Mission Priority Examen (MPE)  
Outline for Full-length Self-Study Reports

Purpose
The MPE Self-study represents the Jesuit institution’s reflection on its current and future Jesuit Mission Priorities. After broad consultation, the Self-study Committee drafts a report that is shared with the Peer Visitor Team and amended, as needed, after their campus visit. Complete information on the MPE process can be found in the Jesuit Mission Priority Examen (MPE) page of the AJCU website.

These brief pages have been created to offer guidance for those writing their school’s Self-study Report. If you have questions that are not addressed in the outline below, please contact Rev. Michael Sheeran, S.J., President of the AJCU, at examen@ajcunet.edu.

Length and Format
- Self-studies are to be 20-40 pp. in length, including appendices.
- They should be submitted electronically as PDFs to the AJCU (i.e., President Michael Sheeran, S.J.), who will share them with the National Coordinating Committee for the MPE. The Provincial, President of the Jesuit Conference, and Superior General of the Society of Jesus will also receive electronic versions, though they may choose to print them locally.
- It is acceptable, but not expected, that Self-studies will include photos and other visual images. They should, however, use easily readable fonts, font sizes, and margins.
- Self-studies should follow the order listed below, to facilitate ease of reading by all reviewers in the MPE process.

Order of the Self-study Report
*Please use section headings in your school’s Self-study*

I. MPE and Institutional Information
   A. Date of Self-study
   B. Name of Institution
   C. President
   D. Board Chair
   E. Self-study Committee Chair(s)
   F. Self-study Committee Members
   G. Peer Visitor Chair
   H. Peer Visitor Committee Members
II. Process and Spirit of the MPE
   A. How were members of the Self-study Committee – and its Chair – selected?
   B. How was the MPE introduced to the campus? How was it engaged or received by various groups?
   C. Which individuals and groups were included (may be put in an appendix)?
   D. What institutional assumptions informed (i.e., expanded or limited) the process? How was the MPE integrated into the life of the college or university, academically, operationally, and spiritually?
   E. How was the MPE process conducted in a manner that was consistent with the Ignatian Examen? Did the Self-study Committee employ a spirit of Ignatian discernment in its work, and – if so – how did that inform the MPE process?

III. Pre-MPE Mission Priority Emphases
   Prior to undertaking the MPE, how had the college or university framed and implemented its major mission priorities? Briefly discuss these priorities with representative examples. Please do not describe or provide evidence on every mission activity of the institution.

IV. Areas for Growth
   Using Some Characteristics of Jesuit Colleges and Universities: A Self-evaluation Instrument as a guide, how is the school now challenged to grow in its mission integration and commitment? Please address the Characteristics in the document, and any other Characteristics the school may have added.

V. New or Adapted Jesuit Mission Priorities
   What two to four Jesuit Mission Priorities does the school now propose for the near future – with a horizon of approximately five years— as a result of the MPE process? How do these priorities get at the heart of what it means to be a Jesuit, Catholic college or university today?
   A. List two to four Jesuit Mission Priorities with a rationale for each
   B. Note how each priority speaks to one or more of the Characteristics in the Some Characteristics document.
   C. Cluster smaller sub-goals under each Priority, if needed, and provide similar rationales and connections to the Characteristics.

VI. Implementation
   How will the institution implement its chosen Jesuit Mission Priorities? This may include budget, strategic planning, liturgical life, marketing, communications, curriculum, formation programs, community engagement, interfaith efforts, pedagogical practice, community-building, etc. The key to implementation is in the integration of
MPE priorities with the school’s overall goals, and the articulation of concrete steps for making progress on the priorities.

VII. Conclusion and Additional Comments

VIII. Appendices (if applicable)

| Please recall that Self-studies are internal to the school until they are finalized and submitted to Fr. Sheeran and the National Coordinating Committee. |