 US Bishops Pastoral Letter "Empowered By the Spirit: Campus Ministry Faces the Future." All programs aspire to instill a basic knowledge and understanding of the six aspects of Campus Ministry, outlined in the document, in a way that includes people of all faiths and no faith:

- Forming the Faith Community
- Appropriating the Faith
- Forming the Christian Conscience
- Facilitating Personal Development
- Educating for Justice
- Developing Leaders for the Future

Campus Ministry offers a wide range of [faith formation programs](#) appropriate to a university learning environment. Included are programs exploring Catholic traditions, opportunities for the Spiritual Exercises of St. Ignatius and retreats, Bible studies, book discussion groups, liturgies, the Rite of Christian Initiation of Adults (RCIA), faith sharing groups, immersion experiences, interfaith dialogue, and social justice initiatives. Examples of these initiatives include:

- **Vocation Programming.** Campus Ministry adopts a developmental approach to faith and spiritual growth and discovery as evidenced in programs such as:
  - "Journey" retreat for first year students, which focuses on issues pertaining to the early stages of discernment and college life.

- “Crossroads” retreat for sophomores and 1st semester juniors, which raises the concerns students may have when deciding majors and charting their college experience.
- “Becoming” retreat for fall semester seniors, which helps them prayerfully consider life after college.
- “Senior” retreat for spring semester seniors which offers them a look back at their college years, as well as a look forward to lifelong learning and discerning.
- **Students interested in Catholic devotions** find a programmatic home in the “Alpha – Omega” student group. This group plans and promotes practices such as Eucharistic Adoration, Stations of the Cross, Festivals of Praise, and group Rosary devotions.
- **Carroll Faith Communities (CFC)**, are groups of 8-10 students who meet weekly for prayer and fellowship. There are currently approximately 200 students in CFC groups.
- **Retreats** include the signature “Manresa” retreat, which introduces students to Ignatian Spirituality and emphasizes the First Principle and Foundation of the Ignatian Spiritual Exercises. There is also an invitation only “Guidance” retreat for student leaders, based on Chris Lowney’s *Heroic Leadership*.
- **Social Justice Initiatives** include Fair Trade educational programs organized by three student Fair Trade Student Interns under the advisement of Campus Ministry staff. Campus Ministry’s social justice initiatives also include trips to: Washington DC for the annual March for Life and the Ignatian Family Teach In for Justice, bi-weekly service at the Cleveland Catholic Worker House, the Ohio Fair Trade Expo, and workshops on nonviolence.
- **Immersion Experiences** contribute to educating hearts and minds in the Catholic intellectual tradition. This program’s efforts aspire to integrate a student’s classroom experience with a co-curricular component. For example, our Immersion Experiences can be offered as either one credit or three credit courses. The preparation and post-immersion gatherings and written reflections are opportunities for students to learn and reflect about the people, issues, and realities they encounter.
- **Resident Ministers** are an important part of the university’s Campus Ministry program. Working closely with the office of Residence Life, they serve as resources for students of all religious traditions and lend support and strength to the programs and activities that promote the mission and identity of the university.
- **Ecumenical and Interfaith Initiatives.** Campus Ministry has established an Interfaith Student Advisory Board, inclusive of students from Roman Catholic, non-Catholic Christian, Orthodox Christian, Jewish, and Muslim communities. Campus Ministry works closely with Cru (Campus Crusade for Christ), Hillel (Jewish Campus Ministry), the Orthodox Christian Fellowship, and the Muslim Student Society.
- **Leadership Development.** Each immersion, retreat, CFC, and social justice initiative involves a program of leadership development. Liturgical ministers, liturgical interns, fair trade student interns and immersion experience student interns are also trained as student leaders.

- Campus Ministry strives to measure how well students understand and can articulate their own faith or spirituality through its emerging [Assessment Procedures](#).

Collaboration is an essential piece of Campus Ministry. Much of the work in Campus Ministry entails partnering with many departments both within the university and in the Catholic Diocese of Cleveland. The staffs of the Center for Service and Social Action, Residence Life, Student Engagement, Center for Student Diversity and Inclusion, and Campus Ministry work closely together to support one another's efforts and programs.

Campus Ministry enjoys a close working relationship our neighboring parish, the Church of the Gesu and collaborates by sharing spaces, liturgies, meals, programs, personnel, and resources.

### **Building a Culture Committed to Care & Responsibility:**

John Carroll is a community characterized by care for the whole person, which engenders in its members a developing sense of responsibility for self, others and the environment. Examples of institutional policies and programs that support this growing culture are:

- **Comprehensive Student Care.** Constituted in 2013, the Care Team brings faculty and staff across campus together regularly to identify and intervene with students at risk. The work of this team represents an institutional commitment to care and support the most vulnerable in our community.
- **Personal & Community Health.** Students are challenged to make serious, responsible decisions around their personal health. They are offered opportunities to reflect on their decisions through:
  - Online trainings required of all incoming first year students targeted at reducing the negative consequences of alcohol ([AlcoholEDU](#)) and preventing sexual assault ([Haven](#))
  - Annual Health and Wellness Fair and Mental Health Awareness Week
  - AIDS/STI testing through the Student Health Center
  - Regular healthy eating demonstrations in the Schott Dining Hall lead by a nutritionist
  - The mandatory *Catalyst Program: Building a Safe Community, One Person at a Time*, a bystander intervention training aimed at teaching skills to positively intervene in situations where others are in danger of sexual violence, mental health crisis or substance abuse
- **Student Conduct Process.** This process is squarely rooted in John Carroll's mission and an educational philosophy wherein the care and concern for the student's holistic development is central. The Code of Student Conduct articulates a set of guidelines that are "not arbitrary legislation but have, as their primary purpose, the welfare of students and the entire John Carroll community."
- **Sustainability.** The university's [Sustainability Committee](#) has devoted considerable time and energy to educating students to reduce, reuse and recycle. Examples of ways this interdivisional committee has lead efforts on campus include: trayless dining in the Residential Dining Cafeteria, Responsible Printing Program, *Don't Throw it Away... Give*

*it Away!* and an expanded Battery Recycling Program. In addition, together with Campus Ministry, this committee co-sponsored a brown bag luncheon series on Pope Francis' *Laudato Si'*.

- **Leadership Development.** A deep commitment to student leadership development is evidenced by:
  - Courses offered through the Center for Leadership Skills Development in the Boler School of Business
  - The creation of the Leadership Development minor
  - The creation of the Leadership Scholars Program
  - Leadership Development programs through the Office of Student Engagement
  - The work done by staff and faculty advisors with the over 100 student organizations and leadership programs.
  - Leadership training for student employees, including resident assistants, peer health educators, recreation center supervisors, tour guides, and others.

### **Athletics:**

The university is committed to the holistic development of nearly 700 student athletes engaged in intercollegiate and club sports, most notably in the areas of academic excellence and service to others.

- **Academic Excellence.** Student athletes are able to articulate and demonstrate academic commitment as their priority. As a cohort, student athletes consistently maintain a cumulative GPA higher than the general student body.
- **Community & Service.** Good sportsmanship and respect for others are inextricably linked in the university's athletic programs. Alignment with the departmental Philosophy Statement is considered in the recruitment process of student athletes. Lessons in this area are seen in each team's commitment to integrate regular participation in community service activities into their training schedules. Recently, student athlete David Porter '17 was named to the 2015 *Allstate AFCA Good Works Team* for his "good work," dedication and commitment to serving the community.
- **Varsity Team Service Award.** A Varsity Team Service Award is given annually to recognize teams who use their skills and athletic talents together to serve others in the wider community.

### **Community Characterized by Diversity and Inclusion: Striving for Inclusive Excellence**

Over the past decade, our mission has called us to greater awareness of issues of diversity and inclusion. Animated by that same mission, we are engaging in the real work of active reflection toward becoming a more inclusive, just community. These reflections have led us to establish the following initiatives:

- **Center for Student Diversity and Inclusion (CSDI).** In 2011, the CSDI was created to address diversity and inclusion issues related to students. Among the programs it offers are:
  - Supporting and advising eight cultural student organizations including Hillel, Allies, the Muslim Student Society, the African American Alliance, the Middle Eastern Student Association, the Latin American Student Association.

- The Dr. Shirley Seaton Cultural Awareness Series, a lecture series
  - [SafeZone](#) training for faculty, staff and students, which “aims to create a supportive and inclusive environment for those interested in addressing homophobic comments using an educational perspective.”
- **Diversity Task Force.** In 2012, the President established a task force to study diversity issues on campus and to make recommendations on how best to respond. This task force, and its later iteration, the Diversity Steering Committee, successfully advocated for the implementation of many new programs and policies, including the broadening of language in the nondiscrimination statement for faculty and staff, changes to benefit and family leave policies, and the adoption of a campus-wide bias reporting system to more closely track incidents of discrimination.
- **Assistant Provost for Diversity and Inclusion.** Among the most important recommendations of the Diversity Task Force was the creation of the position of chief diversity officer to lead campus-wide efforts in this area. In 2014, Dr. Terry Mills was named Assistant Provost for Diversity and Inclusion.
- **Mandel Grants for Conversation and Inclusion.** These small grants, generously funded by the Mandel Foundation, are made widely available to the campus community, and provide funding for many diversity & inclusion initiatives on campus, including lectures, workshops, traveling exhibits, panels, diversity trainings, film showings, cultural outings and events, and more.
- **Committee on Diversity, Equity and Inclusion**, an outgrowth of the Diversity Task Force, is a committee charged “to set institutional goals, monitor and assess progress in attaining those goals, and offer guidance to offices and individuals.” This committee has become part of the Provost Council, putting diversity and inclusion issues squarely at the intersection of academic and student affairs.
- **Campus Ministry initiatives for diversity and inclusion** include:
  - Carroll Faith Communities (CFC groups) - groups composed of students of all faiths, including a faith community of Muslim students and one of Jewish students.
  - A newly created Interfaith Student Board - a panel of students representing the Muslim, Jewish, Orthodox, Protestant and Catholic perspectives. This is a working board which helps design and implement interfaith student panels, which have included topics such as: “Women in your faith tradition,” and “Care for the Earth in your faith tradition.”
  - “Speedbumps” - a daily email newsletter with brief quotations drawn from the wisdom traditions of all faiths.
  - The “Explore” program organizes regular small-group outings to attend worship services at mosques, synagogues, churches, and temples all around the Cleveland area.
- **Signature Programs of the Division of Student Affairs.** The work of student development is holistic, inwardly and outwardly directed and best facilitated in community. Examples that demonstrate this are:
  - The annual interdepartmentally sponsored Celebrate Diversity Week

- The [Intergroup Dialogue](#) is both a credit-bearing course for students and an opportunity for faculty and staff to build on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance.
- The [Bias Reporting System](#) was created in 2011 as part of the *Stand Up to Bias* Campaign and is now administered by the Office of Institutional Diversity and Inclusion.
- **Commitment by Academic Affairs.** Faculty and academic programs are committed to inclusive excellence as evidenced in the following:
  - Support of such groups and programs as The Faculty of Color Organization (FOCO), the Faculty Gender and Diversity Committee, The Faculty Women's Caucus, [The Tuohy Chair](#) in Interreligious Dialogue, and the [Nursi Chair in Islamic Studies](#).
  - The creation of an [Office for Institutional Diversity and Inclusion](#), which recently received a federal "First in the World" grant, designed to develop innovative strategies with the goal of improving academic outcomes and retention rates for students at colleges and universities.
  - Recognizing the need to address current concerns around diversity and inclusion, a Town Hall on Diversity and Inclusion for faculty and staff was convened by the Provost Council in February 2016 to provide a first step forum for understanding and dialogue.
  - [R.E.A.L. Early College Mentoring Program](#). John Carroll University has entered into a partnership with the Cleveland Heights – University Heights School District. During their first two years of high school, students take accelerated courses in science, social studies, math, and English and can qualify to attend John Carroll University during their last two years of high school to earn both high school and college credit. As 90% of these students are minority students, this program serves to improve the racial diversity of the student body, one important step towards the goal of inclusive excellence.

### **Vocational Discernment:**

In 2009, the Provost established the Vocation Coordinating Committee (VCC), charging them with engendering conversations about vocation among students, faculty, staff, and administrators. Since its inception, the VCC has worked to find ways to introduce conversations about discernment, calling, vocation, using typically Jesuit language (as well as other faith traditions) into the discourse in easy, natural ways across campus. The VCC recognizes that in order to effectively guide students in discerning their vocations, faculty and staff have to engage in this work, as well.

- **Faculty and Staff Programming.** The VCC introduces faculty and staff to frameworks around vocational discernment and pedagogical approaches for engaging students in discernment around their vocation. Examples of such programming include:
  - Vocation Lunches Series with content focusing in on Ignatian Spirituality, skill development and reflections by faculty, staff and students on discernment and vocation
  - Reading groups of books such as *Let Your Life Speak* by Parker Palmer and guest speakers, such as Eboo Patel of the Interfaith Youth Core.
  - An interdivisional learning community, "Building Capacity for Reflection," the principal project of a Network for Vocation in Undergraduate Education (NetVUE) grant.

- **Student Programming.** The VCC and other groups have developed programs to help foster a culture of vocational discernment on campus and reinforce the second University Learning Goal of *Character* which expects that John Carroll students will “understand, value, and respect their own and others’ talents, unique characteristics, and socio-cultural identities.” Examples of such programming include:
  - First Year Orientation vocational exercise that supports academic advising.
  - Campus Ministry Vocation retreats and small faith groups.
  - [VCC website](#) that offers online resource on vocational discernment.
  - The Center for Career Services advising process and academic courses.
  - The Office of Student Engagement leadership programs, all of which encourage students to identify, develop and use their gifts and talents.
  - Student leadership components of programs such as the Arrupe Scholars Program, Intergroup Dialogue Program, the Honors Program, the Peace, Justice & Human Rights minor, the Leadership Always Undertakes New Challenges (LAUNCH) Program and Resident Assistant Leadership Program.

### **Campus Events - Church Calendar/Academic Calendar:**

In keeping with the AJCU document, [The Jesuit, Catholic Mission of the U.S. Jesuit Colleges and Universities \(2010\)](#) - John Carroll sees itself as a Catholic university that performs an important ministry of the Church through the Society of Jesus. Accordingly, the university carefully considers the Church calendar as it develops its annual academic calendar:

- University Liturgical celebrations follow the Church calendar, highlighting the Catholic seasons of Advent, Christmas, [Lent](#), and Easter. All feasts that occur while the university is in session are observed, and the university is closed for Holy Week and Christmas. Throughout the month of November, the feasts of All Souls and All Saints are celebrated by collecting names of deceased family members of alumni, faculty, staff and students, praying for them at each liturgy.
- Each year begins with a Mass of the Holy Spirit Celebration for which the academic calendar is adjusted. Between the hours of noon and 2:30pm there are no classes, athletic activities, or meetings so that every student, faculty and staff member is able to participate in the Mass, which is followed by a celebratory lunch.
- On or about July 31st, our Mass for the feast of St. Ignatius is followed by a university-wide picnic sponsored by the Office of Mission and Identity. The annual anniversaries of the Jesuit Martyrs and the Churchwomen of El Salvador are also commemorated.
- Ignatian Heritage Week activities begin and end with a Eucharistic celebration.

See the [comprehensive list](#) of annual campus liturgical/worship opportunities.

### **Tensions and Emerging Mission Priorities:**

#### *Tension*

Local, regional, and national tensions around race, class, and privilege demand that we strive to do better in preparing students to be agents of positive change in the region and in the world.

#### *Emerging Mission Priority*

As we look toward the future, we draw upon our Jesuit Catholic heritage, the wisdom of faith, and our common humanity to become a more inclusive and diverse community. We commit to supporting our students’ growth and development to be adequately prepared to engage in dialogue between faith and culture.

## Characteristic #4: Service

*John Carroll students will advocate for social justice through responsible service to their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with those in need, our students will understand and promote social justice, actively work towards creating a more inclusive and welcoming community, and participate in their communities as engaged citizens who serve and advocate for those in need.*

-From University Learning Goals, Service

### Solidarity

*Solidarity and service are formed and fostered in a variety of ways, such as:*

- **New Student Orientation.** Every Orientation session for new students includes an overview of the mission and an element of service in the lineup of scheduled activities to introduce the incoming class to the campus culture of service.
- **Living the Mission Service Engagement.** During their earliest days on campus, first year students participate in “Living the Mission” day when they can choose a day of service as one of five options for engaging with the university’s mission. Those who choose service participate in the “Cleveland Neighborhood Project” and spend a day of service with 200 others in the city of Cleveland. Service projects are planned jointly with several of our long-standing community partners.
- **Students for Social Justice Organization.** Students for Social Justice is a student-run, student-led organization that focuses on education, advocacy, and service by hosting events that contribute to the campus’ involvement issues of social justice including fair trade, hunger awareness, health and wellness, human trafficking, refugees, wrongful conviction, worker rights and more.
- **Annual University Service Events.** More than eight large-scale annual service events mark the school calendar. Student leaders are selected to plan the events, set the tone for the day, recruit and engage other students and are trained to lead discussion and reflection based on the Ignatian Examen before and after the events.
- **Residence Life Training.** Residence Life staff orientation includes service opportunities as part of its Resident Assistant training and encourages residents to plan service activities as a floor. CSSA helps identify and facilitate service opportunities and coordinates logistics to make it possible.
- **Student Worker training in CSSA.** Over 100 students who work for CSSA are trained monthly to facilitate conversation, drive students to and from service activities, serve as ambassadors of the university in the community, and lead their peers in reflection each week.

*Solidarity through service is recognized and celebrated:*

- **Annual University Service Awards.** John Carroll University gives a number of annual awards to faculty, staff members, and students who distinguish themselves by their community engagement. The awards, given at an annual university-wide service awards ceremony and celebration held during Ignatian Heritage Week (the last week in January), include:
  - **The Curtis W. Miles Faculty Service Award** is given to a full-time teaching or library faculty member who has made a significant contribution to the broader Cleveland community consistent with the university's mission and goals.
  - **The George B. Sweeney Champion Award for Service** is given to two students who embody the spirit of St. Edmund Campion, S.J. This award recognizes sophomore and junior students who have demonstrated a commitment to community service and social justice motivated by a faith perspective.
  - **The JCU Staff Service Award** recognizes individuals for outstanding service to the community in representing a faith that does justice.
- **Annual Varsity Team Service Award.** A new annual Varsity Team Service Award was initiated in 2014-15 to recognize teams who use their skills and athletic talents together to serve others in the wider community.
- **Annual Greek Life Service Award.** An annual Greek Life Service Award is awarded to one university-recognized Fraternity and Sorority annually. Members of the winning Greek chapters have not only fulfilled the service-related requirements of their organization's charter, but have shown exceptional commitment to building relationships with the people they serve, either through their national philanthropy or through a local group with whom they have chosen to work.
- **Annual Alumni Service Award.** Beyond graduation, the mission continues to influence alumni, whose service to their communities is honored through the Alumni Association's annual awards recognizing significant service to the university or community. In 2015 a new webpage was created by CSSA to identify opportunities for alumni in the greater Cleveland area to get involved, stay connected and continue to carry on the university tradition of service.

*Relationships of solidarity in service are developed with the wider community:*

- **Faculty Expertise in Service to the Community.** Numerous faculty in an array of disciplines offer their expertise to community partners. Each semester community agencies have opportunities to work with specific faculty members and engage their expertise through project-based service-learning opportunities.
- **Civic Engagement.** CSSA works closely with the university's office for Government Affairs in connecting and engaging student in opportunities to learn about the importance of advocacy and the role it plays in shaping a just and humane society. Students have significant opportunities to meet elected officials, learn about legislative issues and engage in advocacy work.

## Ignatian Pedagogical Paradigm

- **Context.** The Center for Service and Social Action is part of Academic Affairs. Its primary functions are to offer support to the academic division and faculty by facilitating classroom and project based service-learning, special events, and one-time volunteer opportunities for students, faculty, and staff.
- **Foundation.** Ignatian pedagogy undergirds the approach and methodology of the Center as well as the design, content and exposure students have to real world issues through service-learning and co-curricular service experiences.
- **Engagement.** The Center sponsors speakers, panel presentations, and other events that expose students to public figures and critical issues that inform and motivate students' understanding of their role as advocates for a better society.
- **Curricular Reach.** Forty-one faculty members in fourteen disciplines taught fifty-nine service-learning courses during 2014-15.
- **Student Experience.** 1,012 students were enrolled in academic service-learning courses in the 2014-15 academic year. Every student who participates in service-learning activities is required to attend a pre-service workshop to set the groundwork and expectation for mutuality, full participation and proper Ignatian attitudes and dispositions with which to interact.
- **Participation.** Overall, 2,078 students (unduplicated) or 68% of the JCU student body were engaged in community service during the past academic year through voluntary, course-based, one-time or special service events.
- **Reflection.** Student leaders in CSSA are trained to lead other students in reflection. They attend training sessions each month throughout the academic year. Ignatian tools for deepening reflection and discernment are part of the training content, and skills are developed and deepened over the course of the year.
- **New comprehensive initiative.** In fall 2015, the Theology and Religious Studies Department committed 8 of its 16 sections of TRS 101 as service-learning sections to provide as many as 50% of all freshmen with a gateway experience of service that is connected to the university and departmental learning outcomes.
- **Experiential learning.** The new integrative core provides new opportunities for courses to engage high impact experiential learning methods, one of which is service-learning. The integrative curriculum underscores essential principles of Ignatian pedagogy by valuing the rich history of Jesuit education with its emphasis on currency, relevance, communication skills, care for the learning of each student, discernment, and justice. Courses on issues in social justice also consider important questions about justice and ethics.

## Community Outreach

- **Impact through presence.** University students provided 116,148 hours of service to more than 75 community agencies, schools and institutions in the 2014-15 Academic year.

- **Engaging wisdom and experience.** The university hosted the 2015 AJCU Service-Learning Directors Conference to foster a deeper engagement of service-learning in the Jesuit tradition and to explore best practices, current research and assessment methods.
- **Being good neighbors.**
  - The university hosts an annual fall cleanup/fix-up event to help elderly neighbors in the community with fall chores and cleanup activities.
  - Students, faculty and staff participate in the annual Volunteer Income Tax Assistance program, which offers free tax help to low-to-moderate income people who are unable to prepare their own tax returns. The VITA program focuses on helping families who may be eligible for the Earned Income Tax Credit (EITC).
  - The Boler School of Business sponsors an annual service day, Boler Community Day, in which faculty, staff, Business Majors, Pre-Business Majors, and Business Minors join together in service at a variety of sites in the Cleveland area.
- **Welcoming others.** The university hosts an annual summer camp outing for children in the city who participate in summer programs through the Fatima Family Center. Seven different departments and several faculty and staff members contribute their time and talent to make the annual event a success.
- **Student Internships.** John Carroll students participate in a number of paid academic internships to assist social service agencies. For example:
  - The Higher Education Civic Engagement Award granted by New York Life, provides four paid academic internships to social service agencies in Washington, D.C.
  - The newly established Hal '81 and Diane Hawk and Carl Hughes '79 World Food Programme Fellowship Program allows John Carroll students to work for two months at the World Food Programme.
  - The Shepherd Internship provides summer internships involving direct service to the poor in urban settings.
- **Global outreach.** New efforts are underway to engage service-learning internationally in the university study abroad program in Rome, Italy. It is hoped that this program will serve as a model for others to emulate.

### **Notable Distinctions in Service**

- John Carroll University earned the Carnegie Elective Classification for Community Engagement in 2010.
- John Carroll University was awarded the President's Higher Education Community Service Honor Roll for the seventh consecutive year. Distinction was granted for work in education and in the General Service category.
- U.S. News and World Report, in their 2014 editions of America's Best Colleges, ranked John Carroll University among the top 20 colleges and universities for service-learning in the U.S. citing it as "one of the top universities in the nation with outstanding service-learning programs." JCU received this recognition for the fifth consecutive year.

- John Carroll University was recently selected as one of five schools nationally to receive the New York Life Higher Education Civic Engagement Award for CSSA's *We the People* Service-learning Program.

## **Tensions and Emerging Mission Priorities**

### *Tension*

Given the globalization of superficiality observed by Fr. Nicolás, students live in a culture of distraction that often prevents them from taking time for meaningful reflection, limiting the opportunity to be transformed by the academic, service, and immersion opportunities in which they participate.

### *Emerging Mission Priority*

As we look toward the future, we embrace an Ignatian pedagogical paradigm to refine and integrate opportunities for deep, meaningful reflection across the entire student learning experience.

## Characteristic #5: Service to the Local Church

As one of several Jesuit apostolates in northeast Ohio, John Carroll is grateful to be part of the vibrant Church in Cleveland. The university has a long history of service to the Diocese of Cleveland and is honored to educate its collegiate seminarians of Borromeo Seminary and collaborate with the Rector and seminarians of St. Mary's Seminary. It is a point of pride that many priests in Cleveland hold a bachelor's degree from John Carroll. The university also serves the local Church through:

- The education and formation of conscientious, committed, and competent citizens and parishioners who will be leaders in society and in the Church.
- Faith and justice-based lectures series that are open to the public.
- Collaborative programming that supports the mission of the Church in Cleveland
- Partnerships and collaborations.
- Hospitality through which we readily welcome individuals and groups to campus.

We highlight the following examples as evidence of this commitment.

### Programs, Partnerships, and Resources

- [The Institute of Catholic Studies](#), under the directorship of a tenured professor of Catholic Studies, is an endowed center which offers:
  - [An annual lecture series](#) that is open to the public and advertised actively to regional parishes.
  - An annual concert of sacred music in collaboration with Borromeo Seminary.
  - [Teaching Cleveland Speakers Series](#) for teachers in and beyond Catholic Schools. This program, hosted at John Carroll, provides presentations, open to the public, on the history and current realities of the Church in Cleveland.
- [The Department of Theology and Religious Studies](#) is home to:
  - The [Breen Chair in Catholic Systematic Theology](#), an endowed chair in the Department of Theology and Religious Studies that sponsors annual lectures by noted theologians on Catholic thought and life, such as the five-part lecture series *Justice and the Family*.
  - The [Tuohy Chair in Interreligious Dialogue](#) and The Nursi Chair of Islamic Studies, which engage students and visitors in programming around interreligious dialogue, such as a series of public lectures on the Qur'an offered by [Archbishop Michael Fitzgerald](#) in spring 2015.
  - The [Ignatian Spirituality Institute](#) is an endowed program that provides a two-year training program for spiritual direction that is theologically-grounded and pastorally competent. Graduates from the program bring Ignatian spiritual programs and retreats to local parishes and high schools, and marginalized populations.

- [The Cardinal Suenens Center](#), under the direction of Professor Emerita, Dr. Doris Donnelly, has been awarded a planning grant by the John Templeton Foundation to convene a conference for administrators of Roman Catholic major seminaries to explore ways to integrate scientific literacy into their programs.
- The [Center for Service and Social Action](#) sends of hundreds of students each semester to serve in various Catholic schools and social service agencies around the diocese.
- The university is a collaborative partner with a number of other Catholic institutions and agencies such as:
  - [Catholic Community Connection](#), a nationally recognized, local consortium of Catholic agencies and schools sponsored in the Diocese of Cleveland. In addition to its financial support of this important collaborative that focuses on cultivating leaders for the future, sharing programs and services, serving the poor, and advancing the faith, John Carroll readily shares its facilities, resources, and personnel whenever they are needed.
  - **The Jesuit Collaborative**, a network of Jesuit ministries in northeast Ohio that make Ignatian spirituality and the Exercises of Saint Ignatius available to people, parishes, and other organizations.
  - The [Jesuit Retreat House](#) in Parma, Ohio, with whom the university is entering a long-term Reciprocal Exchange Agreement to help enable it to expand and update its facilities to the benefit not only of John Carroll Students but also of the thousands of local Catholic parishioners who participate in its retreats each year.
  - **St. Martin de Porres High School**. In addition to significant annual financial support of this Cleveland-based Cristo Rey high school, John Carroll also provides work placements to support the school's innovative model.
  - **Local Catholic Colleges**. Fr. Niehoff meets regularly with the presidents of Notre Dame College, Ursuline College, Borromeo Seminary and St. Mary's Seminary and School of Theology. Members of Campus Ministry, the Mission Office, and the Center for Service and Social Action work on collaborative events and training programs with them throughout the year. This past fall, for example, John Carroll was a lead partner in a series of collaborative programs entitled [\*Bearing Witness: The Living Legacy of the Churchwomen of El Salvador\*](#) in honor of the 35<sup>th</sup> anniversary of their death, along with the Ursuline Sisters of Cleveland, Ursuline College, and Notre Dame College.

### Relationship with Local Ordinary and Diocese

- The university enjoys a fruitful relationship with its local Ordinary, Bishop Richard Lennon. Fr. Niehoff has a regular meeting with the Bishop each year, usually in February or March, and confers with the Bishop whenever the need arises. Bishop Lennon and his staff are always welcome on campus and visit for special occasions, such as the re-dedication of the Murphy Hall Chapel in fall 2015.

- For many years now, John Carroll has educated the collegiate seminarians of Borromeo Seminary in Cleveland. The seminarians take all of their classes—except theology and philosophy—at John Carroll University and receive their degrees from the university. Their theology and philosophy classes are taught at the Seminary by professors who are listed as adjunct instructors at John Carroll. The President Rector of the Seminary, Fr. Mark Latcovich, presides annually at a Mass at John Carroll, to which he invites all seminarians, and joins the university for various lectures and programs throughout the year.
- John Carroll provides up to six full graduate scholarships to international priests and religious who reside and minister in the Diocese of Cleveland while they study, usually for two or three years.

### **Preparation of the next generation of Catholic intellectual and pastoral leaders:**

John Carroll prepares intellectual and pastoral leaders for the Church through its undergraduate and graduate programs and leadership training provided by Campus Ministry and the Center for Service and Social Action.

- Theology and Religious Studies students prepare for pastoral ministry or to go on for further studies at the master's or doctoral level. Our graduates have gone on to study at Duquesne University, Boston College, Loyola University Chicago, and the Jesuit School of Theology at Santa Clara, for example. They also teach and minister at local Catholic high schools and parishes.
- As featured in a recent issue of [John Carroll Magazine](#), the presidents of four local high schools-- Beaumont High School, Gilmour Academy, Notre Dame Cathedral Latin, and St. Joseph's Academy-- are John Carroll alumnae.
- Campus Ministry trains students to be leaders of faith sharing groups, retreats, and immersion experiences. In doing so, they are preparing the lay leaders for tomorrow's Church-competent and committed men and women who are called and willing to lead. Similarly, Campus Ministry prepares people to be lectors and extraordinary ministers of the Eucharist in partnership with diocesan training offices and policies.
- The Ignatian Spirituality Institute prepares future spiritual directors who serve Catholic parishes and schools by bringing the fruits of the Spiritual Exercises to their apostolates.
- The university fosters vocations not only to the diocesan priesthood (see above) but also to the Society of Jesus and other religious orders. At present, five John Carroll graduates are currently in formation in the Midwest Province of the Society of Jesus.
- John Carroll students serve as catechists at Gesu parish and elsewhere in the diocese.

- CSSA not only prepares people to serve and advocate for those who are poor and marginalized, they also prepare people to lead those who seek to serve and advocate. In this regard, they are helping to prepare the future Catholic social service agency leaders for the Church and the world.
- Catholic Community Connection is a grant-funded internship programs that provides students with the opportunity to engage in a paid internship at a local Catholic social service agency or apostolate.

## **Tensions and Emerging Mission Priorities**

### *Tension*

Increasingly, today's students come to college with a minimal or non-existent understanding of their own faith or worldview and are thus ill equipped to engage in serious dialogue about faith.

### *Emerging Mission Priority*

As we look toward the future, we commit to discovering innovative ways to educate, inform, and engage students in faith formation, inter-religious dialogue, and deep respect for other peoples and traditions.

## Characteristic #6: Jesuit Presence

The alumni, faculty, staff, and students are exceedingly grateful for the presence, work, witness, and spirituality of the Jesuits on campus today and those who have moved on. In what follows, the relationship between the Society of Jesus and John Carroll University is described in terms of the presence of Jesuits, the multi-tiered relationship of the university to the Society of Jesus, and the promotion of vocations to the Jesuits. Readers are encouraged to read the [Statement of Shared Purpose](#), which is “a statement of moral and spiritual obligations voluntarily undertaken” by the Chicago-Detroit Province of the Society of Jesus, the local Jesuit community, and the university. This document and the intentions behind it both inspire and express many of the items that follow.

### Active Jesuit Presence and Ministry

- **The Jesuit Community.** Over the last thirty years, the number of Jesuits at John Carroll University has declined considerably. As of spring semester 2016, five Jesuits are full-time employees of the university (the president, three professors, and one serving in the Office of Student Affairs). Two retired members of the faculty assist in the university as they are able, especially with alumni relations. Three members of the local Jesuit community work full-time at the neighboring Church of the Gesu; they assist at John Carroll as the needs arise and their schedules provide.
- **Jesuit Service to the University.** Though the number of Jesuits are few, they are present in many and various ways. Jesuits serve on committees, including important search committees (e.g., VP for Mission and Identity, Provost/Academic Vice President, Dean of the College of Arts and Sciences). They are visible at university functions, where they have chances to interact with a range of colleagues, with students, and with board members and benefactors. They also take advantage of opportunities to meet students informally, whether at the lunch table, at service sites, or at receptions after Mass. Longstanding members of the Jesuit community maintain positive relations with alumni and foster among them devotion to the university and its mission.
- **Hospitality.** During the course of the year, the Jesuit community invites university colleagues into their home. Though there is no formal program involved in these gatherings (4-5 times during the year, with 12-20 colleagues present for each), they serve as an important provision for meaningful conversations about the university's mission. The community will begin to devote some of these gatherings to meetings with Ignatian Colleagues Program alumni and current participants in order to foster collaboration and encourage their involvement in the university.
- **Recruiting Jesuits.** The rector works closely with the Provost/Academic Vice President in identifying and recruiting qualified Jesuits for service at the university. In 2015-2016, tenure was conferred on two Jesuits in academic affairs. In 2015-2016, an endowed chair was offered to a Jesuit candidate (pending), a senior administrative position was offered to a Jesuit (declined); and two faculty searches are in process as is a staff search. The provost has also worked with the dean to hire a Jesuit as an adjunct.
- **Strategic Fiscal Support.** In 2013-14 the rector worked with the vice president for finance and the president to rethink a quasi-endowment that had been funded by contributions from the local Jesuit community with the purpose of hosting visiting Jesuit

scholars at the university. The decline in numbers of Jesuits worldwide has meant that this strategy for boosting Jesuit numbers at the university has itself become ineffective. The result was refocusing how the funds generated can best be used to enhance JCU's Jesuit legacy. Though still available for visiting Jesuit scholars and for helping to recruit Jesuits for tenure-track positions and other positions in the university, the funds now can be directed to the Office of Mission and Identity to support programs that highlight the Jesuit legacy and enhance its Jesuit Catholic mission and identity.

- **Collaboration with Campus Ministry.** The campus ministry team welcomes and encourages the Jesuit presence in their work and reaches out to Jesuits regarding planning.
- **Leadership.** The rector serves as the chair of the Board of Members of the university. He is regularly invited to meetings of the university's leadership team, attends the annual retreat of the Board of Directors, and serves as a member of the Board of Director's Mission and Identity Committee.
- **Collaboration with University Leadership.** The President and Rector have regular meetings and are in regular communication; likewise the Rector and the Vice President for Mission and Identity meet often. The Vice President for Mission and Identity regularly includes the Rector in projects of his office and often solicits his perspective (e.g., the Rector was included in the work of redrafting the university's brochure regarding its Catholic Jesuit character).

## Relationship with Society of Jesus

- Locally with the Jesuit Community:
  - In 1997 the university built a new residence for the Jesuit community, matching the needs of a community declining in numbers. This residence is in close proximity to the campus. As noted earlier, the Jesuits host colleagues as they are able and also student groups from time to time.
  - The Rector of the Jesuit community is currently in conversation with the President and the VP for Finance to discuss how the university can continue to ensure the presence of the Jesuits as the numbers of Jesuits continue to decline (along with attendant salaries) and more Jesuits from other apostolates are members of the community.
  - The President, Rector, and members of the local Jesuit community have recently discussed the Statement of Shared Purpose as a provision of the Statement.
- Regionally with the Jesuit Provincial Superior:
  - The Jesuit provincial superior meets with the President of the University during his annual visit. He also meets with the Chair of the Board of Directors during the same time and has communicated his willingness to meet with the entire board should the need arise.
  - The provincial superior effectively delegates the responsibility of maintaining regular communication to his Assistant for Higher Education, who annually spends at least one week at the university, meeting with various constituencies.
  - Additionally, the Provincial and the President are in regular contact regarding such things as the recruitment of Jesuit personnel and other subjects of mutual interest.

- The university is actively involved with St. Ignatius High School, Walsh Jesuit High School, and St. Martin de Porres High School. Many staff members and teachers are John Carroll graduates, and each year many students matriculate to John Carroll to continue their Jesuit education.
- Nationally with the AJCU and its various conferences:
  - Many members of the university participate in the various groups sponsored by the Association of Jesuit Colleges and Universities, including most of its thirty-three conferences. John Carroll has hosted a number of these national conferences, including the third [Justice in Jesuit Higher Education Conference](#) (2005) and [Jesuit Universities Humanitarian Action Network \(JUHAN\)](#) and AJCU Service-Learning Directors Conference in the summer of 2015.
  - For several years John Carroll University hosted the offices of the Ignatian Colleagues Program.
  - John Carroll hosts the Ignatian Solidarity Network offices as well as some of its events, which are staffed, in part, by John Carroll faculty and staff.
- Internationally with Jesuit institutions throughout the world:
  - In the fall of 2015 the university hosted representatives of the various Jesuit apostolates and affiliated works in Cleveland with the Provincial Superior and many of his assistants in attendance. The purpose of the meeting was to identify possible synergies and to begin to plan for how to capitalize on these in the future.
  - From 2013-15 the university and Jesuit Community sponsored a Jesuit from the Zambia-Malawi Province of the Society of Jesus who pursued an M.A. in Communications management. Likewise, the university and its Jesuit Community have offered to sponsor a qualified Jesuit from the Eastern Africa Province to pursue a Master's in Non-Profit Administration.
  - Fr. Niehoff represents the university at international meetings of Jesuit universities, most recently in Melbourne (summer 2015) and in Mexico (summer 2010).

### **Vocation Promotion for the Society of Jesus**

- The university has a well-deserved reputation for encouraging Jesuit vocations and has had many of its graduates join the Society of Jesus over the years.
- Both Jesuits and many of their lay colleagues have identified students who they think would make good Jesuits and have encouraged them to consider entering the community.
- The campus ministry team makes literature regarding Jesuit vocations available and annually hosts a team of Jesuit novices as part of vocation programming.

### **Tensions and Emerging Mission Priorities**

#### *Tension:*

In the wake of a declining number of Jesuits available for ministry in higher education, there is an interest in maintaining and expanding a Jesuit presence on campus.

#### *Emerging Mission Priority:*

As we look to the future, we commit to finding new and creative ways of being in relationship to the local Jesuit community and the Society of Jesus.

## Characteristic #7: Integrity

The core values of the university are woven throughout every department and division. The values are not only articulated but embodied and reflected in the structures, policies and proceedings of the university. Integrity is evidenced when what is stated in print and what is done in practice are the same.

### Human Resource Policies and Practices that Demonstrate a Commitment to Mission:

The Human Resources Department is committed to working with the university community in attracting and retaining a top-talented and diverse workforce. To achieve these objectives, the Department provides a full range of support services, programs and resources in the areas of employee benefits, compensation, compliance, employee relations, recognition, talent management and training.

- It is the policy of the university to be an equal opportunity employer and to hire individuals solely upon the basis of their qualifications for the job to be filled.
- The university will not discriminate against any employee or applicant for employment based on race, age, sex, religion, ethnic or national origin, disability, military or veteran status, sexual orientation, genetic information, or any factor protected by law. The university is committed to inclusion and diversity as constitutive elements of our Jesuit Catholic identity.
- The university values diversity and seeks talented employees from a variety of backgrounds. To this end, John Carroll University takes affirmative action to employ qualified women, minorities, veterans, and disabled persons.
- John Carroll University subscribes to these provisions in hiring, placement, promotion, transfer or demotion, recruitment or advertising for employment, treatment during employment, compensation or benefits, professional development, layoff or termination and seniority or retirement.
- The [Carroll STAR program](#) is an innovative employee recognition program that draws upon the Ignatian heritage for its categories of recognition.
- A new “Impact on Wellness” seminar series delivers wellness programs to staff and faculty.

### Formation for Mission and Leadership: The Mission Office

In 2012, the President re-established a Mission Office under the leadership of an interim vice president to replace a university-wide mission committee model that proved ineffective at sustaining and advancing mission priorities across the campus in an integrated fashion. On August 15, 2014, Dr. Edward Peck, the founding director of AJCU’s Ignatian Colleagues Program, was appointed as Vice President for Mission and Identity.

[This Mission Office](#) is charged with directing the university's efforts to maintain and enhance its mission through the orientation of new employees, supervising programs that reflect the university's mission (including Campus Ministry), and developing policies, practices, and programs that assist the university community in understanding and advancing the mission.

*The current priorities of the Office are:*

- Orienting new faculty, staff, and students to the mission and ensuring that informational programs about our Jesuit, Catholic heritage are held throughout the year.
- The formation of faculty and staff for mission, with a particular focus on those who will lead and train others for mission, as with those who have participated in the Ignatian Colleagues Program.
- The integration of a deep understanding of mission across all divisions, impacting the programs and policies of each division.
- To infuse mission awareness into major documents and programs of the university (e.g., The University Strategic Plan, University Learning Goals, Core Curriculum, Purchasing Agreements, university budgeting, HR policies and practices, etc.)
- To coordinate planning and programming for Ignatian Heritage Week and other thematic mission-based programming.
- To help advance the understanding and realization of a faith that does justice.

These priorities are achieved through a series of programs sponsored by the Mission Office or Campus Ministry as well as through related collaborative programming of our mission-related Centers and Institutes as described under Characteristic 2. Such programming includes:

- Half and full days of reflection for faculty and staff and service opportunities for which staff can use Mission Leave time.
- Brown bag lunches unpacking Pope Francis' Encyclical *Laudato Si'*.
- Papal "Watch Parties" around Pope Francis' addresses to Congress and the United Nations.
- Programming around the 25<sup>th</sup> Anniversary of the Jesuit Martyrs, including a visit from the late Fr. Fernando Cardenal, S.J.
- Collaborative programming with local Catholic colleges to commemorate the 35<sup>th</sup> Anniversary of the Martyrdom of the Churchwomen of El Salvador.
- Lenten offerings by Campus Ministry
- Faculty and staff participation in national and international immersion programs at the rate of approximately 20 per year.
- Faculty and staff participation in the Ignatian Colleagues Program, which to date includes 19 people in the first eight cohorts.
- Faculty participation in programs like Collegium, Faculty Conversations Weekend, Loyola University's Sustainability Conference.
- Faculty and staff participation in the AJCU Leadership Seminar and the Institute for Administrators in Catholic Higher Education at Boston College, and the Justice Conference that occurs every four years.
- Eight-week Ignatian Retreats offered to faculty and staff through the Ignatian Spirituality Institute.

The Mission Office is funded through the operating budget of the university as well as by two mission endowments for programming and formation efforts, one of which is the result of a \$1 million gift of the Jesuit Community named in honor of the late Dean Brackley, S.J. Campus Ministry has a number of smaller endowments to help enable students to participate in retreat programs. University Advancement is committed to increasing the size and number of these endowment funds to support mission, as evidenced in the Forever Carroll Campaign.

### **Hiring and Human Resource Practices that demonstrate a commitment to mission:**

- Although not yet an official requirement at this time, many job postings, especially those involving significant leadership positions, include some kind of statement expressing a preferred qualification in terms of the Jesuit Catholic values of the university. For example, the Director of the Counseling Center description reads: "Candidates should possess values compatible with and supportive of the mission of John Carroll University."
- Similarly, although there is no uniform process for discussing mission during the interview process, most search committees and hiring directors, and all deans, seek to ascertain a candidate's interest in advancing the university's mission. As indicated above, all faculty candidates and all newly hired employees receive the Mission, Vision, and Core Values Statement and the Jesuit Catholic Identity of John Carroll brochure in their welcome packets.
- Fostering a productive, healthy, and safe workplace, that helps employees effectively integrate and manage their work and personal life responsibilities, is essential to the fulfillment of John Carroll University's Jesuit Catholic mission. As such, it provides leave opportunities that contribute to employee well-being, support family care concerns, align with legal requirements, and are appropriately benchmarked and consistent with peer institutions. JCU strives to provide for a responsibly managed workplace through careful selection, preparation, and accountability of supervisors, managers, and leaders, and seeks to effectively address the personal needs of employees and the needs of their respective units when considering discretionary leave requests.
- Strategic Human Resource programs are built on collaboration with divisional and faculty leadership as well as partnering with Staff Council. The human resource function has the potential to act as the catalyst for maximizing the value that employees are able and willing to contribute.
- John Carroll University achieves its mission of teaching, research, and community service in a manner consistent with its Catholic, Jesuit mission and philosophy. Employees are expected to conduct themselves in a manner that is also consistent with this mission and philosophy.
- Employees are expected to respect the dignity of individual students, faculty, staff, administrators and visitors. The university expects every employee to show the same respect and concern for others within the university community, so that all members of our community can achieve their full potential.

## Financial Management

Financial resources at the university are allocated carefully to fund strategic initiatives that are rooted in the mission, as specified throughout this document. Thus, the university's financial management is significantly influenced by its Jesuit Catholic Mission as evidenced by the following illustrative examples:

- Socially Responsible & Sustainable Investing Policy (excerpts):
  - a. The university commits itself to an investment policy which reflects both its identity as a Jesuit and Catholic university as well as its intention to promote the basic moral values of fairness, respect for human life, defense of human rights and social and environmental justice contained in the teachings of the Catholic Church.
  - b. The Committee recognizes it has a moral and legal responsibility to ensure satisfactory return on investments necessary for the support and growth of the university as a whole. Within the parameters of this principle and in the consideration of its social responsibility in investing, the Committee will weigh:
    - i. Excluding from the portfolio securities of the firms whose policies are contrary to the values the university espouses;
    - ii. Investing in firms that demonstrate a high level of social and environmental concern; and
    - iii. Influencing the social and environmental behavior of invested firms through the exercise of ownership and voting rights.
  - c. It is the responsibility of the Committee and investment managers to take into consideration these basic principles and to prudently determine appropriate strategies on the basis of information and advice from external as well as internal sources, at all times keeping foremost in mind the future welfare of the university.
- In 2009, all Ohio students and universities faced a precipitous drop in State grant aid to needier students. This decline in State aid represented a \$3 million impact which could have been absorbed by either our students or by the university. So, in the midst of the recession, the university committed the resources to its students, to maintain their enrollment, and our mission-based commitment to access and affordability. This commitment endures today as evidenced by the university's annual budgeting process.
- When the university negotiates contracts for outsourced work (for housekeeping and food services), it seeks management companies that treat their employees in ways that align with its commitment to justice. For example, when negotiating with the housekeeping management company, the university requires that they maintain pay rates and benefits levels that exceed the base union compensation structure.
- The Director of Purchasing is a member of the Sustainability Committee and has been taking steps to improve our purchasing policies and practices to make them more sustainable by identifying preferred vendors of "sweat free" and Fair Trade products when available, cataloging sustainable and eco-friendly products through the university's office supplier, and identifying vendors who can bring sustainable practices such as composting and ride-sharing to campus.

As part of the university's Fair Trade Commitment, the university has agreed to establish a Purchasing Policy that reflects its Jesuit Catholic values. This work lies ahead.

## Physical Resource Management That Reflects the Mission:

### *Environmental Sustainability*

In recent years, the university has made notable advances in sustainability under the leadership of the university-wide [Sustainability Committee](#) led by the Associate Vice President for Facilities. Among the key advances are the LEED Silver Certification of the Murphy Residence Hall renovation project, the addition of recycling stations and water bottle filling stations across campus, and programs to reduce energy consumption and reduce our [carbon footprint](#). Ongoing initiatives of the Committee are grouped in the following areas on the website and are reviewed periodically with the campus community, most notably during Ignatian Heritage Week.

- [Energy and Water Use](#)
- [Design and Construction](#)
- [Transportation](#)
- [Waste Reduction](#)
- [Sustainable Business Practices](#)
- [Student Life](#)
- [Food Services](#)
- [Landscaping / Grounds](#)

### *Attention to the Transcendent*

One of John Carroll's great strengths is the beauty of its campus and the care that is taken in maintaining it, both of which point beyond themselves to the transcendent. The campus is marked, for example, by:

- A uniform Georgian architecture with thematic features such as the ubiquitous cement archways and slate roofs that adorn most buildings.
- Flower beds that are changed seasonally and are arranged beautifully.
- Artwork on campus includes: statues of John Carroll and St. Ignatius, stained glass windows in the St. Francis, Rodman, and Murphy Hall chapels and the O'Connell Reading Room of the Dolan Center for Science and Technology, and a set of themed portraits titled "[I Pray](#)" in the Lombardo Student Center.
- As sign of the university's commitment to stewardship is the establishment of the university as an Historic District at the state and federal levels and listing on the National Register of Historic Places
- In 2008, the university received a stunning full-color reproduction of the hand-lettered *Saint John's Bible* for permanent display in the Grasselli Library and Breen Learning Center.
- Plans are in place to establish a Religious Art Committee to further enhance our campus.

### *Spaces for Prayer, Reflection, and Gathering*

Campus Ministry publishes [a brochure that highlights places to pray and reflect](#) on campus, which includes:

- Three chapels
- Reflection spaces in the residence halls

- An Interfaith prayer space in the library
- St. Ignatius Plaza and Fountain
- A giant Labyrinth off the main quad in front of Rodman Hall
- Alcoves, benches, and tables where individuals and groups can sit
- The Grasselli Library features a large, enclosed open-air courtyard with tables and chairs as well as a Learning Commons meant to enable students to congregate and collaborate.

## **Tensions and Emerging Mission Priorities**

### *Tension:*

In an era of finite resources—human, fiscal, and material--and increasing pressures to meet financial commitments; student access, affordability, and success; and careful stewardship of the earth, we strive to balance budgets and prioritize programs in light of our values.

### *Emerging Mission Priority:*

As we look to the future, we deepen our commitment to the Jesuit Catholic values of peace, justice, and sustainability through our strategic budgeting and planning processes, support of student affordability, and attention to sustainable practices across the university.

## Mission Strengths

As a Jesuit Catholic University, John Carroll claims the following mission strengths that are enduring mission priorities:

1. *A commitment to academic excellence through a new integrative curriculum rooted in Ignatian pedagogy, guided by a dedicated faculty and staff, and relevant for the 21<sup>st</sup> century.*
2. *A well-established culture of service and solidarity that exemplifies the essence of a Jesuit Catholic education.*
3. *Comprehensive opportunities to promote holistic student development and thriving.*
4. *A commitment that places mission at the heart of all strategic planning and institutional decision-making.*
5. *Demonstrated success addressing access and affordability issues in our region for those normally excluded from higher education.*
6. *The engagement and formation of its students, faculty, staff, and alumni, which has earned the University significant respect locally and regionally.*

## Strategic Mission Priorities

As a Jesuit, Catholic university dedicated to the *Magis*, John Carroll commits to advancing the following strategic mission priorities. These priorities emerge from our ongoing reflections on the tensions and challenges of living our Jesuit Catholic mission. The first four priorities are the objectives associated with Goal 2, A Faith that Does Justice, of the university's strategic plan, *Promise and Prominence*. The fifth priority emerges from the Office of Mission and Identity under the direction of the Mission and Identity Committee of the Board of Directors.

1. *Deepen the University's commitment to peace, justice, and sustainability.*

Through this mission priority, John Carroll desires to deepen its commitment to the Jesuit Catholic values of peace, justice, and sustainability through academic programs, student engagement, and institutional practices.

2. *Integrate an Ignatian pedagogy of experience, reflection and action more fully into the student learning experience and across the broader campus community.*

John Carroll desires to integrate student learning by using the dynamic pedagogy inherent in Ignatian spirituality to develop a common framework for reflection. We also desire to develop a set of processes by which students, faculty, and staff can synthesize their reflections and apply them to who they are becoming and what they will do in the world.

3. *Enable all members of the University community to explore, deepen, and share their faith or worldview in dialogue with people of all cultural and faith backgrounds.*

John Carroll desires to develop opportunities for faculty, staff, and students to engage in meaningful and fruitful interreligious and intercultural dialogue. Our students will enter a far more globalized and interconnected world as agents of positive change who are capable of building bridges across faith and culture.

4. *Improve the diversity of the faculty, staff, and student body in order to foster a culture of inclusive excellence.*

John Carroll desires to deepen its maturing commitment to inclusive excellence by developing programs and institutional practices that diversify the community and build respect for others. Further, we desire to enhance people's abilities to understand, discuss, and respond as leaders to issues related to diversity and inclusion on campus, in the region, and in the world.

5. *Continue to establish and engage a vibrant community of companions in mission who animate the University and train and mentor others for mission.*

John Carroll desires to engage those who have been formed for mission to establish a series of self-perpetuating programs for faculty, staff, and board members that welcome and prepare them to advance the mission through their own work.



PROMISE *and* PROMINENCE

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JOHN CARROLL UNIVERSITY'S  
**STRATEGIC PLAN**

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2015-2020

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## OUR ENVISIONED FUTURE

John Carroll University's promise is to develop the intellect, character, leadership, and service potential of every one of our students so that they will become the thought leaders, change agents, community builders, and ethical thinkers needed in the 21st century. To keep this promise, we must enhance the prominence of our University.

Our prominence will be achieved by aligning mission-driven initiatives with market-driven demands. John Carroll will increase its competitiveness to expand our geographic reach, enrollment, fiscal resources, partnerships, and philanthropic gifts.

We commit to the primacy of academic program quality and to curricular innovation and relevance. We will not compete on prestige or price alone. Instead, we will focus on value—providing the most exciting, challenging, holistic education available—and on values—sustaining the timeless ideals upon which this University is built.

John Carroll's compact with its students, faculty, staff, alumni, and friends is grounded in its Jesuit Catholic vision, mission, and core values. Embracing these, we will work in the next five years to achieve three goals. Each goal, as it is realized, will broaden opportunities for our students and increase their capacity to become engaged world citizens within a distinctly Ignatian framework.

- **Academic Excellence for Student Learning and Success** animates the Ignatian traditions of intellectual rigor, local and global citizenship, and support for student learning and well-being.
- **Faith That Does Justice** charges the University to address social challenges facing our local and global communities through the Ignatian model of reflection and action.
- **Engaged Campus Community** challenges us to sustain a dynamic and collaborative workplace by embracing the Ignatian ideal of Magis, the greater good.

Our goals accomplished, we keep our promise to our students. And John Carroll students will realize their promise in the world.

# GOALS AND OBJECTIVES

## GOAL 1

### ACADEMIC EXCELLENCE FOR STUDENT LEARNING AND SUCCESS

John Carroll University will achieve greater regional and national recognition as a leader in liberal education and be known for developing superior critical competencies through a challenging integrative core curriculum, innovative curricular programs, and cross-campus support for student learning. Informed by Ignatian traditions of well-educated solidarity, holistic care for the person, and openness to the challenges of the world, Goal One will be achieved through these objectives:

1. **Integrative Curriculum:** Implement the integrative core curriculum as a foundation for personal and professional success.
2. **Distinctive Programs:** Develop and enhance distinctive undergraduate and graduate programs that attract external recognition, increase enrollment, and produce graduates who will benefit our region and beyond.
3. **Investment in Faculty:** Invest in teacher-scholars to strengthen programs that enhance John Carroll University's academic reputation.
4. **Experiential Education:** Increase opportunities to engage in experiential learning programs through campus-based initiatives and local and global partnerships that prepare students for 21st century careers.
5. **Student Thriving:** Increase student engagement to improve student persistence, on-time degree completion, personal growth, and professional preparation and advancement.

True to our heritage, reflective of our history and values, and high in aspiration, this strategic plan is also pragmatic and realistic, directed toward securing John Carroll's future and meant to raise our reputation. It will make us stronger, not only because additional resources enrich student learning, but also because John Carroll University and its graduates are part of the Cleveland community and the national and global communities, and we are needed.

## GOAL 2

### FAITH THAT DOES JUSTICE

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Rooted in the gospels and inspired by Catholic social teaching and the Jesuit tradition of being women and men for and with others, John Carroll University will be recognized for its work in faith development, interreligious dialogue, a commitment to solidarity with those who are poor and the marginalized, a curricular emphasis on social justice and global citizenship, and an operative principle of inclusive excellence. We will meet the following objectives:

1. **Jesuit Catholic Values:** Deepen the University's commitment to peace, justice, and sustainability.
2. **Ignatian Pedagogy:** Integrate an Ignatian Pedagogy of experience, reflection and action more fully into the student learning experience and across the broader campus community.
3. **Interreligious and Intercultural Dialogue:** Enable all members of the University community to explore, deepen, and share their faith or worldview in dialogue with people of all cultural and faith backgrounds.
4. **Inclusive Excellence:** Improve the diversity of the faculty, staff, and student body and promote a culture of inclusive excellence.

## GOAL 3

### ENGAGED CAMPUS COMMUNITY

---

John Carroll will nurture a dynamic, collaborative and future-oriented institutional culture predicated on student, faculty, staff and alumni engagement to achieve operational excellence and competitiveness. Building on the Ignatian ideal of Magis, the greater good, we will achieve the following objectives:

1. **Individual Well-Being:** Advance the well-being of all full-time and part-time faculty and staff through enhanced work-life policies, community-building, and professional development.
2. **Integrated Planning:** Create, support, and sustain an integrated planning and budgeting process that aligns institutional resources with strategic priorities.
3. **Continuous Improvement:** Advance a culture of mission-centered and data-informed decision making for institutional improvement.
4. **Enhanced Technology:** Improve strategic use of technology to ensure excellence in all academic and administrative processes.
5. **Improved Collaboration:** Establish dynamic organizational and governance structures, collaborative leadership, enhanced communication, and decision-making across all stakeholders of the University.
6. **Strategic Alliances:** Pursue strategic alliances with local and global partners to enhance the University's reputation in the region and the world.



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# STRATEGICPLAN



# THE JESUIT CATHOLIC IDENTITY

*of* JOHN CARROLL UNIVERSITY



A group of people, including a young man in a John Carroll University jacket, looking forward. The background is a wood-paneled wall. The text is overlaid on a white banner.

**A COMMITMENT TO A CHURCH WITHIN**

**THE WORLD, SERVING THE HUMAN**

**SEARCH FOR TRUTH AND VALUE,**

**AND FOR JUSTICE AND SOLIDARITY.**

A group of young men in white t-shirts, some with 'JCU' logos, looking forward. The image is overlaid with a blue tint. The text is overlaid on a white banner.

# The Jesuit Catholic character

of John Carroll University is a single reality based on the integration of faith and culture that welcomes people of all faiths and people of no faith. As such, it represents a commitment to a church within the modern world, serving the human search for truth and value, and for justice and solidarity. It also represents a reverence for the transcendent vision that Christ preached and lived as the final best expression of human flourishing and fulfillment. This Jesuit Catholic character inspires and guides the intellectual, professional, and ethical endeavors that make John Carroll a university *committed to graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.*

In May 2008, the John Carroll University Board of Directors adopted the University's Catholicity statement, *The Jesuit Catholic Identity of John Carroll University*. It was developed through a widely inclusive dialogue over a two-year period and continues to inform a shared understanding of our mission and identity.

Visit [sites.jcu.edu/mission](https://sites.jcu.edu/mission) for a link to the full text of the Catholicity statement on the JCU website.

## Foundational Principles

*As a Jesuit Catholic university, we believe that:*

- Because God's love creates and sustains all that is, God's presence is always active in the world and is therefore available to be discovered, appreciated, and responded to.
- The self-revelation of God in Jesus reveals what it means to be fully human and fully alive.
- Made in the image of the triune God, we are meant for community.
- The University shares in the Church's mission to carry on the redemptive work of Jesus Christ in the world.
- The search for wisdom, meaning, and beauty proper to a university is a sacred endeavor that requires us to welcome people of all faiths and no faith.
- As Pope Francis has stated, "through dialogue it is always possible to get closer to the truth: dialogue is a gift of God by which we enrich one another."
- The University's Jesuit heritage inspires a distinctive intellect and character whereby our students:
  - Grow in the understanding of the relationship between faith and justice as we meet people where they live, especially those who are poor and marginalized.
  - Cultivate an ability to see, reflect upon, and recognize God active in our lives and in the world, discerning how best to respond to the circumstances of injustice wherever God's love is thwarted.
  - Engage in leadership and service for social justice in the region and in the world.





**... A REVERENCE FOR THE TRANSCENDENT VISION  
THAT CHRIST PREACHED AND LIVED AS THE FINAL  
BEST EXPRESSION OF HUMAN FULFILLMENT. ”**



## INTEGRATION *of* FAITH *and* CULTURE



John Carroll University desires to create an environment where the traditions and culture of Catholicism profoundly and creatively influence its inclusive search for wisdom and understanding and its formation of the whole person for service – intellectually, spiritually, and socially.



1 John Carroll Boulevard  
University Heights, Ohio 44118  
[jcu.edu](http://jcu.edu)



# ANNUAL REPORT

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JOHN CARROLL UNIVERSITY



Dear friends,

In addition to celebrating the first Jesuit pope's visit to the United States this year, we have celebrated many achievements that confirm our intentional focus and dedication to supporting students as stated in our strategic plan. This focus is producing results, as we implement high-quality educational services from the point of admission to graduation and beyond.

These accomplishments – which are shown concretely through rankings, grants, and programs – also indicate we are holding ourselves accountable to meeting our public commitments and adhering to our covenant with our students. We are meeting our aspirational University learning goals – intellect, character, leadership, and service. We are also preparing for the Higher Learning Commission's visit in September 2016 by improving our academic program reviews, data collection and assessment of learning by our faculty, and planning and communication across campus.

Access and affordability continue to be a priority for us, which is exemplified by the fact our graduation rate is 10 percent higher than our peers in Ohio, according to The Education Trust, a national nonprofit advocacy organization that enhances high academic achievement. Choosing John Carroll University significantly improves the opportunity of our Pell Grant students to graduate. I am pleased to report that our Pell Grant and non-Pell Grant students have the same graduation rate. Only 35 other schools in the nation have accomplished this achievement!

Financially, we have managed our investments carefully, and those investments, as well as gifts from alumni and friends, enabled our endowment to surpass \$200 million on May 31, 2015. As I write this letter, the endowment is slightly less due to challenges in the global markets, which impact our returns. Our smaller endowment limits opportunities for our students, and it is why we have made increasing our endowment a top priority during the next several years.

We thank all of you for your continued support – whether it be your time, treasure, or talent – of this distinguished University as we continue to build on our recent success.

God bless,



**Robert L. Niehoff, S.J.**

*President, John Carroll University*

# University Learning Goals

A John Carroll education is distinguished by respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning throughout the entire student experience. A commitment to excellence and academic rigor animates JCU's way of proceeding – graduating individuals of intellect and character who lead and serve by engaging the world. The University expresses this commitment through the following four aspirational learning goals informed by its Jesuit, Catholic heritage.



INTELLECT



CHARACTER



LEADERSHIP



SERVICE

# Intellect

Students are transformed through an integrated curriculum and applied learning to fully realize their potential to enrich the world.

The University was awarded a three-year, \$349,200 **Career Ready Internship Grant** from Great Lakes Higher Education Guaranty Corp., which will result in an anticipated 190 new paid internships during the 2015-2018 academic years. JCU is one of 33 colleges and universities in Ohio, Minnesota, Iowa, and Wisconsin that received a Great Lakes grant, which will help make internships more equitable for students with financial need. John Carroll will collaborate with businesses and nonprofit organizations to provide the greatest number of current and future students with an educational opportunity they might not have otherwise.

The second group of Cleveland Heights High School students in the **R.E.A.L. Early College** started taking classes on campus. R.E.A.L. (relevant, experiential, active learning) Early College is a collaboration between JCU and the Cleveland Heights-University Heights School District. The program requires students to demonstrate mastery of their core classes before enrolling at JCU. The students, who continue to take classes at Heights High, can earn as many as two years of college credit at Carroll.

JCU's special partnership with the Cleveland Clinic also provides many JCU students with paid summer biomedical research opportunities. Our new **health-care information technology** track helps students gain the specialized knowledge and abilities needed to meet the IT needs of the fast-growing health-care industry.

John Carroll and the Ohio University Heritage College of Osteopathic Medicine established a partnership to help talented Ohio high school seniors reserve an assured seat in **medical school**.

As part of the International Business with Language and Culture major, the University created **experiential internships in China** with the LU-VE Group, a commercial refrigeration company, with the help of Stefano Deleidi '87.

The Mike Cleary **Program in Sports Studies** helps students develop the knowledge and abilities to be leaders in athletic-related careers. A partnership with the National Association of Collegiate Directors of Athletics will benefit student-internship, mentoring, and shadowing opportunities.

JCU hired seven **tenure-track faculty** to develop destination programs to enhance revenue, support the Integrative Core Curriculum, and increase diversity.

JCU's academic programs focus on developing the **Integrative Core Curriculum** with several new, often linked, courses. One new minor is Humanitarian Action and Technology.

# Character

Inspired by the Ignatian tradition of finding God in all things, students develop a holistic awareness of themselves and others, acting with integrity and moral purpose for the good of society.

Hal '81 and Diane Hawk and Carl Hughes '79 established four fellowships (two in Rome and two in Washington, D.C.) with the **World Food Programme**, the food assistance branch of the United Nations.

The Office for Institutional Diversity and Inclusion integrated **diversity and inclusive excellence** into the University's strategic plan, institutionalizing efforts that can be measured. The office also developed a teaching postdoctoral fellowship that will provide opportunities for JCU to promote its mission and vision to a significant minority applicant pool.

JCU defensive lineman David Porter '16 was named to the 2015 **Allstate AFCA Good Works Team** for his dedication and commitment to serving others. Porter is one of only 22 college football players from throughout the country to be named to the good works team, and he's the first Blue Streak to be named to the team in the award's 24-year history. Porter participated in the Jesuit Day of Service for three years, helping local residents build a community garden; but much of his service has been dedicated to tutoring and mentoring children through the University's partnerships with Roxboro Middle School, Boys and Girls Clubs of America, and the Fatima Aftercare Program.





## Leadership

Students learn to recognize themselves as agents of positive change with and for others by integrating faith and reason to meet the world's needs through ethical leadership.

East Asian Studies major Larissa Stefaniuk '17 is one of 860 American undergraduate students from 332 colleges and universities throughout the U.S. who received the **Benjamin A. Gilman International Scholarship** to study abroad for a semester. Stefaniuk studied at Nanzan University in Nagoya, Japan. Gilman scholars receive as much as \$5,000 to apply toward their study abroad or internship program costs. The program, which is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, aims to diversify the students who study and intern abroad and the countries and regions they go. Scholarship recipients can gain a better understanding of other cultures, countries, languages, and economies, making them better prepared to assume leadership roles within government and the private sector.

The U.S. Department of Education awarded the University a **First in the World program grant**, totaling nearly \$1.3 million. JCU is the only university in Ohio to receive the funding. First in the World grants help develop innovative strategies to improve academic outcomes and retention rates for at-risk college students.

### ADMINISTRATION

Alan Miciak, Ph.D., was appointed **dean of the John M. and Mary Jo Boler School of Business** and tenured professor of marketing. Previously, Miciak was dean of Duquesne University's Palumbo and Donahue School of Business from 2005 to 2013.

Margaret Farrar, Ph.D., was appointed **dean of the College of Arts and Sciences** and tenured professor of political science. Most recently, Farrar served as associate dean at Augustana College in Rock Island, Ill.

Ed Peck, Ph.D., was appointed the new **vice president for mission and identity**.

Terry Mills, Ph.D., was appointed the University's first **assistant provost for diversity and inclusion**.

# Service

The Center for Service and Social Action seeks to educate for justice by offering opportunities for learning through service and advocacy. The center connects the campus with the community through rich partnerships that are eye-opening, high-impact learning experiences. These help the center realize the Jesuit goal of developing well educated men and women who understand what it means to stand in solidarity with those living in poverty and on the margins, engage in ongoing reflection, and build a more just and humane society.

## 2014-15 HIGHLIGHTS

- Two new intern positions were created for students to develop professional skills.
- A new student leadership team of eight juniors and seniors was established.
- CSSA hosted the national AJCU Service-Learning Directors bi-annual conference in June.
- JCU students hosted a benefit for victims of the Nepal earthquake.
- Grace Donnelly ('16) received the Charles J. Ping Student Service Award, one of three students selected in the state of Ohio.
- Ohio Supreme Court Justice Maureen O'Connor attended and presented awards for We the People Mock Congressional Hearing.

## THE SUCCESS OF STUDENTS AND FACULTY

- 2,078 students (68%) engaged in community service during the past year and contributed 116,148 hours of service to the community. The number of hours represents a 2.5% increase compared to the previous academic year.
- During the past year, 1,012 students took an academic service-learning course, and 41 faculty members taught 59 service-learning courses offered in 14 disciplines.
- 98 student workers were employed by CSSA and eligible for the Federal Work-Study Program to support their tuition needs and encourage their retention.
- 21 graduating seniors in the class of 2015 went on to do a year of service regionally, nationally, or internationally.
- The estimated economic impact of JCU's service to the community is more than \$2,504,150, which is calculated based on 116,148 hours of service multiplied by the national volunteer rate of \$21.56 an hour.
- 75 community partners provided opportunities for students to serve, engage, learn, and develop their skills and talents while building mutually beneficial learning opportunities for clients in need.

## IMPACT ON STUDENTS

Of the 983 students in service-learning courses surveyed by the CSSA, 270 responded. 94% of respondents reported they have a responsibility to help efforts directed at **social justice changes** in society. 93% said they're confident they can help promote **equal opportunity** for all people as a result of their experience.

## DISTINGUISHED RECOGNITION

John Carroll is one of five colleges and universities to receive the 2015 **Higher Education Civic Engagement Award** presented by The Washington Center and the New York Life Foundation. Recipients were chosen based on their leadership and innovation in civic engagement. JCU is being recognized for creating the We the People service-learning program.

The University is among a select group of colleges and universities named to the President's **Higher Education Community Service Honor Roll**. This is the seventh consecutive year JCU's Center for Service and Social Action has been recognized with this distinction.

JCU is ranked among the top 20 colleges and universities for **service-learning** in the U.S. for the fifth consecutive year. (U.S. News & World Report)

John Carroll is one of 361 institutions that hold the Community Engagement Classification as a **Carnegie Community Engaged Campus**.

## SIGNATURE PROGRAMS

**Carroll Reads** – a literacy-tutoring program for K-6 students

**We the People** – a civic program that focuses on the U.S. Constitution and citizenship in grade school and high school classrooms where JCU students are tutors

**Carroll Ballers** – a student-led youth mentoring program at the Cuyahoga County Juvenile Detention Center

**R.E.A.L. Early College Program** – a mentoring and early college access program for eligible high school students from the Cleveland Heights-University Heights School district



John Carroll – a private, co-educational Catholic university in University Heights, Ohio – is committed to educating the whole person – mind, body, and spirit – by adhering to the Jesuit tradition of educational excellence that dates back more than 460 years.

## Distinctions

#7

among universities in the Midwest offering master's programs and one of the top 10 regional institutions for the 27th consecutive year (U.S. News & World Report)

#3

for a strong commitment to undergraduate teaching (U.S. News & World Report)

#7

in the Great Schools at Great Prices category (U.S. News & World Report)

#7

in the Midwest in the Best Colleges for Veterans category (U.S. News & World Report)

TOP 100

The only Ohio college or university to be named among the top 100 in Money Magazine's 2015-16 Best Colleges rankings based on graduation rates, educational quality, affordability, and alumni earnings

#1 PROGRAM  
FOR STUDENT  
VETERANS IN OHIO

No. 5 student veteran program in the nation among private schools, and No. 29 student veteran program in the nation overall (Military Times, "Best for Vets 2015")

0% PELL GAP

JCU is one of 36 schools nationally, and the only one in Ohio, to have no gap in the graduation rate between Pell Grant and non-Pell Grant students. In contrast, the average nationwide graduation rate for Pell students is 5.7 percentage points lower than the rate for non-Pell students (The Education Trust). The University's graduation rate is 10% higher than its peers in Ohio.

## Economic Impact

\$127 MILLION  
in total annual economic impact\*

1,798 JOBS CREATED in the region by University spending

\$1.03 MILLION income tax revenue for University Heights (the city's largest source)

\$43.4 MILLION gross payroll

847 FULL- AND PART-TIME EMPLOYEES

750 STUDENT EMPLOYEES

\*Center for Economic Development at Cleveland State University's Maxine Goodman Levin College of Urban Affairs (2011)

Many graduates are employed by some of the most well-known companies and organizations in the region, which is a result of the University's involvement in the area and dynamic internships. Many local alumni hold prominent positions in Northeast Ohio, including chief executives, doctors, and teachers.

## Blue Streak Nation

**42,502** TOTAL ALUMNI

**24,742** ALUMNI (58%)  
LIVE IN OHIO

**2,934** ALUMNI

live in University Heights and the adjacent  
Cuyahoga County suburbs

**22,305** ALUMNI

live in Northeast Ohio and 96% of those reside in the  
Cleveland and Akron areas

## Professional Fields\*

**3,106**  
TEACHER

**412**  
CPA

**776**  
VICE PRESIDENT

**725**  
PH.D.

**1,776**  
ATTORNEY/JD ESQ.

**311**  
DENTIST

**1,030**  
PRESIDENT

**289**  
BOARD DIRECTOR

**3,106**  
MEDICAL DOCTOR

**184**  
NURSE

\* Based on information provided by alumni

## Where They Work\*

### TOP EMPLOYERS

1. THE CLEVELAND CLINIC FOUNDATION
2. JOHN CARROLL UNIVERSITY
3. CLEVELAND METROPOLITAN SCHOOL DISTRICT
4. THE PROGRESSIVE CORP.
5. KEYBANK
6. PNC BANK
7. THE SHERWIN-WILLIAMS CORP.
8. ERNST & YOUNG
9. CASE WESTERN RESERVE UNIVERSITY
10. PWC (PRICEWATERHOUSECOOPERS)

# STUDENTS

JCU graduates are individuals of intellect and character who lead and serve by engaging others. To achieve this mission, the University devotes itself to inspiring students to excel in learning, leadership, and service throughout the world.

## By the Numbers

**3,137**  
UNDERGRADUATE  
STUDENTS

**536**  
GRADUATE  
STUDENTS

**88%** RETENTION RATE

compared to 81% for private institutions nationwide and 80% for public universities nationwide (representative of four-year institutions)

**21**  
AVERAGE  
CLASS SIZE

**14:1**  
STUDENT TO  
FACULTY RATIO

STUDENTS FROM

**35** STATES

**48** COUNTRIES

**41%**

of the class of 2015 graduated with a major and a minor or more than one major

**94**  
TRANSFER STUDENTS  
(a 25% increase compared to last year)

### Freshman Class Profile

**3.5** AVERAGE  
HIGH SCHOOL GPA

STUDENTS FROM  
**315** SCHOOLS

**761** STUDENTS

**118** FIRST-GENERATION  
STUDENTS  
**24** STATES **9** COUNTRIES

### Four-Year Graduation Rate

**65%** JOHN CARROLL

**53%** PRIVATE INSTITUTIONS (nationally)

**34%** PUBLIC INSTITUTIONS (nationally)

### Areas of Study

**32%** BUSINESS

**26%** SCIENCE, MATHEMATICS, AND HEALTH

**25%** HUMANITIES

**17%** SOCIAL SCIENCES, EDUCATION, AND GLOBAL STUDIES

**61%** OF THE 2015 FRESHMAN CLASS  
ORIGINATES FROM OHIO

**34%** NORTHEAST OHIO **17%** AKRON/CANTON/YOUNGSTOWN  
**3%** CENTRAL OHIO **2%** TOLEDO

## Internships: Engaged Learning

This past academic year, students in the Boler School of Business participated in about 200 internships with more than 150 companies, including Phillips Healthcare, Disney, GE Lighting, the Rock and Roll Hall of Fame and Museum, and JP Morgan Chase. In the College of Arts and Sciences, about 250 students took advantages of about 300 internships at organizations such as the Cleveland Clinic and Rainbow Babies and Children's Hospital, as well as various police departments, local governments, and schools. These valuable internships help students find jobs in their fields shortly after, or even before, graduation.



"My yearlong co-op with Lubrizol and summer internship with Sherwin-Williams have expanded my view to the different available opportunities as a research-and-development chemist. At Lubrizol, I worked alongside my mentor on many different projects, including one I was able to see to completion on its way to a patent – diesel engine dispersants for motor oil. At Sherwin-Williams, I was assigned to a new breakthrough project, a protective marine coating, and even led the project during the time I was there. Being able to work independently on the beginning stages of such a project was a phenomenal experience that taught me how to think critically to solve problems and move through stages of development. These are crucial skills I'll be able to implement throughout my Ph.D. program and beyond."

**- SARAH BLASK '16**



As an international business with language and culture major, my focus has been studying Mandarin Chinese and business. Last semester, I worked in Beijing for Blue Ocean Network, a private, English-language Television Network that provides information about China to its international viewers. I edited company-made videos about Chinese culture, business, lifestyle, and travel. The semester-long internship, which allowed me to further engage myself in a setting outside the classroom, has helped me understand where I want to be. I have chosen to continue my passion for doing business in China by applying to several programs in Beijing with the hope of returning there after graduation.

**- HANNAH PATTERSON '16**

## Consolidated Summary of Operations

YEAR ENDED MAY 31 (DOLLARS IN THOUSANDS)

| REVENUES                                    | 2015          | 2014          |
|---|---------------|---------------|
| Tuition and fees                            | \$114,429     | \$109,568     |
| Funded scholarships                         | (9,160)       | (8,912)       |
| Unfunded scholarships and grants-in-aid     | (57,051)      | (54,237)      |
| Residence and dining fees                   | 19,008        | 16,818        |
| <b>Net student fees</b>                     | <b>67,226</b> | <b>63,237</b> |
| Contributions and private grants            | 8,855         | 8,467         |
| Government grants and contracts             | 3,863         | 4,533         |
| Investment return designated for operations | 10,315        | 9,852         |
| Interest income                             | 135           | 127           |
| Rental income                               | 3,662         | 3,605         |
| Other                                       | 2,017         | 1,668         |
| <b>Total revenues</b>                       | <b>96,073</b> | <b>91,489</b> |
| <b>EXPENSES</b>                             |               |               |
| Instruction                                 | 34,137        | 33,503        |
| Academic support                            | 12,695        | 12,143        |
| Sponsored programs                          | 5,006         | 6,023         |
| Student services                            | 13,394        | 12,593        |
| Institutional support                       | 12,112        | 11,687        |
| Auxiliary enterprises                       | 17,056        | 14,821        |
| <b>Total expenses</b>                       | <b>94,400</b> | <b>90,770</b> |
| <b>Increase in operating net assets</b>     | <b>1,673</b>  | <b>719</b>    |

### SUMMARY OF FINANCIAL POSITION\*

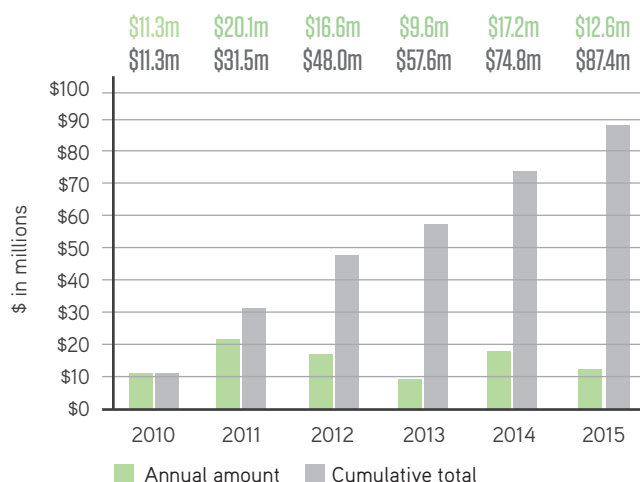
|                          |           |           |
|--------------------------|-----------|-----------|
| Total assets             | \$443,051 | \$429,140 |
| Total liabilities        | 97,949    | 93,794    |
| Total net assets         | 345,102   | 335,346   |
| Endowment market value** | \$205,197 | \$198,277 |

\* As of May 31 for years noted

\*\* The change in the market value of the endowment is impacted by the annual draws taken to fund University scholarships and initiatives. The net investment return for the endowment for the last fiscal year was 6.6%

## Forever Carroll Campaign

The Forever Carroll Campaign has reached \$87 million in commitments toward the goal of \$100 million.



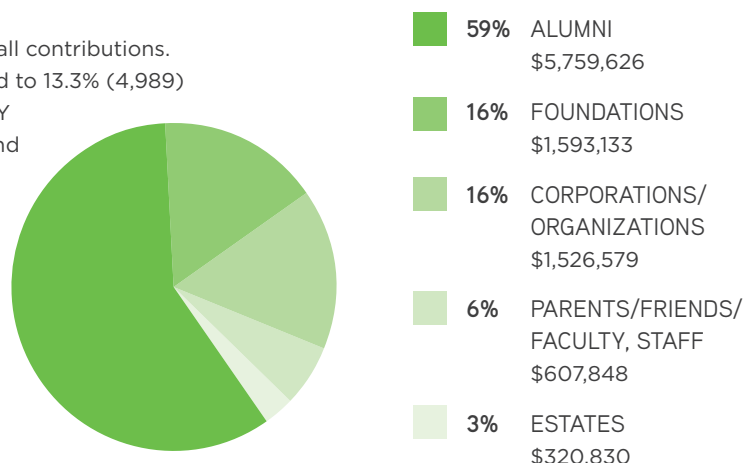
## Endowment Fund Market Value

The change of the endowment's market value is affected by annual draws taken to fund University scholarships and initiatives. The net investment return for the endowment last fiscal year was 6.6%.



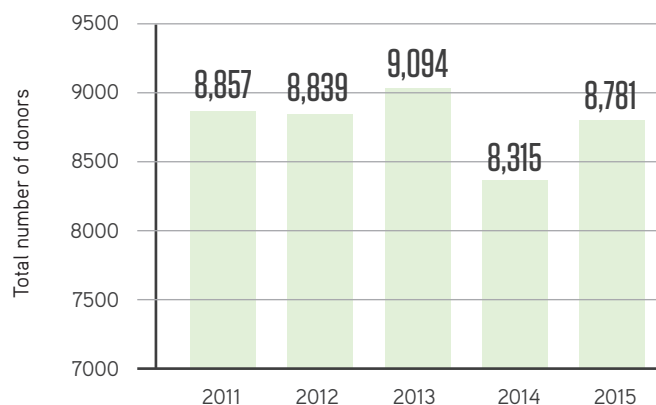
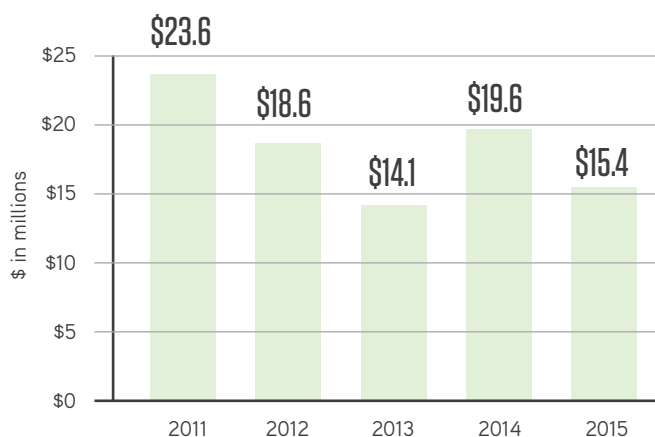
## Source of Gifts

Alumni led the way in giving, accounting for more than half of all contributions. The percentage of alumni who contributed to Carroll decreased to 13.3% (4,989) compared to 13.7% (4,995) in fiscal year 2014, 15% (5,490) in FY 2013, and 14.9% (5,354) in FY 2012. However, the percentage and number of alumni engaged with their alma mater increased. Gifts from foundations, corporations, and organizations increased 12% to 32% of funds raised compared to 10% in FY 2014. Also, gifts from parents, friends, and staff decreased to 6% compared to 12% in FY 2014. Cash gifts exceeded \$9 million in fiscal year 2015 and have exceeded \$8 million five out of the past six years.



## Giving and Commitments

Philanthropy plays an important role in supporting the University's Jesuit Catholic mission. In fiscal year 2015, new gifts and pledges decreased 21% to \$15.4 million compared to last fiscal year, when they totaled \$19.6 million. New gifts and pledges have exceeded \$15 million four out of the past five years.



## Administration

**Rev. Robert L. Niehoff, S.J.**  
President

**Jeanne M. Colleran '76, Ph.D.**  
University Provost and  
Academic Vice President

**Margaret E. Farrar, Ph.D.**  
Dean, College of Arts and Sciences

**Richard F. Mausser '00G**  
Vice President for Administration

**Mark D. McCarthy, Ph.D.**  
Vice President for Student Affairs

**Alan R. Miciak, Ph.D.**  
Dean, John M. and Mary Jo Boler  
School of Business

**Terry L. Mills, Ph.D.**  
Assistant Provost for Diversity and  
Inclusion

**Edward J. Peck, Ph.D.**  
Vice President for University  
Mission and Identity

**Doreen Knapp Riley**  
Vice President for University  
Advancement

**Brian G. Williams**  
Vice President for Enrollment  
and Institutional Analytics

## Board of Directors *(as of June 1, 2015)*

**Michael R. Anderson M.D., '86**  
Vice President and Chief Medical Officer  
University Hospitals

**Nancy Cunningham Benacci '77**  
Managing Director/Head of Equity  
Research  
KeyBanc Capital Markets

**Barbara (O'Brien) Brown '82**  
Principal and Co-owner  
BrownFlynn

**James E. Buckley '80G**  
Retired Partner  
KPMG

**The Most Rev. Neal J. Buckon '75**  
Auxiliary Bishop Archdiocese  
Military Services, USA

**Rev. Gerald F. Cavanagh, S.J.**  
Charles T. Fisher III Chair of Business  
Ethics and Professor of Management  
University of Detroit Mercy

**James A. Coyne '82**  
Vice Chairman, Director and CFO  
Stoneleigh Capital LLC

**Joan M. (Balzarini) Crockett '72**  
Retired Senior Vice President of Human  
Resources  
Allstate Insurance Company

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