



CANISIUS COLLEGE MISSION EXAMEN SELF-STUDY REPORT 2018

CONTEXT

One of 28 Jesuit universities in the United States, Canisius College was founded in 1870 in Buffalo, New York. The college is accredited by the Middle States Commission on Higher Education and New York State to offer baccalaureate and master's level degrees. In 2017-18, the college enrolled 2,398 undergraduate students and 1,066 graduate students in its 135 degree-granting academic programs.

This Examen takes place in the context of significant challenges being addressed by the college. Over the past decade since the Great Recession of 2008, Canisius has experienced a decline in enrollment and, thus, resources. This is the result of several factors, including a statewide decline in the number of high school graduates, weakness in the upstate New York economy where the majority of Canisius students are recruited, and the flat-lining of government support for higher education.

Other factors include the overabundance of institutions of higher education in Western New York where most of our students are recruited (including seven Catholic colleges and universities) and additional competition from New York State's other private colleges and universities, units of the State University of New York system, and community colleges. This intense competition for students in a highly price-sensitive region of the country was further complicated in 2017, when New York State introduced the Excelsior scholarship program, which is marketed to middle class New Yorkers as "free" tuition at SUNY public universities. Excelsior has had a negative impact on private colleges and universities throughout New York State, and Canisius is no exception.

The resulting financial challenges have taken a toll on the Canisius community. The measures the Board of Trustees and senior leadership of the college have had to implement to manage enrollment decline and the accompanying "right sizing" of the institution in terms of staffing, salary, benefits, and budget have had an impact on faculty and staff morale. The reality is that the college now has fewer students, fewer staff and faculty, and fewer resources.

The college also has fewer Jesuits. For the past several years Canisius has experienced a precipitous decline in the number of Jesuits assigned to the college. In fall 2010, the Jesuit community at Canisius numbered 25 Jesuits, of whom 15 were employed at the college in some capacity. In the intervening eight years, only one Jesuit has been sent by the Province to the college while 15 have departed so that in fall 2018, only one Jesuit remains full-time at Canisius. Of all of the challenges the college has faced in the past 10 years, this challenge goes to the heart of the college's historical identity and has and will continue to directly affect how it lives its mission.

Despite these difficult challenges Canisius has never wavered from its Catholic Jesuit mission. This Examen process has been an energizing one since it has revealed the many ways that the faculty and staff are committed to living the college's Catholic Jesuit mission and the many ways the college devotes resources to mission-related activities.

OVERVIEW OF THE EXAMEN PROCESS

In January 2018, President John J. Hurley appointed a steering committee to coordinate the Examen process. He appointed Professor Emerita Sandra Estanek, Ph.D. to chair the committee and write the self-study report. The steering committee itself was composed of faculty representatives of each of the three Schools (arts and sciences, business, and education) and the core curriculum; representatives of academic affairs, student life and campus ministry; the rector of the Jesuit Community; and two students (one undergraduate and one graduate student).

The self-study process was guided by the documents, *Some Characteristics of Jesuit Colleges and Universities: A Self-Evaluation Instrument* and *Maryland and Northeast Provinces Protocol for a Mission Priority Examen: A Mechanism for Self-Study, Peer Review, and Assessment*, and in consultation with Rev. James J. Miracky, S.J., provincial assistant for higher education.

The Examen self-study was conducted during the spring semester 2018, and involved extensive document collection and a series of campus conversations and surveys. The process revealed the breadth of activities the Canisius community was *doing* to live the mission and illuminated how the Canisius community *understands and experiences* the mission.

More than 100 documents were collected and organized under the seven Characteristics. Steering committee members chose the characteristic they were most interested in and worked in duos/trios to do a preliminary analysis of the documents. While the document analysis told the steering committee what the college was doing to live the mission, the committee determined that more information was needed to explain how the mission was understood and experienced by the Canisius community.

Three questions were decided upon as an organizing framework: 1) What does it mean to you to be Jesuit educated? 2) How have you experienced Canisius' Jesuit mission? 3) From your perspective, what is missing or what could we do better? These three mission questions were added to the satisfaction survey that was sent to all undergraduate students in May 2018. Additionally, a survey consisting of the three open-ended questions above was sent to 1) students who were currently enrolled in core capstone seminars, 2) students currently enrolled as student teachers, 3) students who had participated in a Kairos retreat, and 4) graduate students.

The committee also presented these mission questions to faculty and staff at an open forum held on April 11, 2018. Those who were unable to attend were invited to submit their responses anonymously online. Conversations also were held with faculty who had

participated in the Ignatian Colleagues and Canisius Colleagues programs, volunteers from the Faculty Senate, and the Jesuit Community.

Additional meetings were held with the following student groups, led by the students on the steering committee: USA student government, Di Gamma members, resident assistants, Students of Color Support Group, Urban Leadership Learning Community (ULLC) students, and graduate students in the higher education master's program. Notes from these conversations were analyzed for mission-related themes.

The data collected through this process, and the themes that emerged, were discussed at a retreat of the steering committee on May 29, 2018. Mission priorities were proposed at that retreat that were shared with the Senior Leadership Team on June 1, 2018. A revised list of priorities was shared with the steering committee for further conversation.

The self-study was written over the summer and a first draft was reviewed by the steering committee on July 26, 2018. Following their review and input, a revised draft was reviewed by the Senior Leadership Team and by members of the Mission and Identity Committee of the Board of Trustees in August. A final draft was presented to the Board for approval at its October 1, 2018 meeting. The self-study report was then forwarded to the site visit team in preparation for its November 2018 visit.

This self-study report is organized around the seven Characteristics of a Jesuit university and the questions posed for each Characteristic in the self-evaluation instrument. The steering committee discovered in its discussion of each of the Characteristics that the issues that were raised reflected several characteristics; thus, instead of a discussion at the end of each Characteristic, a comprehensive Discussion Section is included at the end of the report prior to the list of mission priorities.

CHARACTERISTIC #1: LEADERSHIP'S COMMITMENT TO THE MISSION

Mission Articulation:

The Catholic and Jesuit mission of Canisius is clearly and publicly stated in its mission and vision statements and throughout its planning documents. The Canisius mission statement is:

Canisius is an open, welcoming university where our Catholic, Jesuit mission and identity are vitally present and operative. It is rooted in the Catholic intellectual tradition's unity of knowledge and the dialogue of faith and reason. Founded by the Society of Jesus as a manifestation of its charism, Canisius espouses the Jesuit principles of human excellence, care for the whole person, social justice, and interreligious dialogue. Jesuit spirituality calls us to seek God in all things and Jesuit education aims to form students who become men and women for and with others.

Canisius completed the Middle States reaccreditation process in 2013-15. In the self-study report the college strongly reaffirmed its commitment to its Catholic Jesuit identity and cited the strides that it had made since the last Middle States review in 2005 in incorporating mission-centric initiatives.

In 2016, the approved new strategic plan, *Canisius 150: Excellence, Leadership, Jesuit* again reaffirmed strongly the college's commitment to its Catholic Jesuit identity. Mission permeates the strategic planning document. In fact, the fourth goal of the strategic plan is *Deepening Our Catholic, Jesuit Identity*. The strategic plan can be found at https://www.canisius.edu/sites/default/files/%2A/canisius_strategic_plan.pdf

Marketing materials clearly communicate that Canisius is a Catholic and Jesuit college. The college's viewbook produced for undergraduate admissions espouses the college's mission throughout. It states, "*Inspired by the Jesuit intellectual tradition, your learning at Canisius will go deeper. There will be meaningful experiences, spirited conversations, and moments of quiet reflection – all intended to engage your mind, of course, but your heart and soul, as well.*"

Board of Trustees

One of the primary responsibilities of every Canisius trustee is to "[p]romote awareness of Canisius' mission, goals, and quality, as well as steward the Catholic and Jesuit identity of the college." The Board of Trustees has a fiduciary responsibility to uphold the college's mission and formally oversees matters related to mission and identity through a standing Mission and Identity Committee, which assures that the programs and services of the college are in accord with and advance its Catholic and Jesuit mission and identity.

In 2011, the college's Board of Trustees worked with the then-New York Province and the Canisius Jesuit Community to develop a *Statement of Shared Purpose*, which can be found in the Canisius College policy manual, which is available electronically at <https://wiki.canisius.edu/display/HR/Volume+I%3A+1.1+General+Information#Volume:1.1GeneralInformation-1.1.7StatementofSharedPurpose> A copy also will be provided with this report.

In 2018, the Board began an earnest examination of the critical questions related to the college's mission and identity in the face of a declining Jesuit population on campus. President Hurley and Board Chair Lee Wortham initiated the discussion after attending a meeting of presidents, board chairs, and rectors sponsored by the U.S. Northeast and Maryland Provinces in November 2017. To provide the board with the context for the discussion, Mr. Hurley wrote *The Catholic and Jesuit Mission of Canisius College: A Primer*. The board's discussion was robust and ultimately resulted in crystallizing several critical questions for further review and discernment. Those questions were shared with the Provincial, Rev. John J. Cecero, S.J., and the board invited the Province to join with it in discerning responses and priorities. The board has been encouraged by the Province to develop its thinking through the Mission Priority Examen process.

University President

John J. Hurley was inaugurated as the first lay president of Canisius in 2010. President Hurley was the right person to make the transition from a Jesuit to a lay president. He is a native Buffalonian whose entire education from grade school through law school has been at Catholic institutions. He is a 1978 graduate of Canisius and a 1981 graduate of the Notre Dame Law School. He returned to Canisius in 1997 as vice president for college relations. As president, he

has continued the commitment to the college's Catholic Jesuit mission he had as a student, volunteer, and vice president, consistently and assertively leading the college's mission.

President Hurley serves on many boards and councils in Western New York, and has faithfully served a number of Catholic organizations. Since 2009, he has served as Bishop Richard J. Malone's appointee on the board of the Fidelis Care New York, a \$7 billion health maintenance organization that serves the poor in New York State, and is the past chair, with his wife Maureen, of the Bishop's Council of the Laity.

Inducted as a Distinguished Alumnus of Canisius College in 2002, Mr. Hurley is also a recipient of the college's LaSalle Medal (1996). St. Joseph's Collegiate Institute inducted him into its Signum Fidei Society (1998) and the University of Notre Dame presented him with its Exemplar Award (1997). He has received HOME's James Crawford Award (1990) and the Director's Award (1997) for outstanding service to the cause of fair housing. In 2012, Christ the King Seminary conferred an honorary degree upon Mr. Hurley.

Senior Leadership Team

This commitment to the mission of Canisius as a Catholic Jesuit university is shared by all of the members of the Senior Leadership Team and by the academic deans. While the Examen focuses on the vice presidents of academic affairs and student affairs because they are "responsible for the primary academic mission," all of the vice presidents work to support the Catholic Jesuit mission of the college together and in their respective areas of responsibility.

Margaret C. McCarthy, Ph.D., vice president for academic affairs, has served at Canisius College for over 30 years as a faculty member and administrator. She currently serves as vice chair of the Diocese of Buffalo Catholic Schools Advisory Council. She also is an associate of the Sisters of St. Joseph. Among her publications is *Power of Sisterhood: Women Religious Tell the Story of the Apostolic Visitation* (2014). With Dr. Terri Mangione, she contributed a chapter on collaboration between academic affairs and student affairs to *Student Life in Catholic Higher Education: Advancing Good Practice* (2017).

Terri L. Mangione, Ph.D., has served as vice president for student affairs and Title IX coordinator. One of the many areas she supervises is campus ministry. Dr. Mangione has been active as an officer of the Jesuit Association of Student Personnel Administrators, currently serving as its treasurer. She supports her staff in their participation in JASPA as well. With Dr. McCarthy, she contributed a chapter on collaboration between academic affairs and student affairs to *Student Life in Catholic Higher Education: Advancing Good Practice* (2017).

In October 2018, Dr. Mangione will leave Canisius College to become the dean of students and vice president for student affairs at Loyola Marymount University, and the college will search for her successor.

Academic Deans

Under the leadership of its respective dean, each School works to incorporate mission into its programs and activities. This commitment to mission is directly articulated in the mission statements of each of the respective Schools. The mission of each of the three academic units

of the college is realized through its academic programs, coursework, centers and institutes, and service activities. These initiatives will be discussed further in *Characteristic #2: Academic Life*.

CHARACTERISTIC #2: ACADEMIC LIFE

Canisius' academic life is rooted in the framework of Jesuit education, which emphasizes *Eloquentia Perfecta*, "polished articulation," and its correlative principles *Cura Personalis*, "care for the whole person" and *Magis*, "the more," which express the ideal outcomes of all Jesuit institutions. Throughout its academic offerings, Canisius is committed to Jesuit pedagogical goals to prepare students to gather information, think critically, speak, write, and communicate effectively in all forms so that they are able to lead and serve in society and in their professions. As such, the college's commitment to its mission as a Catholic Jesuit institution is reflected in its Institutional Learning Goals, which may be found at <https://www.canisius.edu/academics/office-academic-affairs/institutional-learning-goals-and-objectives>.

These reflect the common set of attributes that every Canisius graduate should possess as a result of their experiences in their courses, programs and co-curricular activities. Academic excellence, community involvement and leadership, and an understanding of Catholic, Jesuit mission and identity are the pillars of that experience and achieved through a learning and living environment that emphasizes *cura personalis*.

Core Curriculum/All-Honors Program

Canisius is unusual in that it supports two core curricula; however, both the core curriculum and the All-College Honors Program adhere to the traditional Jesuit commitment to the liberal arts.

Core Curriculum

As stated on the college's website, "*The Canisius College Core Curriculum is rooted in the humanistic ideals of the Catholic intellectual tradition and Jesuit pedagogy with its emphases on academic excellence, the dialogue of faith and reason, and service to humanity.*"

The core curriculum was revised in 2007 and implemented in 2009. Rather than having certain "core courses" that all students must take, the core is organized into three major categories: mission-centric attributes (four courses), breadth of knowledge (seven courses), and skills attributes (2 courses). The four "mission-centric attributes" are justice, diversity, ethics, and global awareness. Any course can be a "core course" if it incorporates one of these three categories. Individual courses may incorporate multiple core categories. It is the responsibility of the Core Curriculum Committee to review course proposals from faculty members and determine if a proposed course may be considered a core course.

In addition to the above core courses, all students must take four Foundation courses (ENG 111, ENG 112, RST 101, and PHI 101), and a Core Capstone course. The remainder of the core curriculum is taken through Field courses.

While the structure of the core curriculum is unique to Canisius, it incorporates the liberal arts tradition that has been the hallmark of Jesuit education since the *Ratio Studiorum*.

The All-College Honors Program

The All-College Honors Program parallels and replaces the core curriculum. Like the college core curriculum, the All-College Honors Program requires students to take two religion courses and one philosophy course. In addition to the traditional liberal arts core, two honors courses also must address the American Experience, and Diversity or Global Awareness. The All-College Honors Program incorporates the AJCU Essential Characteristics of *Jesuit Honors Programs* and participates in the AJCU Honors Consortium.

The program strives to build community among honors students through offering the possibility of living in a dedicated learning community on campus and through providing a variety of experiences and activities. Honors students are required to write a thesis. About 250 students currently participate in the All-College Honors Program.

Service is incorporated into the honors program although it is not required. Service activities are coordinated through the Honors Student Association. The program has a relationship with St. Luke's Mission of Mercy, an independent Catholic mission on Buffalo's East Side. Honors students also work with international and disadvantaged students through the ENERGY program at the Westminster Presbyterian Church on Buffalo's West Side.

One senior honors student wrote, "The Honors Program gave me the opportunity to live out the Jesuit values. Not only were these values applied directly or indirectly in the classroom, the leadership opportunities in Honors allowed me to know myself more (cura personalis) and give more (magis). Honors expected me to work hard and act responsibly, which instilled in me the value of work and an appreciation of who I am as a human being. With those core values, you can then give to others (men and women for and with others)."

Academic Programs and Majors

In 2013, the college initiated a triennial academic program review process. Every department and academic program, including graduate programs, completes a program review on a rotating basis. Reports are sent to the Academic Program Board for peer review. The first element that every Canisius program must address is how it is connected to the Catholic Jesuit mission of the Canisius.

As part of the Examen process, a content analysis of the mission sections of the APB reports was conducted. This analysis showed the following:

- Faculty understand their commitment to teaching as a commitment to the traditional Jesuit value of academic excellence;
- Cura personalis was often directly articulated as the framework for faculty/student interaction and departmental decision-making;
- Several departments and programs specifically articulated a commitment to teaching ethics and social justice;

- Some departments and programs (particularly graduate programs) consciously framed their programs in terms of the five elements of Ignatian pedagogy;
- Some departments and programs incorporate service into their courses.

The APB is continuing to work to improve the ways in which departments reflect upon and report their connection to the mission of the college. Beginning this year, the APB has split the mission question into two separate sections: one focused on the expression of mission and a second on academic excellence. For the reviews this year and going forward, the APB has asked departments to define their connections to mission and how they are working to make any connections explicit for the students.

In 2007, the college created Ignatian Scholarship Day to highlight the academic achievement of Canisius students. The day is intentionally named to highlight the connection to scholarship that is a traditional element of Jesuit education. The event has grown into an all-day program of student posters, displays, artistic displays and performances, and paper/multimedia presentations. The event was held on April 18, 2018. Classes scheduled on Monday, Wednesday, and Friday did not meet that Wednesday so everyone could attend the various sessions throughout the day.

Global Perspectives

Global collaboration is one of the priorities of Jesuit higher education, as it is at Canisius. In addition to the Global Awareness attribute in the core curriculum and the All-College Honors Program, and majors such as international relations and international business, efforts include serving international students studying at Canisius through the Office of International Student Programs and providing opportunities for American students to expand their global perspective through long and short term study abroad opportunities, and faculty-led program opportunities.

In 2017, international programs were integrated into the Center for International Education, which includes the Office of International Programs, Study Abroad Office, and the Institute for Global Engagement.

In addition to traditional study abroad opportunities for Canisius students, the college participates in a number of exchange agreements with Jesuit colleges and universities internationally. These currently include the following seven Jesuit institutions: Ateneo de Manila (Philippines), Comillas Pontifical University (Madrid, Spain), Pontificia Universidade Catolica do Rio de Janeiro (Brazil), Sogang University (Seoul, South Korea), Sophia University (Tokyo, Japan), Universidad del Pacifico (Lima, Peru), and Universidad Iberoamericana (Mexico City, Mexico).

Through these exchange agreements, Canisius students study abroad at these universities and their students study abroad in the United States here at Canisius.

Canisius also recruits students from Jesuit high schools internationally, including Loyola Jesuit College in Abuja, Nigeria.

The Institute for Global Engagement subsidizes and helps to administer faculty-initiated short term international courses and seminars that incorporate travel abroad. When faculty apply for a grant through the Institute they must show how the experience fits into the Jesuit mission and outline how they will incorporate both context and reflection. Currently, 17 experiences are listed on the Institute's webpage with more in the planning stages.

Faculty Policies

Although faculty research and scholarship are valued and required for tenure, Canisius remains a teaching institution in the tradition of Jesuit higher education. The faculty handbook states,

Canisius espouses the idea of academic excellence along with a sense of responsibility to use one's gifts for the service of others and the benefit of society. It seeks to promote the intellectual and ethical life of its students, helping to prepare them for productive careers as well as for meaningful personal lives and positive contributions to human progress. Its curricular and co-curricular programs are designed to educate the whole person through the development of intellectual, moral, spiritual, and social qualities. It aims to promote the contemporary Jesuit mission of the service of faith and the promotion of justice.

Members of the Canisius College faculty assume all responsibilities inherent in the role of teacher-scholar in such an institution (p. 2).

Within the general framework of the faculty handbook, each department has developed its own guidelines for promotion and tenure for its faculty members. The college accepts the tenets of academic freedom and tenure as articulated in the 1940 AAUP *Statement of Principles and Interpretive Comments*.

The ability of the college to offer incentives is limited by its financial situation; however, the college does its best to provide opportunities for professional development including support for "Catholic and Jesuit-related teaching and research." In addition to sabbaticals and conference attendance, the college has sent faculty members and administrators to the Ignatian Colleagues Program and developed its own Canisius Colleagues Program so that more interested faculty and staff could participate. Faculty have participated in the Institute of Environmental Sustainability at Loyola University Chicago and in the AJCU Leadership Seminar in Higher Education, which is also held at Loyola Chicago.

The Canisius Colleagues program provides professional development for Canisius faculty and staff members to deepen their connections with the Catholic Jesuit identity of Canisius. CCP participants are nominated by their respective vice-president with two to four individuals coming from each division. They are expected to participate in yearlong program consisting of eight in-class learning modules, an immersion activity, faith-sharing opportunities, and a spiritual retreat.

The college also supports two Mission and Identity internal grant opportunities, the Mission and Identity Course Development Grant and the Mission and Identity Research Fellowship. Both grants are for up to \$2500. The Mission and Identity Course Development Grant exists to contribute to the development and implementation of new or substantially revised courses by

faculty in the areas of Catholic and/or Jesuit thought with particular emphases on diversity, ethics, global awareness, or justice. The Mission and Identity Research Fellowship exists to contribute to the professional development of the faculty, particularly in the area of research and/or publication/presentation/performance in the area of Catholic and/or Jesuit thought with particular emphases on diversity, ethics, global awareness and/or justice.

In 2018, one course development grant and two research fellowships were awarded to Canisius faculty.

The orientation process for new full time faculty hires has been enhanced to better introduce faculty to the mission and help guide their understanding and practice of it. Prior to the 2015-16 academic year, the orientation process consisted of a brief overview of Jesuit mission and identity prior to the first semester teaching. In the past three years, this portion of the orientation has become more robust with a Canisius Colleagues Program-inspired reading and discussion group for new faculty and all untenured faculty. Thus, faculty who began in fall 2015 or later have the opportunity to participate in six of these optional sessions.

The orientation program for adjunct faculty has also been enhanced in the past two years with a module on mission being included.

Centers and Institutes

Several academic institutes incorporate the commitment to the Catholic Jesuit mission of Canisius College. These include in alphabetical order:

The Center for Urban Education demonstrates the School of Education and Human Services' commitment to the belief that all students are capable of excellence regardless of circumstance and its commitment to enhancing the quality of teaching and learning in urban schools across Western New York. It is a partnership with the National Urban Alliance.

The Institute for Autism Research conducts research, participates in clinical trials, and implements treatment strategies for children on the spectrum. The services of the Institute are available regardless of the ability to pay.

The Institute for Classical and Medieval Studies was launched in 2018 as a collaborative effort of faculty from six departments with a focus on the literary and material culture of the Classical and Medieval Worlds. ICMS embraces Canisius' Jesuit tradition by bridging disciplines in its quest for greater understanding of the past and the present. ICMS events are designed to attract a wide range of faculty, students, and interested community members who have a scholarly interest in the ancient and medieval worlds.

The Institute for Global Engagement (see Global Perspectives above)

The Institute for the Global Study of Religion facilitates conversations and lectures about important issues involving the relationship between Christianity and culture, and creates opportunities for the study of religion in various cultures through immersion seminars in various global cultures.

The Institute for the Study of Human-Animal Relationships is dedicated to advancing humankind's perspectives on non-human animals, including examining issues like responsible pet ownership/companion animal stewardship, zoo industry reform, animal use as food, animal-assisted interventions, animal use in science, and the use of science in advocating wildlife conservation. The institute understands its mission in terms of religious tradition and ethics, including Pope's Francis' call to right relationships with nature in *Laudato Si*.

The New Buffalo Institute (NBI) is a new initiative called for by the college's strategic plan. The intention of the NBI is to facilitate programs, collaborations, and creative initiatives that build upon new developments in the Buffalo region and also address the persistent challenges and injustices in our community. The college envisions the development of The New Buffalo Institute as a vehicle for reorganizing and prioritizing existing connections and activities at Canisius and to develop new initiatives to better align our efforts with community needs and priorities. The planning task force intends to finalize its plans in the fall. Implementation has begun on some initiatives.

The Video Institute provides students with real-world filmmaking experience while providing *pro bono* service to local non-profit organizations by creating service-oriented videos about the agencies and people they serve. Students produce social documentaries and service-oriented videos, all connected by the theme of social justice, to promote discourse on ethical, social, and cultural issues. The Video Institute also collaborates with the Network of Religious Communities to produce *Kaleidoscope*, a monthly television program about religious diversity that airs on WGRZ-TV (Buffalo's NBC affiliate) and Spectrum Cable.

The William H. Fitzpatrick Institute of Public Affairs and Leadership focuses on public policy, including its ethical dimensions. The institute encourages students to develop leadership potential through engagement with policy leaders, travel to Washington and Albany, and internship and other educational opportunities. The Fitzpatrick Institute features a speaker series, and other public affairs and leadership programs.

Other Catholic Initiatives

Canisius College supports an undergraduate Catholic Studies minor co-led by faculty in both the Departments of Philosophy and Religious Studies. This minor provides students with a more focused concentration in the Catholic Intellectual Tradition and provides extended learning opportunities such as internships at Catholic organizations.

Other mission-centric minors include conservation, ethics, justice, and peace and justice studies.

Professional Schools and Programs

All three Schools house professional programs that explicitly incorporate mission.

In addition to the commitments the programs in these schools articulated in their APB program review reports and the institutes discussed above, The Wehle School of Business is committed to using its resources and the skills of its faculty and students to make a difference in the community. For example, Enactus is a community of student, academic and business leaders

committed to using the power of entrepreneurial action to transform lives and shape a better more sustainable world. Through three main student-led projects, YES, REDI, and Sew REDI, Enactus students teach entrepreneurial skills to members of Buffalo's immigrant and inner-city populations with a goal of financial independence. Other examples in the Wehle School of Business are the Women's Business Center and the Center for Professional Development, which both utilize their resources to help members of the local community.

The School of Education and Human Services also is committed to making a difference in the Buffalo community through its activities and partnerships. In addition to the Center for Urban Education, discussed above, its activities include the Western New York Teacher Residency, which has the purpose of facilitating training of teachers committed to working in urban education. The SEHS also participates in the national Teach for America and the National Writing Project, which both focus on enhancing the preparation of teachers and students in urban schools.

Professional programs also are housed in the School of Arts and Sciences. One example is the pre-medical and pre-health professions program. The faculty are committed to showing that medicine is about service and not just science. Each summer, pre-medical, pre-dental, and other pre-health students travel to Nicaragua and Costa Rica where they work with local physicians and dentists to host pop-up clinics in underserved areas. Students gain experience working in a healthcare setting with translators. Students also increase their awareness that how people live influences their health by conducting public health home visits and studying how history influences the health status of a country.

CHARACTERISTIC #3: A CATHOLIC, JESUIT CAMPUS CULTURE

The Division of Student Affairs includes the ALANA student center, student health service, the counseling center, international student programs, campus ministry, student life (housing, campus programming, event services, and recreational programs), athletics, and the Griff Center for Academic Engagement. The Student Affairs mission statement says, *"The division of Student Affairs at Canisius College intentionally cultivates an environment where students are expected to be attentive to their experiences, reflect upon the meaning of the experiences, and develop a lifelong habit of discernment in order to encourage purposeful action."*

Student Affairs strives to realize this mission in its many activities. The focus groups conducted with student leaders for this self-study indicated that students who participate in co-curricular activities are enriched by their exposure to the Catholic Jesuit context of these activities. Conversations with student government leaders and resident assistants indicated that they understand and can articulate the Catholic Jesuit mission of the college in terms of *cura personalis*, *magis*, and "being men and women for and with others." This is also true of students who participate in the activities of Campus Ministry, especially retreats such as Kairos.

Campus Ministry

The Campus Ministry staff consists of two full time staff members, a graduate assistant, and a deacon volunteer. Campus Ministry provides all of the elements of a spiritual life on campus...liturgy, sacramental ministry, retreats, spiritual direction, and service.

Ministry and Liturgical Life/ Church Calendar/Sacramental Ministry/Campus Events

Like many universities, Canisius begins the academic year with the Mass of the Holy Spirit. The Mass is a major campus event that is co-sponsored by Campus Ministry, Academic Affairs, Student Affairs, and the Jesuit Community. No classes meet at this time, and because of the collaborative effort, attendance has improved over the past few years. The current bishop makes it a priority to participate as his schedule has allowed and members of the Jesuit Community are concelebrants. As is the case at other campus-wide and alumni liturgies (i.e., Baccalaureate) the president gives a brief reflection after communion that touches on the readings and the event being celebrated. Mass is followed by a campus-wide brunch.

Mass is celebrated on campus every Sunday, on holy days of obligation, and every weekday during the academic year. Mass is celebrated by a rotation of priests, including Jesuits. About 35-50 students attend Sunday evening Mass weekly.

The academic year concludes with the Baccalaureate Mass on the evening before undergraduate commencement. The bishop presides if his schedule allows. A post-Mass reception follows. For the last two years we have seen a dramatic increase in attendance.

As noted above, in fall 2018, only one Jesuit will teach full time on campus. Campus Ministry is addressing this by arranging a rotation of three Jesuits and two diocesan priests, including an alumnus of the college, who will commit themselves to celebrating Mass with the Canisius community. They also are working with students to take responsibility for music, hospitality, and outreach to the student community. In 2018-19, Campus Ministry will be experimenting with a Wednesday evening communion service.

The Sacrament of Reconciliation is offered weekly. The staff also provides marriage preparation for about 35 weddings each year and conducts RCIA and adult confirmation preparation. On average, 10 to 12 students are confirmed and one student is received into the Church.

The college chapel is open during the day for prayer and reflection and there is an interfaith/prayer/meditation room available on the first floor of the library. This room is most often utilized by Muslim students.

Retreats

Campus Ministry provides a program of service and retreats, which have a clear impact. The conversations that were conducted with students during this self-study clearly show that those students who attend retreats and participate in service activities understand and embrace the mission and Jesuit values even if they are not themselves Catholic.

As one student wrote, "I've worked on projects for non-profit organizations in the community as part of my coursework...Although I am not Catholic and do not participate in the religious programs on campus, I appreciate that they are offered and that the school is committed to the spiritual side of their students."

Kairos is offered three times each year. Each Kairos retreat has about 32 first time participants and 12 to 14 student/faculty/staff leaders so over 100 people participate each year in Kairos,

which Campus Ministry considers its hallmark program. Its impact was often mentioned by students.

Fourth Day is a follow up retreat for Kairos participants, which is offered annually. About 35 students attend along with 12 to 14 leaders.

Campus Ministry offers an *Always Our Children* LGBTQ++ and Allies retreat annually, which usually has about a dozen participants. The Examen asks what hospitality is provided to “those who may feel at odds with particular teachings of our tradition and yet hunger for communion with the Church...” This retreat is a good example of that hospitality.

Also, Campus Ministry offers a freshman retreat following orientation, which attracts about 30 participants, and a senior retreat that begins Senior Week activities, which attracts about 40 seniors.

Finally, Campus Ministry Immersion is a week long program that ends with a one-day retreat for a select number of incoming freshmen who have shown interest in campus ministry that occurs the week before orientation. About 16-18 students have attended each year for the past 10 years. Many campus ministry student leaders have come from this program.

Immersion Trips and Service Opportunities

Campus Ministry sponsors international and domestic service-immersion experiences that last from one to three weeks plus pre-trip formation and post-trip reflection. Domestic and international trip participants go through a four month or eight month preparation program that intentionally addresses these issues and prepares them well for deepening the experience and focusing more on immersion than “providing service.” Different Jesuit values, such as solidarity with the disenfranchised, spirituality, simplicity, and community, often arise organically during reflections that occur each evening throughout the experiences as a result of the training.

Spiritual Exercises

The Director of Campus Ministry, who is in formation for the diaconate, is trained to lead the Spiritual Exercises. He provides spiritual direction as his other responsibilities permit. In 2017-18 he provided ongoing spiritual direction to three students and one staff person. Spiritual direction was also provided to three individuals by another staff member. The college previously had a Jesuit who focused on providing the Spiritual Exercises who was transferred in 2016. From 2006 to 2016, over 100 faculty, staff, and students participated in the Exercises. Many of the faculty and staff who are now leaders in mission on campus “did the Exercises” during those years.

Student Life

Culture Committed to Relationality and Responsibility

Leadership development incorporates Jesuit values. Training programs for orientation leaders, resident assistants, and graduate assistants in the higher education master’s program who work

in student affairs all include sessions on how their work is grounded in the Jesuit values of *cura personalis* and “being men and women for and with others.” RAs are asked to create a bulletin board on their floors focused on Jesuit values during the fall semester.

One resident assistant wrote, “I have experienced the mission as a leader amongst my residents, as well as from the inviting community here. The strong ties within the Canisius community has pushed me to be the best I can be, and live out the Jesuit values.”

Student government leaders take their commitment to mission seriously. The Undergraduate Student Association (USA) includes several committees that work on themes of social justice, including the J.U.S.T.I.C.E. committee and the Diversity Committee. USA also is committed to responsible stewardship through the activities of its Sustainability Committee. Many current campus-wide initiatives began with the work of these committees.

As USA president Matthew Smardz writes in his welcome letter in the 2018-19 student handbook, “Our Jesuit, Catholic values provide Canisius students with an educational experience beyond what is taught in the classroom. They teach us to be men and women for and with others and to fight for social justice. At Canisius, our commitment to excellence is unparalleled. The Jesuit value magis, the Latin word for more, empowers our community to accomplish greatness and shapes each student in their pursuits of knowledge and growth.”

Student conduct hearings are the responsibility of the Office of Student Life. The office has intentionally increased the use of reflection essays as sanctions for low-level offenses asking students to reflect on their behavior in light of the community’s Jesuit values. In student conduct hearings, students are often asked why they chose to attend Canisius. If they do not mention the institution’s mission and identity, the judicial officer follows up with asking the student which Jesuit values resonates the most with them. In this way, a judicial hearing can become an opportunity for formation.

Honor Societies

The experience that Canisius students have is exemplified at its fullest by those who are inducted into the Di Gamma Honor Society and Alpha Sigma Nu. For more than 80 years, Canisius College has recognized its finest students, alumni, faculty and administrators with membership in the Di Gamma Honor Society. This prestigious society is composed of “men and women for others” who distinguish themselves working for the advancement of the college and who provide exemplary service on behalf of students and alumni. Since 1955, Canisius also has inducted members into Alpha Sigma Nu, the national Jesuit higher education honor society.

It was clear from the interview process for induction into Di Gamma, which was observed as part of the data collection process for this Examen, that these student leaders frame their Canisius experience in terms of *magis*, service, *cura personalis*, and “being women and men for and with others.”

Athletics

Canisius supports 16 NCAA Division I athletic teams, 18 club sports, and 10 intramural sports. These activities all “promote healthy lifestyles, enhance a sense of community, foster growth in leadership and teamwork skills, and encourage the pursuit of excellence.”

Canisius emphasizes developing its student-athletes academically and athletically. To that end, the athletic department has developed a comprehensive Life Skills program for intercollegiate student-athletes. After the spring 2018 semester, the average cumulative grade point average (GPA) of student-athletes was 3.23. Seventy-one percent (71%) of the intercollegiate student-athlete population maintained a GPA of 3.0 or higher for the year. In addition, each of Canisius’ 16 varsity athletic teams are in good standing, while five teams posted perfect single-year scores according to the latest Academic Progress Rate (APR) statistics released by the NCAA.

The social impact of intercollegiate student-athletes is recognized in the 2018 Canisius College Impact Report. The report cites 340 intercollegiate student-athletes provided 5728 hours of service in 2016-17. Service is required by the Metro Atlantic Athletic Conference (not the NCAA) but the amount of service required at Canisius is greater than MAAC requirements.

Diversity of Thought

Diversity of thought is valued throughout Student Affairs as it is in Campus Ministry. The college offers “hospitality toward those who may feel at odds with particular teachings of our tradition” in the spirit of the “dialogue of faith and reason” that should occur at a Catholic university. The college recognizes Unity—Gay Straight Alliance, a student group that discusses LGBTQ++ issues, hosts events, and provides a welcoming community to LGBTQ++ students and their allies. The Division of Student Affairs works individually with the small transgender community at Canisius to provide a safe and supportive environment. The college’s approach is consistent with Church teaching and with the USCCB’s letter *Always Our Children*.

Canisius College takes seriously the charge in *Ex corde Ecclesiae* to “...be both a community of scholars representing various branches of human knowledge and an academic institution in which Catholicism is vitally present and operative.” This spirit is reflected in the college’s speaker policy, which is found in the Canisius College Policy Manual. Any decision whether to host an event or invite a speaker to campus is made within this context on a case-by-case basis. When appropriate, the president consults with the local ordinary.

Inclusion

The Examen does not explicitly include a commitment to inclusion and diversity as an element of Characteristic 3, but Canisius believes that such a commitment is essential to living our Catholic Jesuit mission. This commitment is not new. The Afro-American Society student organization celebrated its 50th anniversary in 2018. In 1989, the ALANA student center was established as the Office of Multicultural Programs.

In recent years, the college has been working intentionally to understand the experience of its diverse student, faculty, and staff populations and to create a more inclusive environment. The events in Ferguson, Missouri in 2014 heightened awareness. At a meeting of the Afro-American

Society in April 2016, requested by President Hurley, students surfaced issues at Canisius that needed to be addressed. The president again met with Society members in the fall of 2016 to discuss implementation of new initiatives based on the spring conversation; however, the college experienced a racial incident on the night of the November 2016 election that brought new urgency. President Hurley commissioned the Campus Conversation on Race Commission chaired by Vice President for Student Affairs Terri Mangione. The task force met throughout 2016-17 and recommended a series of initiatives to be implemented in 2017-18. Two of those initiatives were to create a Racial Diversity Team and to administer a racial diversity survey. The survey was developed by the Racial Diversity Team and administered in spring 2018. It included a series of open-ended questions to surface the most nuanced responses from students, faculty, and staff.

Eight hundred completed surveys were received (20% response rate). The data received from this survey are still being analyzed but preliminary findings confirm the conversations held with President Hurley in 2016. The information from this survey will inform the fourth priority of this Examen. Canisius will consider opportunities to address microaggressions through diversity training for all members of the Canisius community, developing more diverse course offerings and including more diverse authors and voices in current courses, increasing educational programs, and diversifying social programs and other co-curricular opportunities.

Vocational Discernment

In 2015, Canisius College consolidated and realigned several offices that were functionally related from the perspective of students but organized separately into an integrated one-stop center headed by one assistant vice-president who reports jointly to the vice presidents of academic affairs and student affairs. The Griff Center for Academic Engagement includes academic advising, accessibility support, the academic mentoring program, career services, transfer student services, tutoring, and veterans' services. The Griff Center also provides opportunities for students to identify and apply their strengths through administering the CliftonStrengths for Students. The Griff Center utilizes *Handshake* to connect students to internship and employment opportunities and hosts companies on campus to conduct interviews.

The mission of the Griff Center is grounded intentionally in an Ignatian framework and articulates its mission in terms of vocational discernment:

- *Who am I?*
- *What are my strengths?*
- *What are my values?*
- *Who am I called to be?*
- *How can my experiences transform who I am?*
- *What do I want my contribution to the world to be?*

Using these questions as a framework, the Griff Center for Academic Engagement works with students to develop a career action plan to assist them in identifying their skills, talents, and interests and discerning their calling.

Alumni

The college's commitment to its Catholic Jesuit mission, tradition, and values does not end with graduation. With more than 49,000 alumni in the Canisius network, Institutional Advancement takes a multifaceted approach to communicating, celebrating, and promoting the mission to alumni. Through events, including lectures, reunions, social events, and service opportunities alumni can reconnect with friends and faculty and continue to engage with the mission of the college. Mission is also clearly exhibited through the college's communication strategy with alumni. Fundraising activities demonstrate that students, academic excellence, and mission-centric programming are central to the fundraising strategy. Awards such as the Peter Canisius Medal, the LaSalle Medal, and membership in the DiGamma Honor Society also reflect the values of the college.

CHARACTERISTIC #4: SERVICE

One of the major findings of this Examen was the great amount of service done by Canisius students, faculty, and staff. The self-study process demonstrated that members of the Canisius community most often understand the mission through doing service. The Center for Service Learning and Campus Ministry organize service activities. Service activities also are connected to specific academic programs (both graduate and undergraduate) and specific courses. Service activities are connected to athletics and many student organizations. Service is organized by individuals. Below are only some examples of the service provided by the Canisius community.

Service was often cited by students as how they most experience the mission. One comment is representative: *"I have participated in Service Learning courses and Campus Ministry immersion trips. These opportunities are awesome!"*

The Center for Service Learning is responsible for incorporating community service within the academic experience at Canisius, principally through the pedagogical method of service-learning. Service-learning is a pedagogical method which incorporates a component of community service into a course as experiential education. The basic aim of service-learning is first, that students' service will heighten the understanding of central academic themes, goals, or subject matter in their courses; second, that the academic course content will facilitate students' ability to reflect in deep and meaningful ways on their experiences as agents of social justice and be transformative for them; and third, that the service done is beneficial to the community. The service activity is linked to reflection and critical observation about the issues underlying the need for this service.

Currently in fall 2018, 33 courses are listed as service-learning courses, which enroll over 600 students. The Center partners with over 30 community organizations where Canisius students can serve, including Catholic organizations that are highlighted in Characteristic #5. The Center provides workshop opportunities for faculty who are interested in adding a service learning component to their courses. The Center also conducts reflection sessions for service projects that are connected to individual courses.

In addition to the service immersion trips discussed in Characteristic #3, Campus Ministry organizes local service opportunities for students throughout the year. These include working

with St. Luke's Mission of Mercy on Wednesdays and Fridays; Habitat for Humanity and Friends of Night People on Saturdays; and Sandwich Ministry on Sundays.

Campus Ministry and Chartwell's Dining Service collaborate on a food rescue project. Food is rescued from the dining hall each week by students and staff, and the dining hall workers put food that would ordinarily go to waste aside for repackaging and delivery to a community partner. A food pantry to combat food insecurity on campus was constructed in 2017-18.

In addition to the direct service provided by sports teams discussed in Characteristic #3, the Department of Athletics sponsors 22 children's sports camps and clinics, which are led by Canisius coaches and student-athletes. The department also sponsors Kids Day at the KAC and participates with the St. Vincent de Paul Society in hosting the annual Shoes for Shelter 5K Race. Since the race began in 2001, over 38,000 shoes have been collected.

Service is incorporated in many academic programs and courses. Many programs cited service in their Academic Program Review reports. Examples were cited in Characteristic #2.

Another indicator of the importance of service as an expression of mission is the number of graduates each year who choose to do a year of service after graduation. Campus Ministry promotes the various opportunities for post-graduation service and since 2013, an average of 22 graduates each year choose this path.

Solidarity

One of the findings of the Examen is that we need to work harder to deepen the understanding of the meaning of this service. The *Some Characteristics* document describes this deeper understanding as one of solidarity. Included in this understanding of solidarity are the following questions:

- *Do those engaged in service trips learn the local language (for longer trips) and spend time living with and working alongside those they serve?*
- *Do participants come away with the ability to see the world through the eyes of those they serve?*
- *Do participants find that they gain from the communities with whom they serve in ways consonant with how those communities feel they have gained from the participants?*

An honest answer to the question of whether our service activities are grounded in solidarity is "sometimes." Reconsidering the number of service activities in light of strengthening the learning that occurs is one of the college's mission priorities. The understanding of solidarity in the *Some Characteristics* document can guide this effort.

Ignatian Pedagogy Paradigm

All service activities at Canisius are grounded in the mission of the college as a Jesuit institution. Phrases such as *cura personalis* and "men and women for and with others" are often used to describe the meaning of service activities. For example, the mission statement of the Center for Service Learning states that, "[t]hrough service, students are given the opportunity to live out the cornerstones of the Jesuit mission and values." These Jesuit "cornerstones" are: women

and men for and with others, *cura personalis*, faith that does justice, and finding God and the Good in all things.

As stated above, deepening this understanding and grounding it more explicitly in Catholic Social Teaching and Jesuit statements is a mission priority.

Community Outreach

The 2018 *Canisius College Impact Report*, a copy of which is included with this report and is also available at https://issuu.com/canisius_college/docs/impactreport_10x8_issu, documents the many ways the college is connected to the community. The report is an excellent summary of the ways in which a small urban college in its own way, can be in the words of Jesuit martyr Ignacio Ellacuria, S.J., a *proyecto social*, that is, a project for social transformation. The college takes seriously its role as an anchor institution in the historic Hamlin Park neighborhood, which has been its home since 1910.

In terms of service, the Impact Report states that in 2016-17, Canisius College students, faculty, and staff contributed almost 25,000 documented hours of service to the community. This includes service conducted through the Office of Service Learning, Campus Ministry, and the Department of Athletics.

In 2002, the college established the Employer Assisted Housing Program, which provides forgivable loans to employees who purchase homes in the areas surrounding the college. Forty nine employees have benefitted from this initiative. In addition, the college has refurbished and sold six homes which it owned in the neighborhood to buyers who committed to being owner-occupiers. A new initiative is the East West Community Garden, which opened in the spring of 2018. Developed in partnership with Buffalo Public Schools 17 and 74, the Congolese Refugee Communities, the Oxford Square Block Club, and several student groups, the mission of the garden is grounded in principles of social justice, sustainability, cultural exchange, ecological knowledge and appreciation. With significant support from faculty and students, it is a site for education, community building, and growing and sharing the food it provides to those in need.

Another example is the Immersion East Side Seminar. Students in this seminar participate in a 10 day immersion in the largely low-income African American community of Buffalo's east side. They also complete relevant reading assignments, journal about their experiences, write reaction papers, and participate in daily reflections sessions. During the fall semester they will meet at regular times to develop and implement justice-related projects stemming from the Immersion. This seminar fulfills the justice requirement of the core curriculum.

The Immersion East Side Faculty/Staff Seminar, begun in August 2018, provides faculty participants with an opportunity to connect with the community in which the college is located to foster curricular and co-curricular experiences that promote reflection, dialogue, and justice for the complex needs of the local community.

Another initiative, still in the planning stage, is the New Buffalo Institute, discussed in Characteristic #2 above. The NBI is envisioned as a vehicle for the college to fulfill its responsibility to become a project of social transformation by harnessing human and monetary

resources in support of defined objectives to assist the poor and the marginalized in its backyard.

CHARACTERISTIC #5: SERVICE TO THE LOCAL CHURCH

Programs and Resources

Academic Programs and Institutes

As was discussed in Characteristic #2, Canisius has academic programs and institutes in place that “educate and form adult Catholic laity,” and “provide a forum for addressing issues important to the Church and society” and “support ecumenical dialogue.”

As expected by Characteristic #5, Canisius offers “solid undergraduate and graduate programs that engage and prepare theologians, philosophers, and scholars in the Catholic intellectual tradition.” Canisius focuses its resources on undergraduate education in this area. The college includes two courses each in religious studies and philosophy in its core curriculum requirements and it supports a religious studies major and a Catholic studies minor. Courses provide the opportunity to study a variety of faith traditions.

Two institutes in particular address the themes in Characteristic #5. The Institute for the Global Study of Religion is the home to the Joseph J. Naples Conversations in Christ and Culture lecture series, which is free and open to the public. This lecture series is designed to foster conversations about important issues involving the relationship between Christianity and culture. It promotes cooperation and understanding across religious, gender and ethnic lines. Speakers in 2018 included David Bentley Hart, who spoke on “The Gospel According to Melpomene: Theology and Tragedy” and Margaret O’Brien Stienfels, who spoke on “What Have We Learned about War?”

The “Be the Light” Youth Theology Institute is a six-day, residential summer program for high school students funded through a grant from the Lilly Endowment. Participants receive academic instruction on topics in Catholic theology and Philosophy and Jesuit spirituality, engage in immersion experiences at Buffalo-area organizations, and have opportunities for individual, communal, and sacramental reflection and prayer alongside Canisius undergraduate student leaders.

Faculty Scholarly Activity

The Mission and Identity Research Fellowships are discussed in Characteristic #2. These grants support faculty members whose research interests are in the area of Catholic and/or Jesuit thought with particular emphases on diversity, ethics, global awareness and/or justice.

In addition, individual faculty members engage in scholarship that “foster[s] dialogue between faith and culture.” Examples of the scholarly work of Canisius faculty include studies in Aquinas, emotions, and moral reasoning; Catholic higher education; environmental ethics and Pope Francis; Hegel and resurrection; and social justice and gender.

Service to the Diocese of Buffalo

Canisius contributes directly to the Diocese of Buffalo in several ways.

Canisius students provide service to several organizations in the diocese through the Center for Service Learning and Campus Ministry. These include:

- Immigration and Refugee Assistance Program (Catholic Charities)
- Congolese Adult Men and Women Literacy and English Proficiency Tutoring
- Family Promise of WNY
- Nativity Miguel Jesuit Middle School
- Our Lady of Hope Home School
- Saint Joseph's University School
- Saint Luke's Mission of Mercy
- The Somali-Bantu After School Program

Canisius student teachers have been placed in the following Catholic schools in the diocese in the past three years:

- St. Gregory the Great,
- Sacred Heart Academy,
- St. Joseph's University School,
- Our Lady of Black Rock,
- St. Mary's High School,
- Catholic Academy of Buffalo,
- St. Mark's School,
- Nardin Academy

Palisano Foundation scholarships are available to employees of the Diocese of Buffalo for graduate study at Canisius. These scholarships provide one-third of tuition. In 2017-18, 49 diocesan employees were recipients of a Palisano scholarship.

Members of the Canisius College community participate directly in the life of the Diocese of Buffalo. Some examples include the following:

- Since 2009, President Hurley has served as the bishop's designated director on the Fidelis Care New York;
- Vice President for Academic Affairs Margaret McCarthy serves as the vice-chair of the of the Catholic Schools Advisory Council;
- Vice President for Institutional Advancement William Collins and his wife Donna serve as the chair couple of the Bishop's Council on the Laity (replacing John and Maureen Hurley);
- Director of Campus Ministry Mike Hayes is in formation for the diaconate. In addition, he serves as the Associate Director for the Campus Ministry Parish Cluster.

In addition, members of the Society of Jesus participate in the parish life of the diocese as possible by providing sacramental ministry on weekends. Rev. Patrick Lynch, S.J., hosts a

monthly talk-radio show called *Crossroads*. Several Canisius officers and trustees hold leadership positions in diocesan committees, and finally, many members of the Canisius community participate in the parish life of the diocese as parish council members, Eucharistic ministers, lectors, religious educators, and in many other volunteer capacities.

Relationship with the Local Ordinary

Canisius enjoys a strong relationship with Bishop Richard J. Malone. There are open lines of communication between President Hurley and the bishop. They meet regularly and consult whenever necessary.

CHARACTERISTIC #6: JESUIT PRESENCE

Active Jesuit Presence

As stated above, Canisius has experienced a precipitous decline in the number of Jesuits assigned to the college and living in the Jesuit Community on the campus. In fall 2018, only one Jesuit remains full-time at Canisius. As of September 2019, only seven Jesuits will reside in Loyola Hall on the campus. In addition to the Rector, the other six Jesuits are assigned to the college, Canisius High School, and the Nativity Miguel Middle School. Another seven Jesuits are assigned to St. Michael's parish in downtown Buffalo.

The college's Board of Trustees met in February 2018, to discuss the future of the college and its Catholic, Jesuit mission. The Board's Mission and Identity Committee reviewed the results of those discussions and brought back to the board a summary of the board's conclusions and some essential questions for the future. The board's conclusions were as follows:

- Trustees agree that Canisius' Catholic and Jesuit identity is an essential part of who the college is. Trustees unanimously agree that Canisius must remain Catholic and Jesuit and that trustees bear significant responsibility for ensuring that that happens.
- Many trustees who are alumni of the college spoke eloquently of the difference that their Catholic and Jesuit education has made in their lives. They may not be able to describe this in "Jesuit language" but they know what it means and how it is reflected in a person's life.
- As to the trustees' readiness to exercise responsibility for mission and identity, there is some divergence which does not really reflect fundamental disagreements, but rather differences in emphasis and approach:
 - As a matter of corporate governance (e.g. the board exercising its responsibility to oversee policies and programs in certain areas), some/most trustees believe that they are fully prepared to ensure that the college has programs, policies and practices in place that would enhance the college's Catholic and Jesuit identity. They cited things like holding senior administration accountable for a hiring-for-mission program, and orientation and formation programs for faculty and staff.
 - Some trustees expressed a desire to develop a deeper knowledge of the dimensions of mission and identity issues to help them exercise their responsibilities as a trustee. This would include the history and traditions of the

Jesuits, the essential characteristics of a Jesuit university, and Ignatian spirituality.

- Trustees were surprised and concerned about some of the data and commentary in the president's whitepaper. Some were surprised at the rapid decline in the number of Jesuits working at the college and living in the Jesuit community. Some were concerned that there does not appear to be a firm plan by the Provinces for dealing with these issues as they unfold at Jesuit campuses across the country.

As this self-study report is being written, the future is unclear. The board believes, however, that these are the essential issues/questions:

- The trustees of Canisius agree that our Catholic and Jesuit identity is an essential part of who we are and, therefore, worth preserving and enhancing. If the Province agrees, the board believes that the Province should explore with us – in a process of mutual discernment - what that really means for Canisius today and into the future.
- The Board of Trustees is prepared to participate actively in the animation of the mission on the campus but needs the Province to explore with us what that really means and to assist us in actually doing it.
- The board believes that a Jesuit community in Buffalo, even if reimagined as a multi-apostolic community with Jesuits not assigned exclusively to specific works, should still reside on the college campus. Nonetheless, if Canisius were to become a Jesuit college without a resident Jesuit community, the college needs to know what would happen to its status as a Jesuit college. Would the Society and the Province still regard Canisius as one of the sponsored works of the Society in full standing with all other Jesuit colleges and universities in the United States or is there some other status short of being a fully sponsored work?
- If Canisius is to remain and become even better at its Catholic and Jesuit mission, it would like to engage the Province in a discussion how the Society can support the orientation and formation of trustees and administrators, who are and will be the keepers of the mission with responsibility of guiding the entire enterprise.
- The present circumstances with the presence of Jesuits at or available to the college seems to dictate that the college revisits the *Statement of Shared Purpose* between and among the Province, the Jesuit Community and the college to clarify roles and expectations.
- The board needs the Province to support the administration in its efforts to promote the academic mission of the college, especially in its efforts to advance Catholic Social Teaching, faculty formation, and student services.
- The board is open to discussing how the Society can assist the college in supporting students who want to deepen their commitment to their faith, discover their vocation, and accompany the poor.

The Provincial has been clear that the Jesuit Community in Buffalo will need to develop a new model of ministry if it is to sustain its Works in this region and that as it develops that new model, the college will need to develop a new relationship with the Society of Jesus and do

even more to develop lay leaders who will take responsibility for the mission of the college, including Board members, faculty, administrators, and staff. For Canisius to maintain the integrity of its Catholic, Jesuit mission, the college must heed the words of Rev. Arturo Sosa, S.J., Superior General of the Society of Jesus, who at the World Assembly of Jesuit Universities held at the University of Duesto in Bilbao, Spain in July 2018 stated in his keynote address, [*The University as a Source of a Reconciled Life*](#):

The identity of the universities under the responsibility of the Society of Jesus is not directly related to the number of Jesuits in the university community, but to the ability to share the spirit that moves them, their characteristic way of proceeding and their communion in the shared mission. We hope that many Jesuits will undertake the multiple dimensions of the complex university task, as companions to the many people called upon to pursue this fruitful educational tradition within a spirit of creative loyalty. But above all, we want to have many companions with whom to move our university's responsibilities forward." (9)

The questions are squarely on the table and the conversation has already begun in earnest with the Province, with the Jesuit Community, and through this Examen. These questions form the mission and identity priorities for the college in the years immediately ahead.

CHARACTERISTIC #7: INTEGRITY

Investment Policies

Canisius strives to align its investment portfolio with the college's Catholic Jesuit mission. In the summer of 2017, responding to concerns raised by a group of students and faculty and supported by the Faculty Senate, Canisius performed two portfolio screening analyses. The first was an SRI Catholic screen that looked for exposure to abortifacients, alcohol, weapons, gambling, and tobacco. The analysis showed that only 1.84% of the fund had exposure. The second screen was for fossil fuel exposure. The results indicated that only 1.08% of the total fund had fossil fuel exposure. Subsequent actions taken by the college have further reduced that percentage. Given the difficulty in staying completely out of some prohibited categories because of investments in mutual funds and index funds, the college is considering recommending that the endowment investments in these areas remain below a certain low percentage.

Human Resources Policies

The college completed a comprehensive review of its policies and procedures in 2016-17. The purpose of this review was to make sure that Canisius institutional policies and procedures reflect the mission of the college, current law, and best practices. The Canisius College Policy Manual, which was approved by the Board of Trustees in May 2017, contains the college's policies and procedures, including the process for policy revision and resolution of disputes involving shared governance. Policies specific to the faculty are in the Faculty Handbook, which is still under discussion.

The financial difficulties that the college has been facing has had an impact on compensation and benefits. The leadership recognizes the negative impact of years of no raises (only three since 2008) and benefit cuts have had on employees and their families. Since 2012, approximately \$14 million has been extracted from the operational budget. The college has placed emphasis on administrative, operational, and program efficiencies and reorganization whenever possible. There is no doubt that these changes can be difficult and stressful even when they are necessary. However, it is also true that many positions have not been replaced as people leave for new opportunities so that current staff in many areas are absorbing more responsibilities.

Hiring for Mission

Included in the Policy Manual (3.2.1) are the Hiring for Mission policy and procedures, which are grounded in the college's Jesuit core values, and which guide the process for hiring all Canisius employees. The Canisius College Policy Manual is available for employees on the college portal. The hiring for mission policy and procedures can be found at <https://wiki.canisius.edu/display/HR/Volume+III%3A+3.2+Employee+Recruitment+Policies#VolumeIII:3.2EmployeeRecruitmentPolicies-3.2.1HiringforMissionPolicy>

The policy is grounded in the college's core Catholic Jesuit values and does not focus on the candidate's own religious background. In this respect "hiring for mission" at Canisius *is Catholic, interfaith, and humanist in spirit and application.*" Included in the hiring procedures are a list of questions that hiring committees are encouraged to ask candidates. The college recognizes, however, that this policy is not implemented consistently in every search process and the full implementation of the spirit and letter of this policy remains a work in progress.

A commitment to solidarity and hiring for mission necessitates a commitment to inclusion and diversity. The college has made strides in this but has a way to go; thus, the fourth mission priority is to embrace inclusion in its hiring, curriculum, programming, and services.

Formation for Mission

As far as is possible within its financial constraints, the college has been supporting participation in professional development opportunities.

The college continues to participate in AJCU, JASPA, and ACCU programs that connect Canisius professionals to the larger Catholic and Jesuit communities. Canisius has participated in the Ignatian Colleagues Program and has developed its own Canisius Colleagues program, which allows more individuals to participate.

Professional development opportunities are available to faculty and staff as resources allow. Priority has been given to tenure-track faculty members to attend conferences where they are accepted to present.

Financial Management

Financial Aid

Included in any discussion of how the college employs its finances to support the mission should be a discussion of financial aid support. The college considers financial aid to be a mission issue. Approximately 30% of Canisius UG students are Pell-eligible and approximately 96% of Canisius students receive financial aid. The college utilizes its own resources to provide a Catholic Jesuit education to students who desire to study at Canisius. For example, in 2017-2018 the college awarded in excess of \$47,000,000 to students through institutional financial aid funds. This aid includes funding for programs such as the HEOP program for financially disadvantaged and academically underprepared students and the ULLC program for students from Buffalo area high schools with strong academic profiles but reduced family financial profiles. In addition to the college's financial aid budget, the president has made additional grants through his President's Discretionary Fund to students facing extreme hardships, including several from Africa.

Several college scholarships are grounded in mission and service. One example is the Western New York (WNY) Prosperity Fellowship for juniors, seniors, or graduate students in the Wehle School of Business. Students receive significant financial assistance based on need, so they can fully focus on making the most of their internships, educational experiences, and networking and skill building opportunities. In return, students commit to working and giving back economically to Western New York for at least two years within a 10-year period upon graduation. Another example from the School of Education and Human Service is the Western New York Teacher Residency. Scholarship recipients commit to teaching for three years in an urban school in the Buffalo/Niagara Falls region.

Physical Plant

Canisius' Catholic Jesuit identity is displayed visually on campus. The chapel and the Jesuit residence flank two sides of the quad that sits at the center of campus. At the center of the quad is the statue of St. Peter Canisius. Also on the quad, on the Horan-O'Donnell building, is a statue of St. Isaac Jogues. Also on this building, which served as the college's science center, are engraved the names of Jesuit scientists throughout the ages. A large cross is displayed on the quad in front of the chapel. Crosses appear on many buildings on the campus. A statue of the Blessed Virgin frames the path to the student center, and a statue of the Holy Family sits outside Lyons Hall. Jesuit values are displayed graphically in the two freshman residence halls, Bosch Hall and Frisch Hall, and in the new Science Hall.

Considering it a stewardship issue, the college has improved its policies and procedures related to waste and sustainability in general. Science Hall is Silver LEED certified.

DISCUSSION

At its retreat in June, the steering committee discussed each Characteristic individually in its efforts to uncover the leading priorities and opportunities for improvement. The themes discovered in the course of the Examen self-study reflected several Characteristics, especially

academics, student life, and service, and ultimately form the framework for the final set of priorities.

As was stated in the Context, there is no doubt, based on feedback from the campus community, that the college's financial challenges have taken a toll on the Canisius community. The measures the Board of Trustees and senior leadership of the college have had to implement in terms of staffing, salary, benefits, and budget have had an impact on faculty and staff morale. However, this Examen has demonstrated that faculty and staff have not wavered in their active support for Canisius and its Catholic Jesuit mission. This bedrock support for the mission in the foundation for building the future together. As the college discusses what it might do better in the future, it is essential to acknowledge the on-going hard work and commitment of the Canisius community to the institution's Catholic Jesuit mission.

The self-study process surfaced an impressive number of activities that Canisius faculty, staff, and students have been engaged in to support the mission of the college. However, the self-study also surfaced a lack of coordination and communication of what was being done and uneven attention to articulating how those activities were connected to the Catholic Jesuit mission. The steering committee discussed the need to be more explicit in connecting what we do to Catholic Jesuit principles and documents. The college has been without a Mission and Identity officer since 2016. During those years mission activities occurred but were not well-coordinated or well-communicated. A Director of Mission and Identity was appointed and began work on July 1, 2018. Having a Mission and Identity officer in place will help in implementing many of the recommendations and suggestions contained in this Examen.

The self-study indicated that traditional undergraduate students who are most actively involved in campus life understand and can articulate the mission of the college using Jesuit concepts of *cura personalis*, *magis*, and "being men and women for and with others;" however, these students are not the majority. The mission questions added to the undergraduate student satisfaction survey indicated that slightly less than half of the respondents thought the Catholic Jesuit mission was important or very important. How to connect all Canisius students more deeply to the mission is one of our mission priorities.

The majority of Canisius students, including graduate and online students, experience the mission primarily and sometimes exclusively through the academic curriculum. Thus, one of the important discussions that the steering committee had was the need to better communicate how the academic life of the college is informed by and connected to the Catholic Jesuit mission of the college. The college recognizes that in doing this, there is also a need to include the many adjunct faculty in such activities to strengthen the explicit connection of courses to the mission.

While the Canisius community is deeply committed to service as an expression of mission, the self-study also indicated that reflection is not always included in these service activities and that the reflection that is done is not always explicitly connected to a Catholic Jesuit context. Our service activities are not always understood in the context of solidarity, one of the cornerstones of Catholic Social Teaching.

One of the themes we discussed, which is one of our mission priorities over the next five years, is to be more intentional about these service activities, especially in terms of preparation, reflection, and context. As the college works to improve this, it will remain respectful of the commitment individuals have had to the service projects they lead or participate in, but there is a need to enrich the experience of service for students and to deepen the impact of the college's service activities. This discussion included better integrating service into courses and making reflection an essential element of service, explicitly referencing the Catholic and Jesuit context for doing service, i.e., Catholic Social Teaching and Jesuit sources. The college recognizes that this is a challenge given religious diversity; however, it is something worthy of continued discussion and thoughtful implementation. There continue to be questions of whether all Canisius students should be involved in some kind of service during their matriculation and, if so, what is the appropriate vehicle for that.

Hiring for mission also was a priority discussion of the steering committee. Like the expression of mission through the curriculum, the committee discussed the important role of hiring people who can make a positive contribution to the Canisius mission of excellence, faith, leadership, and service. A hiring for mission policy is in place, but it is inconsistently understood and implemented. Hiring for mission includes hiring for inclusion, which is included in our third mission priority. Inroads have been made but there is more to do.

Finally, the question of how Canisius will be a Jesuit university with a greatly diminished Jesuit presence on campus hangs over this entire Examen. Addressing this question will be the greatest mission priority over the next five years and beyond. Both Canisius and the Society of Jesus have already begun discussing the future and the college already invests in lay formation and expects to increase its efforts in that area.

CANISIUS MISSION PRIORITIES (2018-2023)

Based upon the findings of the Examen self-study and the campus discussions they engendered, Canisius commits itself to the following Mission Priorities:

Priority #1

Canisius faces the reality of being a Jesuit university without Jesuits working at the college and perhaps without a resident Jesuit Community. Understanding and addressing all of the implications of this reality will be the most important mission priority.

Canisius will discern--in partnership with the Province, it hopes--how it will remain an authentic and committed Catholic Jesuit university and will make the institutional changes needed to implement this new vision. Canisius will support current and implement new structures and experiences needed for the lay formation necessary at all levels of the institution for the college to carry on its mission as a Catholic Jesuit university such as hiring for mission, and board, faculty and staff formation. But it will need the support and encouragement of the Province.

Priority #2

The Examen self-study confirmed the centrality of the academic curriculum as where the majority of students experience the college's Catholic Jesuit mission and educational philosophy; however, the self-study also confirmed that this statement is less true of the college's graduate and online populations.

Canisius will be more intentional about expanding the experience of mission in its academic programs so that all students, including traditional undergraduate, graduate, and online, can experience the Catholic Jesuit mission of Canisius through the curriculum.

Priority #3

The Examen self-study also confirmed the importance of service as a primary way that the Catholic Jesuit mission is lived and understood at Canisius. Canisius students and staff contribute thousands of hours of service hours annually. Service activities are initiated by offices, departments, and individuals across the college without an integrated approach.

Canisius will support a more integrated approach to service and learning within the context of Catholic Social Teaching and priorities of the worldwide Society of Jesus as the Society's discernment of apostolic preferences proceeds. The college takes seriously its responsibility to become a *proyecto social*, a project of social transformation, in the world and in its hometown of Buffalo and Western New York. This will necessitate a rethinking of how service is incorporated into the curriculum and how the college's impact in the world can be enhanced through better-coordinated approaches as envisioned in the proposed New Buffalo Institute.

Priority #4

Canisius will continue to commit itself to understanding and embracing inclusion in its many aspects in its policies, programs, and practices across the institution. This includes, but is not limited to, hiring, curriculum, programming, services, and addressing issues surfaced in the college's 2018 Campus Racial Climate Study.