

## DOMAIN 5:

# FAITH THAT LIVES JUSTICE

Today our prime educational objective must be to form men and women for others; men and women who will live not for themselves but for God and his Christ – for the God-human who lived and died for all the world; men and women who cannot even conceive of love of God which does not include love for the least of their neighbors; men and women completely convinced that love of God which does not issue in justice for others is a farce.

(Pedro Arrupe, Valencia, Spain, 1973)



## STANDARD 13 – DIVERSITY, EQUITY, INCLUSION

A Jesuit school community understands and develops a core Ignatian worldview that presupposes the goodness in all people and recognizes the Catholic principle that every person is charged with the Divine, created in the image and likeness of God.

13.1 The school evaluates itself to ensure that each community member experiences full acceptance, going beyond acceptance of difference to the experience of difference as a way the Divine is encountered in new and fuller ways.

13.2 The school program includes anti-racism/anti-bias training for board, faculty and staff, and students. All school personnel work to eradicate barriers between and among people such as misogyny, homophobia, and gender and socio-economic stereotyping and discrimination.

13.3 The school enables all community members to engage equitably and authentically in the life of the school as companions in a mission of reconciliation and justice.

13.4 The faculty, staff, and administration are accountable for modeling and teaching the art of genuine listening and discourse and then fostering it in student discussions to promote equitable, deeper understandings of different backgrounds and perspectives.

13.5 The academic course of study imbues students with a sense that knowledge is intended to draw them forward in their understanding of God's call for them in service to the common good rather than as a metric or a means of distinction.

13.6 The school is committed to recruiting, hiring, and retaining a diverse faculty, staff, administration, and board while advancing a student admissions process that guarantees as diverse an enrollment as possible to reflect the varied Gifts of the Spirit.



## STANDARD 13 – DIVERSITY, EQUITY, INCLUSION

### Reflection Questions

What are your goals in the context of our Jesuit mission for nurturing equity and diversity within the school community?

In what formal and ongoing ways do you listen to the experience of all students, especially Black, indigenous, and students of color?

Do all your students see themselves and other populations not represented at the school in the curriculum? In your academic courses, how do you reference people and contexts so that all students can identify with them?

How is our Catholic faith and Jesuit charism integrated into your community conversations on race and other critical issues?

How do your school liturgies and retreats equitably and respectfully support the spiritual life of both Catholic and non-Catholic students, everyone benefitting from the religious practices of their faith lives?

In what ways do you animate your school culture to ensure that all members (students, faculty, staff, leadership, parents, board, benefactors) are equal, are included, and have ownership in their experience in the school?





## STANDARD 14 – SERVICE AND JUSTICE LEARNING

A Jesuit school develops programs through which students experience what it means to labor with and for others in solidarity, building a more just and equitable world breaking through circumstantial disparities to know the other as self.

14.1 All students are engaged in an articulated sequence of service and reflection opportunities that lead them to walk in kinship with the economically disadvantaged, marginalized, and excluded.

14.2 The school provides programs to lead students through the development of habits of reflection and social analysis that enable them to become advocates of social change based on Gospel values.

14.3 The school educates its students in issues of ecological stewardship and solidarity with creation and models that stewardship, equity, and solidarity in its operations.

14.4 The school integrates faith, justice, and Catholic Social Teaching across the curriculum, co-curricular experiences, and school-wide programs.

14.5 Students can articulate their place, locally, regionally, nationally, and globally in an interconnected world and global network of Jesuit education.

## STANDARD 14 - SERVICE AND JUSTICE LEARNING

### Reflection Questions

In what specific ways are your students, faculty, staff, and leadership encountering the other, walking with the economically disadvantaged and marginalized, and the excluded?

In our desire to build a more just world, in what ways do you encourage students to talk about and reflect on race, inequality, ethnicity, gender, sexuality, and socio-economic status? Where are your successes in this? What more work do you need to do?

How do you educate your students to become advocates of social change? What is your community's definition of social change?

How are "experience, reflection, action" within your service and immersion programs coordinated to support your ongoing Diversity, Equity, and Inclusion work within your community?

How are you modeling ecological stewardship in the operations of your school? In what ways are students, faculty, staff, and leadership challenged to examine their own selves and practices?

How familiar is your school community with the Ignatian framework of a Global Citizen? How do your academic programs and co-curricular activities address global, national, regional, and local inequities of resources and opportunity?



## STANDARD 15 – OPERATIONAL VITALITY

A Jesuit school draws upon Catholic Social Teaching and official documents of the Society of Jesus to ground policies and procedures at all levels of the school's operation.

15.1 The school establishes and enforces policies and procedures that respect the dignity of its students, employees, parents, and all members of the community.

15.2 The school regularly reviews its policies and procedures to guarantee an equitable, inclusive and loving school environment supporting the well-being of each student.

15.3 The student Code of Conduct is clearly communicated, fairly administered, and contributes to holistic student formation.

15.4 Human resource policies ensure that equitable and just salaries, benefits, and professional growth opportunities are provided for all personnel.

15.5 The school's "care for our common home" is evident in its use, and disposal of materials, recycling, water use, travel policies, etc.

15.6 The school maintains a socially responsible investment policy consistent with Catholic Social Thought and guidelines from the Jesuit Conference of Canada and the United States.





## STANDARD 15 – OPERATIONAL VITALITY

### Reflection Questions

How familiar is your school community with recent documents from the Society of Jesus (e.g., “Jesuit Schools: A Living Tradition in the 21 Century,” “Global Citizenship: An Ignatian Perspective,” and “Contemplation and Political Action: An Ignatian Guide to Civic Engagement”)?

How are these documents being integrated into the ordinary life of the school?

How do you measure and ensure your school’s commitment to the well-being of each student?

How does the school community listen to all members of the community, including those not engaged in the academic life of the school, e.g., groundskeepers, maintenance and kitchen personnel?

How are Pope Francis’ *Laudato Si* and *Fratelli Tutti* embedded in the operations of your school?

How often does your Board review the school’s Investment Policies to keep the Policies current with Catholic Social Thought and Jesuit Conference guidelines; how often does your Board review the Policies with the school’s investment managers?



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