



TRADITIONS

REGIS  UNIVERSITY

THE JESUIT CATHOLIC UNIVERSITY OF THE ROCKY MOUNTAIN WEST

Our Intellectual, Ethical
and Religious Foundations





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A MESSAGE FROM THE PRESIDENT

DEAR FRIENDS AND FELLOW EDUCATORS,

In the changing landscape of higher education, those institutions who are able to communicate a distinct sense of purpose are the ones best positioned to make a profound difference in our world. For nearly 150 years, Regis University has drawn inspiration from its Jesuit Catholic mission. Encountering multiple changes both social and historical in context, Regis has aimed to build – in the language of our mission statement – a more just and humane world. As you ponder this introduction to our founding and sustaining traditions, I hope that you find here inspiration for joining us in this life-giving work.

As interim President of Regis University, I welcome you into a diverse, collegial, and friendly community, made up of many identities and spiritual paths. No matter who you are or where you come from, I hope that, like many others, you find our institution to be a place of care and belonging.

At Regis, our mission is more than words or marketing slogans. It identifies our world – in all its complex wonder and tension – as the compass for our activities and endeavors. All important decisions – from our core curriculum to budget priorities, from hiring new colleagues to developing innovative programs – are made from within this purview. During times of challenge, we continue to return to our mission as a guide forward. As new colleagues join our community, we extend opportunities to engage the mission in ways that speak to their own identities and interests (see Appendix I for an outline of faculty mission opportunities and expectations).

Our mission and identity are rooted in a history that stretches back five centuries. This document begins by offering a short overview of the life of St. Ignatius Loyola and the religious order he founded, the Society of Jesus, commonly known as the Jesuits. From the foundational moments in Jesuit education, this story leads us to the history and current structure of Regis University.

Next, this Traditions booklet expands on three key elements of our mission and identity: how we understand ourselves as a university, how we are Catholic, and what resources being Jesuit provides. For those hoping to learn more, we have included a list of online resources for further exploration (Appendix II). The document concludes with perspectives from faculty in each of our three colleges offering reflections on how they have been able to engage our mission in their work.

As you consider this document, we hope you that it inspires you to join us in our work of building a more just and humane world and to discover how the mission of Regis can inform your life and profession.

Sincerely,

REVEREND D. SCOTT HENDRICKSON, SJ., D.PHIL.
Interim President





MISSION

As a Jesuit Catholic university,
Regis seeks to build a more just and humane world
through transformative education
at the frontiers of faith, reason and culture.

ELEMENTS OF THE MISSION

As a university, Regis draws from wellsprings of ancient wisdom and explores new horizons of thought and imagination to pursue truth, strive for justice and cultivate beauty. In everything, Regis shepherds the development of the whole person in relation to the common good, asking, “How ought we to live?”

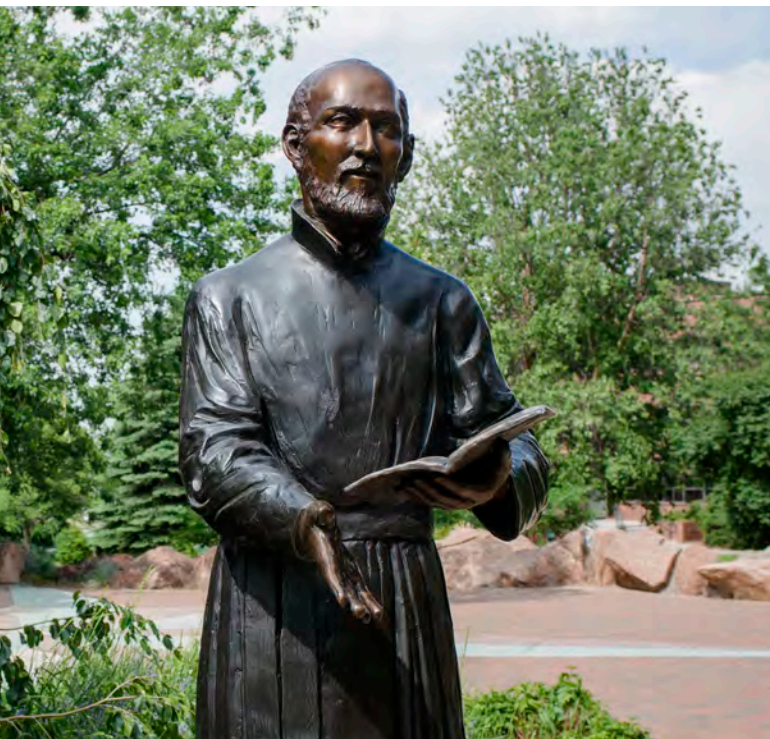
As Catholic, part of a global community of faith called to celebrate and embody God’s love in the world, Regis educates diverse students for lives of service and meaning. Regis equips them to be discerning persons in solidarity with others, especially all who are poor or whose dignity has been violated and empowers them to care for the Earth, our common home.

As Jesuit, rooted in an Ignatian spirituality of Christian discipleship and open to the sacred in all human cultures, Regis aspires to be a community of learners who labor for a transformed world and renewed ecosystem and who journey as companions, responsible to each other.

HISTORY OF JESUIT EDUCATION

The Society of Jesus, popularly known as the Jesuit Order, was founded in 1540 by a small group of alumni from the University of Paris. They were ten in number, all Roman Catholic priests with excellent educations and university degrees and their leader was a Basque named Ignatius of Loyola. The Jesuits' unique history, spiritual and intellectual ideals and educational heritage have derived, more than from any other single source, from the spirituality of Ignatius.

Solidly within the Catholic Christian tradition, Ignatius' spirituality arose primarily out of his own life experience.



He was born Iñigo Lopez de Loyola in 1491 to the noble family of Loyola whose ancestral castle was in the Basque country of Spain. A rowdy youth prone to gambling, dueling and the pursuit of young ladies, Iñigo eventually found purpose and direction in the Spanish army. In 1521, his leg was shattered by a cannonball during a minor battle at Pamplona, Spain. Iñigo spent a year gradually recovering his strength in the family castle at Loyola. The only two books available to help him fill his time were the lives of Christ and the saints. Gradually, Iñigo's dreams of chivalry were replaced by visions of heroic deeds at the service of God and others.

These new desires did not immediately translate into spiritual wisdom and clarity of purpose. Iñigo set out for Jerusalem, but instead spent months living in a cave outside of a town called Manresa, gradually gaining greater spiritual clarity and calming his tumultuous swings between consolation and despair. These experiences would form the foundation of his Spiritual Exercises and Ignatian spirituality more broadly (a tradition that has positively impacted spiritual seekers within and beyond the Catholic Church for centuries).

After finally arriving in Jerusalem and being promptly sent home by the Franciscans responsible for Christians



there, Iñigo began to share his spirituality with others back in Spain. At the height of the Spanish Inquisition, such efforts were viewed as highly suspicious and multiple imprisonments led Iñigo eventually to seek an education and ordination at the University of Paris (the finest higher education institution at the time). Ignatius attracted a small band of classmates with whom he shared his spiritual insights, a way of discernment in the following of Christ and of "finding God in all things" that would eventually become the Spiritual Exercises. In 1537, after receiving their degrees, Ignatius and his companions (with the exception of Pierre Favre who was already a priest) were ordained priests in Venice, Italy. In 1539 they decided to seek recognition as a religious order and were established as such by Pope Paul III on September 27, 1540, under the name of the Society of Jesus (the word 'Jesuit' comes from the Spanish diminutive *Jesuita*).

The mission of this new society was simply "to help souls." Yet these were also men prone to ambition who knew the value of a strong education. Whether traveling to distant lands or engaging the newest discoveries of science, Jesuits carried with them a spirit of adventure and discovery, *Ad Majorem Dei Gloriam* (For the Greater Glory of God). The order expanded rapidly and every new recruit was formed according the most rigorous standards of the time. It was not long before leaders of the cities in which they were established began to ask the Society of Jesus to educate their own children as well.

Ignatius (the name he now claimed) never imagined that he would someday establish the first Catholic religious order to make education a primary ministry, yet he and the early Jesuits recognized the immense potential and need for such ministry.

By 1556, the year Ignatius died, the Jesuits had established 40 colleges throughout



Europe, in India, in Africa and in parts of Latin America. Today, there are more than 2300 Jesuit schools worldwide, including nearly 200 colleges and universities (27 of which are in the United States).

Regis University's own history

began in 1877, when a group of Jesuit missionaries from Italy established Las Vegas College in New Mexico with the goal of educating indigenous and Latine students in the area. In 1884 Bishop Machebeuf invited the fledgling school to move to Morrison, Colorado (near Red Rocks Amphitheater). Renamed the

College of the Sacred Heart, it operated there for three years until 1887, when John Brisben Walker, a Jesuit-educated man, gifted the land in Northwest Denver on which our campus still operates today, with a clear westerly view of the Rocky Mountains and Flatirons. Regis respectfully acknowledges that this land is the traditional homeland and buffalo hunting grounds of the Arapaho, Cheyenne and Ute Nations. We also recognize the 48 tribal nations that are historically tied to the lands that make up the state of Colorado.

In 1921, the Jesuits renamed the school once more as Regis College, after St. John Francis Regis, a 17th century French Jesuit known for his preaching and service to at-risk women and youth, providing them stable incomes and independence.

For the first forty years of its existence, Regis provided a joint high school and collegiate curriculum for boys and young men. In 1917, the two programs were separated, although both shared the same campus and facilities until as recently as 1990, when Regis Jesuit High School relocated to a new campus in southeast Denver. Single sex education ended for Regis in 1968, when the College began admitting women to its traditional undergraduate programs.

Growth at Regis began to expand even more markedly beginning in 1977, when the College began offering degree programs to post-traditional learners, initially for military personnel in Colorado Springs. At present, Regis University serves more than 6,000 graduate and undergraduate students, both in Colorado and through multiple distance learning formats around the world.

At the heart of Regis University's Rueckert-Hartman College for Health Professions (RHCHP) is Loretto Heights College (LHC). Founded in Denver, Colorado in 1891 by the Sisters of Loretto, LHC began as Loretto Heights Academy, a Catholic elementary and secondary school for girls. In the summer of 1988, three of its academic programs moved to Regis College and provided the foundation

for the Rueckert-Hartman College for Health Professions and what was then the College for Professional Studies, pivotal development in the transition of Regis College to Regis University in 1991.

Today, our President and Board of Trustees provide mission-driven guidance for a university now composed of three colleges: Anderson College of Business and Computing, Regis College and the Rueckert-Hartman College for Health Professions. In 2023, Regis was designated a Hispanic Serving Institution, which in many ways is a return to the original mission of the institution.

Dedicated to providing a Jesuit education to people of all faiths, ages and backgrounds, Regis offers more than 130 academic programs online and at two campuses in the Denver metro area. In keeping with our Jesuit Catholic mission, Regis strives to build an inclusive community that values the rights and dignity of all, contributing to the richness and vitality of our learning community.

Consistent with our beginnings, we continue to challenge our students and ourselves, across every discipline of the university community, to answer the perennial question: "How ought we to live?"

AS A UNIVERSITY,

Regis draws from wellsprings of ancient wisdom and explores new horizons of thought and imagination to pursue truth, strive for justice and cultivate beauty. In everything, Regis shepherds the development of the whole person in relation to the common good, asking, “How ought we to live?”



HOW OUGHT WE TO LIVE?

Early and often at Regis, students are confronted with what is sometimes called the Regis question: How Ought We to Live? In these five words is an invitation to explore more deeply the values and convictions that will orient one's life, yet it is a discernment always done in conversation with others about the common good and with the rich and diverse Jesuit Catholic tradition that Regis inherits. The Regis question shifts one's perspective from “I” to “we” – how ought we to live, never simply I or you.

The ultimate horizon or purpose of a Regis University education is to labor together toward “a more just and humane world.” In the language of Jesuit philosopher and theologian Fr. Ignacio Ellacuria, SJ, martyred at the University of Central America in 1989, we pursue this goal *universitariamente* – that is, “in a university manner.” At its very foundation, Regis is a university marked by the character and activities of all universities, namely, the discovery and passing on of knowledge. Academic freedom and the pursuit of truth wherever it may lead are bedrock principles.

Yet to be a university also implies a sense of the universal, a striving for unity and wholeness, or “catholicity,” in our understanding of the immensely complex and diverse reality of life on the planet. Many institutions today more aptly reflect what former University of California president Clark Kerr once described as “multiversities” – places where a range of subjects are taught without any sense of a coherent whole. By contrast, Regis encourages our students at every level, from our traditional undergraduates to students in our professional programs, to explore the world (and themselves) in ways that are critical and holistic, contemplative and communal.

To be **critical** is to apply the methods and skills proper to all the university disciplines and to engage in critical reflection on questions pertaining to our lives in society and bent toward the building of “a more

just and humane world.” To be **holistic** is to open oneself to learning from all aspects of human experience: intellectual and imaginative, bodily and emotional, empirical and numinous, personal and societal, political and spiritual. It is to grow in appreciation for the many disciplinary “languages” that seek to understand and give expression to the total human (and non-human!) experience.

To be **contemplative** is to slow oneself down enough to listen deeply to all the data of one's experience, to allow the heart to be moved by one's encounters with reality so as to be transformed from within. It is to recognize that the pursuit of truth is not limited to rational analysis of what is empirically verifiable; it is to open oneself to the sacred mystery that surrounds human experience at every turn.

Finally, to be **communal** is to recognize that we are social-political beings and that people and communities outside our familiar comfort zones offer insights and wisdom that we could never come to of our own accord. It is to embrace, with both confidence and humility, that each of us comes into the learning community with perspectives that contribute uniquely to the power of the whole.

AS CATHOLIC,

part of a global community of faith called to celebrate and embody God's love in the world, Regis educates diverse students for lives of service and meaning. Regis equips them with knowledge and skills to be discerning persons in solidarity with others, especially all who are poor or whose dignity has been violated and empowers them to care for the Earth, our common home.



Regis University stands firmly within the Catholic intellectual tradition, a worldview and ongoing dialogue that extends back centuries, yet has never been static. As noted above, it is a tradition that strives to educate the whole person and shape a learning community in ways that are critical and holistic, contemplative and communal. In this way, a Catholic university is marked by certain sensibilities.

A first of these is the **compatibility of faith and reason.** In a cultural environment that often sets these two perspectives against each other, the Catholic tradition strongly affirms that they are not only compatible, but mutually illuminative. One can affirm both the power of rational analysis undergirded by scientific methods of inquiry and the more sacred realms of human experience that lay beyond rational description or control. Here the disciplines of the humanities and arts, of theology and religious studies, have been critical to Jesuit education, alongside the sciences and professional education, from the beginning.

In the famous formulation of St. Irenaeus, the Catholic intellectual tradition stakes its worldview on a rather bold claim, rooted in the gift of Creation itself and the mystery of Incarnation, namely, that “The glory of God is the human person fully alive.” In short, whatever makes us more fully human also makes us more holy, more like unto God. Thus, every university discipline and pursuit, insofar as they seek to make us more authentically human—“to build a more just and humane world”—are cherished.

Second, the **Catholic imagination** has been described as a certain way of perceiving reality: as sacramental, luminous, “charged” with sacred presence. The term “sacrament” itself suggests that the whole of the created world—the animals and trees, mountains and rivers, human beings, as well as the choices that make up our daily lives in society—is potentially a “sign” and “instrument” of God’s grace. The symbols and rituals of the Catholic Mass and seasons of the liturgical year—celebrated regularly on Regis’s campus—could be said to teach us to bend our ears toward a hidden wholeness, in which the mystery of God seeks out and finds us “in all things.” Perhaps above all, the Catholic sacramental imagination finds God alive and present to the world in our everyday acts of love, justice and mercy.

Third, implicit and foundational to these sensibilities—by no means absent from other religious traditions—the Catholic tradition upholds and defends the **dignity of the human person.** By contrast to Western individualism, Catholic Social Teaching emphasizes that we always exercise this personal dignity and freedom in relationship with others. In terms of social ethics, this demands a commitment to both individual human rights and solidarity with others, especially those marginalized and structured out of the common good. This strong emphasis on social interdependence manifests in the teachings of Pope Francis—and in many Jesuit scholars, artists, poets and theologians down through the centuries—in an urgent care for the natural environment, or what Francis calls an “integral ecology.”

AS JESUIT,

rooted in an Ignatian spirituality of Christian discipleship and open to the sacred in all human cultures, Regis aspires to be a community of learners who labor for a transformed world, renewed ecosystem and who journey as companions responsible to each other.



UNIVERSAL APOSTOLIC PREFERENCES

The International Society of Jesus, along with their lay and religious companions in mission, recently undertook a two-year discernment process aimed at identifying their mission priorities for the next decade. *Four points of emphasis emerged:*

To show the way to God through the Spiritual Exercises and discernment

To accompany young people in the creation of a hope-filled future

To walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice

To collaborate in the care of our Earth, the natural environment, our Common Home

Regis University is part of a Jesuit network that includes 27 colleges and universities in the United States, plus over 2000 educational institutions of various types globally. Every year more than two million students are educated at a Jesuit university. Much of the Jesuits’ distinctive approach to education is embedded in the history outlined briefly above. On our Northwest Denver campus, you will find a large compass, with six points, painted into the plaza in front of Carroll Hall. Sometimes called our Jesuit values, these compass points articulate the central characteristics of a Jesuit education.

CURA PERSONALIS

A Latin phrase meaning “care for the person,” *cura personalis* is having concern and care for the formation and support of the whole person well as for each individual person in all their distinctiveness and unique needs. This extends also to holistic care for ourselves and our colleagues.

PEOPLE FOR AND WITH OTHERS

A Regis education is not for the benefit of our students alone. Rather, Regis educates students to be agents of change who we hope will join in our mission of seeking a more just and humane world. We educate to form persons of “well-educated solidarity”—striving for the dignity and rights of all people, especially the poor, vulnerable and marginalized.

CONTEMPLATIVES IN ACTION

Early Jesuits would frequently say that their monastery was the world. Rather than dedicating several hours per day to prayer, they would engage in the work of service, ministry and education, always with an eye toward the transcendent. So too, we enter our work and study with an awareness of the sacred all around us and strive to cultivate contemplative practices that help us to take “a long, loving look at the real.”

MAGIS

Latin for “the more,” *magis* embodies the spirit of “holy restlessness”—never growing complacent and always longing for that which is greater (which, for Ignatius, was God alone). *Magis* does not mean to always do or give “more” to the point of exhaustion. Rather, it is the practice of discerning the greater good in each situation or seeking how to better love, serve and glorify God within our limits.

UNITY OF MINDS AND HEARTS

Across all our diversity and differences, we strive to discern our way forward together in community with unity of purpose. In all things we seek to maintain a deeply relational culture, built on friendship and transparency, communal discernment and commitment to our mission. This does not mean that we always agree—unity does not imply uniformity—rather, that we are committed to thinking and cultivating our compassion together in dialogue and mutual concern.

FINDING GOD IN ALL THINGS

This may be the one phrase that sums up Ignatian spirituality. It invites a person to search for and find God in every circumstance of life. We trust that God (or: the good, the true, the beautiful) is already everywhere and can be found in all we encounter. This in turn allows us to trust the goodness of creation and the powerful potential of all forms of academic inquiry.



STAFF PERSPECTIVES

STAFF PERSPECTIVE

STEPHANIE MORRIS VICE PRESIDENT AND CHIEF FINANCIAL OFFICER

As I reflect on my time here at Regis University, I recognize how fulfilling these years have been. While significant growth occurs in many leaders over a sixteen-year period, the University’s investment into developing me as an Ignatian leader has exponentially elevated my personal, professional, and spiritual growth in countless ways. Having started my career in not-for-profit institutions more than 30 years ago, I quickly learned the value of working for “more” than just a paycheck. At the time, I didn’t know the Ignatian value of Magis (Latin for the more), but I felt it in what I did every day and how that work filled me and gave me a profound sense of purpose. Working in nonprofit industries, we embrace and embody the spirit of service and standing with the poor and marginalized. We know the work we do is for the greater glory of God, mankind and our souls.

During my years at Regis, my supervisors have invested in so much more than my technical and managerial skills. I’ll never forget a very difficult conversation I had once with a supervisor that profoundly changed my behavior and perspective. Early in my career, I learned how difficult, but necessary, it was for someone in my position to say “no”. With time and practice, I actually got quite “good” at it. I could quote policies, regulations, and best practices to justify every single rejection. I was proud of my knowledge and capacity to protect the institutions I worked for... until the day my boss pulled me into his office and told me that my rejection responses were not those of a true leader. They did not allow for opportunity and conversation, were not compassionate or collaborative, and reflected a lack of effort and understanding of institutional goals. Leaders don’t just say “no”, they help develop

understanding, they work towards a mutually beneficial solution, they focus on what yes looks like. They help people figure out how to achieve their goals. It hit me so hard. It made so much sense. I was an obstacle, and as a result, people would spend more time going around me than working with me...because I wasn’t working with them.

This experience, combined with formation in Ignatian spirituality and Catholic Social Teaching taught me a new way of proceeding—what good am I sent here to achieve. Moving forward, I challenge myself to engage in conversation, be in service of my colleagues, find the good in all things, seek to first understand. As with all life changes, we learn it first, and then spend a lifetime improving. It takes reminders, practice, failures, self-reflection, grace, and support. These are some of the investments Regis makes in its employees.

These investments help develop Ignatian leaders. We are asked to become spiritual administrators and are provided with an education that is nothing less than transformational. Ignatian leadership challenges us to think deeper and reflect, allow issues to resonate, to challenge ourselves and each other, be open to surprises, and invite others into conversation. Ignatian leaders are destined by compassion, competence, consciousness, and commitment.

In an effort to engage in ongoing reflection and assessment, we must focus on our pure intentions, our desires, and what drives us. It is a challenge and an invitation to oversee our Jesuit, Catholic traditions and transmit those values to our faculty, staff, and students. At Regis, we give back to God as a community committed to a united mission and purpose.



Stephanie Morris, Regis University’s first female CFO, has over 29 years of experience in the nonprofit sector. Promoted to CFO in 2023, she previously served as AVP overseeing financial operations. A proud alumna, Morris holds advanced accounting degrees and is a licensed CPA in Colorado.

STAFF PERSPECTIVE

TOMMY GILHOOLY

AVP AND DIRECTOR OF ATHLETICS
AND STRATEGIC PARTNERSHIPS

Reflection. A word we use in our Jesuit journey. One that I set to my calendar each day as an alarm at 1:30 in the afternoon, prompting me to take a moment of pause to think on how my morning went, and how I can live the second half of the day with purpose and meaning to those I serve.

I came to Regis in the 1990s as both a first-team All-American soccer player and the first in my family to attend college. My parents, though proud, didn't understand that unlike high school, I needed resources beyond athletic aid. I arrived without housing, a meal plan, or money for books. The demands of being a student-athlete left no time for a job, and commuting from home left me exhausted. Often hungry, I relied on friends and teammates for occasional meals and couches. Over time, coaches, the athletic director, faculty, my mentor Rev. Charles Shelton, S.J., and various members of the Regis community stepped in to help as I learned to share my struggles. We succeeded together. I am convinced that if had I gone to a larger school or one without Jesuit core values, my path would have been very different.

The lessons of building community and lifelong relationships cemented in my soul here at Regis have carried me a lifetime and offered me deliberate thoughts on how I wanted to live the second half of my life. Since graduation, I married the woman of my dreams (married 25 years) have three amazing kids, have founded numerous successful business ventures, and served on many boards focused on those in the

margins and special needs like my daughter with Down Syndrome. I have earned a master's in education and am currently halfway through my Doctorate. A decade ago, I sold all my companies and came home to serve at Regis. Since then, I have led in three different departments with my current post of service being the Director of Athletics here at Regis.

I aim to lead our student athletes in the way I was formed by so many amazing women and men while I was a student here. I lead with *Magis*, *Contemplatives in Action*, gratitude first, and the *Unity of Hearts and Minds*. I am always seeking to understand the student in the crowd with hidden struggles who are afraid to share and offer support. I share stories with the students every day about the Jesuits of old, like St. John Francis Regis, Xavier, Arrupe, my mentor Father Shelton, and give purpose to all our conversations on who they were and why they matter. I encourage students to consider words like "community," "mental wellness," and "character."

To truly understand "how we ought to live" here, I encourage everyone to embrace our community fully - attend games, participate in Halloween and Christmas traditions, volunteer at the Food Bank of the Rockies, help with move-in day, enjoy lunch at Brooklyn's Finest or a pint at Walker's pub, support the Porter-Billups Leadership academy, and celebrate our graduates. As I reflect on this life of purpose, mission, and joy, it all begins and ends with Regis for me.



Tommy Gilhooly, Associate Vice President and Director of Athletics and Strategic Partnerships at Regis University, is a proud Regis alumnus and former student-athlete. A leader since 2016, Gilhooly has reimagined programs, fostered key partnerships and champions a mission-driven approach to athletics. With decades of business and coaching experience, he's dedicated to empowering student-athletes and advancing RU Athletics.

STAFF PERSPECTIVE

TOMAS ESQUIBEL

ASSISTANT DIRECTOR
OF ENROLLMENT

A few years ago, Regis celebrated the Ignatian Year. This commemorated the 500th anniversary of Saint Ignatius of Loyola's conversion which started with a cannonball taking away his dreams of glory as a soldier. In 2021, we were all experiencing our own individual and collective 'cannonball moment' with Covid. Learning about Ignatius' injury and the subsequent conversion that led to the founding of the Jesuits helped me understand better the power of reflecting, reviewing one's own journey and cultivating awareness.

Ignatius' only "requirement" of the Jesuits is that they pray the Examen at least once per day. This practice of review and reflection helps one become aware of how we cooperate with God, sense God's movement throughout the day and how we may have not engaged with God and others as we should. This prayer has profoundly changed how I live and interact with the Regis community, the community at-large and with my family and friends.

One of the many surprises I have learned about Ignatian Spirituality is that it attracts people from all faiths, belief systems and backgrounds. There are numerous versions of the Examen for the religious and non-religious alike. The Examen can be done daily, weekly, monthly and even yearly. Reviewing how we have been balanced intellectually, physically, socially, emotionally and spiritually contribute to our overall health and our connections to the world and people around us. When we identify moments when our actions have been out of balance, we become aware how we may have missed making connections with others and perhaps even ourselves in our own respective journeys.

In my five years working at Regis in the Office of Admissions, I have participated in different Mission activities and experiences and in each one the lesson that resonates with me the most is that of awareness. Being aware of how we interact with prospective and current Regis students, faculty, staff and community members help us cultivate meaningful relationships and trust. Increasing awareness and establishing relationships are done through active listening and close observation. Ignatius teaches that this is available to all.

The Office of Mission provides plentiful opportunities where we can learn to become more aware - be sure to check your email for them! Some of the opportunities that I have participated in are: Light Works (an introduction to Ignatian Spirituality), presenting at the Manresa Staff Experience, different Ignatian learning communities, the three-day silent retreat at the Sacred Heart Jesuit Retreat House in Sedalia, Colorado and co-facilitating the Hearts on Fire retreat for undergraduates. In 2023, I was selected to participate in the Ignatian Pilgrimage to Europe and recently I was accepted to make the Spiritual Exercises in Everyday Life run by the Ignatian Spirituality Program. These opportunities are all Mission Leave eligible. I encourage new and veteran staff to use the 24 hours of Mission Leave that Regis gives us annually. Take advantage of it. Use Mission Leave to volunteer at the Mobile Food Pantry, which takes place monthly in partnership with the Food Bank of the Rockies. Cultivate awareness!



Tomas Esquibel, Assistant Director of Enrollment at Regis University, brings 14 years of teaching experience and dual B.A. degrees in Chicano Studies and Spanish from Metropolitan State University of Denver. A Denver native, Tomás is dedicated to supporting diverse student populations, fostering personal connections and guiding prospective students to succeed in Regis' mission-driven education.

MISSION LEAVE FAQ'S

ABOUT MISSION LEAVE

Consistent with the vision of its Jesuit founders, Regis University encourages its employees to learn about and live out the University's mission of leadership in the service of others and to reflect on questions of value and meaning. The purpose of the mission leave policy is to allow employees to participate voluntarily, with pay, in University-sponsored or other approved experiences that occur during regularly scheduled work hours. Taken from the University's leave policies, which can be found on the Department of Human Resource's Sharepoint page, the following information offers some background and guidance on the use of mission leave.

WHO IS ELIGIBLE?

All employees who work in a position, whether full-time or part-time, that is designated by the Department of Human Resources as being at least .50 FTE (1,040 hours per fiscal year) are eligible for three working days (maximum of 24 hours) of mission leave on an annual basis. If part-time, the employee is eligible for leave on a pro-rated basis and in accordance with the employee's FTE status. If, in the opinion of the President, it is in the best interests of the University to do so, the President may designate specific events as eligible for extended mission leave. Temporary, contract and student employees are not eligible.

WHAT TYPES OF ACTIVITIES QUALIFY FOR MISSION LEAVE?

There are two types of voluntary activities that are eligible for consideration under this leave policy:

RETREAT/REFLECTION

- | This includes any retreat or reflection activity sponsored, endorsed or conducted by the Vice President for Mission, the Office of University Ministry or the Society of Jesus.

MISSION-RELATED SERVICE ACTIVITY

- | This includes either community service projects or programs that are sponsored by a University department or group, or an individual employee's voluntary service in connection with a legally sanctioned nonprofit organization that engages in activities that are consistent with the University's mission. Qualified mission-related service activities must involve acts of service that help others in an immediately personal way and that make a tangible difference in the daily struggle for justice, dignity, or human rights, or involve acts of service that provide humanitarian aid or relief in situations of community crisis or human tragedy, or are directly related to service to the economically poor, the disabled, the disadvantaged, or the socially oppressed members of society; or involve work with formulation of social policy to transform conditions of social oppression.

WHO DETERMINES WHETHER AN ACTIVITY QUALIFIES?

The Vice President for Mission is responsible for determining whether a University-sponsored service project or program qualifies under this policy. The employee's supervisor is responsible for determining whether individual voluntary service qualifies under this policy.

University mission leave also requires written supervisor approval. Mission leave is to be scheduled in a manner that minimizes interruptions to the departmental operations.

To qualify an activity for mission leave use, or for questions on mission leave use, please contact **Kari Kloos at kkloos@regis.edu**.

HOW CAN I FIND OUT ABOUT UPCOMING MISSION LEAVE OPPORTUNITIES?

Opportunities are also shared via the Regist (weekly email of news and events to all faculty and staff) and in the Workday announcements section.

Resources

Association of Jesuit Colleges and Universities

ajcunet.edu

Association of Catholic College and Universities

accunet.org

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