

1 ASSEMBLY ON MISSION

2 Eleventh Meeting

3 August 2, 2002

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5

MINUTES

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7 Brother Jonathan Cord, Moderator, called the eleventh meeting of the District of
8 San Francisco Assembly on Mission to order at 10:35 a.m. The roll was taken by
9 the Tellers. Brother George, General Secretary, reported the following delegates
10 absent: Lou Boston, Brother Chris Brady, Brother Armando Garcia, Brother
11 Thomas Jones, Brother Harry Morgan, Marilyn Paquette, Bruce Shoup, Brother
12 Arnold Stewart.

13

14 The Moderator invited Brother David Brennan to lead the opening prayer.

15

16 The minutes of the sixth meeting of the General Assembly were presented for
17 approval.

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19 Upon motion made by Brother Dominic Berardelli, second by Brother Ronald
20 Roggenback, the minutes of the sixth meeting were unanimously approved.

21

22 The minutes of the seventh meeting of the General Assembly were presented for
23 approval. The following corrections were noted:

24 Line 69 – the word *curricular* should be changed to *curriculum*.

25

26 Upon motion made by Brother Ronald Roggenback, second by Brother Jesus
27 Lara, the minutes of the seventh meeting were unanimously approved as
28 corrected.

29

30 The minutes of the eighth meeting of the General Assembly were presented for
31 approval.

32

33 There being no corrections, the Moderator moved to accept the minutes. The
34 minutes of the eighth meeting were unanimously approved.

35

36 The following report for endorsement was distributed to be read by individual
37 delegates on their own:

38 a) Report #1 from the Service of the Poor Committee

39 The reports will be brought back for discussion at a subsequent meeting.

40

41 The Moderator opened the floor for questions and clarification on Report #1 from
42 the Religious Studies, Campus Ministry, and Vocations Committee. He noted
43 that there was a five minute limit for each report. No questions followed.

44

45 The Moderator opened the floor for questions and clarification on Report #2 of
46 the Regional and Overseas Apostolates Committee.

- 47 • Saint Mary's has five programs. There are countries where we don't have
48 our programs. Rather than develop a program at Saint Mary's College we
49 could have a student go to Lasallian program in another country.
- 50 • Educational institution refers to the US/Toronto Region.
- 51 • Some colleges and universities do not have study abroad programs. As
52 an example students from Christian Brothers University could participate
53 in the Saint Mary's College program.

54

55 The Moderator opened the floor for questions and clarification on Report #2 from
56 the Outreach of Saint Mary's College Committee.

- 57 • Lasallian Initiatives is contracted year by year, not sure about CILSA but
58 the committee would like to see these as long term.
- 59 • This is about recruiting undergraduates to prepare them to be teachers
60 and administrators in Lasallian schools.
- 61 • It is already being done but the committee would like to look at being more
62 systematic.

63

64 The Moderator noted that the number should be #1 rather than #2 on the
65 proposition submitted by the Education of Students from Diverse Economic and
66 Social Backgrounds Committee/ Service of the Poor Committee/ Governance,
67 Leadership, and the Structure of Educational Works Committee.

68

69 Sister Ann Marie Lustig read the proposition by the Education of Students from
70 Diverse Economic and Social Backgrounds Committee. She noted that in light of
71 the combined proposition the number on this one should be changed from #3 to
72 #2.

73

74 The Moderator opened the floor for questions of clarification on the proposition.

75 In response to questions of clarification, the following points were made:

- 76 • The Assembly is not a legislative body but it can make recommendations
77 that go to District Chapter, which is a legislative body where the outcome
78 could impact Boards.
- 79 • There is no specific training for Boards that address Diversity specifically
80 as a subject matter. It is included in the initial orientation.
- 81 • This resolution was put together to gently remind the Boards of their
82 responsibility to mission.
- 83 • The Board of Trustees of Saint Mary's College is the ultimate body for
84 legislation for the college.

85

86 Proposition #1 was read by a member of the combined committee, Education of
87 Students from Diverse Economic and Social Backgrounds Committee/ Service of
88 the Poor Committee/ Governance, Leadership, and the Structure of Educational
89 Works Committee.

90

91 The Moderator opened the floor for questions of clarification on the proposition.

92 In response to questions of clarification, the following points were made:

- 93 • The spirit of this proposition is to look at the area that the District of San
94 Francisco covers. It is very difficult to use a West Coast census as each
95 area differs. For instance, Saint Mary's College may be under-
96 represented by Asian students.
- 97 • The spirit is service of the poor, not to judge what ethnic or racial
98 background constitutes being poor. Each school must look at its individual
99 situation.
- 100 • Diversity refers to an awareness of racial, ethnic, gender, as well as
101 students with different linguistic needs.
- 102 • District leadership refers to all leadership from the presidents and
103 principals to those at the bus company in Napa.

104

105 The Moderator opened the floor for discussion on Report #1 from the Religious
106 Studies, Campus Ministry, Vocation Ministry Committee.

- 107 • CLASP originated in a Chapter Act that asked for a plan to be met in that
108 area. Campus Ministry began around the same time.
- 109 • The Pastoral Planning Process grew out of a need for campus ministers
110 and the District to take deeper look at campus ministry. A meeting took
111 place in the Fall of 2000 to look at core values and the core purpose of
112 campus ministry.

- 113 • A year was spent to develop CLASP and it piloted in Milwaukie and
114 Pasadena. It should be recognized that there are two processes, CLASP
115 and the Pastoral Planning Process and with continued evaluation it may
116 be possible to bring the two together but for now they should remain
117 separate.
- 118 • Schools could and have incorporated parts of the Pastoral Planning
119 Process into CLASP but there are parts that would be missed at this point
120 in time if the two were incorporated.
- 121 • The Pastoral Planning Process is an inventory of what is being done and
122 a plan for the future. CLASP assesses the Lasallian character of the
123 school. A group of people are brought in from another Lasallian school to
124 identify strengths and challenges in this area.

125

126 The Moderator called for the vote.

127 In favor: 61 Opposed: 34 Abstain: 19 The report is endorsed.

128

129 The Moderator opened the floor for discussion on Report #2 from the Religious
130 Studies, Campus Ministry, Vocation Ministry Committee.

- 131 • The vision is a goal. John Roberto led the group through the process and
132 there was reference to a book and the definitions were a result of that.
- 133 • “Compels a response...” refers to the importance of vocation. In the LEC
134 document vocation falls within campus ministry.

- 135 • The document is confusing as to who is doing what. The Boards should
136 endorse this vision, not the Assembly.
- 137 • If the District Assembly endorses the report there is no element of
138 mandate, just a lofty goal.
- 139 • In the appendix of the supporting document which reflects discussions that
140 occurred by the planning group small group discussions reference
141 Catholic values.

142

143 The Moderator called for the vote.

144 In favor: 31 Opposed: 59 Abstain: 23 The report is not endorsed.

145

146 The Moderator opened the floor for discussion on Report #1 from the Formation
147 Committee.

- 148 • As mentioned by the Brothers Claude Reinhardt and Brother William
149 Mann even though not all Lasallian students are Catholic in the world they
150 do identify with being Lasallian. If teachers who graduated a few years
151 ago from Saint Mary's College were interviewed it is not likely that they
152 would identify with being Lasallian.
- 153 • In a year the credential program will be three years. Having the Lasallian
154 educational tradition at the foundation of the teacher preparation programs
155 makes students more conscious of Lasallian teaching philosophies.
- 156 • California State Teaching Credential is bound by State law and
157 determines what teachers have to teach.

158 • The report implies that this is something that is not happening already.
159 We are already doing it. Lasallian tradition is contained in all information
160 sent out from the college, Jan term provides an opportunity for students to
161 serve, faculty responds in a deeply Lasallian and there was zeal in the
162 work that the School of Education took on regarding how to teach students
163 who don't speak English.

164 • It is important to make explicit that which is implied.

165 • Training sounds like something done to a person... perhaps another way
166 of wording.

167 • Government policy is strong and determines how schools will be run.
168 Government policy might not embrace the Lasallian tradition so it is
169 necessary to be explicit.

170 • The word "strongly" reflects enthusiasm rather than a mandate.

171

172 The Moderator called for the vote.

173 In favor: 111 Opposed: 0 Abstain: 3 The report was endorsed.

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175 The meeting adjourned at 12:00 p.m.