

Mission and Ministry

POINT OF CONTACT

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Mission and Ministry
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SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

- The Mission and Ministry DEI Task Force was formed and held five 90-minute meetings. The co-chairs met prior to each meeting to prepare the agenda.
- The first meeting included an overview of the division-wide reflection as part of LMU's Anti-Racism Project. Members were asked to register and attend the Systemic Analysis Consultation Workshop facilitated by the Office of Intercultural Affairs
- The second meeting included a review of the systemic analysis process. Committee members were tasked with identifying three issues/areas for attention from their respective areas before the next meeting.
- The third meeting included discussion on the consultation workshop and findings of areas for attention from each of the respective areas within the unit. Qualitative data examined included conversations between intra-departmental leadership, informal reviews of program participants, a formal listening session, and an electronic feedback form focusing on DEI issues. The Task Force discussed emerging themes from the data, which were subsequently compiled and contextualized into a working document.
- In the fourth meeting, the committee identified 2-3 cross-unit themes and potential action items.
- In the fifth meeting, the Task Force reviewed and finalized action items and identified outcomes to be assessed for each. Following final input from Task Force members, the co-chairs met with the Vice President for Mission and Ministry to discuss the report and the process, as well as identify next steps and implementation of action items. The report was submitted to the Office of Intercultural Affairs on 11/2.

ISSUES IDENTIFIED

- The need to create a climate and a community in which all faculty, staff, students, alumni, and friends are more empowered to be fully and authentically themselves in their diverse identities.
- A consistent lack of diverse representation among Mission and Ministry personnel, especially in positions of leadership, and among program participants.
- A need to hire, develop, and engage individuals and communities that are more diverse with respect to gender, race/ethnicity, and faith/spirituality.
- We note a historical and ongoing lack of concrete data about our internal and external demographics.
- Our teams and individuals come to this work with widely varying levels of familiarity and fluency with intercultural, interfaith, and anti-racist tools and concepts. Thus, we have some significant "catching up" to do in order to effectively and constructively work toward a more inclusive and anti-racist future.
- Meaningful continued progress will require us to challenge ourselves in ways that may be unfamiliar or uncomfortable.
- We need more and better opportunities to engage, speak, and listen to diverse voices among our own teams and to build interpersonal, intercultural, and interfaith competencies along with practices that are transparent and equitable.
- We must also build a climate and culture characterized by trust, accountability, and reconciliation.
- We recognize that a significant amount of internal growth must occur in order to effectively foster the type of authentic, inclusive, and diverse community we desire for students, staff, and faculty.
- We need more and better opportunities to engage, speak, and listen to diverse voices from outside our teams. This includes internal LMU communities and local, regional, and global relationships.

ACTION STEPS

- Develop instrument(s) and mechanism(s) for systematic data collection, reporting, and analysis of Mission and Ministry program participants.
- Based on data analysis, identify DEI benchmarks, goals, and timelines.
- Create opportunities for intra-and inter-area listening with particular attentiveness to experiences of underrepresented identities among faculty, staff, and students.
- Review membership of advisory boards for diversity and inclusion; if needed, consider creating/reconstituting advisory bodies.
- Increase Mission and Ministry personnel's interpersonal, intercultural, and interfaith competencies with an emphasis on mitigating implicit bias, building trust, and increasing fluency with concepts of anti-racism and interfaith engagement.
- Create a climate that hires, empowers, and equips ministers of all backgrounds and identities to thrive, serve, collaborate, and lead.
- Review and revise policies, practices, and formal and informal organizational norms for impact on underrepresented and marginalized identities, with particular attention to evaluation practices.
- Coordinate with partners (e.g., EIS, Human Resources, external) to facilitate development, training, or team building as appropriate.
- Review Mission and Ministry's programming and communication for inclusivity (e.g. gender, race/ethnicity, culture, faith).
- Amend language and practices and/or consider changes to program offerings to more effectively and intentionally engage diverse communities and individuals.

PARTICIPATION AND REPORTING

- Attended Systemic Analysis Consultation Session
- Submitted a Progress Report

This unit has not yet presented in a Systemic Analysis Report Out session.

MISSION AND MINISTRY DEI TASK FORCE

[Kat Brown](#), Co-chair, Director of Mission and Identity Programs
[John Paul Ramirez](#), Co-chair, Campus Minister for Regional Services
[José García Moreno](#), Professor of Animation, SFTV
[Bob Hurteau](#), Director, Center for Religion and Spirituality
[Joshua Mayfield](#), Campus Minister for Faith and Justice
[Fr. Wayne Negrete S.J.](#), Assistant Director for the Center for Ignatian Spirituality
[Sr. Judith Royer C.S.J.](#), Professor of Theatre Arts, CFA

Mission and Ministry found this process to be enlightening, challenging, and motivating. We became more aware of strengths and ways in which we are already engaged in this work and renewed our commitment to continue it. However, we also became aware of systemic barriers and patterns of inequity, as well as interpersonal wounds that require healing before we can fully live out our shared vision of a more just and inclusive community. We are grateful for the opportunity to begin this process of reflection, discernment, and action in a more intentional way.

ACTION STEPS, CONTINUED

- Review and revise area websites for inclusive language and accessibility (using existing tools, e.g. USC's Web Scan instrument), and make updates/amendments as appropriate.
- Review and revise area mission statements for inclusivity.
- Create and maintain web portal for interfaith engagement, to be hosted through main Mission and Ministry web site.
- Review and revise communications for intercultural and interfaith representation, including visual representations.
- Develop criteria for selection of art, photography, music that de-centers white European experience and better represents the LMU community.
- Expand programs and resources dedicated to diverse communities, especially interfaith and under-engaged racial/ethnic identities.
- Set goals/benchmarks for diverse representation among Mission and Ministry faculty and staff (including student ministers).
- Develop transparent hiring plans and review job descriptions, selection and evaluation criteria, etc.to facilitate these goals. B. Identify and/or create opportunities for professional development and mentoring of ministers, especially those of underrepresented identities.

OUTCOMES

In progress

NEXT STEPS

- By end of AY21, develop instrument for gathering data for uniform Mission and Ministry use and parameters for reporting out.
- By end of AY21, each unit will have engaged in a listening session or other appropriate listening experience.
- By January 2021, units with advisory bodies will complete audits of membership and submit to VP for Mission and Ministry.
- By end of AY21, units will complete review of policies and practices and identify at least 1-2 action steps to improve organizational climate for inclusivity, for AY22 implementation.
- By end of AY21, units will identify 1-2 needs for development in interpersonal, intercultural, and/or interfaith competencies for AY22 implementation.
- By end of AY21, units will review websites and make appropriate updates for inclusivity and accessibility.
- By end of AY21, units with mission statements will review and make appropriate updates.
- By January '21, interfaith web portal will be created and regularly updated.
- By end of AY21, each unit will initiate or collaborate on one event or program that de-centers white European experience through the arts. E. By end of AY21, each unit will meet with the VP for Mission and Ministry to discuss resource allocations needed to achieve goals and/or action items identified in this report.
- By end of AY21, units will complete review of hiring plans, job descriptions, and selection and evaluation criteria.
- By end of AY21, units will identify relevant internal or external opportunities for professional development of employees, especially those of underrepresented identities.

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

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| 1. Listen to your team and constituents | 5. Analyze strategic partnerships |
| 2. Review infrastructure and policy | 6. Evaluate vision/mission statement |
| 3. Review scope and content of programs | 7. Identify training needs |
| 4. Evaluate structural diversity (data) | 8. Accountability and Assessment |

LEGEND FOR PRESIDENTS COMMITMENTS

-  Hiring
- Culture and Climate
-  Education