Proposal on Mission as Diversity, Diversity as Mission: Community Dialogue Series

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To: Mary Wardell and the Members of the Ignatian Colleagues Program (Shawn Calhoun, Julie Dowd, Martha Peugh-Wade)
From: Ursula S. Aldana, Assistant Professor, USF
Jane Bleasdale, Assistant Professor, USF
Date: September 30, 2016
RE: Proposal on Mission as Diversity, Diversity as Mission: Community Dialogue Series

We appreciate the opportunity to propose how we might facilitate a six-part workshop and dialogue series while engaging with the topic of racial justice and the Catholic Church.

We approach this work with a focus on diversity and inclusion and what this means to a Jesuit, college campus community. A focus on racial justice will allow the participants to identify threats to racial justice and how these relate to the Jesuit mission of the university. We are open to using Racial Justice and the Catholic Church (Massingale, 2010) as a text to explore the Catholic Church’s institutional response to racial injustice. We expect to use the text to introduce systemic racism as it relates to the Catholic Church and higher education. We will draw from other short readings and activities for participants to identify how systemic racism also undermines campus climate at an institutional level. This allows participants to make some connections to their own practice and context.

Format: the format of the series will follow the Ignatian Pedagogical Paradigm of

- Context
- Reflection
- Experience
- Action
- Evaluation

Participants will be required to read prior to each session. We envision the six workshops as an experiential learning process where participants will engage in activities that draw on the day to day experiences participants have when working in an urban, Catholic institution.

We propose two distinct goals for participants during the six-week workshop. Sessions 1 - 3 will focus on the lived reality students and participants experience on and off campus. Facilitators will use Catholic social teaching as a lens by which to examine issues of oppression. These sessions will engage participants on the topic of diversity and race and how it relates to the Catholic Jesuit tradition. Sessions 4 - 6 will focus on what should or could we be doing engagement to prevent and address racism in Jesuit Catholic institutions. A focus on Jesuit mission and identity will be used to help participants consider institutional and personal responses to racial injustice. We outline the six workshops below.

- Session 1: What is our context? facts on race locally and nationally. USF context and mission.
- Session 2 What is racism? How does it exist in our institution? Implicit bias, white privilege, institutional bias, power structures.
- Session 3 Catholic Social Teaching: Injustice and Oppression. How does CST connect with our experiences at USF?

Moving from Tolerance to Inclusion
• Session 4. Jesuit mission and identity - creating communities of inclusion. Solidarity:
• Session 5; Personal experience, reflection and action. What personal work do I need to do?
• Session 6; Professional experience: What does my office, department, institution need to do?

This will be the first time we have developed a project jointly but would welcome the opportunity to serve the USF community in this way. We anticipate research, material and workshop preparation to be thorough and time consuming (in excess of one hundred hours including the workshops).

Desired Compensation: $1,250.00 for each facilitator

Bios

Ursula S. Aldana is an Assistant Professor of Education in the Catholic Education Leadership Program at the University of San Francisco. She examines K-12 school culture with regard to issues of equity and access for racially/ethnically and linguistically diverse students. Her research highlights the voices of historically marginalized students, including immigrant and low-income students in various contexts such as Catholic schools and secondary bilingual education programs. A former teacher, Ursula works with school leaders to assess school culture and develop inclusive and anti-oppressive academic and social interventions to improve school climate. Her current research project explores the impact of a Catholic education on Latino leaders in education. She received her Ph.D. in Education with a concentration in Urban Schooling from UCLA’s Graduate School of Education and Information Studies, holds an M.A. in Elementary Education from Loyola Marymount University and a B.S. in International Politics from the School of Foreign Service at Georgetown University.

Jane Bleasdale earned her PhD in Educational Leadership and Policy at Fordham University’s Center for Catholic School Leadership. Her doctoral research focused on equity and inclusion in Catholic Jesuit high schools and specifically the experience of Black, Latino and LGBTQ students. Jane has more than twenty years of professional experience in K-12 education in three different countries, most recently serving eight years as the Director for Faculty Formation at Saint Peter’s Preparatory School in New Jersey, where her chief responsibilities have been faculty development and supervision and Ignatian mission and identity. Jane has taught as an adjunct professor in graduate education programs at Seton Hall University and Fordham University, with a focus on organizational leadership, strategic planning, and preparing leaders for diverse educational settings.