Developed and Compiled by
Alicia Cordoba Tait, Assistant to the President for Mission Integration

Assisted by
Christine Fletcher, Vincent Gaddis, Rita George-TVRTkovic,
Mark Kurowski, Tim Marin, Alfred Martin, and Carol Swett

Edited 31 May 2013

Ut in omnibus glorificetur Deus
“That in all things, God may be glorified”
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Ut in omnibus glorificetur Deus
“That in all things, God may be glorified.”
Introduction

As a Catholic institution of higher learning, Benedictine University has a legitimate role and expectation to support the Catholic character and traditions of its historically religious background. Benedictine University faculty, staff, students, and administrators have long since embraced the Benedictine values. As we move into a new era for the university, we continue to incorporate those values while embracing the Catholic context from which they were derived. Combining therefore the Catholic Intellectual Tradition with the Benedictine Wisdom Tradition of which we are familiar. We can accomplish what our founders created while moving towards a Benedictine University whose excellence in science, international programs, and liberal arts teaching is truly enveloped in the Catholic and Benedictine tradition.

Background

Since the adoption of Pope John Paul II’s Apostolic Encyclical Ex Corde Ecclesiae in 1990, Catholic institutions of higher education have been examining their structures and programs to ensure alignment with the expectations of the Church with their teachings. When the United States Conference of Catholic Bishops (USCCB) in 2000 created their reflection of the document as applied to Catholic colleges and universities all around the country were mandated to assess their schools’ operations, curriculum, staffing, and Catholic teaching.

Religious and academic administrators diligently analyzed, assessed and created implementation plans to strengthen their Catholic missions and more clearly promote their identities as Catholic institutions. In doing so, many schools either updated current programs or created new offices to oversee them. In any case, all schools were held to this new system of self-evaluation which incorporates a focus on bringing the Catholicity of the institution to the forefront. We were asked to create an academic environment which fostered the connection to the faith while demonstrating the connection between intellectual activity and the search for truth. John Paul II often referred to the need for a new type of fostering the faith that was to be a part of all aspects of university life and the Church itself – the “New Evangelization.”

The Center for Mission and Identity (CMI) is Benedictine University’s answer to the challenge.

In 2005, Benedictine University sought to create a working body of interested individuals who felt driven by divine inspiration to bring to a higher level the work it had begun in articulating and enhancing its Catholic and Benedictine identity for the 21st century. The University recognized that its Vision Statement of 2002 – “Benedictine University, a Catholic university in the Benedictine Tradition that provides a Values-Centered Liberal Arts Education enriched by our Excellence in Science” – could not be achieved by osmosis, but required consistent fostering and monitoring by a body specifically charged with the task. After numerous discussions, many of which revolved around our institutional assessment tool, the Academic Quality Improvement Program (AQIP), the Center for Mission and Identity (CMI) was founded.

The Center for Mission and Identity was commissioned to:

- Develop a plan to promote Benedictine characteristics and values in all facets of campus life;
- Bring about a fuller discussion of Ex Corde Ecclesiae with the faculty and campus community in general;
- Assess and (where appropriate) continue a variety of activities and programs that had been instituted over the years to enhance the University’s Catholic and Benedictine identity.

Institutional Role

The role of the Center for Mission and Identity is to reinforce the Catholic and Benedictine mission and character of Benedictine University by articulating, developing, and assessing the characteristics, the curriculum, co-curricular activities, and leadership programs that reflect the Catholic intellectual tradition, Catholic social teaching and Benedictine wisdom tradition. Since its inception in 2005, CMI has provided many meaningful activities to support its charge. Among the various programs and activities presented, assisted, and/or supported by CMI include and not limited to:
Abbey Endowment Grant | Diocesan Convocation | Liturgy
ABCU/ACCU Liaison | Ex corde Ecclesiae Compliance | Marketing
Administrative Liaison – President | Faith and Reason Symposium | Mission Integration Committee of the Board
Advent/Lent @ the Abbey | General Education Objectives | Monk/Nun for a Day
Advisory Board | General Education Taskforce | NET-VUE
Annual Report | Grant Procurement | New Faculty Mentor Program
Assessment | Institutional Policy Advisement | New Staff Orientation
Benedictine Faculty Forum | Interfaith Dialogue Programming | Rediscover Catholicism
Benedictine Heritage Week | Interfaith Youth Core | Stewardship and Sustainability
Benedictine Lecturer Series | J. Kevin Doyle Faculty Award | Vatican II Symposium
Benedictine Pedagogy Conference | Leadership in Mission Grant | University Ministry
Catholic Identity Day | Library – Research and Acquisitions | Visiting Scholar in Catholic Thought
Catholic Readings Group | Lilly Fellows for the Humanities | WRIT 101 Workshop

Vision and Aspirations

The future for the Center for Mission and Identity as envisioned by its current advisory board is to see it as a leader in mission-related programming and policy making for the main campus and all of its satellite locations in the country and around the world and in doing so, CMI will be recognized internationally as a resource for Catholic and Benedictine higher education in best practices for mission and identity development, promotion, and maintenance. CMI aspires to:

1. Strengthen institutional practices reflecting our religious heritage to create a genuine and shared understanding of the spirit and principles of Catholic and Benedictine traditions nourishing the sacramental nature of the Catholic faith by utilizing the vehicles of University Ministry and St. Procopius Abbey.
2. Promote Benedictine stewardship in respect for God’s creation, all forms of life, and nature through the support and development of sustainability programs and actions.
3. Create opportunities for dialogue with internal and external interreligious and intercultural organizations to create a sense of university community both locally and nationally that cultivates a pluralistic environment and attains mutual respect among diverse peoples in alignment with our Benedictine value of hospitality and Catholic respect for religious freedom and human dignity.
4. Support research concerning Catholic and Benedictine pedagogy to enrich our academics with religious scholarship and ethics, to link the Catholic intellectual tradition and Catholic social teaching to curriculum and to Christian life -- to facilitate the understanding of the connection between theory and practice, professional life and faith life, and to engage in academic, cultural, and scientific discussions that lead to common good, mutual support, respect for nature, and of all cultural forms of expression ultimately aimed at fostering high quality discussions about the relationship between faith and learning.
5. Develop and maintain campus-based orientation and leadership formation programs that are designed to examine, explore and reinforce key elements of Catholic mission and character in relation to Church, culture, research, curriculum, student life, Catholic intellectual tradition, and Catholic social teaching in order to perpetuate the spirit and values of our founding fathers and to develop and strengthen external relationships with diocese, church leaders, national and international organizations in Catholic and Benedictine higher education and social teaching through workshops, informational materials and resources, and educational programs.
6. Address the concerns of alumni and members of the diocese in what ways we are a Catholic university.

Rationale

Since 2005 the Center for Mission and Identity has assisted the university in maintaining and strengthening areas connected to the promotion and support of its Catholic identity. In the process, CMI has become a viable and highly visible university entity.
However, in order for CMI to remain a model for institutional mission, Benedictine University foresees the need to seek further financial support outside of its institutional budget to maintain it as a fully functioning organizational entity and an international recognized model for mission integration. With sponsored support, CMI will be better able to create and maintain:

- a structured organizational model
- a leadership structure with greater autonomy
- better integration of Catholic, Benedictine traditions and values into all facets of institutional life (activities for all employees, formal programs and processes to better assess and understand mission, events for informal socialization of mission and identity into culture)
- cohesive mission-related programs (orientation, ministry, interreligious dialogue, sustainability, etc.)
- a formal physical location which is built into the administrative, staff, and programming infrastructure of the institution
- a comprehensive assessment plan with identifiable outcomes and objectives for ongoing mission-related activities

**Benefits to Institution**

- providing a stronger model for institutional mission and identity programming and stronger identity that reflects Benedictine University’s global and international growth
- university growth in line with our Catholic and Benedictine identity – admissions, alumni relations, advancement, and curriculum
- serving a stronger advisory role to the president, vice presidents, faculty, staff, students, and local communities
- promoting to a greater capacity mission-driven educational components of university activities
- strategic use of resources needed for university-wide integration of mission
- alignment of all mission-related university offices and programs under a single oversight body to ensure a singular institutional mission
- develop CMI to a fully-integrated institutional entity of significance

As the amount of good work being done by the many dedicated members of the faculty and staff who are contributing to the efforts of the Center, the time has come for the University to impart to the Center for Mission and Identity a more permanent and established character.

While the Center for Mission and Identity consists, as it does now, of individuals who have full-time obligations in other departments of the university, it cannot receive the priority attention it deserves. The university as a whole has also changed in such a way that in order for it to maintain its leadership status in Catholic and Benedictine higher education, it is necessary to acknowledge the need for reorganization of various areas of the university significant to the Catholic and Benedictine mission and identity to more appropriately align them with the mission and purpose of the Center for Mission and Identity and the university as a whole. In order to take a central role on campus, the Center needs an administrative structure with full-time staff, a leadership role in all areas designated as mission-related, financial support, and office space. For this to take place, however, a considerable infusion of funds, re-organization of its structure, physical plant development for a designated office, and institutional recognition of its infrastructural significance with regard to institutional mission are required.
Mission and Purpose

The role of the Center for Mission and Identity is to promote and operationalize Benedictine characteristics and values in all facets of campus life while embracing the Catholic intellectual tradition from which they are derived. The purpose of the Center is

- to communicate common understandings of Benedictine values, Catholic characteristics and pedagogical integration of those elements to the general faculty.
- to maintain elements of Catholic identity throughout the institution as presented in *Ex corde Ecclesiae*.
- to develop common terms and understandings of the values set forth by the Association of Benedictine Colleges and Universities (ABCU).
- to garner and study faculty and student views regarding the integration of religious beliefs and the curriculum.
- to provide a variety of activities and programs to enhance the university’s Catholic and Benedictine identity.

The members of CMI’s advisory board are selected by the president in discussion with the Center’s director. CMI’s Advisory Board members may suggest additional, replacement or new board members; upon approval by the board, these names are presented to the president by the CMI director for final approval.

The Center for Mission and Identity and its advisory board endeavor to

- continue the tradition and mission set by the Benedictine monks of St. Procopius Abbey, and to engage in teaching and scholarship in Catholic and Benedictine traditions.
- deepen, enrich, and invigorate the faith of the university’s Catholic community.
- integrate Catholic and Benedictine tradition into pedagogy, curriculum, and student life including dialogue between faith and reason as is prescribed in *Ex Corde Ecclesiae*.
- nurture a culture of lifelong learning, responsible leadership, and social engagement within the entire university community.
- provide resources for the understanding of the Catholic intellectual tradition.
- educate the faculty and staff on Catholic values as they pertain to research, teaching, ethics, interdisciplinary themes, development, social justice, environmental stewardship, internationalism/globalization, and universal humanism.
- foster an environment for interreligious dialogue while reinforcing our Catholic and Benedictine heritage, illustrating how different faith perspectives influence human knowledge.
- counsel and advise the university community on mission-related issues.
- provide an infrastructure to support CMI staff effectiveness, improve relationships within and out of the university community, enhance communication and service, and enhance efficiency and effectiveness of programming and communication.
- encourage quality assessment of programs aligned with the CMI mission.

Organizational Model and Process

CMI is organized using a team facilitation model with cross-functional teams for strategic planning, oversight and assessment (*Ex corde* and AQIP) in the areas of university ministry, ecumenical and interreligious dialogue, stewardship and sustainability, co-curricular integration of Catholic teachings, and faculty and staff education and development, and utilizes an administrative advisory board model. The objectives of this team model are to increase collaboration and cooperation and to create a more seamless flow of information with the goal of providing increased opportunities for collaboration, development, and measurable internal and external congruence regarding university mission and identity-based activities and functions with stronger empowerment and autonomy. (See Appendix I: CMI Organizational Flowchart)
Vice President of Mission Integration (VPMI): (currently the Assistant to the President for Mission Integration) is considered the institutional mission officer. The VPMI provides operational oversight and stewardship for all CMI functions by implementing systems and personnel that ensure sound fiscal management, positive interactions with constituents, effective management and supervision of facilities and allocation of resources, and continuous development, implementation, and evaluation of programs and new initiatives. The VPMI directs the Center for Mission and Identity, chairs the CMI advisory board, maintains direct communication with university administrators and the Abbot (leader of the religious sponsoring body), works with university advancement to determine opportunities for grants and fundraising, maintains the Abbey Endowment Grant budget and committee, maintains the CMI budget, and maintains connections with organizations involved in the support of Catholic higher education including the Diocese of Joliet, Association for Benedictine Colleges and Universities (ABCU) and the Association of Catholic Colleges and Universities (ACCU). The VPMI maintains assessment documentation for CMI’s quality improvement program (AQIP) and Ex corde compliance (ECE Matrix). The VPMI maintains oversight of the advisory board; works with each of the program areas and their directors, represents the university as the institutional mission officer, is responsible directly to the president, is staff liaison to the Board of Trustees Mission Integration Committee, maintains the CMI and Abbey Endowment Grant budgets, finalizes all assessment reports. The VPMI oversees the “administration” of the Center for Mission and Identity and all of its facets.

Program Directors: All areas of implementation integration within CMI are led by a program director whose primary role is to develop, implement, and assess programming is a particular mission-related area. (See Appendix VII: Center for Mission and Identity Strategic Implementation Areas) Each director serves as an advocate for the university community (particularly the students) within its specific integrative area and is committed to develop relationships with a diverse groups of students, alumni, faculty, staff, and other key constituents in order to fully integrative its programming into the institution. The development and maintenance of a particular programming area is each director’s primary goal. The program directors are required to submit annual reports as well as programming assessment results directly to the VPMI who works with the CMI advisory board to ensure proper effectiveness of all programs under its direction. Particular attention is paid to the integration of the 10 Benedictine Hallmarks, the four Catholic characteristics, and Ex corde subjects and measures. Integration and Implementation Program Areas include:

- University Ministry
- Ecumenical and Interreligious Dialogue
- Stewardship and Sustainability
- Co-curricular Catholic Integration
- Faculty and Staff Education and Leadership Programs

CMI Assistant: The assistant is a half-time (but should be a full-time) aid to the VPMI and CMI program directors in archiving, maintaining meeting minutes, scheduling, budget maintenance, correspondence, and other secretarial assistance.

CMI Advisory Board: CMI’s advisory board meets regularly and consists of the program directors of the implementation areas under its purview, ex officio members (full-time university theology faculty, the president, the Abbot, Associate Provost for Mission, the chair of the mission integration committee of the university’s Board of Trustees and is led by its chair and director, the VPMI. When appropriate, additional experts may be invited to join the committee as consultants and/or advisors to assure program efficiency, productivity, and assessment. CMI board members communicate progress on mission-related programs and initiatives and discuss and/or advise on mission-related issues and implementation area. The CMI Advisory Board has the overall responsibility of developing and sustaining the CMI strategic plan, including the annual development, implementation, and evaluation of realistic and achievable goals and objectives. This group will place its emphasis on benchmarking, assessing needs, analyzing applicable data, appraising outcomes, reporting, and continuous quality improvement of mission-related activity as found throughout the campus.

The VPMI communicates directly with the Board of Trustees through its Mission Integration Committee, President, and as requested with the other administrative areas of the university. The university community receives communication from CMI through emails, written documentation and website links.

The CMI advisory board serves in the following capacities:
* Advisory board to the president on Catholic issues
* Advisory board to the University regarding appropriate assessments and accreditations (AQIP, *Ex Corde*)
* Reporting body to trustees/president/faculty/staff
* Liaison between abbey, president, and university community (all campuses).
* Program directorate for mission integration areas under the CMI leadership structure

The CMI Advisory Board is based on the following personnel whose roles and functions within the board are as follows:

**CMI Advisory Board Chair:** Is the Assistant to the President for Mission Integration (or Vice President for Mission Integration) and the Director of the Center for Mission and Identity. The board chair presides over CMI board meetings, works with the president to approve board membership, assists directors of all implementation areas, prepares reports for the university in areas of assessment and *Ex corde* compliance and approves and monitors the maintenance of CMI-specific activities.

**Program Directors:** Each voting member of the advisory board serves a primary role as director of a mission-related area (See Implementation and Integration Areas). The program directors will advocate for the university community (particularly the students) in the area of their oversight; establish and maintain productive programs and activities; develop relationships with a diverse group of students, alumni, faculty, staff, and other key constituents; and assess the work of that particular program area.

**Ex Officio Members:** Provide advice and ideas to facilitate and improve productivity of mission-related programming and initiatives, the CMI Advisory Board will maintain *ex officio* (non-voting) members to include the President, Abbot, full-time theology faculty and the Assistant Vice President for Mission.

**CMI Assistant:** Schedules meetings, takes minutes, and prepares documents for distribution and discussion.

**Other:** Various university, community and diocesan personnel may be invited to Board meetings as consultants or to provide expertise outside of the regular board personnel. (See Appendix II: Center for Mission and Identity Personnel 2012-2013)

**Physical Plant**

The Center for Mission and Identity will be associated with the office of the VPMI. At this time that is located on Kindlon Hall’s fourth floor room 407. At this time, the floor plan allows for a physical space conducive to identifying the connection of the Catholic and Benedictine mission work of CMI with the centrality of the Liturgy and the Eucharist within a catholic educational environment. Being centered on the campus and located with the university chapel, University Ministry and the Center for Intercultural Education, gives CMI prominence visually and structurally. Although the offices of two of the implementation area program directors are also housed on this floor – University Ministry and Ecumenical and Interreligious Dialogue, eventually it would be wise to offer space for the remaining three program directors as well as the CMI office assistant whose office space is currently located in Scholl Hall on the other side of the campus. At this time, the remaining three CMI program directors have office space within their academic departments. However, each of the programs listed in the CMI Organizational Flowchart should have designated office space, or at minimum, the ability to use fourth floor spaces for their meetings and events. This floor can also be used for presentations and discussion areas for the various programs which CMI and its Program Directors maintain. It would also be advisable to have office space for the Assistant to the Provost on Mission in the same location as the VPMI in order to facilitate communication between academic and service-oriented administrators. A reception area should be made accessible to the floor at its entrance near the elevators. At this time CMI maintains a bulletin board on the first floor of Kindlon Hall adjacent to the elevators and building mailboxes.
Proposed Budget

The current operating budget is $33,500 with additional payroll costs of $13,500. A newly proposed budget of $337,000 reflects stipends for program directors only (not the salaries of the VPMI and Director of University Ministry) a full-time administrative assistant (currently a half-time position) and operating expenses. (See Appendix V: Proposed CMI Budget 2013-2014) The proposed budget reflects the need for substantial financial support to provide “seed” money to the five newly established integration areas of the center for Mission and Identity. Additional funds will be needed to cover the cost of a new vice presidential position (VPMI), a full-time administrative position(s), and new director positions in areas of Service and Sustainability, Co-curricular Catholic Integration, and Faculty and Staff Education and Development. The VPMI will seek additional revenue sources through grants by working with university development personnel.

Conclusion

The principles laid out in this Strategic Plan are aimed at reinforcing the acknowledged commitment by Benedictine University’s administration to the institution’s Catholic and Benedictine mission, tradition, and heritage. It has become clear through the success of the Center for Mission and Identity and its national recognition that our institution is a leader in this area and in order to continue its work to dynamically integrate mission into all facets of the university while maintaining its leadership status, it is critical to foster a new era in support of its work on a higher level of institutional integration.
Appendix I: Center for Mission and Identity (CMI) Organizational Flowchart

Board of Trustees

Mission Integration Committee of the Board

President

Executive VP

Vice President/Assistant to the President for Mission Integration

Director, Center for Mission and Identity

Assistant VP - Mission

VPAA

Center for Mission and Identity (CMI)
(Advisory Board: Implementation Area Directors,
Ex officio Members – President, Abbot, VP for Mission, Theologians and
Chair, Board of Trustees Mission Integration Committee)

University Ministry

Ecumenical and Interreligious Dialogue

Stewardship and Sustainability

Co-curricular Catholic Integration

Faculty and Staff Education and Development

Administration

Liturgy
Sacramental Celebrations
Bible Study
Ecumenical Ministry
Faith Development Activities
Internships
FOCUS
MSA & HSA Koinonia

Catholic-Muslim Student Dialogue
Face of Benedictine
House of Benedict – The Place for Intercultural and Interreligious Engagement
Interfaith Youth Core – Campus Engagement Initiative
MOSAIC (student interfaith service group)
Visiting Scholars for Interreligious Dialogue
BUUF (Benedictine University Unity Foundation)

Campus Services Sustainability Efforts
Food Services Sustainability Efforts
Student Activities and Community Service Projects
Jurica–Suchy Nature Museum Stewardship Programs
Environmental Partnerships and Internships
St. Procopius Stewardship Initiatives

Visiting Scholar in Catholic Thought
Benedictine Heritage Lecture
Faith and Politics
Benedictine Vision for 21st century K-12 Education
Net Vue Program
Faith & Reason Symposium
Student Leadership Program

Orientation Programs
Conversatio
Catholic Readings Group
Diocesan Convocation
Engaging the Mission
Benedictine Pedagogy Conference
Parish Outreach
Leadership Development
ACCU Events
Lilly Fellows

Assistant to the President for Mission

CMI Director

Staff Liaison Mission Integration Committee of the Board of Trustees

Assessment (Ex corde, AQIP)

Budget

Grant Distribution
(Abbey Endowment, J. Kevin Doyle Faculty Award, and Leadership in Mission Grant)

Website - Marketing

Fundraising

Office Maintenance and Archives
Appendix II: Center for Mission and Identity Personnel 2012-2013

Alicia Cordoba Tait, D.M.A., Director, Assistant to the President for Mission Integration
Staff Liaison, Board of Trustees Mission Integration Committee, Professor of Music, College of Liberal Arts

Cathaleen Gaddis, Office Assistant

Vince Gaddis*, Ph.D., Program Director, Co-Curricular Catholic Integration, Professor, Chair, Department of History, Philosophy and Religious Studies, College of Liberal Arts

Mark Kurowski, M. Div., Program Director, University Ministry

Timothy Marin, Ph.D., Program Director, Stewardship and Sustainability, Associate Professor of Chemistry, College of Science

Alfred Martin, Ph.D., Program Director, Faculty and Staff Education and Development, Professor of Biology, College of Science

Carol Swett*, Program Director, Ecumenical and Interreligious Dialogue, Director, Center for Intercultural Education

Advisory Board Members

Alicia Cordoba Tait, D.M.A., Chair, Director, Center for Mission and Identity

Vince Gaddis*, Ph.D., Program Director, Co-Curricular Catholic Integration

Mark Kurowski, M. Div., Program Director, University Ministry

Timothy Marin, Ph.D., Program Director, Stewardship and Sustainability

Alfred Martin, Ph.D., Program Director, Faculty and Staff Education and Development

Carol Swett*, Program Director, Ecumenical and Interreligious Dialogue

Fr. David Turner, OSB, Ph.D., Assistant to the VPAA on Mission, Associate Professor of Education, College of Education

Ex officio (non-voting) Advisory Board Members

William C Carroll, Ph.D., President, Benedictine University

Christine Fletcher, Ph.D., Associate Professor of Theology, College of Liberal Arts

Rita George-Tvrtkovic, Ph.D., Assistant Professor of Theology, College of Liberal Arts

Rev. Austin F. Murphy, Abbot, St. Procopius Abbey, Chancellor, Benedictine University

Peter Wren, Chair, Board of Trustees Mission Integration Committee

CMI Strategic Plan Implementation Team Members

Wilson Chen*, Ph.D., faculty
Jennifer Erickson, staff and alumna
Christine Fletcher+, Ph.D., faculty
Patrick Flynn, Ph.D., faculty
Anthony Gonzales, alum
Eric Goodwin, staff
Alan Gorr*, Ph.D., admin
Julie Handler, staff and alumna

Joan Henehan, staff
Rita George-Tvrtkovic+, Ph.D., faculty
Jean-Marie Kauth, Ph.D., faculty
John Kloos*, Ph.D., faculty
Aneta Krzycka, student
Gregory Munie, Ph.D., alum and faculty
Kaliesha Page, faculty

Carrie Roberts, staff
Harjot Sangha*, student
Jay Stuart, staff
Karly Tumminello, staff
Fr. David Turner, Ph.D., faculty and admin
Denise West*, staff
Jennifer Wildes, staff and alumna

Other

Cathaleen Gaddis, CMI Staff Assistant

Joan Hopkins, B.A., Instruction Librarian, Benedictine University (Research and Acquisitions, Webmaster)

Martin Tracey, Ph.D., Professor of Philosophy, College of Liberal Arts (Ex corde Ecclesiae)

* Denotes non-Roman Catholic board members
( ) Implementation and Integration Area
+ Denotes Assistant Director of Implementation Team
## Appendix III: CMI Strategic Plan – Programs and Implementation Teams 2012-2013

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<th>CMI Strategic Area</th>
<th>Program Director</th>
<th>Team Members</th>
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<tr>
<td>University Ministry</td>
<td>Mark Kurowski</td>
<td>Alan Gorr (admin/Dean, EDUC)</td>
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<td></td>
<td>Fr. David Turner, OSB (faculty/admin/Assistant Provost)</td>
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<td></td>
<td></td>
<td>Jennifer Wildes (staff/Head Coach, Women's Volleyball)</td>
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<td>Carrie Roberts (staff/Pastoral Associate, Ministry)</td>
</tr>
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<td></td>
<td></td>
<td>Aneta Krzycka (student/THEO, PSYCH)</td>
</tr>
<tr>
<td>Ecumenical and Interreligious Dialogue</td>
<td>Carol Swett</td>
<td>Rita George Tvtkovic (faculty/THEO)</td>
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<td></td>
<td>Rita George-Tvtkovic, co-chair</td>
<td>Barbara Juster-Shore (staff/COLA)</td>
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<tr>
<td>Stewardship and Sustainability</td>
<td>Tim Marin</td>
<td>Jennifer Erickson (staff/alum/PLSC/LITR)</td>
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<td></td>
<td>Jean-Marie Kauth (faculty/LITR)</td>
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<td>Gregory Munie (adjunct/alum/CHM/BI0)</td>
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<td></td>
<td></td>
<td>Harjot Sangha (student/MED/HUMN)</td>
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<td></td>
<td></td>
<td>Jay Stuart (staff/Campus Services)</td>
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<tr>
<td></td>
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<td>Karly Tumminello (staff/Jurica-Suchy Museum)</td>
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<tr>
<td>Co-Curricular Catholic Integration</td>
<td>Vince Gaddis</td>
<td>Kaleshia “Kay” Page (faculty/COMM)</td>
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<td>Anthony Gonzalez (alumni/??)</td>
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<td>John Kloos (faculty/RELS)</td>
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<td>Chris Fletcher (faculty/THEO)</td>
</tr>
<tr>
<td>Faculty and Staff Education and Development</td>
<td>Al Martin</td>
<td>Julie Handler (staff/alum/Financial Aid)</td>
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<td>Christine Fletcher, co-chair</td>
<td>Eric Goodwin (staff/COB, Project Director)</td>
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<td>Patrick Flynn (faculty/PHIL, HUMN core)</td>
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<td>Administration</td>
<td>Alicia Cordoba Tait</td>
<td>Cathy Gaddis (CMI)</td>
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<td>Joan Hopkins (Library)</td>
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## Appendix IV: Center for Mission and Identity Strategic Plan Timeline 2010-2013

- **February 2010**: Proposed CMI Strategic Plan to President
- **September 2011**: Discussed Strategic Plan with CMI Advisory Board
- **October 2011**: Resubmitted Strategic Plan to President
- **February 2012**: Created Strategic Plan Implementation Teams
- **April 2012**: Teams presented Implementation Area Reports
- **May 2012**: President announced full-time Assistant to the President position
- **Summer 2012**: CMI director redesigned implementation team strategy in conjunction with new role as Assistant to the President for Mission Integration
- **August 2012**: CMI director discussed CMI Strategic Plan implementation ideas with President
- **October 2012**: Discussed changes to CMI with all board members
  - Discussed changes to implementation organization with team leaders
- **December 2012**: CMI director meets with all implementation area leaders
  - New CMI Advisory Board meets for first time
  - Implementation leaders finalize “team” members
- **January 2013**: Implementation Teams submit reports
- **February-April 2013**: CMI Director Reviews Reports and Revises Strategic Plan
  - Strategic Plan is presented to the newly formed Mission Integration Committee of the Board of Trustees
- **May 2013**: Implementation Teams Begin to Develop Action Projects for 2013-2014
- **February-April 2013**: Implementation Teams work with board to finalize Strategic Plan
- **May 2013**: CMI Director Presents Strategic Plan 2013 to president for approval
Appendix V: Center for Mission and Identity Program Area Status Reports December 2013

A. University Ministry

Program Director: Mark Kurowski, M.Div.
Committee Members:

Dr. Alan Gorr, Ph.D., Dean, College of Education and Health Services;
Fr. David Turner, D.Prin., Assistant Provost;
Ms. Jennifer Wildes, Head Coach, Women’s Volleyball;
Ms. Carrie Roberts, M.A., Past. Prac. Cert., Pastoral Associate for Outreach;
Ms. Aneta Krzycka, Class of 2015, Theology, Psych.

Meeting Time and Dates: November 26, 3:30 p.m. and TBA beginning Jan. 1, 2013

Purpose:
The Purpose of University Ministry is to form a faith community, appropriate the Faith, Form the Christian Conscience, educate for justice, facilitate personal development and develop leaders for the future.

Goals and Objectives:

1. Begin to strategize with staff ways that we can implement the Benedictine Hallmarks in our work and throughout the University.
2. Establish cutting edge “virtual campus” ministry offerings.
3. Write a University Ministry database and begin using it to keep track of event attendance and number of pastoral hours spent in counseling and spiritual direction.
5. Establish a case for support for Advancement and begin to collect donations online.
6. Send staff to 3 more conferences germane to their area.
7. Increase participation for Koinonia Retreat by 10%. (from 42 to 46)
8. Increase participation in Catholic Ministries by 25% (from 12 to 15)
9. Increase participation in the Vatican II Symposium by 50% (from 10 to 15)
10. Further establish Rediscover Catholicism as a Lenten activity of speakers for understanding Catholicism.
11. Increase the number of Mission trips offered by 25% (from 4 to 5)
12. Increase the number of students involved in Mission trips by 40% (from 12 to 20)
13. Increase the number of students involved in MOSAIC (IFYC affiliated group) by 55% (from 4 to 9)
14. Increase the activity of non-Catholic Ministries by 3X (from 1 to 3)
15. Establish a Jewish Catholic Dialogue to complement the Muslim Catholic Dialogue
16. Create the outline for a peer ministry program and begin to network for collaborators
17. Increase the number of Choir members by 40% (from 6 to 10)
18. Increase the number of Adult and Professional Ministries to 3 from 0 (from 0 to 3)
19. Increase Sunday Mass participation by 10% (from 53 to 58)

Components of Area and Links to Other Implementation Areas:

1. Outreach and Service – continue commitment to Lisle/Wyndham, and the other 10+ local service agencies, and provide the Benedictine Formation piece to any group that requests it on campus.
2. **Co-Curricular Catholic Integration** – desire to create a service immersion trip that would dedicate Benedictine University to one impoverished rural community in Illinois that would allow University Ministry to be a conduit for service learning and co-curricular departments. We could see internships and field study opportunities for political science, economics, nursing, education, and various other departments.

3. **Education and Development Programs** – student and faculty/staff orientation, theme for Conversatio, Benedictine Pedagogy Conference, or Catholic reading group, eventual ABCU or ACCU events.


**Assessment:**

1. **Provide the specific wording from the following documents for which this area is responsible in regard to the following documents:**

   **EcE Norms –**

   I.B.1.30 The Mission of Service of a Catholic University – “The basic mission of a university is a continuous quest for truth through its research, and the preservation and communication of knowledge for the good of society. A Catholic University participates in this mission with its own specific characteristics and purposes.”

   I.B.2.38 Pastoral Ministry – Pastoral Ministry is that activity of the University which offers the members of the university community an opportunity to integrate religious and moral principles with their academic study and non-academic activities, thus integrating faith with life. It is part of the mission of a Catholic University itself, both in its structure and in its life. A university community concerned with promoting the Institution’s Catholic character will be conscious of this pastoral dimension and sensitive to the ways in which it can have an influence on all university activities.

   39. As a natural expression of the Catholic identity of the University, the university community should give a practical demonstration of its faith in its daily activity, with important moments of reflection and of prayer, Catholic members of this community will be offered opportunities to assimilate Catholic teaching and practice into their lives and will be encouraged to participate in the celebration of the sacraments, especially the Eucharist as the most perfect act of community worship. When the academic community includes members of other Churches, ecclesial communities or religions, their initiatives for reflection and prayer in accordance with their own beliefs are to be respected.

   40. Those involved in pastoral ministry will encourage teachers and students to become more aware of their responsibility towards those who are suffering physically or spiritually. Following the example of Christ, they will be particularly attentive to the poorest and to those who suffer economic, social, cultural or religious injustice. This responsibility begins within the academic community, but it also finds application beyond it.

   41. Pastoral ministry is an indispensable means by which Catholic students can, in fulfillment of their baptism, be prepared for active participation in the life of the Church; it can assist in developing and nurturing the value of marriage and family life, and also those called to the single life? Fostering vocation to the priesthood and religious life, stimulating the Christian commitment of the laity and imbuing every activity with the spirit of the Gospel. Close cooperation between pastoral ministry in a Catholic University and the other activities within the local Church, under the guidance or with the approval of the diocesan Bishop, will contribute to their mutual growth.

   42. Various associations or movements of spiritual and apostolic life, especially those developed specifically for students, can be of great assistance in developing the pastoral aspects of university life.”

   **EcE Matrix**
I. Collaboration with the Bishop and the Diocese #1, #2, #3
II. Founding Congregation #4, #6, #7
III. A, Social Justice Accessibility #12
III. B, Social Justice Development #13, #14, #15
IV. Curriculum & Co-Curriculum #19

V. Faculty, Staff, Administrators (e.g. VP for Mission) #20, #21, #28
VI. Research #29
VII. Ministry #32, #33 #34 #35#36
VIII. Inter-Religious Dialogue #37 #38

2. In what ways will each member of the implementation committee contribute to the development of this area of the Strategic Plan?
   a. Fr. Turner, Outline EcE norms and objectives.
   b. Dr. Gorr, Instruments of assessment
   c. Coach Wildes, university environmental relationship
   d. Ms. Roberts, at-large member
   e. Ms. Krzycka, at-large member

3. What specific activities and outcomes will the committee focus on for the current year?
   a. The committee will focus on developing a system of assessments of current programs to coincide with the best practices identified with the Catholic Campus Ministry Association.
   b. The committee will focus on long term strategic planning, especially in the areas of capital expenditures, staffing and other long term goals. Areas such as transportation, facilities and staffing have need of being brought up to the needs of a campus our size and rate of growth.

4. What do you envision this program area doing in the next several years?
   a. The growth potential of this department is just as exponential as its growth has been in the last two years.
   b. We envision this program area providing all the services of a regular College chapel community.
      i. RCIA
      ii. Marriage Prep
      iii. International Service Trips
      iv. Local Service Trips and more.
   c. We envision an entirely new approach to ministry, virtual ministry, through the use of computer technology to tie all student groups (distance learners, residents and commuters) together.

5. What is going well in the institution in this area – what are the strengths, the positive qualities?
   a. Staff – the commitment to the program and work ethic of the staff is excellent. Their expertise is beyond question.
   b. Philosophy – the philosophy of the staff is one that seeks out the students rather than waiting for the student to come to them.
   c. Programming – there has been a growth in the number of programs and participation. Over the first year, Catholic ministries were the largest growth area. Over last year, the interreligious ministries have grown exponentially. From liturgy, service trips to Bible Study and RCIA, there has been a consistent growth that is exciting.
   d. The new emphasis on best practices in ministry. In particular the new focus of ministry being taken to students.
   e. Included in this is the use of technology to survey, measure and implement ministries matching best practices with most desired ministry offerings by the department.
   f. New ministries based upon student leadership. We have 19 students who have been trained to be in leadership in University Ministry this year.
   g. Use of marketing and communications and a systematized marketing plan. We are now inviting students to become involved.
h. Professionalism. Although not uniform in its application, understanding ourselves as professional/vocational ministry professionals has been key to the growth of the ministry here at BenU.

   i.  

6. What is not going well: what are the problems or potential problems, concerns, issues, hindrances, and/or barriers that may hinder the success of this area of the Strategic Plan?
   a. Funding – The going rate for funding of an excellent program is $25 per enrolled student (all students including distance learners). BenU currently funds ministry at the rate of $3.20 per student. Although this is an appreciated increase over last year, this is much behind other first rate organizations.
   b. Staffing – The best practice in staffing is to have 1 full time credentialed staff person in ministry for every 850 enrolled students. BenU has 1 full time staff person for every 3,667 enrolled students. Additionally, all staff members rely upon two student assistants to serve as administrative assistants. The department would like to hire at least on Administrative Assistant PTE at 20 hours per week, plus one other full time staff person to head up media ministries.
   c. Facilities – although the facility is excellent and we are very appreciative of the move, a new free standing facility would do much to enhance the Catholic Identity and give a locus to the ministry offerings of the University.
      i. A series of glass panels on hinges would be an excellent addition to the current chapel. The panels would allow for a separation of worship space from business and ingress egress space.
      ii. An upgrade of office furniture and computers would assist in the morale and virtual ministry initiatives that are planned.
   d. Liturgical Furniture and Supplies
      i. We currently have $20,000 in liturgical furniture needs and supplies. Fulfilling these needs would enhance the liturgical experience for staff, faculty, and students.
   e. Capital needs – The current ministry van is a 1996 Dodge Caravan. The Athletic Vans have been replaced twice since this van has been purchased. The University Ministry department limits the number of students it takes on certain trips due to the limited availability of reliable transportation. Renting of vehicles has been used for national trips and we hope to not have to do that in the future. We would like to have a van.
B. Ecumenical and Interreligious Dialogue

Catholic-Muslim Student Dialogue

Face of Benedictine

House of Benedict – The Place for Intercultural and Interreligious Engagement

Interfaith Youth Core – Campus Engagement Initiative

MOSAIC (student interfaith service group)

Visiting Scholars for Interreligious Dialogue

BUUF (Benedictine University Unity Foundation)

Ecumenical and Interreligious Dialogue: This office is committed to ecumenical and interreligious dialogue as well as intercultural dialogue, a task essential to our Benedictine and Catholic identity and guided by the principles articulated in the Second Vatican Council document *Nostra Aetate*. The goals of dialogue include increasing knowledge of and respect for other religious and cultural traditions; deepening one’s own faith; and developing positive, long-term relationships between Catholics and various Christians, and between Catholics and people of other religions or no religion. Such ecumenical and interreligious collaboration will include small, permanent student dialogue groups; interfaith or intercultural service projects; special interfaith events for students, staff, and faculty; and ongoing collaborations between various groups on campus including University Ministry, the Catholic Student Group, Gospel Choir, MOSAIC, MSA, the Scholars Program, Intercultural Student Club, etc., and partnerships with national organizations such as Interfaith Youth Core (IFYC).

Program Directors: Each member of the advisory board will serve a primary role in a service-related area responsible for both implementation and integration of designated goals. The roles are as follows:

Rita will:

- Help to form faculty, staff, students, and administration in the Catholic theology and praxis of ecumenical and interreligious dialogue.
- Facilitate ecumenical and interreligious dialogue on campus; “dialogue” includes but is not limited to scripture study, long-term committed student dialogue groups, interfaith service work, social events, lectures, retreats.

Carol will:

- Lead the charge for the Interfaith Youth Core – Campus Engagement Initiative.
- Continue to develop the House of Benedict- Living and Learning Community into a viable institution on campus for both international and domestic students.
- Chair the Face of Benedictine contest annually
- Chair the Obama Interfaith Challenge.

Both co-chairs will:

- Work with University Ministry to encourage collaboration between the various religious organizations on campus, such as MSA, I, Catholics for Life, Gospel Choir, Intercultural Student Club, etc.
• Increase university collaboration with other Benedictine organizations involved in interreligious dialogue, such as St. Procopius Abbey and Monastic Interreligious Dialogue (MID).
• Build ecumenical and interreligious relationships in the wider community by increasing contacts between the university and local religious organizations.
• Develop and implement programming to build awareness for all ecumenical, interreligious, and intercultural activities which will include external and internal community-based diversity dialogues.

**Technology Services:** Whenever possible we will use available technology for conferencing meeting via telephone or Skype whenever face-to-face meetings are not possible. Ideally members of the interreligious and intercultural dialogue teams would have technology such as I-Pads available to use for online real tie discussions and journaling. It would also allow students to have instant access to open assignments and questions so that dialogue could continue throughout the days and week when not in actual formal meetings. Members of this team will work with CMI assistant and other technology as needed to ensure high quality programming and communication especially with connections to off campus sites – Springfield, China, Moser, and other satellite locations.

**CMI Assistant:** The CMI assistant will help with pre-planning for events, such as ordering rooms, food, tables, supplies, and other items as necessary. They would help to maintain database of members of the Ecumenical and Interreligious Dialogue groups so that excellent communications could be maintained. A large part of their responsibility is to assist with marketing to the external and internal larger Benedictine community to ensure that events are well-attended.

**Program Co-Directors:** Carol Swett and Rita George-Tvrtkovic

**Committee Members:** Barbara Juster-Shore (staff/COLA)

**Meeting Time and Dates:** Bi-monthly

**Goals and Objectives:**

Goal 1: Benedictine University is a multi-campus community that exemplifies Inclusive Excellence in ecumenical, interreligious and intercultural education as girded in the Catholic and Benedictine traditions.

Goal 2: The campus climate for pluralism and religious diversity is appreciative and accepting with multiple opportunities for interreligious and intercultural dialogue.

Goal 3: Students will have multiple opportunities in both curricular and co-curricular programming to increase ecumenical and interreligious competencies.

Goal 4: Faculty and Staff will exemplify the ecumenical and interreligious diversity of our institution.
   A. Faculty and staff have increased opportunities such as seminars, workshops, and scholarly development programs to increase ecumenical and interreligious understanding and cooperation.
   B. Faculty members promote and utilize the ecumenically and interreligiously diverse classroom environments as a resource, and values of inclusive excellence are reflected in the scholarship and teaching practices.

**Components of Area and Links to Other Implementation Areas:**

We are closely in alignment and link to the areas of: University Ministry, Co-Curricular Catholic Integration, and Faculty and Staff Education and Development:

**University Ministry** in that both areas are responsible for and have interreligious dialogue, service learning experiences, and shared events on ecumenical and interreligious topics.

**Co-Curricular Catholic Integration** in events such as the co-curricular programming for the Intercultural House, the Catholic/Muslim Dialogues and the "MOSAIC speaker series on contemplative prayer" (Session 1: Catholic, Buddhist; Session 2: Catholic, Muslim; Session 3: TBD).
Faculty and Staff Education and Development, in our focus group and vision sessions with staff and faculty regarding the work we are doing with the Interfaith Youth Core Campus Engagement initiative.

Assessment:

7. Provide the specific wording from the following documents for which this area is responsible in regard to the following documents:

EcE Norms –

Article 4. The University Community #1.; page 5

The responsibility for safeguarding and strengthening the Catholic identity of the university rests primarily with the university itself. All the members of the university community are called to participate in this important task in accordance with their specific roles; the sponsoring religious community, the board of trustees, the administration and staff, the faculty, and the students. Men and women of religious faiths other than Catholic, on the board of trustees, on the faculty, and in other positions, can make a valuable contribution to the university. Their presence affords the opportunity for all to learn and benefit from each other. The university should welcome them as full partners in the campus community.

Article 7. Cooperation #2. In collaborating with governmental agencies, regional associations, and other universities, whether public or private, Catholic universities should give corporate witness to a promote the Church’s social teaching and its moral principles in areas such as the fostering of peace and justice, respect for all human life, the eradication of poverty and unjust discrimination, the development of all peoples and the growth of human culture.

EcE Matrix

III- A., Social Justice-Accessibility #10, #11, #12
IV-A., Curriculum and Co-Curriculum, #17
VIII –Interreligious Dialogue, #34, #35

8. In what ways will each member of the implementation committee contribute to the development of this area of the Strategic Plan?

See Program Directors description

9. What specific activities and outcomes will the committee focus on for the current year?
   a. Increasing visibility of the Center for Ecumenical and Interreligious Dialogue including communicating to all constituencies and stakeholders on campus and in the surrounding communities.
   b. Assessment and Mapping of interreligious/spiritual climate
      i. Undergraduate students-survey
      ii. Faculty and staff surveys
      iii. Focus groups with interreligious dialogue
   c. Promoting continued ecumenical and interreligious dialogue in both informal and formal venues.
   d. Providing guest speakers and programming that exposes the community to various religions.

10. What do you envision this program area doing in the next several years?
    a. Increasing in visibility
    b. Assessing the religious/spiritual climate
    c. Hosting focus groups and purposeful dialogue
d. Offering more programming to increase the community’s awareness of ecumenical and interreligious diversity, including discussing both differences and similarities in order to increase possibilities for deeper dialogue and shared meanings.

11. What is going well in the institution in this area – what are the strengths, the positive qualities?
   a. We have bi-weekly meetings
   b. We are have completed the undergraduate, faculty and staff spirituality and worldview surveys and are now in the process of waiting for the assessment results to move forward.
   c. We have increased programming for fall
      i. "MOSAIC speaker series on contemplative prayer" (Session 1: Catholic, Buddhist; Session 2: Catholic, Muslim; Session 3: TBD) in the areas of contemplative prayer

12. What is not going well: what are the problems or potential problems, concerns, issues, hindrances, and/or barriers that may hinder the success of this area of the Strategic Plan?

TIMELINE AND PROGRAMMING FOR 2013-2014

Fall 2013
- Catholic-Muslim Student Dialogue and Lunch, biweekly
- MOSAIC, Interfaith “Speed Raithing” (November 2012)
- The Face of Benedictine
- MOSAIC speaker series on contemplative prayer (Session 1: Catholic, Buddhist; Session 2: Catholic, Muslim; Session 3: TBD) in the areas of contemplative prayer
- MOSAIC Service Food Drive (August 2012)
- Midrash Jewish Study Session
- Interfaith Youth Core–Campus Engagement Initiative

Spring 2014
- Interfaith Youth Core–Campus Engagement Initiative
- MOSAIC , weekly meetings
- MOSAIC service project and interfaith reflection, April 20
- Catholic-Muslim Student Dialogue and Lunch, biweekly
- The Benedictine Pedagogy Conference

Key Catholic documents/organizations:

Source Texts:
Nostra Aetate (1965), Second Vatican Council document
Rule of St. Benedict, Ch. 53 "On the Reception of Guests"
Dialogue and Proclamation (1991), Curia document
The Association of Benedictine Colleges and Universities (ABCU) Statement (The Ten Hallmarks of Benedictine Education)
Dialogue Decalogue: Ground Rules for Interreligious Dialogue (Leonard Swidler)

Pontifical Councils:
Pontifical Council for Interreligious Dialogue
Pontifical Council for Culture
C. Stewardship and Sustainability

Campus Services Sustainability Efforts
Food Services Sustainability Efforts
Student Activities and Community Service Projects
Jurica–Suchy Nature Museum Stewardship Programs
Environmental Partnerships and Internships
St. Procopius Abbey Partnerships

Stewardship and Sustainability: This office will work closely with other CMI programs and offices to foster environmental sustainability efforts with other campus entities to instill respect for the beauty and goodness of creation as a sacrament of God and uphold the Benedictine hallmark of stewardship. This office will also maintain dialogue and consult with appropriate university parties to ensure values of sustainability are upheld with respect to university development.

Program Director: The program director will reach out to Benedictine University administration in developing an overall commitment to stewardship and sustainability efforts, work with appropriate parties to establish partnerships with local environmental organizations, expand outreach, service, and education activities related to sustainability for both the university and local communities, organize means for sustainability-related information flow with the university community, serve as a consultant with administration to ensure that values of sustainability are upheld in future university development, and investigate means of resources for support of these activities.

Technology Services: The Stewardship and Sustainability program area intends on setting up a blog through the campus web site where members of the campus community can share concerns and suggestions regarding university sustainability-related issues. An “Environmental Tip of the Week” will continue to be distributed weekly to the campus community via email. Internal documents for the program area are likely to be shared via a Desire 2 Learn site. The program area will work with university MarCom personnel to disseminate sustainability and stewardship-related information with the campus community through email, Voices magazine, and the university web site. The program area will also work with The Candor to explore possibilities for online and print publication of sustainability and stewardship activities.

CMI Assistant: The CMI assistant will aid in making necessary room reservations for meetings and distribute necessary materials in consultation with the committee chair.

Program Director:
Tim Marin (faculty and alumnus)

Team Members:
Jean-Marie Kauth (faculty), Jay Stuart (staff), Jenny Erickson (staff and alumna), Harjot Sangha (student), Karly Tumminello (staff), Greg Munie (adjunct faculty, alumnus, and Abbey oblate)

Meeting Time and Dates:
2012-2013 academic year, Thursdays 8:30-9:30 A.M.
11/29, 12/6, 1/17, 1/31, 2/14, 2/28, etc. (every other week thereafter)

Purpose:
Linking the Catholic mission of Benedictine University to environmental sustainability and upholding the Benedictine hallmark of stewardship.
Components of Area and Links to Other Implementation Areas:
Components –
1. Conservation/Environmental Commitments and Pledges
2. Conservation Action Plans
3. Consultation with Food Services
4. Consultation with Campus Services
5. Jurica-Suchy Nature Museum and Associated Activities

Links to other implementation areas are expected regarding any of the following -
1. Outreach and Service – possible community service restoration or campus beautification projects.
2. Co-Curricular Catholic Integration – possible thematic ties to Visiting Scholar in Catholic Thought, student leadership programs, support of core curriculum and certain academic program areas (e.g., environmental science, theology).
3. Education and Development Programs – student and faculty/staff orientation, theme for Conversatio, Benedictine Pedagogy Conference, or Catholic reading group, eventual ABCU or ACCU events.
4. Ecumenical and Interreligious Dialogue – common theme across many faiths which might provide a good topic of discussion.

Assessment:
1. Provide the specific wording from the following documents for which this area is responsible in regard to the following documents:

EcE Norms –

Article 2.4. “Catholic teaching and discipline are to influence all university activities, while the freedom of conscience of each person is to be fully respected. Any official action or commitment of the University is to be in accord with its Catholic identity.”

Article 4.5. “The education of students is to combine academic and professional development with formation in moral and religious principles and the social teachings of the Church…”

EcE Matrix –

29. Number of professional presentations and/or publications addressing in a substantial way the following areas: “the dignity of human life, the promotion of justice for all, the quality of personal and family life, the protection of nature, the search for peace and political stability, a more just sharing in the world’s resources” or “a new economic and political order that will better serve the human community at a national and international level.”

32. A Catholic University, as any University, is immersed in human society; as an extension of its service to the Church, and always within its proper competence, it is called on to become an ever more effective instrument of cultural progress for individuals as well as for society. Included among its research activities, therefore, will be a study of serious contemporary problems in areas such as the dignity of human life, the promotion of justice for all, the quality of personal and family life, the protection of nature, the search for peace and political stability, a more just sharing in the world's resources, and a new economic and political order that will better serve the human community at a national and international level. University research will seek to discover the roots and causes of the serious problems of our time, paying special attention to their ethical and religious dimensions.

2. In what ways will each member of the implementation committee contribute to the development of this area of the Strategic Plan?

Jay Stuart – As director of Campus Services, Jay will be able to realistically address our physical plant and determine to what ends we can conserve energy, conserve water, eliminate waste, promote recycling, and dedicate renewable or organic means of grounds keeping.

Harjot Sangha – As a member of Student Senate, Harjot will work as a liaison to the student body regarding sustainability-related activities and aid in organizing campus sustainability-oriented events.

Jenny Erickson – Jenny will serve as liaison to food services in consultation regarding organic foods, local farming, and increases in plant-based meals.

Karly Tumminello – As curator of the Jurica-Suchy Nature Museum, Karly will continue the stewardship tradition of nature preservation and education, engage in new nature programming for the campus community, and work with Campus Services in preserving and/or restoring the natural beauty of the Benedictine grounds.

Greg Munie – Greg will work with St. Procopius Abbey to set up student stewardship partner programs. In particular, he will focus on involving students in the care of the Abbey vineyard and orchard, and work with the Abbey Grounds Committee to investigate the possibilities of restoring the Abbey woods and prairie areas.

Tim Marin – Tim will work with administration to develop an overall commitment to stewardship and sustainability, set up means for sustainability-related information flow with the university community, work with the Jurica-Suchy Nature Museum to set up partnerships with local environmental organizations and outreach activities, and investigate means of financial support for sustainability-related activities.

3. What specific activities and outcomes will the committee focus on for the current year?

1. Work with administration to sign onto St. Francis Pledge and ACU Presidential Climate Commitment, as well as commit to LEED-equivalent construction.
2. Review successful campus sustainability efforts to date and propose future directions for Campus Services to further these endeavors.
4. Investigate options for energy, waste, and water audits to plan for campus conservation efforts.
5. Develop campus composting initiative, expand community gardening, and continue slough restoration efforts.
6. Reach out to student body via Student Senate and plan for sustainability-centered student activities.
7. Begin consultation with food services regarding options for organic foods, local farming, and increases in plant-based meals.
8. Advertise internal recycling successes to the university community.
9. Work with MarCom and The Candor to investigate possibilities for dissemination of sustainability-related information to the university community.

4. What do you envision this program area doing in the next several years?

1. Promoting options for native landscaping and transforming current sections of lawn into native perennial gardens.
2. Working to minimize use of herbicides, pesticides, and other toxic chemicals across the campus.
3. Introducing options for permeable surfaces for future pavement.
4. Investigating options for rooftop gardens.
5. Working to reserve rooftop rainwater runoff.
6. Assess current campus recycling practices and look for grant to allow outdoor recycling receptacles.
7. Examining possibilities for solar or wind energy sources on campus.
8. Expanding the Jurica-Suchy Nature Museum to a full-campus entity that incorporates a “living campus” under its umbrella, featuring a fully and naturally restored Lake St. Benedict area and Abbey woods and educational nature trail around the lake.
9. Implement educational movie series to promote environmental awareness.
10. Cementing partnerships with local environmental organizations to promote nature education, restoration ecology, and host appropriate related events on campus.
11. Applying for government sustainable revolving loan funds or grants to support any of these efforts.
12. Establish new student environmental group/club (e.g., Club 350).
13. Eventually expand efforts to satellite campuses.

5. What is going well in the institution in this area – what are the strengths, the positive qualities?

Successes of Years for the Environment –

1. Summer reading program for incoming students and related campus conversation.
2. Application of environmental themes to specific courses within the core curriculum.
3. Interdisciplinary environmental certificate.
4. MBA concentration in sustainable business and leadership.
5. Focus of Faith and Reason Symposium on environmental themes.
6. Focus of visiting Woodrow Wilson fellows on environmental issues.
7. Campus community environmental service projects.
8. Continuation of DuPage Environmental Summits.
9. Perennial Sustainable Saturday program.
10. Illinois Sustainable Cities conference.
12. Ben Bike program.
14. Restoration efforts of “native” grounds on campus.

Successes of Campus Services and Food Services –

1. Electric car charging stations and filtration ponds for rainwater runoff in parking garage.
2. Trayless dining in Krasa.
3. F-Scraps program with Food Services.
4. Commitment of Food Services to minimizing disposable utensils and plates.
5. Lighting retro-fit in academic buildings from T-12 ballasts to T-8 ballasts and re-lamping of bulbs.
6. Replacement of 250 metal halide inefficient bulbs in the arena floor of Rice Center utilizing ComEd rebate program.
7. Through grant funds, obtained a corrugated cardboard baler.
8. Demand Response Program with EnerNoc (for curtailment events of shedding load).
9. Began recycling comingled material.
10. Continued campus Beautification Days, focusing on planting trees, shrubs, and perennials.
11. Sustainable back pack vacuums for housekeeping.
12. Food Services biodiesel program

6. What is not going well: what are the problems or potential problems, concerns, issues, hindrances, and/or barriers that may hinder the success of this area of the Strategic Plan?

1. Additional funding would be advantageous for LEED credits on future construction projects.
2. Communication means need to be established with MarCom to publicize all of our initiatives via a Sustainable Blog, Facebook, Twitter, etc.
3. Possible audit with partners to see where else we could manage low cost/no cost sustainable programs with lighting, controls, water, technology, etc.
4. The cost of a sustainability coordinator.
5. Administrative concerns about appearance in going green with landscaping.
D. Co-Curricular Catholic Integration

Visiting Scholar in Catholic Thought
Benedictine Heritage Lecture
Faith and Politics
Benedictine Vision for 21st century
K-12 Education
Net Vue Program
Faith & Reason Symposium
Student Leadership Program

Program Director: Dr. Vincent Gaddis

Committee Members: John Kloos, Anthony Gonzales, Kaliesha Page

Meeting Time and Dates: As needed

Purpose: The vision of the Co-Curricular Integration team is to create dynamic programming and other learning mechanisms that effectively integrate Catholic and Benedictine pedagogies and intellectual traditions to enhance our academic curriculum and enrich the community through intellectual engagement.

Program Director: Primary responsibilities of the Program Director are to work with the committee to select speakers, dates and times for the various programming events. The Director will also work with MarComm and other units of the university to ensure the success of programs. In addition, the program director will coordinate with academic departments, other team leaders and student affairs to investigate, plan and execute programming that unites the academic mission with our Catholic values.

Technology Services: The Co-Curricular Catholic Integration team will need support services from AV for all events as well as web support services for advertisement on the home page, on line registration needs for Faith and Reason Symposium and campus wide email alerts for programs.

Logistics will be controlled from the Department of History, Philosophy and Religious Studies

Goals and Objectives:

Sustain the Following co-curricular activities on a yearly basis:
1. Visiting Scholar in Catholic Intellectual thought
2. Benedictine Heritage Speaker
3. Faith and Reason Symposium
4. Net Vue

Create co-curricular programming in the future:
6. “Faith and Politics Town Hall”
7. Collaboration with other CMI teams particularly in terms of House of St. Benedict
Components and Links to other Implementation Teams

Because of the nature of co-curricular programming, there are no set parameters for working with other implementation teams. We focus on a fluid collaborative framework and as programming ideas emerge with any of the other teams, programming is then vetted, and planning and execution begins.

Assessment:

1. Provide the specific wording from the following documents for which this area is responsible in regard to the following documents:

   EcE Norms –

   Article 4. The University Community #1

   The responsibility for safeguarding and strengthening the Catholic identity of the university rests primarily with the university itself. All the members of the university community are called to participate in this important task in accordance with their specific roles; the sponsoring religious community, the board of trustees, the administration and staff, the faculty, and the students. Men and women of religious faiths other than Catholic, on the board of trustees, on the faculty, and in other positions, can make a valuable contribution to the university. Their presence affords the opportunity for all to learn and benefit from each other. The university should welcome them as full partners in the campus community.

   Article 7. Cooperation

   #1 In order better to confront the complex problems facing modern society, and in order to strengthen the Catholic identity of the Institutions, regional, national and international cooperation is to be promoted in research, teaching and other university activities among all Catholic Universities, including Ecclesiastical Universities and Faculties(53). Such cooperation is also to be promoted between Catholic Universities and other Universities, and with other research and educational Institutions, both private and governmental.

   #2. In collaborating with governmental agencies, regional associations, and other universities, whether public or private, Catholic universities should give corporate witness to a promote the Church’s social teaching and its moral principles in areas such as the fostering of peace and justice, respect for all human life, the eradication of poverty and unjust discrimination, the development of all peoples and the growth of human culture.

   EcE Matrix

   III- A., Social Justice-Accessibility #10, #11, #12

   IV-A., Curriculum and Co-Curriculum, #17

2. In what ways will each member of the implementation committee contribute to the development of this area of the Strategic Plan?

   Each member will have shared responsibilities to move the agenda and goals forward to completion.

3. What specific activities and outcomes will the committee focus on for the current year?

   1. Visiting Scholar in Catholic Intellectual Thought
   2. Benedictine Heritage Speaker
   3. Faith and Reason Symposium

4. What do you envision this program area doing in the next several years?

   a. Increasing in visibility
c. Continue to host existing programs with consistent assessment tools (surveys etc.)
d. Creating programming that globalizes the Catholic perspective through working with Global Studies Forum, and the House of St. Benedict.

5. **What is going well in the institution in this area – what are the strengths, the positive qualities?**
The institution has supported the efforts of this sort in the past. Faculty have played a crucial role by offering incentives, or making the programming a part of their specific courses. The community has also rallied behind these efforts, particularly faith and reason where the faculty have an opportunity to address in a collaborative way, some of the pressing issues of our time and do so in a solution oriented way.

6. **What is not going well: what are the problems or potential problems, concerns, issues, hindrances, and/or barriers that may hinder the success of this area of the Strategic Plan?**
There are only two potential barriers to the continued success of the endeavors of this team; one would be a lack of funding by the university which would limit the number, and quality of the programming, thus making it less relevant and less appealing to the wider DuPage county/Chicago community. The second potential hindrance would be the ending of faculty support for the type of programming we do. This will only happen if the speakers and programs we produce become extremely conservative, myopic and exclusionary; something this chair will not allow.
E. Faculty and Staff Education and Development

Orientation Programs

Conversatio

Catholic Readings Group

Diocesan Convocation

Engaging the Mission

Benedictine Pedagogy Conference

Parish Outreach

Leadership Development

ACCU Events

Lilly Fellows

Faculty and Staff Education and Leadership Programs: Based on the structure of The Rule of St. Benedict as a guide, the programs offered through this area assume the role of shaping a more humane society. Faculty Education and Development will foster an integration of faith and work raising the awareness of spirituality, the religious identity of the university, the connection of personal faith with teaching and research, and the connection of all aspects of the university with institutional mission and the Catholic identity of the university. The programs offered here promote professional involvement with ACCU and ABCU institutions, and other religious affiliated academic learning and collaborative opportunities. This office is responsible for fostering and supporting institutional activities in connection with Catholic social teaching and intellectual tradition – faith and reason, peace and justice concerns, including attendance at Conversatio Round Table Discussions, Catholic Readings Group Sessions, Faith and Reason Symposia, and Benedictine Pedagogy Conferences. Goals of this office are to assist the faculty in understanding ways in which to incorporate Catholic moral teaching in research and professional development, engage in discussions on differing views from Christianity in order to better understand our Catholic and Benedictine heritage, and promote confidence in Catholic faith and Christian understanding. The Leadership in Mission Grant is available to support scholarly work that pays attention and contributes to the promotion of peace, justice, charity, human dignity, and to work that more directly focuses on the Catholic faith. Orientation Programs for new staff, hiring for mission, and Leadership Programs to engage, serve, and enable building of student, faculty, administrator, and staff leaders in our university community to promote the spirit of evangelization. This program area will act in consort with the local bishop, and develop leadership skills through hands-on experience in holding various organizational offices, serve as peer mentors, and lead discussion groups. This office offers financial support to those interested in training, conference attendance, and internship opportunities to create leaders on campus in areas of mission integration while also raising the visibility of Catholic and Benedictine identity within the university and outside community. This office and its programming often intersect and collaborate with other CMI program areas. (Rewrite description as necessary.)

Program Director: Each member of the advisory board will serve a primary role in a service-related area (Implementation and Integration Area). Determine the role of this implementation area’s director and how the director will advocate for the university community (particularly the students) in various roles, commit to the establishment of productive activities, and develop relationships with a diverse group of students, alumni, faculty, staff, and other key constituents. The development and maintenance of a particular programming area is each director’s primary goal.
Technology Services: Discuss how this implementation area will integrate information technology infrastructure that supports the needs of CMI’s service, both internal and external. Determine what applications are needed to improve the accuracy, efficiency and cost-effectiveness of operations. Members of this team will work with CMI assistant and other technology as needed to ensure high quality programming and communication especially with connections to off campus sites – Springfield, China, Moser, and other satellite locations.

CMI Assistant: Note how the CMI assistant will support this particular implementation area.

Implementation Area: Faculty and Staff Education and Development

Committee Chair: Alfred R. Martin

Committee Members: Julie Handler, Eric Goodwin, Patrick Flynn

Meeting time and dates:

November 26, 2012 as well as individual meetings and e-mail exchanges. Regular meeting times will be established for next semester.

Purpose:

The Faculty/Staff Education and Development Subcommittee is responsible for providing Catholic mission related activities to staff and faculty, for evaluating these activities, and for encouraging and finding ways for staff/faculty to incorporate mission-related ethics and attitudes into their classes, activities, and interactions with other persons.

Components of Area and Links to Other Implementation Areas:

Our subcommittee which involves faculty and staff in the Catholic mission can articulate with:

Stewardship and Sustainability – as a Benedictine value and an aspect of Catholic social teaching

University Ministry – as a source of Catholic practice for faculty and staff as well as students

Ecumenical and Interreligious Programming – a means for understanding of other religious traditions

as we explore our Catholic mission and how other traditions relate to our own practices and beliefs

Goals and objectives:

Goals (broad outcomes and concepts): Students who graduate from Benedictine University should acquire a basic and accurate knowledge of Catholicism as part of their education. It is the responsibility of all employees, the staff and the faculty alike, to teach this in the classroom (regardless of discipline) and in their attitudes and dealings with each other. To accomplish this we must attempt to change, over time, the university atmosphere with regard to the practice and values of Catholicism, which is not always favorable. To this end we should actively involve as many staff/faculty as possible in mission-related Catholic activities and events as part of their job descriptions, campus work, and criteria for advancement and promotion.

Objectives (specific skills, values, and attitudes):

(a) Inculcate to students and colleagues alike what it means to be Catholic and effectively communicate to them why Catholic values such as the dignity of human life, the study of scripture, and practice of liturgy are of importance to Catholics (The joy of Catholicism!).
(b) Help individual members of the faculty and staff to find meaningful ways by which they can participate in and contribute to the Catholic Mission congruent with their own religious orientation. Thus, each individual must be encouraged to take personal ownership of the Mission in any significant way that s/he finds interesting and rewarding.

Assessment:

- **ECE norms (see document)**
  - **Article 2(3):** Every Catholic university is to make known its Catholic identity. The university, particularly through its structure and its regulations, is to provide means which will guarantee the expression and preservation of this identity in a manner consistent with (Catholic ideals, principles and attitudes.)
  
  **Article 2(4):** Catholic teaching and discipline are to influence all university activities.
  
  **Article 4(1):** The responsibility for maintaining and strengthening the Catholic identity….calls for the recruitment of university personnel, especially teachers and administrators, who are both able and willing to promote that identity. The identity of the Catholic university is essentially linked to the quality of its teachers and to respect for Catholic doctrine.
  
  **Article 4(4):** Those university teachers and administrators who belong to other churches…or religions, as well as those who profess no religious belief…are to recognize and respect the distinctive Catholic identity of the university. The number of non-Catholic teachers should not be allowed to constitute a minority within the institution which is and must remain Catholic.
  
  **Article 5(1):** Every Catholic university….is to be in close communion with the local Church and in particular with the diocesan Bishops of the region….

- **ECE matrix**
  
  III-B (14): Number of programs reinforcing the concept of respect for life and/or regarding the meaning of human life.
  
  IV (16): Number of educational programs pertinent to Catholic faith and morals.
  
  V (18): Percentage of full-time teaching faculty, staff and administrators who voluntarily identify themselves as Catholic.
  
  V (19): Percentage of hires who participate in mission/ values education
  
  V (20): Number of development and mission-formation programs
  
  V (24): Number of other faculty incorporating Catholic teachings into courses or programs
  
  VI (29): Number of academic events pertinent to the Catholic intellectual traditions

**In what ways will each member of the implementation committee contribute to the development of this area of the Strategic Plan?** (That is, how does each of you see your unique contribution to advancing the Catholic mission?)

Al Martin:

- Representing the subcommittee on the CMI Board
- Being responsible for operation and assessment of CMI Conversatio.
- Leading Christmas carol singing on campus
- Overseeing (?) all faculty and staff activities and events relative to the university Catholic mission
- Soliciting, considering, and reporting (to the Assistant to the President for Mission Integration) new ideas for events that will further involve faculty and staff in the mission, and for orientation of new hires to the mission
- Soliciting, considering, and reporting (to the Assistant to the President) new ideas for ways to involve the adjacent off-campus Catholic community (dioceses) in CMI activities at Benedictine
Julie Handler: As a part of the Faculty and Staff Education subcommittee of the Center for Mission and Identity my goal is to work with and create an alliance with the University Ministry Department. Currently University Ministry is seen widely as a service that is provided to the students of Benedictine University and therefore faculty and staff pay little attention to the various opportunities that are provided to all of the Benedictine Community that can help develop and enrich the Catholic mission of each individual. University Ministry can be an essential asset to both faculty and staff enabling these community members to not only enhance their own personal growth in the Catholic mission but also to gain knowledge and find opportunities to bring this information back to the students they serve. In working with the University Ministry Department my goal is to encourage a higher level of faculty and staff involvement in the services that are already in place by helping to promote the various efforts the University Ministry Department has established on this campus. By integrating the faculty and staff with the students through the University Ministry Department there is opportunity for the Catholic mission to be reinforced outside of the standard time spent in the classroom and within the working community that serve Benedictine University.

Eric Goodwin:

My action project for 2013-2014 will be to:

1) Research and assess current and best-practice CMI orientation processes and procedures
2) Organize and build-out a CMI orientation (short term) and onboarding (long term) to staff at Benedictine University (with possible faculty onboarding)
3) Build metrics and assessment on engendered CMI and Benedictine values with staff using pre/post

Onboarding process can also include Leadership Programs for faculty/staff for both general training and development plus succession planning but also to further engender Catholic and Benedictine values into the University leadership.

If CMI values are as important as we are saying they are then we need to make sure that employees at Benedictine University share within the common culture of Catholic and Benedictine values. This would mean creating and implementing an orientation/onboarding process along with leadership development for all employees.

Patrick Flynn:

Over the next several years, I envision working with CMI concerning:

- A new faculty orientation program – a program different from the one which we already have for faculty (based primarily on rank and tenure). This would be a program specifically organized and overseen by CMI to address CMI goals.
- Continuing work with the Catholic Reading Group either as leader of the group or in whatever capacity desired by CMI. Christine Fletcher has suggested that for CRG next year we read Dante’s Inferno –
- Continuing work as liaison to ACTC – assisting faculty to take advantage of ACTC’s resources in support of our assigned mission
- Continuing to support Conversatio, either as I have in the past as a periodic Presenter, or in some other organizational capacity for the program
- Create a new Faith and Reason subcommittee or sub-group to both work with Vince Gaddis in support of his “Faith and Reason” colloquia, but also to address uniquely CMI (Benedictine & Catholic) goals.

What specific activities will the committee focus on for the current year?

(a) Conversatio
(b) Catholic Readings Group:
   I Benedictine Pedagogy Conference:
(d) Orientation programs for new hires:
   I Christmas caroling
What do you envision this program area doing in the next several years?

- A new faculty/staff orientation program. (Re-design).
- Listing mission-related activities that can and should be considered assets for advancement and tenure and/or job promotion and having these activities recognized as such.
- Reaching out to the adjacent off-campus community to get parishioners and leaders of the dioceses actively involved in Benedictine’s CMI events – with the purpose of sharing the joy of our Catholic mission and making Benedictine a prominent and visible Catholic resource for the area.

What is going well in the institution in this area – what are the strengths, the positive qualities?

CMI has made great progress in the past ten years or more in developing significant programs and activities to involve university employees in the Catholic Mission of the University. This is reflected in the fact that CMI is well-known and respected on campus and has become a model of how successful programs are to be run. Furthermore, a significant number of faculty and staff of different religious backgrounds continue to participate in various CMI activities. The work, reputation, and success of CMI have gone beyond the local campus, especially as a result of the annual Pedagogy conference, to other Benedictine colleges and universities. Because of CMI and the Pedagogy conference, faculty and staff from schools that rarely ever interacted are now visiting other Benedictine campuses, sharing ideas and common concerns, and getting to know their colleagues on other campuses. Attendance and participation in the Conference has steadily grown over the years so it has the potential of becoming one of the major intercollegiate Catholic events in the nation, if not already.

What is not going well? What are the problems or potential problems, concerns, issues, hindrances, and/or barriers that may hinder the success of this area of the Strategic Plan?

As innovative and successful as the CMI programs are, they are still somewhat limited in the numbers of individuals on campus who participate. Part of this problem is that there are many other worthwhile campus activities competing with CMI for attention. Employees are busy and it is difficult to find the time to get away and to participate in too many things. Also, while faculty are free to attend events when not in class or meetings, the staff are much more restricted in their freedom to step away from their desks in order to participate in CMI activities.

Perhaps the most serious problem is the entrenched trend toward campus secularization and disciplinary isolation which have resisted significant involvement of members of the faculty and staff in the Catholic Mission. Many colleges and universities* that were founded by religious groups or churches have lost their ties with their founding denomination and become secularized institutions. We are not immune. That has long been a real threat for Benedictine University as well, despite the fact that our strength and uniqueness lie in our Catholic/ Benedictine history, nature, and orientation. There are many liberal arts schools and many schools with fine programs in science, business and other areas. Our religious history and orientation are what make us different and special. Therefore, it is of extreme importance that CMI and our campus administration take extraordinary steps to counter the constant threat of secularization. We cannot just coast along and pretend to be Catholic because of our history. The fight to resist secularization is and will continue to be an uphill battle.

*North Central College, Wesleyan College, North Carolina Wesleyan College, Wake Forest University, Harvard, Yale, Princeton, and the University of Chicago are just a few institutions that come to mind. I am sure I can locate many more with a little research.

How do we improve faculty/staff participation in campus Catholic events? (Subcommittee recommendations)

- There need to be incentives, a hook. Faculty are overworked, stressed.
- Make it clear that participation in Mission related activities is at least as important as participating in New Media, D2L, etc.
- Catholic Mission must be an essential part of the promotion and tenure process. For example, we should be required to attend the Pedagogy conference and/or other activities. Develop a check box with a list of required activities. Faculty must be required to attend a certain number of or specific events for promotion and tenure.
• Specific examples of ‘Catholic’ activities required for advancement and tenure might include those activities that are not uniquely Catholic but are consistent with the Mission, such as participating in food drives, serving at Thanksgiving dinner, or helping with Beautification Day.

• Staff have a difficult time attending campus activities and even Mass. To attend these events, individuals must make sure they can have someone cover their area of responsibility for them and they must get permission from the supervisor. Most supervisors are solely concerned with getting tasks done, not with the Mission. Staff should be allowed – even expected to participate and not penalized. Attendance and participation in mission activities should count as staff development.

• It was suggested that Benedictine University should do what Benedictine College, Kansas does. That is, require job applicants to submit, along with the job application, an essay describing how they can effectively participate in the Catholic Mission. (One subcommittee member disagreed with this, saying that we could potentially lose some good candidates simply because they are unaware of what participating in our Catholic mission entails.) Require that all ads for new faculty (staff also?) clearly state the expectation to actively participate in the Catholic mission. Currently, this isn’t even brought up until the job applicant is on campus and then no actually requirements are given for participation.

• Clearly identify who we are as well as who we want to be. Perhaps acting Catholics will be more interested in actively participating in the Mission. Begin asking employees and prospective new hires if they identify as practicing Catholics and/or give preference in hiring to Catholics so that we can be assured of meeting ECE Assessment Norm Article 4, paragraph 4 which states “The number of non-Catholic teachers should not be allowed to constitute a minority within the institution…” (One subcommittee member respectfully disagrees.)

• Because faculty and staff are stressed, offer financial stipends for participation in some Catholic activities, especially in Summer. Recommendation: This May, on M – W the week of the Pedagogy conference on campus, convene a relevant Readings group to precede the conference.

• The current campus culture works against full integration into the Catholic Mission. Some people are even hostile to it. This is not something we can completely change from the bottom – up. Therefore, in order for full or significantly greater participation of faculty and staff in Mission related activities to occur, the supreme importance of being actively involved in the Mission will never succeed unless it comes down to us by fiat from the higher administration (Provost, President, Board of Trustees). The upper administration must take the lead and make it abundantly clear that the Catholic nature of the university is of supreme importance!

Currently, CMI is finding ways to involve faculty and staff on our sister campuses. But as a next step, we need to go beyond the immediate campus with our activities and seriously attempt to actively involve leaders and members of near-by Catholic churches in our activities, perhaps through the directors of Adult Education at each church. There are many Catholic Churches in the adjacent suburbs. Yet, Benedictine University seems to suffer significant isolation from the Catholic community. (One subcommittee member says “I could not agree with this more! I attend St. Thomas in Naperville and I’m always wondering why campus events are not advertised in their bulletin or mentioned in Mass.)
## Appendix VI: Proposed CMI Budget 2013-2014 [presented March 2013]

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMI Office Assistant - full-time</td>
<td>$35,000</td>
</tr>
<tr>
<td>Director/Asst. to the President</td>
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<tr>
<td>University Ministry Director</td>
<td>?????</td>
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<tr>
<td>Sustainability Coordinator</td>
<td>80,000</td>
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<tr>
<td>Program Leader Stipends ($3000x5)</td>
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### Operating ($60,000)

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<tr>
<th>Category</th>
<th>Budget</th>
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</thead>
<tbody>
<tr>
<td>Dues and Subscriptions</td>
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</tr>
<tr>
<td>Bookstore</td>
<td>1,000</td>
</tr>
<tr>
<td>Copy Machine</td>
<td>1,000</td>
</tr>
<tr>
<td>General Supplies</td>
<td>1,500</td>
</tr>
<tr>
<td>Postage</td>
<td>500</td>
</tr>
<tr>
<td>Print Room</td>
<td>1,500</td>
</tr>
<tr>
<td>Food Supplies/Service</td>
<td>10,000</td>
</tr>
<tr>
<td>Library Books</td>
<td>2,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>2,000</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>1,000</td>
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<tr>
<td>Software/Licenses</td>
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<td>Centralized Toner Supplies</td>
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<tr>
<td>Conference/Registration</td>
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<tr>
<td>Stipends/Professional Services</td>
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<td>Other Special Program Expenses</td>
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<td>Travel/Transportation</td>
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<tr>
<td>meals and Entertainment</td>
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<tr>
<td>Marketing</td>
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### Campus Ministry ($50,000)

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
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</thead>
<tbody>
<tr>
<td>Chapel and Religious Supplies</td>
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</tr>
<tr>
<td>Music Liturgy</td>
<td>1,500</td>
</tr>
<tr>
<td>Programming and Service Trips</td>
<td>38,000</td>
</tr>
<tr>
<td>Student Retreats</td>
<td>12,000</td>
</tr>
<tr>
<td>Recruiting</td>
<td>1,000</td>
</tr>
<tr>
<td>Capital purchases -- computers</td>
<td>1,500</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>4,500</td>
</tr>
</tbody>
</table>
### Interreligious and Ecumenical Dialogue ($6000)
- Catholic-Muslim Student Dialogue: $500
- MOSAIC: $500
- Interfaith Leadership Institute for Student leaders: $1,500
- MOSAIC Series on Contemplative Techniques: $2,500
- Co-sponsor with Office of Intercultural education events: $1,000

### Faculty/Staff Education and Development ($10,000)
- Conversatio: $2,500
- Catholic Readings Group: $1,000
- Summer Seminar: $1,500
- Leadership in Mission Grants: $5,000

### Co-Curricular Education ($24,000)
- Visiting Scholar: $5,000
- Benedictine Heritage Speaker: $3,000
- Faith and Reason: $6,000
- Benedictine Vision Symposium: $6,000
- Co-sponsor with multicultural events: $2,000
- Co-sponsor with Global studies events: $1,000
- Co-sponsor with Center for Civic Leadership events: $1,000

### Stewardship and Sustainability ($47,000)
**Campus Services**
- energy, water, and waste audits: $25,000
- perennial garden plantings: $5,000
- recycling receptacles: $10,000

**Other Initiatives**
- community garden move and expansion on Abbey grounds: $2,500
- slough area restoration: $1,000
- environmental movie series events: $1,500
- BenBike program bicycle upkeep: $1,000
- supplies for Abbey vineyard and orchard student projects: $1,000

### Total Expenses
<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$337,000</td>
</tr>
</tbody>
</table>
### Appendix VII: Ex corde Ecclesiae Matrix as Reflected at Benedictine University [Assessment]

**The Matrix:** This document is a tool that might be used by the three Joliet Diocesan universities, the University of St. Francis, Lewis University, and Benedictine University, to enrich their Catholic character as well as to enable them to participate in the shaping of the discourse about what it means to be a Catholic university. This matrix, as we have called it, can help the universities identify “soft data” about their Catholic identity, that is, those activities and efforts that are often difficult to quantify. The matrix was designed for use along with other assessment instruments such as the National Survey for Student Engagement (NSSE) and the UCLA Cooperative Institutional Research Program (CIRP) survey administered to first-year students.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>MEASURE</th>
<th>BASE TEXT IN EX CORDE</th>
<th>BENEDICTINE UNIVERSITY INITIATIVES &amp; CMI AREA OF RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>COLLABORATION WITH BISHOP AND THE DIOCESE</strong></td>
<td>Days per year when the Bishop or his representative is present for two hours or longer on one or more of the University's campuses (e.g., Student mass, open interaction with students, faculty, pastoral visits, teaching visits, etc.)</td>
<td>University Ministry (UM): Joliet Diocese College Student Mass, 1x/3yrs.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Number of programs offered jointly by the University and the Bishop's office (e.g., Diocesan Bolivia/Philippine Mission Exchange, Collaboration for formation for catechists, Student mass, open interaction with students, pastoral visits, teaching visits, etc.)</td>
<td>UM: Philippines and Bolivia Service Trips. UM: Liturgical Ministers Training, Annually in August.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Number of communications to the Bishop by University President or President's representative imparting &quot;relevant information about the University and its activities&quot; to the Bishop (e.g., annual dialogue with presidents, cooperation with local Ordinary for mutual benefit, collaboration with diocesan institutions--e.g. events, sharing best practices, speakers, etc.)</td>
<td>UM: Facilitate Trustees Mtgs. With Bishop in Ministry Suite.</td>
</tr>
</tbody>
</table>

Bishops have a particular responsibility to promote Catholic Universities, and especially to promote and assist in the preservation and strengthening of their Catholic identity, including the protection of their Catholic identity in relation to civil authorities. This will be achieved more effectively if close personal and pastoral relationships exist between University and Church authorities, characterized by mutual trust, close and consistent cooperation and continuing dialogue. Even when they do not enter directly into the internal governance of the University, Bishops "should be seen not as external agents but as participants in the life of the Catholic University".

Periodically, each Catholic University, to which Article 3, 1 and 2 refers, is to communicate relevant information about the University and its activities to the competent ecclesiastical Authority. Other Catholic Universities are to communicate this information to the Bishop of the diocese in which the principal seat of the Institution is located.
### II. FOUNDING CONGREGATION

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</thead>
<tbody>
<tr>
<td>4</td>
<td>Number of members of the founding religious congregation who are teachers, students, administrators, staff or Trustees at the University</td>
<td>UM: 5 monks serve as celebrants and 2 monks are administrators in department.</td>
</tr>
<tr>
<td>5</td>
<td>Participation in programs for formation of Catholic charism (e.g College, IACHE, ACCU, AFCU)</td>
<td>UM: 5 monks serve as celebrants and 2 monks are administrators in department.</td>
</tr>
<tr>
<td>6</td>
<td>Participation in programs for the formation of the particular charism of the founding order, activities that link our particular schools to other Catholic institutions in general and institutions that share our particular charisms. (e.g., Initiatives for Lay Formation, passing on heritage and tradition, identifying and celebrating sponsorship contribution)</td>
<td>UM: 5 monks serve as celebrants and 2 monks are administrators in department.</td>
</tr>
</tbody>
</table>

### III. SOCIAL JUSTICE: ACCESSIBILITY

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<tbody>
<tr>
<td>7</td>
<td>Average percentage of the demonstrated financial need of students that is met by internal University grants</td>
<td>UM: Brother Rick Poro, O.S.B. has formation prior to service on weekends. UM: Brother Rick Poro has dinners and vespers program at the Abbey. UM: Brother Rick Poro gives Abbey Tours.</td>
</tr>
<tr>
<td>8</td>
<td>Percentage of degree-seeking students who are economically disadvantaged or are members of marginalized groups customarily deprived of higher education in the U.S.</td>
<td>UM: Brother Rick Poro, O.S.B. has formation prior to service on weekends. UM: Brother Rick Poro has dinners and vespers program at the Abbey. UM: Brother Rick Poro gives Abbey Tours.</td>
</tr>
<tr>
<td>9</td>
<td>Number of students receiving Pell grants</td>
<td>UM: Brother Rick Poro, O.S.B. has formation prior to service on weekends. UM: Brother Rick Poro has dinners and vespers program at the Abbey. UM: Brother Rick Poro gives Abbey Tours.</td>
</tr>
<tr>
<td>10</td>
<td>Number of programs, events, initiatives which address cultural diversity for the recruitment and retention (of faculty and students) of a cultural diverse population</td>
<td>UM: Brother Rick Poro, O.S.B. has formation prior to service on weekends. UM: Brother Rick Poro has dinners and vespers program at the Abbey. UM: Brother Rick Poro gives Abbey Tours.</td>
</tr>
<tr>
<td>11</td>
<td>Number of academic and social transitional programs that fosters a successful university experience for the underprepared</td>
<td>UM: Brother Rick Poro, O.S.B. has formation prior to service on weekends. UM: Brother Rick Poro has dinners and vespers program at the Abbey. UM: Brother Rick Poro gives Abbey Tours.</td>
</tr>
</tbody>
</table>

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The Christian spirit of service to others for the promotion of social justice is of particular importance for each Catholic University, to be shared by its teachers and developed in its students. The Church is firmly committed to the integral growth of all men and women (32). The Gospel, interpreted in the social teachings of the Church, is an urgent call to promote "the development of those peoples who are striving to escape from hunger, misery, endemic diseases and ignorance; of those who are looking for a wider share in the benefits of civilization and a more active improvement of their human qualities; of those who are aiming purposefully at their complete fulfillment" (33).
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<tbody>
<tr>
<td>III-B</td>
<td>SOCIAL JUSTICE: DEVELOPMENT</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>12</td>
<td>Number of academic courses, research projects, and service projects (local, regional, national, international) promoting the development of emerging nations (e.g. amount of funds raised, community service, international study)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Number (with list) of academic courses, research projects, and service projects promoting the development of emerging nations promoting basic human development</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Number of programs reinforcing the &quot;seamless garment&quot;-conception of respect for life and/or education regarding “the meaning of human life” and the dignity of human life</td>
<td></td>
</tr>
</tbody>
</table>

... Every Catholic University feels responsible to contribute concretely to the progress of the society within which it works: for example it will be capable of searching for ways to make university education accessible to all those who are able to benefit from it, especially the poor or members of minority groups who customarily have been deprived of it. A Catholic University also has the responsibility, to the degree that it is able, to help to promote the development of the emerging nations. (33)

UM: Philippine, Bolivia and future Dominican Republic international trips, National trips to West Virginia and a once per semester “Service Expo” which administers student service through the required Humanities Course.

UM: See III.B.12
EID: MOSAIC annual service project, IFYC-ILI Service Projects

UM: Students for Life Group and Daughters of Isabella/Knights of Columbus groups, and Peace and Social Justice Ministries Commission formed and active.
<table>
<thead>
<tr>
<th>IV</th>
<th>CURRICULUM &amp; CO-CURRICULUM</th>
<th>15</th>
<th>In each degree program, percentage of credit hours required for graduation that are filled by courses in philosophy, theology, interdisciplinary studies, ethics, morality, or General Education courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>Number of educational programs pertinent to Catholic faith and morals and/or promoting interdisciplinary understanding, research, reflection, and study through ethics, morality, theology, philosophy, and interdisciplinary disciplines (e.g., Residential LIFE experiences, Alcoholism prevention, Pregnancy Counseling, Campus minister training, training for Catechists, training for parish volunteers, faculty development programs such as an Annual Diocesan Convocation) Programs which highlight the Catholic Intellectual Tradition and Benedictine Values through co-curricular programming that fosters dialogue within the community and with the wider regional area. These Programs have the ability to foster, and/or highlight research and pedagogical excellence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>Number of efforts to develop local, regional, national, and international communities through service and academic work (e.g., general education courses and degree programs)</td>
</tr>
</tbody>
</table>

Given the close connection between research and teaching, the research qualities indicated above will have their influence on all teaching. While each discipline is taught systematically and according to its own methods, interdisciplinary studies, assisted by a careful and thorough study of philosophy and theology, enable students to acquire an organic vision of reality and to develop a continuing desire for intellectual progress. In the communication of knowledge, emphasis is then placed on how human reason in its reflection opens to increasingly broader questions, and how the complete answer to them can only come from above through faith. Furthermore, the moral implications that are present in each discipline are examined as an integral part of the teaching of that discipline so that the entire educative process be directed towards the whole development of the person. Finally, Catholic theology, taught in a manner faithful to Scripture, Tradition, and the Church’s Magisterium, provides an awareness of the Gospel principles which will enrich the meaning of human life and give it a new dignity.

CCI: Faith and Reason Symposium Visiting Scholar in Catholic Intellectual thought Benedictine Heritage Speaker Faith and Politics Seminar Benedictine Vision for 21st Century Education Symposium FSDE: Number and names of courses/learning communities in the new general education curriculum that address Catholicism, the Catholic Church, or issues of importance to Catholics.

EID: House of Benedict, Intercultural House
<table>
<thead>
<tr>
<th>FACULTY, STAFF, ADMINISTRATORS</th>
<th>18</th>
<th>Percentage of full-time teaching faculty, staff, administrators who voluntarily identify themselves as Catholic</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Percentage of hires who participate in Mission/Values education and/or make a commitment to “recognize and respect” advance the mission/values of the university</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Number of &quot;Development for mission&quot;-formation programs</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Date of annual review of the justice of wages paid to employees</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Date of annual report on the justice of structures of representation for faculty governance</td>
<td></td>
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<tr>
<td>23</td>
<td>Process in place to ensure that all full-time faculty are aware of the importance of and directed as a personal obligation to obtain the mandatum and (an) advanced degree(s) in Catholic theology (e.g. measures ratio of students to theology faculty)</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Number of other faculty incorporating Catholic Teachings into courses or programs</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Provost annually confirms with the President that the University has “a faculty, or at least a chair, of theology”</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Those university teachers and Administrators who belong to other Churches, ecclesial communities, or religions, as well as those who profess no religious belief, and also all students, are to recognize and respect the distinctive Catholic identity of the University. In order not to endanger the Catholic identity of the University or Institute of Higher Studies, the number of non-Catholic teachers should not be allowed to constitute a majority within the Institution, which is and must remain Catholic.</td>
</tr>
</tbody>
</table>

**Recommendations:****

FSDE: Establish a Charism Council on our campus.
FSDE: Promote priority to Catholics in the faculty hiring process.

FSDE: Faculty survey: ask:
Do you identify yourself as Catholic?
Have you participated in mission-related events or programs in the past year? If so, what and how often?
UM: Director is part of New Hire Orientation program.

FSDE: (4) Four: Faculty Formation, Conversatio, Catholic Readings group, Pedagogy Conference

UM: promotion of Fair Trade month will occur in October 2013.

**Requirement for full time faculty in Theology Department to have mandatum.**
FSDE: Promote hiring for mission.

FSDE: Collaborate with Office of Institutional Research (to place question into ACP) regarding mission integration within service, research and teaching.
FSDE: Faculty activities that advance the mission must be viewed as very important factors in advancing faculty promotion, and tenure, and not just as routine ‘service’ which is viewed as a low priority.
<table>
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<tr>
<th>VI</th>
<th>RESEARCH</th>
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<tbody>
<tr>
<td>26</td>
<td>Number of Service opportunities with Catholic agencies</td>
</tr>
<tr>
<td>27</td>
<td>Number of professional presentations and/or publications addressing in a substantial way the following areas: &quot;the dignity of human life, the promotion of justice for all, the quality of personal and family life, the protection of nature, the search for peace and political stability, a more just sharing in the world's resources&quot; or &quot;a new economic and political order that will better serve the human community at a national and international level.&quot;</td>
</tr>
<tr>
<td>28</td>
<td>Date of annual report as to whether Speaker invitations comply with University’s Speakers’ Policy</td>
</tr>
<tr>
<td>29</td>
<td>Number of academic events pertinent to the Catholic intellectual traditions (e.g. Visiting Scholars in Catholic Thought, Signum Fidei Lecture Series, Bishop Imesch Women in Church Lecture Series, Common Ground, Centers related to mission etc.)</td>
</tr>
</tbody>
</table>

A Catholic University, as any University, is immersed in human society; as an extension of its service to the Church, and always within its proper competence, it is called on to become an ever more effective instrument of cultural progress for individuals as well as for society. Included among its research activities, therefore, will be a study of serious contemporary problems in areas such as the dignity of human life, the promotion of justice for all, the quality of personal and family life, the protection of nature, the search for peace and political stability, a more just sharing in the world's resources, and a new economic and political order that will better serve the human community at a national and international level. University research will seek to discover the roots and causes of the serious problems of our time, paying special attention to their ethical and religious dimensions.

FSDE: Number of faculty presentations and publications that are germane to Catholicism or advancing the Catholic mission.

UM: Director is the one who approves speakers for the Chapel in compliance with Speaker’s Policy and Magisterium.

CCI: Faith and Reason Symposium
Visiting Scholar in Catholic Intellectual thought
Benedictine Heritage Speaker
Faith and Politics Seminar
Benedictine Vision for 21st Century Education Symposium
UM: Catholic Muslim Dialogue, Jewish Midrash, Panel discussions held in Chapel.
### VII MINISTRY

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<tr>
<td>30</td>
<td>Average number of opportunities per week provided by the University for participation in Catholic sacraments</td>
<td>As a natural expression of the Catholic identity of the University, the university community should give a practical demonstration of its faith in its daily activity, with important moments of reflection and of prayer. Catholic members of this community will be offered opportunities to assimilate Catholic teaching and practice into their lives and will be encouraged to participate in the celebration of the sacraments, especially the Eucharist as the most perfect act of community worship. When the academic community includes members of other Churches, ecclesial communities or religions, their initiatives for reflection and prayer in accordance with their own beliefs are to be respected.</td>
<td>UM: 12 opportunities: 6 Masses, 6 Reconciliation.</td>
</tr>
<tr>
<td>31</td>
<td>Number of other ministry-related events for students (e.g., retreats)</td>
<td></td>
<td>UM: 40+ opportunities through 12 ministries in University Ministry. UM: Retreats 2x per year. UM: Service Opps. Weekly and service trips three times per year. UM: Mass daily and weekly.</td>
</tr>
<tr>
<td>32</td>
<td>Number of other ministry-related events for faculty, staff, and/or alumni (e.g., retreats)</td>
<td></td>
<td>UM: 10+, Mass, Alumni are included in the Koinonia Retreat.</td>
</tr>
<tr>
<td>33</td>
<td>Number of qualified people—priests, religious, and lay persons—appointed to provide pastoral ministry for the university community</td>
<td>A sufficient number of qualified people—priests, religious, and lay persons—are to be appointed to provide pastoral ministry for the university community, carried on in harmony and cooperation with the pastoral activities of the local Church under the guidance or with the approval of the diocesan Bishop. All members of the university community are to be invited to assist the work of pastoral ministry, and to collaborate in its activities.</td>
<td>UM: 3 fulltime and 1 part time, 1 quarter time.</td>
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### VIII INTER-RELIGIOUS DIALOGUE

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<tr>
<td>34</td>
<td>Number of Catholic-themed student clubs and “initiatives for reflection and prayer in accordance with” the beliefs of “members of other Churches, ecclesial communities or religions.”</td>
<td>Besides cultural dialogue, a Catholic University, in accordance with its specific ends, and keeping in mind the various religious-cultural contexts, following the directives promulgated by competent ecclesiastical authority, can offer a contribution to ecumenical dialogue. It does so to further the search for unity among all Christians. In inter-religious dialogue it will assist in discerning the spiritual values that are present in the different religions.</td>
</tr>
<tr>
<td>35</td>
<td>Number of staff- or faculty-sponsored courses, programs, or events concerned explicitly with inter-religious dialogue and cultural differences</td>
<td></td>
</tr>
<tr>
<td>IX</td>
<td>STEWARDSHIP &amp; SUSTAINABILITY</td>
<td>36</td>
</tr>
<tr>
<td>37</td>
<td>Number of courses offering ideas of stewardship and sustainability ideas.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Curricular or co-curricular graduation requirements that involve stewardship and sustainability ideas.</td>
<td></td>
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</tbody>
</table>
Appendix VI: Center for Mission and Identity: Vision 2020

Center for Mission and Identity: Vision 2020 is a list of programs that the CMI Program Directors would like to see as integral parts of the university within the next decade. Funding for such programming will be sought through endowments, sponsorship, grants and institutional budgeting.

<table>
<thead>
<tr>
<th>Event or Activity</th>
<th>Proposed Event Cost</th>
<th>Proposed Annual Cost</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Co-curricular Catholic Integration</strong> (student focused but open to community)</td>
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<tr>
<td>Benedictine Heritage speaker</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
<td>M</td>
</tr>
<tr>
<td>A member of a Benedictine (monastic) community (usually a faculty member or Abbot) gives a public lecture to the university community on a topic that speaks to the unique heritage of Benedictines. Speaker will make presentations at the Lisle, Springfield and Mesa Campuses.</td>
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<tr>
<td>Benedictine University Service Learning Initiative</td>
<td>TBD</td>
<td>$50,000.00</td>
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<tr>
<td>Students from BU make a long term, concerted effort in volunteerism and community activism in a Chicago neighborhood -- Pilsen makes the most sense, given its relation to our history and St. Procopius Church. Initially the funds will do a needs assessment, with input from the community and NGOs (non-governmental organizations) already on the ground. The fund would cover the costs of setting up viable, ongoing, serious service learning projects that would embed Benedictine University in the areas in the local communities that are in need. The difference is these would mark a university commitment to find service learning opportunities that call on the various disciplines in the university -- health, education, literacy, math skills -- so that the learning opportunities in different courses are coordinated to maximize impact on the community and include community development and leadership training.</td>
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<tr>
<td>Benedictine University Student/Community Collaboration</td>
<td>TBD</td>
<td>$50,000.00</td>
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<tr>
<td>Students from BU make a long term, concerted effort in volunteerism and community activism in a Chicago neighborhood -- Pilsen makes the most sense, and out of St. Procopius Church, serving the community in terms of cooperation with NGOs already on the ground.</td>
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<tr>
<td>Catholic Intentional Community</td>
<td>$200,000.00</td>
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<tr>
<td>Funding for a resident tutor/minister and programming for a group of students (up to 15) living in a community that embodies Benedictine Values. I would like to see them working on the garden at the abbey, committing to at least daily Mass and morning and evening prayer, and a service project that would do direct service to the poor, probably in Pilsen, as Vince suggested. This could be the basis for a learning community in the new core. Funds would cover expense of a tutor/minister, costs associated with service projects, and subsidies for student’s housing costs to encourage participation.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Catholic Intentional Community Scholarships</td>
<td>$400,000.00</td>
<td></td>
<td>H</td>
</tr>
<tr>
<td>A Catholic Scholars Program would endow scholarships for a select group of Catholic students, who would constitute a core of enthusiastic Catholics to work with other students. They would live in a community that embodies Benedictine Values. They would work on the garden at the St Procopius Abbey, commit to at least daily Mass and morning and evening prayer at the Abbey, and a service project that would do direct service to the poor. Funds would cover expense of tutor/minister, costs associated with service projects, and Scholarship for partial tuition and subsidy for student’s housing costs to encourage participation. Each Catholic Scholar would have a faculty sponsor and would have to account in writing to CMI each semester about his or her activities. Applicants would have to provide a letter of recommendation from a priest or deacon and one other letter from a non-related person testifying to their enthusiasm for and active participation in the Church. Funding for a group of students (up to 15). ($8,000,000.00 endowment)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic (Student) Scholars Program</td>
<td>$77,550.00</td>
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<td>H</td>
</tr>
</tbody>
</table>
$310,200.00 within 4 years

This geographical area has many Catholics but we attract very few of them to our campus which poses the possibility of threatening our Catholic identity. A Catholic Scholars Program would endow a select group of Catholic students, carefully selected, who would constitute a core of enthusiastic Catholics to work with other students. They would attend daily Mass, lead students in church-related activities, and be leaders among the student body, encouraging others to participate in these activities as well. Each Catholic Scholar would have a faculty sponsor and would have to account in writing to CMI each semester about his or her activities. In return, each of these scholars would have full tuition and fees (currently $12, 925/semester) paid by the university. Applicants would have to provide a letter of recommendation from a priest or deacon and one other letter from a non-related person testifying to their enthusiasm for and active participation in the Church. Six of these students are envisioned to exist in each annual class, phasing them in one class at a time until there is an even distribution from freshmen to seniors. The shown above would be for one year and when all four classes have a full cadre of scholars.

Faith and Politics

$10,000.00  
$10,000.00

A speaker series with a public evening speaker to engage the community in topics at the intersection of Catholic faith and American politics. Speaker would also conduct a workshop for students on political activism.

Faith and Reason Symposium

$10,000.00  
$10,000.00

Based on Pope John Paul II’s *Fides et Ratio*, the symposium brings the campus community together to have dialogue and engage with our excellent faculty on important issues of the day.

Library Acquisitions

$3,000.00

Each year we support the acquisitions of print, media, and electronic resources for the university library in the area of Catholic teaching – theological, social, intellectual, catechetical, etc. We now have three campuses to serve – Lisle, Springfield, and Mesa

Service Learning Fund

$200,000.00

Fund would cover the costs of setting up viable, ongoing, serious service learning projects that would embed Benedictine University in the areas in the local communities that are in need. The difference is these would mark a university commitment to find service learning opportunities that call on the various disciplines in the university – health, education, literacy, math skills – so that the learning opportunities in different courses are coordinated to maximize impact on the community and include community development and leadership training.

Visiting Catholic Scholar in Residence

$100,000.00

Each year, have a visiting scholar in residence who would be a full-time faculty member to teach classes, do research, and interact with other faculty and visit and interact with their classes in many areas. Each year there could be a different emphasis. Emphasis would be on relating different academic areas to our Catholic mission.

Visiting Professorship in Benedictine and Catholic Studies

$200,000.00

Year’s salary and benefits, travel expenses, book grant; scholar selected would be in residence primarily in Lisle, but would offer programs at Springfield and Mesa. The scholar will present the Benedictine Heritage Lecture and teach one theology course at Lisle each semester.

Visiting Scholar in Catholic Thought

$ 10,000.00  
$10,000.00

Series brings a prominent Catholic scholar to campus to share his/her latest research. The Speaker will need to make presentations and work with courses of interest on all three US campuses in Springfield, Lisle and Mesa.

Ecumenical and Interreligious Dialogue (student focused but open to community)
Catholic-Muslim Student Dialogue  $ 35.00  $500.00  
Biweekly lunch hour discussion; 14 sessions per academic year (pizza and drinks for 10-12 people)

Interfaith Leadership Institute (Participation)  $8,500.00  
Scholarships for five students and two staff/faculty members to train to be interfaith leaders who build relationships across identities, tell powerful stories to bridge divides, and mobilize their campuses through interfaith projects. Staff and faculty network with other higher education professionals, share best practices, and partner with their students to transform their campuses. All participants learn how the Better Together campaign and the President’s Interfaith and Community Service Campus Challenge can be catalysts for campus change. (Cost: $299.00-student, $299.00-faculty/staff = $3200.00 plus travel $5,300.00.)

MOSAIC Interfaith Service Group  TBD  $1,000.00  
2 service projects per year, with lunch (pizza and drinks for 20 people).

MOSAIC Speaker Series on Contemplative Prayer  $ 500.00  $1,500.00  
(Session 1: Catholic, Buddhist; Session 2: Catholic, Muslim; Session 3: TBD) (3 sessions, including honoraria and light refreshments)
These services invite the entire Benedictine Community to learn and engage in contemplative prayer.

Visiting Scholar in Ecumenical & Interreligious Dialogue  $ 6,000.00  $6,000.00  
Annual lecture (spring--one day only) includes honorarium; travel/room/board; reception

Faculty and Staff Education and Development (faculty/staff focus)

Conversatio Round Table Discussions  $ 300.00  $4,500.00  
The Benedictine value of Formation and Reformation) Benedictine faculty and staff make presentations on topics of interest and importance to Catholics and like-minded campus personnel then lead discussions. This activity is the main activity for actively involving many Benedictine faculty and staff in the Catholic side of the university. These events take place on the Lisle and Moser campus and starting 2013-2014 will begin in Springfield and Mesa.

Catholic Readings Group  $1,000.00  
Interested faculty and staff read and discuss essays or books of interest to Catholics. The topics covered vary from the Catholic Intellectual tradition to a currently a ‘great books’ approach in which classic literature of significance to the Catholic Faith is read and studied. We read and discussed to date: Cerner and Morgan’s Examining the Catholic Intellectual Tradition, Dulles’ Church and Society, and St. Augustine’s Confessions. The text is purchased for the participants and fellowship occurs through discussion and light lunch.

Benedictine Faculty Forum  $4,500.00  
The year-long BFF will meet once per month (October – May) for four hours, during the first week of the month except in January when the meeting will be during the third full week. The participants will be 10-12 tenured faculty members, who have committed to full participation, and two or three facilitators. Newly tenured faculty members are particularly encouraged to participate. The facilitators will be respected senior faculty members, committed to the value of the BFF. Cost includes: $1,500.00 (Bev Service and Dinner) and $3,000.00 (Books and the Reader)

Stewardship and Sustainability (university-wide)  
Price quotes needed (Getting quotes might require visits from external organizations that do the work.)
Garden Areas with Statues  $9,000.00/per garden
Places for reflection, relaxation and to honor a saint that incorporates native plant species -- approximate cost for native prairie plant plugs (ca. $4 each) for 1000 sq. ft. garden and a half mile of concrete walkway between them @ $300/cubic yard of concrete.

Create Campus Showplace  $250,000.00 start-up cost  $3,000,000.00
Replace all asphalt on campus with permeable brick pavement. Such pavement costs ca. $5 per square foot -- estimate the Birck/Kindlon lot is about 80,000 square feet, so figure near $400k just for that. Add in Rice, Krusa, Founders, and Scholl lots, in addition to all the walkways.

Lake Benedict, Abbey Grounds Restoration and Walking Nature Trail  $50,000.00
Removal of invasive species and necessary planting and seeding of native species -- to be done by some external restoration group. Indefinite annual upkeep (weeding, replanting, etc.) for these efforts would be required. We would have to get an assessment as to the natural quality of these areas, as the cost highly depends on your level of degradation. $250,000 is probably a reasonable amount to get us started in addressing approximately 80 acres of land. Once the restoration mentioned above is completed, establish a proper walking nature trail around the slough with signage -- becomes a part of the Jurica-Suchy Nature Museum.

Environmental Movie Series  $100.00  $1,000.00
Monthly evening movie series illustrating global climate change and sustainability crises. To be followed by student discussion; 6 sessions per academic year (pizza and drinks for 20-30 people).

Endowed Centers, Staff Positions and Naming Rights (future projections – Vision 2020)

<table>
<thead>
<tr>
<th>Item</th>
<th>Proposed Annual Cost</th>
<th>Endowment</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>The [Name] Center for Mission and Identity</td>
<td>$300,000.00</td>
<td>$7,500,000.00</td>
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<tr>
<td>Office of the Director, Assistant to the President for Mission Integration, and/or Vice President for Mission (staff salaries and operating budget)</td>
<td>$350,000.00</td>
<td>$8,750,000.00</td>
<td>H</td>
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Sub-Categories – Additional Programming Needs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Proposed Annual Cost</th>
<th>Endowment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Co-Curricular Catholic Integration</td>
<td>$500,000.00</td>
<td>$12,500,000.00</td>
</tr>
<tr>
<td>Center for Interreligious and Ecumenical Dialogue</td>
<td>$50,000.00</td>
<td>$1,250,000.00</td>
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<tr>
<td>Center for Faculty/Staff Education and Development for Mission</td>
<td>$50,000.00</td>
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<tr>
<td>Center of Stewardship and Sustainability</td>
<td>$50,000.00</td>
<td>$1,250,000.00</td>
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</tbody>
</table>

(Formula used: [amount needed yearly for budget/position] / .04 = [amount of endowment needed])