



**DePaul's Mission and Values 2002-2005:
Perceptions by Senior Leaders,
Faculty, Staff, and Students**

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May, 2005



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Overview: *Why Study DePaul's Mission, Its Values and Vision?*

Mission statements are an organization's means of publicly proclaiming for critical assessment the institution's objectives, expectations, and values. These statements define purpose, distinctiveness, and future for the institution, drive operations by providing guidelines for day-to-day decision making, and help members connect and identify with the organization. Within higher education settings, mission statements enable employees to balance the relationship between educational goals and the needs of the outside world.

Mission statements integrate objectives held by diverse stakeholders (e.g., administrators, alumni, faculty, and staff), enabling everyone to work towards common goals, and provide an overarching vision toward which each member may strive. Institutional missions may be conveyed through administrative operations, academic programs and policies, and student services. They identify the institution's intentions to accomplish goals, and its premise for action.

Survival for any university depends not only on financial and strategic leadership, but with a consistent mission statement that distinguishes the institution from other schools filling a unique "niche" within higher education. Colleges and universities with institutional missions that are clearly understood and embraced by stakeholders report effective strategic planning, commitment to the university, marketing and public dissemination on the unique characteristics of the institution, future visions for growth and enhancement, and useful assessments of outcomes and goals.

Stakeholders must endorse the values and visions reflective of the institutional mission for effective organizational operations. Without all university personnel (not only senior administration) embracing the mission of the institution, administrative chaos, infighting within departments for resources, frustrating meetings and planning, and dissatisfied employees frequently occurs. Therefore, there is a need for to develop a reliable and valid instrument to assess the perceptions and commitment by stakeholders (e.g., faculty, staff, senior leaders, and student) to the school's mission.

In the present project beginning in 2002, we created a reliable and valid self-report instrument to comprehensively evaluate the perceptions of DePaul University's mission identity and activities across samples of four essential stakeholders: staff, faculty, senior administration, and students. This new inventory assessed two separate but related components of a university's mission effectiveness. One component focused on perceptions of the institution's identity, as reflected in its mission statement. The other component focused on perceptions of university mission-driven activities and programs that reflected its identity through the vision and values of the school.



More specifically, we investigated whether stakeholders at DePaul University perceived benchmark characteristics and related programs reflecting an “Catholic, Vincentian, and urban” institution summarized in its mission.

The university states that it expresses its **Catholic** identity by direct service to the poor and economically disenfranchised through such programs as actively engaging students, faculty and staff in volunteer and community service directed at impoverished areas.

Although it is a Roman Catholic school of higher education, DePaul’s institutional uniqueness is related to a **Vincentian** identity (referring to the patron namesake of the school, St. Vincent dePaul) through respect for human dignity, diversity, and individual “personalism.”

The **urban** identity of the University is expressed by connection and outreach to the community. Its connections include delivering quality education to locations in and immediately around the metropolitan area of the city of Chicago, IL, and to the global community.

Thus, the **DePaul Mission and Values (DMV)** inventory was created to examine perceptions of institutional identity and activities that reflect the mission, values, and vision of the university.

PROCESS/PROCEDURES:

We collected our data through a variety of methods. In each case, participants completed a 39 item self-report inventory created by the Office of Mission and Values in consultation with a faculty member (JF) and graduate students from the Department of Psychology at DePaul University. These items were believed to be reflective of aspects that identified the university’s benchmark characteristics, as well as activities and programs that supported the university’s mission. Each was created from reflection and discernment of the mission of DePaul, within its Catholic, Vincentian, and urban heritage.

There were 16 items that comprised the **university’s identity**. Each item was completed along a 7-point rating scale, where 1 = *strongly disagree* and 7 = *strongly agree*. There also were 23 items that reflected the **mission-driven activities and programs** in support of the university’s identity. Each of these items were completed along a 4-point scale, where 1 = *very unimportant* and 4 = *very important*. The inventory was structured with items grouped together that were believed to reflect the identity and activities of the Catholic, Vincentian, or urban characteristics of DePaul University.



Initially, a sample of 178 *Staff* employed at the LOOP and Lincoln Park campuses of DePaul University were asked to attend breakfast or lunch sessions of 60-75 minutes to complete this new measure. Subsequently, the measure was distributed on-line for all *Staff* at all campuses to complete, and an additional 361 Staff members completed the scale over a period of 8 weeks (representing approximately 33% of both part-time and full-time Staff). We then placed the scale on-line for 8 weeks and provided access to all *Faculty* from all colleges and schools of DePaul, yielding a sample size of 305 (approximately 25% of full-time Faculty). Next, we requested participation from all *Senior Administrators* at DePaul (i.e., Assistant, Associate, and full Vice Presidents and Deans) to complete the measure on-line, across a period of 6 weeks, yielding a total of 35 senior leaders (33.6% compliance). Subsequently, a series of small focus groups of *Staff of Color* (18 persons) were held, to probe more deeply their perceptions and experiences related to the university's mission. Finally, advertisements across campuses (e.g., in the 'DePaulia') requested traditional age undergraduate *Student* participation by completing an on-line version of the DMV. *Students* enrolled in one of six traditional schools or colleges completed the DMV, and we obtained a total of 2010 students after 8 weeks.

All prospective participants were informed that the information collected was anonymous and strictly confidential, with their responses used solely for research purposes and to be accessed for analysis solely by the faculty member (Dr. Joseph Ferrari) and graduate students (e.g., Jessica Velcoff) from the Psychology Department at DePaul. No individual identifying markers were used, and IRB approval was received for all stakeholders.

EXAMINING THE MEASUREMENT STRUCTURE OF THE DMV

Once all the data were collected, we performed a series of customary statistical analyses to determine the reliability of the inventory, ascertain its internal consistency and assess the underlining structure of the survey. These procedures ultimately allowed us to make statistically meaningful comparisons of survey results. Details on many of these analyses may be found elsewhere (see Ferrari & Velcoff, 2005, for details). Nevertheless, there are several reliable and valid underlying structures for this new, 39-item inventory, namely:

University Identity items:

Vincentain Inclusiveness and Innovation: these questions reflected the university's *Vincentian* and *urban* identity. The themes *inclusive* and *innovative* were statistically representative as most relevant among participants, reflecting that they viewed DePaul as innovative in operational procedures and inclusive of persons from all backgrounds. This area also encompassed beliefs that the University takes risks in an entrepreneurial way, is pragmatic in educational focus, remains relevant in



a changing society, keeps its urban identity, and fosters mutual understanding and respect for others;

Catholic Pluralism: these questions reflected the university's *Catholic* and *urban* identities, by inviting all faiths to examine Catholicism and other faiths, providing curricula on Catholicism and other faiths, offering ministry and programs for Catholicism and other faiths, and expressing its Catholic heritage.

Mission-driven Activities and Program items:

Urban/Global Engagement Opportunities: these questions asked the importance of support of the mission of Chicago-area (e.g., service learning programs) and global social engagement activities (e.g., study abroad and having international campus sites and students).

Institution's Vincentian Heritage Programs: these questions asked the importance of a set of very specific activities held at DePaul University, such as Annual Vincentian Lectures, Authors-at-Lunch presentations, a Vincentian Endowment Fund for grants, and Vincentian Assistance Fund for student financial emergencies.

Catholic and other Faith-Formation Opportunities: these questions asked the importance of faith-based activities, such as Catholic and interfaith worship services, religious education and spiritual programs, and sacramental and other faith worship opportunities.

RATIONALE FOR FIVE SUB-SCORES OF THE DMV

Rather than comparing responses of each of the four stakeholder groups on answers to each of the 39 survey items, the five DMV Inventory sub-scores were determined using statistical analyses. By breaking down the DMV Inventory into five areas (Vincentian Inclusiveness & Innovation, Catholic Pluralism, Urban/Global Engagement, Institution's Vincentian Heritage, and Catholic and Other Faith Formation Programs), we were able to investigate differences in response for each of the five areas. Moreover, we compared specific group differences and subsequently made group comparisons related to these five areas.

Without breaking down the structure of the DMV, we would not be able to make appropriate group comparisons as many of the sample sizes differed drastically (e.g. comparing 187 Male responses to 478 Female responses). Future analyses may be conducted to address specific questions and goals. Still, this report provides a useful overview of important breakdowns on how members of the DePaul community perceive the school's mission and mission-related programs.

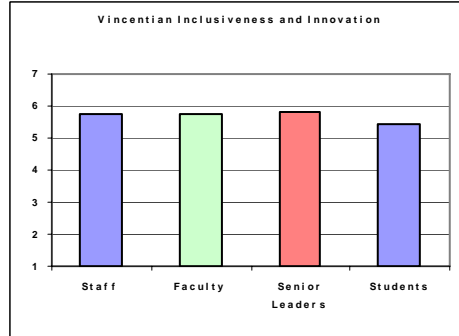


RESULTS OF OUR ANALYSES ACROSS UNIVERSITY STAKEHOLDERS

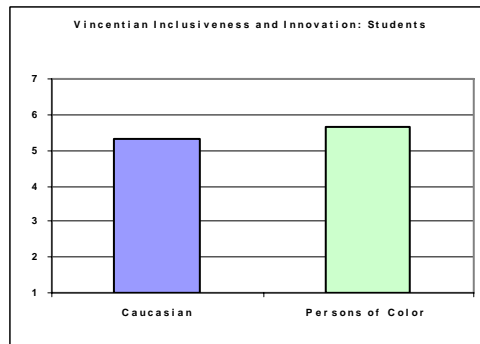
UNIVERSITY IDENTITY

Vincintian Inclusiveness and Innovation:

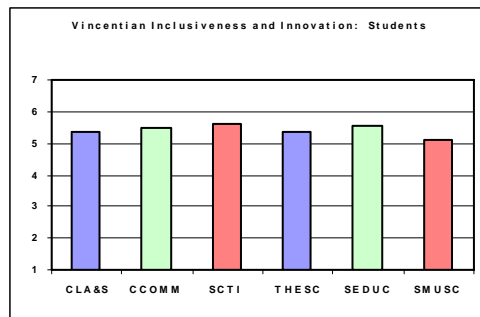
Staff rated this area an average of 5.74, Faculty rated it an average of 5.73, Senior Leaders rated it an average of 5.8, and Students rated it an average of 5.41 on a seven point scale.



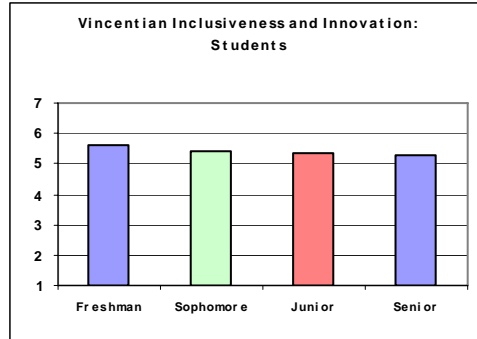
Ethnic differences were found among Students only. Students of Color tended to rate this area higher (5.67) than Caucasian Students (5.34).



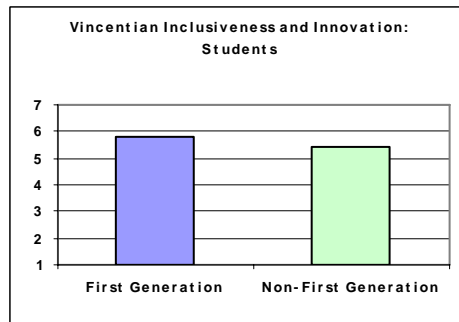
School/College differences were also found among Students only. Computer Telecommunications and Information Systems Students (5.62) tended to rate this area the highest, followed by Education Students (5.52), Communication Students (5.48), Liberal Arts and Science Students (5.35), Theatre Students (5.35), and Music Students (5.1).



Class Rank differences were found among Students. Freshman tended to rate this area the highest (5.62), followed by Sophomores (5.44), Juniors (5.33), and Seniors (5.29).



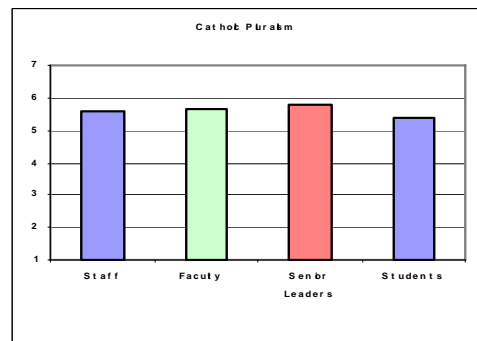
First Generation Status differences were found such that first generation Students (5.78) rated this area higher than non-first generation Students (5.40).



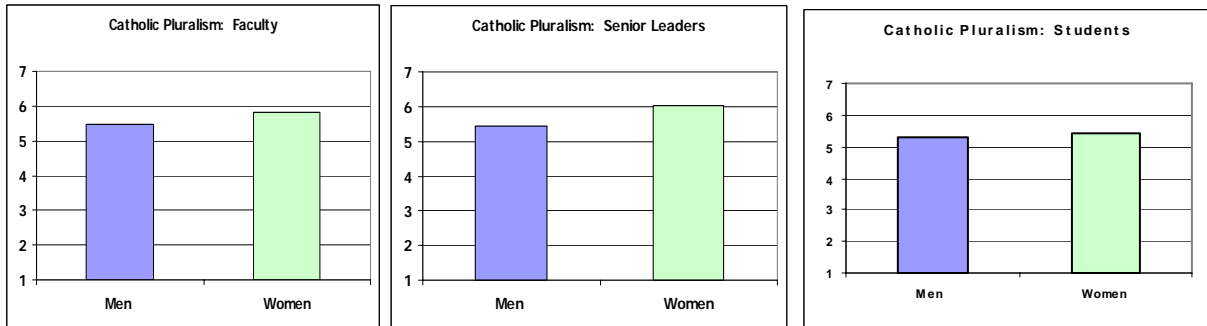
There were no additional statistical differences among Staff, Faculty, Senior Leaders, or Students related to this set of items.

Catholic Pluralism:

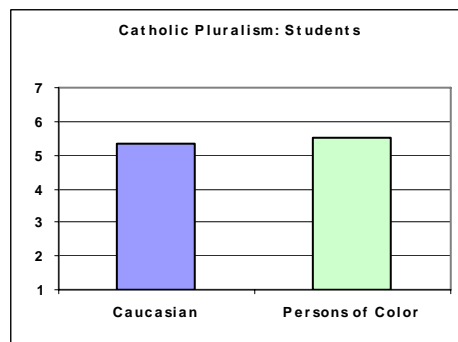
Staff rated it an average of 5.57, Faculty rated it an average of 5.62, Senior Leaders rated it an average of 5.77, and Students rated it an average of 5.37 on a seven point scale.



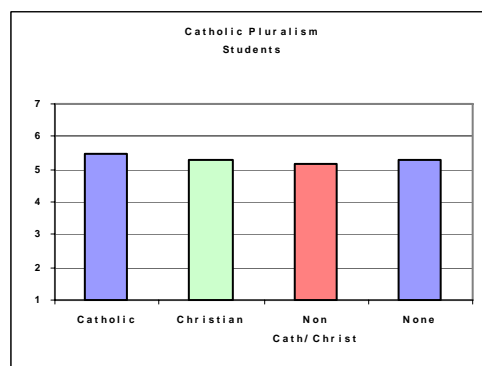
Gender differences were found among Faculty, Senior Leaders, and Students for this section. In all areas Women rated this section higher than Men: Female Faculty (5.81) compared to Male Faculty (5.48), Female Senior Leaders (6.02) compared to Male Senior Leaders (5.77), and Female Students (5.42) compared to Male Students (5.28).



Ethnic differences were found among Students only. Students of Color rated this section as more important (5.49) than Caucasian Students (5.31).

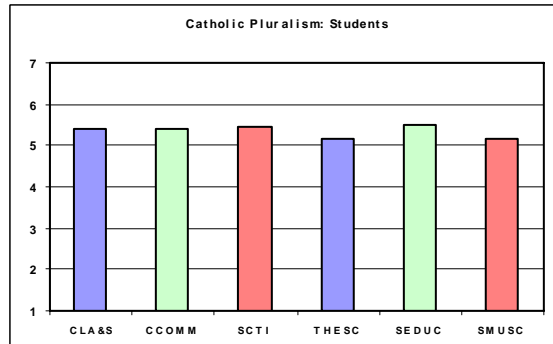


Religious differences were found among Students only. Catholic Students rated this area the highest (5.49), followed by Non-Religious Students (5.31), Christian Students (5.30), and Non-Catholic/Non-Christian Students (5.18).

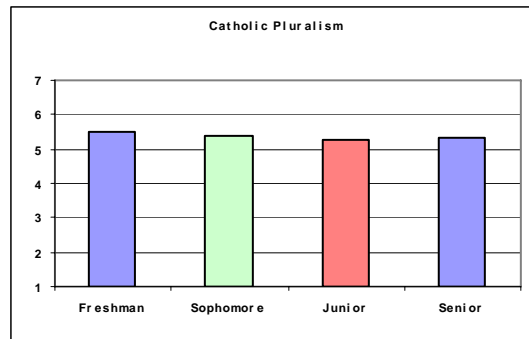


School/College differences were found among Students. Education Students (5.52) rated this area the highest, followed by Computer Telecommunications and Information Systems Students (5.46), Communication Students (5.39),

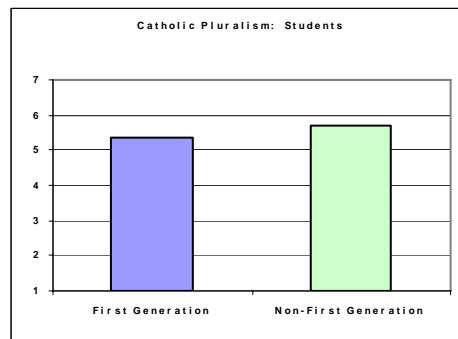
Liberal Arts and Science Students (5.38), Theatre Students (5.17), and Music Students (5.04).



Class rank differences were found among Students. Freshman rated this area the highest (5.50), followed by Sophomores (5.41), Seniors (5.32), and Juniors (5.29).



First Generation Students rated this area lower (5.34) than Non-First Generation Students (5.71).

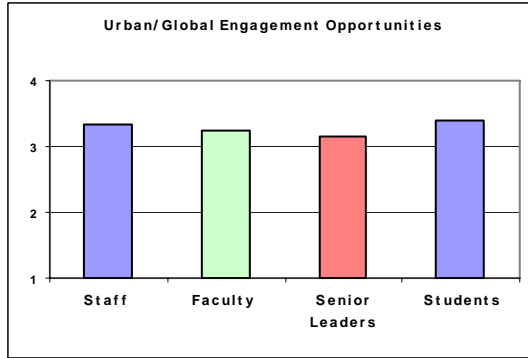


There were no other statistical differences among Staff, Faculty, Senior Leaders, or Students related to this area.

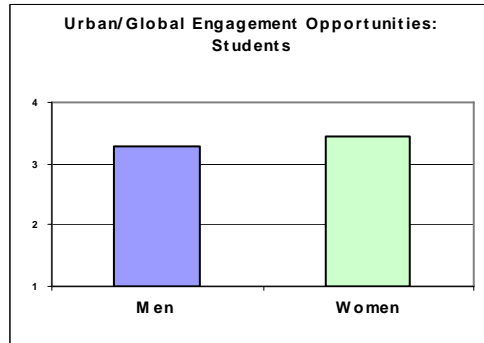
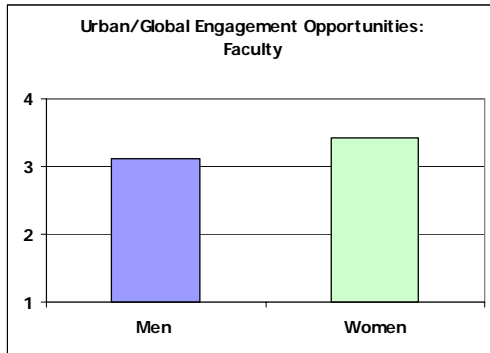
MISSION-DRIVEN ACTIVITIES AND PROGRAMS

Urban/Global Engagement Opportunities:

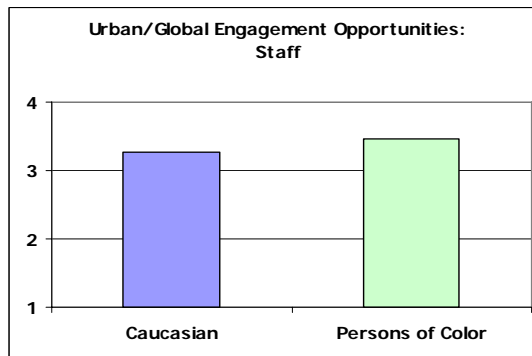
Staff tended to rate this area 3.32 on average, Faculty rated it 3.25, Senior Leaders rated it 3.16, and Students rated it 3.39, on a scale of one to four.



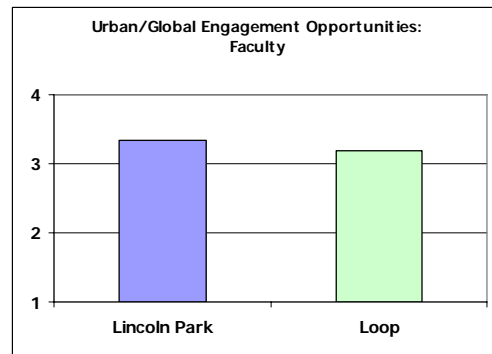
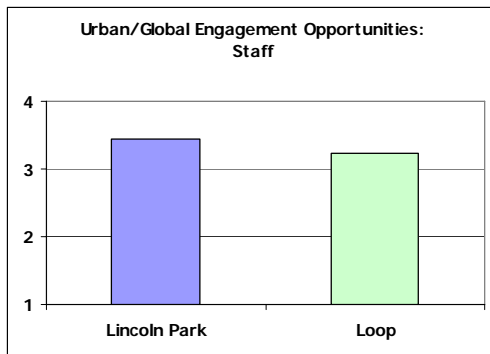
Gender differences were found among Faculty and Students only on this area. Female Faculty (3.42) and Female Students (3.46) rated this area higher than Male Faculty (3.12) and Male Students (3.28).



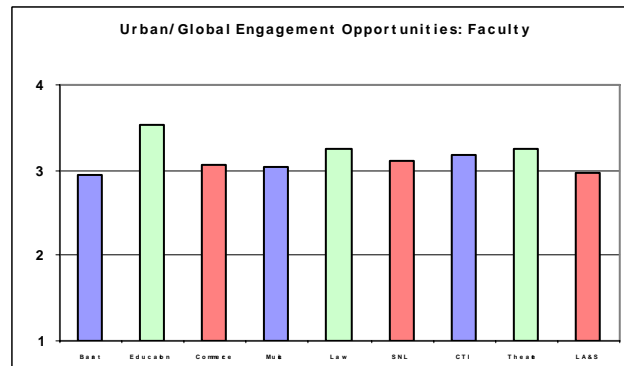
Ethnic differences were found among Staff only. Staff of Color (3.47) compared to Caucasian Staff (3.26)



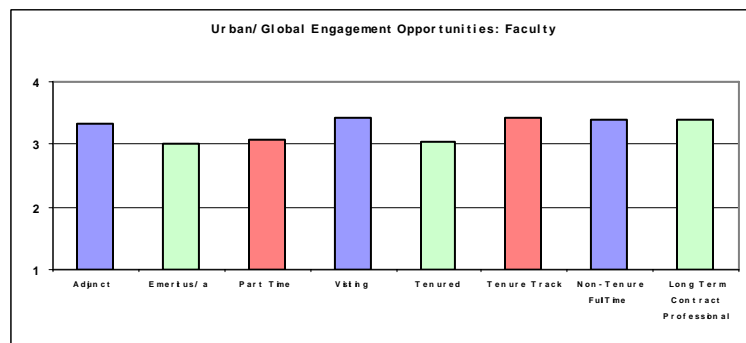
Campus differences were found for Staff and Faculty only. Lincoln Park Staff (3.45) rated it higher than LOOP Staff (3.24). Lincoln Park Faculty (3.34) also rated it higher than LOOP Faculty (3.19).



School/College differences were found among Faculty only. Education Faculty (3.52) rated this area the highest, followed by Law Faculty (3.25) and Theatre Faculty (3.25), Computer Science Telecommunications and Information Systems Faculty (3.18), School of New Learning Faculty (3.11), Commerce Faculty (3.06), Music Faculty (3.05), Liberal Arts and Sciences Faculty (2.98), and Barat Faculty (2.94).



Employment status differences were found for Faculty only. Tenure Track Faculty (3.43) rated this area the highest, followed by Visiting Faculty (3.42), Non-Tenure Track Full Time Faculty (3.40), Long Term Contract Professionals (3.38), Adjunct Faculty (3.34), Part-Time Faculty (3.09), Tenured Faculty (3.05), and Emeritus/a Faculty (3.00).

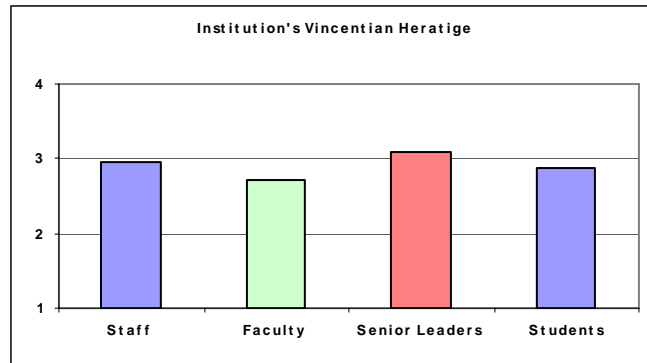


Years at DePaul was correlated with this section among Faculty. The longer a Faculty member worked at DePaul, the higher the rating for Urban/Global Engagement Opportunities section.

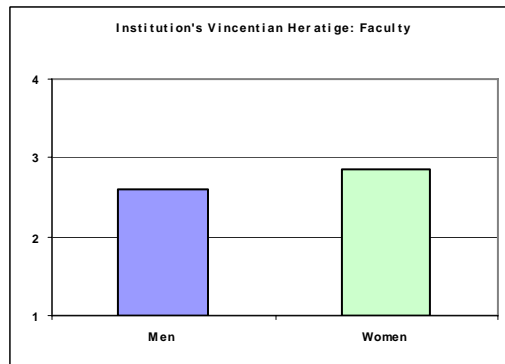
There were no other statistical differences for Staff, Faculty, Senior Leaders or Students related to this area.

Institution's Vincentian Heritage Programs:

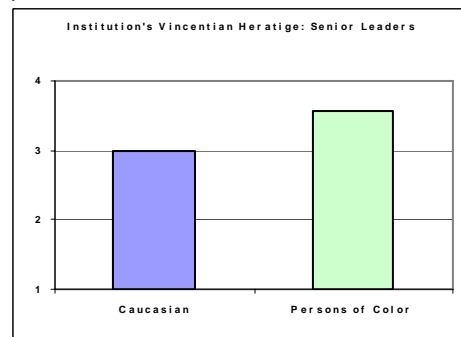
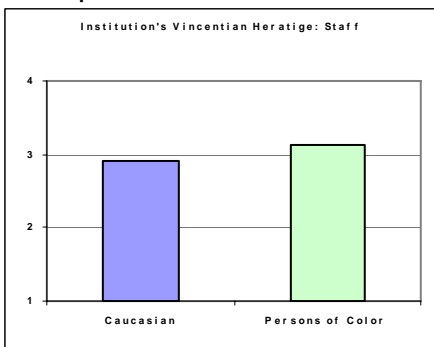
Staff rated this area 2.96 on average, Faculty 2.72, Senior Leaders 3.09 and Students 2.88 on a four point scale.



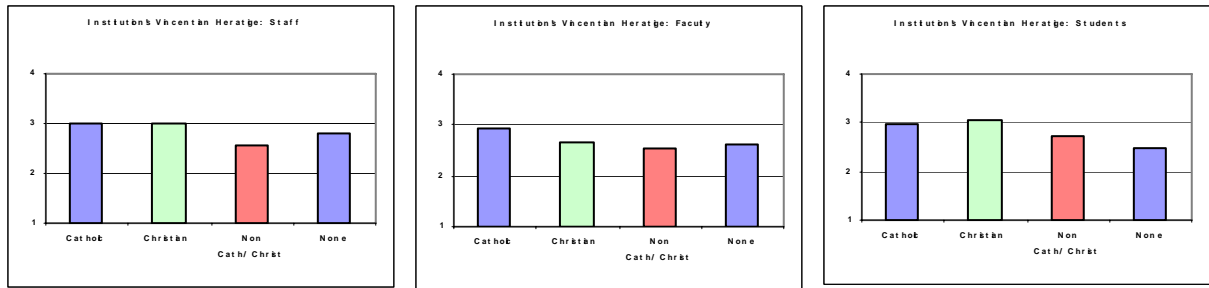
Gender differences were found among Faculty only for this section. Female Faculty (2.86) rated this area higher than Male Faculty (2.61).



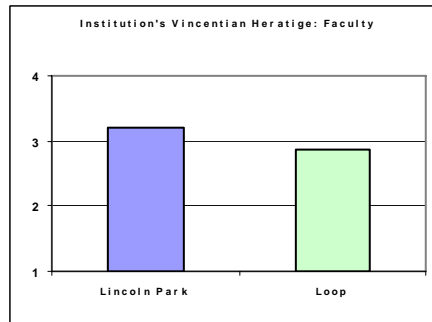
Ethnic differences were found among Staff and Senior Leaders. In both cases Persons of Color tended rate this area higher than Caucasians. Staff of Color (3.12) compared to Caucasian Staff (2.90). Senior Leaders of Color (3.56) compared to Caucasian Senior Leaders (2.99).



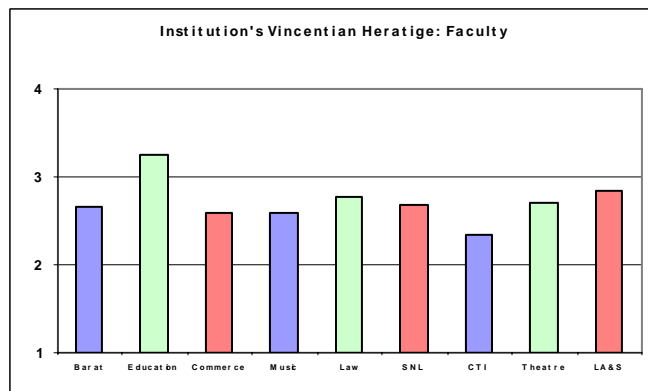
Religious differences found among Staff, Faculty, and Students only for this section. Among Staff, Christian Staff rated this area the highest (3.12), followed by Catholic Staff (2.99), Non-Religious Staff (2.81), and Non-Catholic/Christian Staff (2.57). Among Faculty, Catholic Faculty rated this area the highest (2.92), followed by Christian Faculty (2.65), Non-Religious Faculty (2.62), and Non-Catholic/Christian Staff (2.52). Among Students, Christian Students rated this area the highest (3.04), followed by Catholic Students (2.97), Non-Catholic/Christian Students (2.73), and Non-Religious Students (2.50).



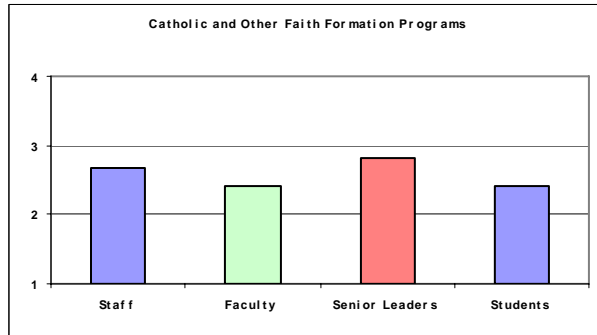
Campus differences were found related to this area among Faculty only. Lincoln Park Faculty tended to rate this area higher (3.19) than did Loop Faculty (2.88).



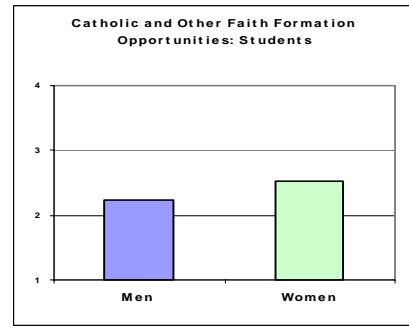
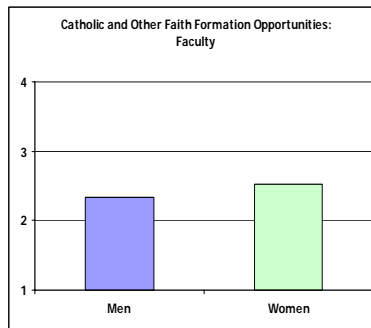
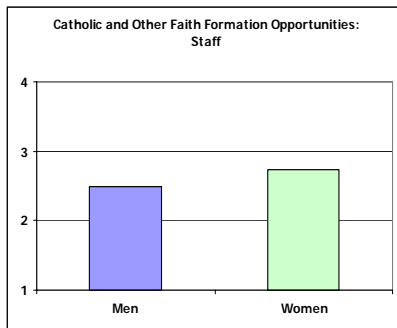
School/College differences were found for Faculty related to this area. Education Faculty rated this area the highest (3.26), followed by Liberal Arts and Sciences (2.85), Law Faculty (2.78), Theatre Faculty (2.71), School of New Learning Faculty (2.68), Barat Faculty (2.65), Commerce Faculty (2.58) and Music Faculty (2.58), and Computer Science Telecommunications and Information Systems Faculty (2.35).



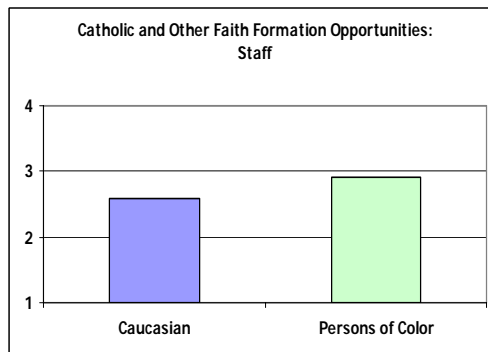
Catholic and other Faith-Formation Opportunities: Staff rated this area 2.67 on average, Faculty rated it 2.42, Senior Leaders rated it 2.83 and Students rated 2.42 on a scale of one to four.



Gender differences were found for Staff, Faculty, and Students for this section. In all areas Women rated this area higher than Men. Female Staff (2.73) compared to Male Staff (2.49), Female Faculty (2.53) compared to Male Faculty (2.33), and Female Students (2.52) compared to Male Students (2.24).

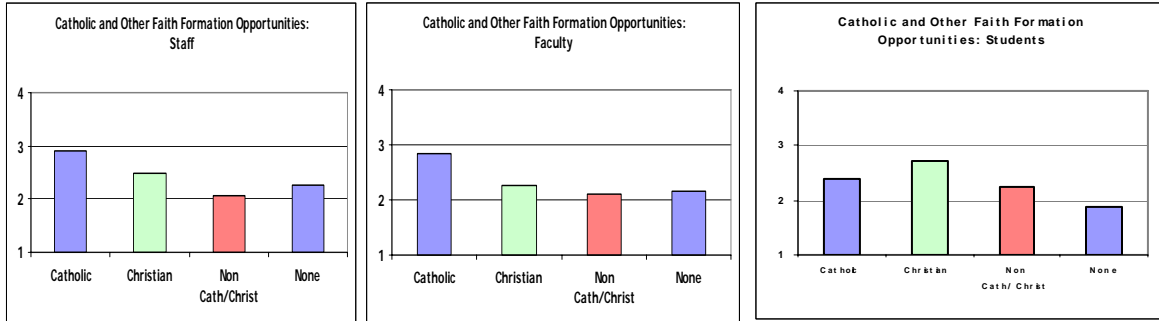


Ethnic differences were found among Staff only. Staff of Color (2.90) rated this area higher compared to Caucasian Staff (2.58).

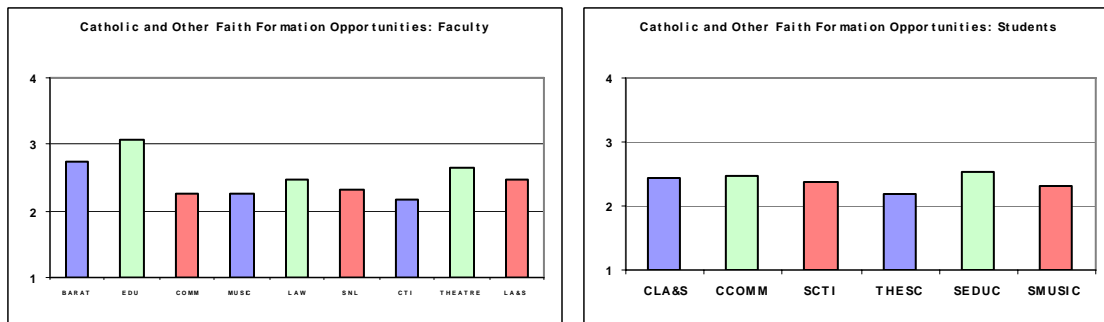


Religious differences found among Staff, Faculty, and Students for this section. Among Staff, Catholic Staff tended to rate this section highest (2.90), followed by Christian Staff (2.49), Non-Religious Staff (2.26), and Non-Catholic/Christian Staff (2.07). Among Faculty, Catholic Faculty tended to rate this section highest

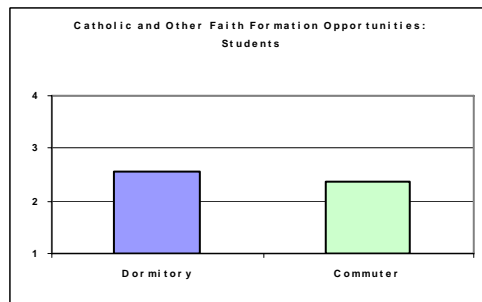
(2.85), followed by Christian Faculty (2.27), Non-Religious Faculty (2.16) and Non-Catholic/Christian Faculty (2.10). Among Students, Christian Students tended to rate this section highest (2.71), followed by Catholic Students (2.40), Non-Catholic/Christian Students (2.24), and Non-Religious Students (1.86).



School/College differences were found for Faculty and Students only. Among Faculty, Education Faculty tended to rate this area highest (3.08), followed by Barat Faculty (2.75), Theatre Faculty (2.64), Law Faculty (2.46) and Liberal Arts and Sciences (2.46), School of New Learning Faculty (2.31), Music Faculty (2.27), Commerce Faculty (2.25), and Computer Science Telecommunications and Information Systems Faculty (2.17). Among Students, Education Students rated this area the highest (2.54), followed by Commerce Students (2.48), Liberal Arts and Sciences Students (2.44), Computer Science Telecommunications and Information Systems Students (2.36), Music Students (2.32), and Theatre Students (2.18).



Residency: A difference was also found for Commuter and Dormitory Students. Students who commute reside in the Dormitories tend to rate this area higher (2.55) than those who Commute (2.37).



SUMMARY OF KEY FINDINGS

University Identity:

Vincentian Inclusiveness and Innovation:

☒ Stakeholders ratings of this area ranged from 5.41 to 5.80 (on a 7-point scale), indicating a belief that our University is *inclusive, innovative, able to adapt to changing environments and is pragmatic to varied educational goals*. On the whole, members of the university community believe the institution presents an exciting image as an involved and engaged center for higher education.

☒ Differences were found, however, among Students related to Ethnicity, School/College, Class Rank, and First Generation Status.

POINT: In general, stakeholders agreed with DePaul's Vincentian identity, as assessed by the DMV

Catholic Pluralism:

☒ Stakeholders ratings of this area ranged from 5.37 to 5.77 (also on a 7-point scale). It appears that stakeholders perceived DePaul University as a Catholic higher education college that brought others to the "educational table;" i.e., was respectful and inclusive of other faiths, regardless of one's individual religious preference, race, primary campus of employment, or academic college or school.

☒ Differences were found, however, among Faculty, Staff, and Senior Leaders related to Gender, for Students related to Ethnicity, School/College, Class Rank, and First Generation Status.

POINT: In general, stakeholders agreed with DePaul's Catholic identity, as assessed by the DMV

Mission Driven Activities and Programs:

Urban/Global Engagement Opportunities:

☒ Stakeholders rated this area rather high, with scores ranging from 3.16 to 3.39 (on a 4-point scale).

☒ Differences were found, however, for Gender among Faculty and Students, Ethnicity among Staff, Campus among Staff and Faculty, and Employment Status among Faculty.

POINT: In general, stakeholders believed the urban and global social engagement opportunities as important programs reflecting the university's identity.

Institution's Vincentian Heritage Programs:

☒ Stakeholders rated this area broadly, from 2.96 to 3.74 (on a 4-point scale).

☒ Differences were found, however, for Gender among Faculty, for Ethnicity among Staff, and Senior Leaders, , for Religion among Staff, Faculty, and Students, for Campus among Faculty, and School/College among Faculty.

POINT: In general, stakeholders varied in their perception of how important Vincentian-related activities reflected the university's mission – but still saw them as somewhat important demonstrations of the mission

Catholic and Other Faith Formation Opportunities:

☒ Stakeholders rated this area lowest, from 2.42 to 2.83 (on a 4-point scale).

☒ Differences were found, however, for Gender among Staff, Faculty, and Students, for Ethnicity among Staff, for Religion among Staff, Faculty and Students, and for School/College among Faculty and Students, and for residency among Students.

POINT: In general, stakeholders were most consistent, and relatively lowest, in their perception that these faith-based programs were important programs that supported the mission.

SUMMARY OF MAJOR RESULTS:

Where differences were found:

- ☐ **Women tended to claim stronger perceptions than Men.**

- ☐ **Persons of Color tended to state stronger perceptions than Caucasians.**

- ☐ **Staff and Faculty from the LPC campus tended to rate areas stronger than LOOP Staff and Faculty.**

- ☐ **Newer Students (e.g. freshman) tended to claim stronger perceptions than later Students (e.g. seniors).**

- ☐ **First Generation Students tended to claim stronger perceptions than Non-First Generation Students.**

QUALITATIVE ANALYSIS of STAFF OF COLOR OPINIONS:

During the Fall 2004 Staff and Faculty of Color were solicited by email to participate in a brief Focus Group session for a breakfast or lunch time gathering. We conducted a couple of focus groups of Staff of color, facilitated by a female part-time instructor of color (Latina) who is trained in running focus groups and qualitative analyses. A detail summary of her report is available at the end of this report, but a brief summary is provided on the comments made by the 18 Staff of color (___ women, ___ men). Unfortunately, no faculty of color participated in these group sessions.

The Staff of Color saw DePaul as a **Catholic** institution concerned with the welfare of others, particularly the less fortunate, poor, and persons suffering discrimination. They labeled "Catholic with a small c" as connected with the other two aspects of the Mission, urban and Vincentian. DePaul's Catholic identity also meant that religious aspects should be prominent because public expressions of the university as Catholic were not that evident (e.g., there was an absence of religious symbols like crosses, nativity scenes, or even a visibly Catholic chapel at the new student center). In short, they felt that DePaul had lost touch with its Catholic identity. It should be noted that they felt it is possible for a Catholic university to embrace diversity while maintaining its faith-based identity. Nevertheless, these staff members suggested that DePaul's Catholic identity needs to be more visible in celebrations, opportunities for worship, and campus communications.

The **urban** component of the mission was perceived as a central component of university's identity, but seen as a key component that students may easily ignore or forget once they fulfill core curriculum requirements. Therefore, these staff members suggested that more should be done with the curriculum and extra-curricular activities to encourage students to remain aware of DePaul's urban mission. Also, the university administration needs to be more creative in recruitment and retention of students of color. It also should be noted that these Staff of Color felt that there is still racism at DePaul, which they experience in a number of settings and situations.

Although many of the Staff participants were not Catholic, participants supported the idea of helping others, particularly those who are less fortunate. **St. Vincent** DePaul was seen by all participants as a powerful role model and many individuals stated that what attracted them to work at this university. Overall, they felt the university's Vincentian identity was present and reflected the institution's mission.

DMV SCORES AND OTHER SCALE INVENTORY SCORES:

DMV & SCHOOL SENSE OF COMMUNITY

We also assessed each Staff and Faculty participant's *School Sense of Community* (SSOC: Royal & Rossi, 1996). Questions on this 53-item reliable and valid inventory included as an example "We have mutual concern and caring across departments or work groups at DePaul" each rated a scale of 1 (*strong disagreement*) to 5 (*strong agreement*) range. We used this scale to explore how SSOC related to each of the five areas from the DMV inventory, controlling statistically for social desirability or social approval tendencies.

Staff Results: Statistical analysis indicated that Staff who reported a strong sense of SSOC also reported a strong perception of the university mission (i.e., *Vincentian Inclusiveness & Innovation* and *Catholic Pluralism*), and strong preference for *Urban/Global Engagement Opportunities* as activities in support of the mission.

Faculty Results: Statistical analysis also indicated that a Faculty who reported a strong SSOC also reported strong all areas assessed by the DVM inventory.

DMV & SPIRITUALITY

We also examined each Staff and Faculty participant's *Spirituality* using a reliable and valid 16-item self-report measure created by (Underwood & Teresi, 2002), which included items such "I engage in spiritual exploration and growth that guides my life" rated on a scale such from 1 (*strong disagreement*) to 5 (*strong agreement*). This scale was used to analyzed how *Spirituality* related to each of the five areas of the DMV inventory, controlling for social desirability tendencies.

Staff Results: Statistical analyses found Staff who reported a strong sense of *Spirituality* tended to report a strong sense of DePaul's mission (*Vincentian Inclusiveness & Innovation*) and activities in support of the mission (*Institution's Vincentian Heritage Programs; Catholic and other Faith Formation Opportunities*) as assessed on the DMV inventory.

Faculty Results: Statistical analyses also found that Faculty who reported a strong *Spirituality* preference also reported strong perceptions on the same three domains (*Vincentian Inclusiveness & Innovation, Institution's Vincentian Heritage Programs, and to Catholic and other Faith Formation Opportunities*) assessed by the DMV inventory.

DMV & ENGAGEMENT PERCEPTIONS

Finally, we assessed among Senior Leader participant's Engagement Perceptions. Engagement Perceptions was divided into two categories, namely *Expectations of Faculty in Support of DePaul's Mission and Values (ESDM)* and *Importance of Types of Evidence in Support of DePaul's Mission and Values (ITES)*. These questions were selected by experts at DePaul from a project conducted by Loyola University-Chicago with a national sample of Chief Academic Officers at Catholic schools (Braskamp, 2003). An example of the 12 ESDM items was *Advances and fosters positive attitudes related to ethnic, cultural, economic and racial diversity, and pluralism*, and an example of the 11 ITES items was *Development of improved practices and procedures in your professional field*. Questions in both categories were rated from 1 (*no importance*) to 5 (*extreme importance*) and related to each of the five DMV areas, controlling for social desirability.

Expectations of Faculty in Support of DePaul's Mission and Values: Statistical analyses indicated that a Senior Leader participant who rated strongly on *ESDM* items also reported strong preferences on *Urban/Global Engagement Opportunities, Institution's Vincentian Heritage Programs, and Catholic and other Faith Formation Opportunities* areas of the DMV inventory.

Importance of Types of Evidence in Support of DePaul's Mission and Values: Statistical analyses also found that a Senior Leader participant who rated ITES strongly also rated strongly *Institution's Vincentian Heritage Programs* and *Urban/Global Engagement Opportunities* areas of the DMV.

Summary of Key Findings:

☞ For both Staff and Faculty, those who report a strong sense of community at DePaul also tend to rate the University's mission and the importance of activities used to express or support the mission more highly.

☞ Both Staff and Faculty related their personal spirituality to important aspects of the University environment which expresses and supports DePaul's mission. For instance, Staff and Faculty believed that the stronger their spirituality the more they perceived and valued the diverse faith aspects of the mission and faith-related activities found on campus.

☞ Among the Senior Leaders at DePaul there is a belief that the more Faculty were encouraged to engage and achieve academic related activities the greater those activities supported the University's mission-based programs. In other words, Senior Leaders felt that there existed expectations and important evidence (e.g., documentation) for Faculty that relate to University programs that support the mission.

LIMITATIONS

Overall, the results across each of the stakeholder groups suggest that the mission identity of DePaul University as a ***Catholic, Vincentian, urban*** institution is sustained. For instance, among Staff and Faculty Caucasian men employed in the LOOP and LPC reported strong perceptions of the institution's mission. Across stakeholder groups there was a belief that the activities conducted in support of the mission are important to the identity of the institution. This perception was stronger among women than men.

However, it is important to remember that while the self-reported perceptions were strong, the sample sizes were small for each group. For instance, among the Senior Leaders many of the full VPs and Deans did not complete the DMV Inventory; instead, respondents were Associate and Assistant

level administrators. In addition, not all Student samples were included in the study, omitting for instance adult students from SNL. Also, the Focus Groups with Persons of Color did not include Faculty or Senior Leaders.

Therefore, it is possible that the replies we obtained reflected a biased sample of stakeholders at DePaul. However, it is important to remember that DMV scores by the Staff, Faculty, and Senior Leaders were statistically controlled for social desirability tendencies thereby presenting with confidence our statements. Nevertheless, there is a need for continued assessment on DePaul's mission and mission-driven activities using the DVM.

FUTURE DIRECTIONS & RECOMMENDATIONS

We see the DMV being a useful assessment tool for DePaul University. The DMV may be effectively used with target administrative offices, different academic schools or colleges, and within varied student-based programs to assess perceptions of the institution's mission and activities.

For example, we propose that the DMV would be a useful tool to include in assessment of University Ministry practices, to learn whether they support the identity and activities reflective of DePaul's mission. Also, it would be interesting to learn whether Community-based Service Learning classes and programs through the Stean's Center also support the mission and related activities. In addition, as new academic programs emerge, DMV outcome scores might provide important program evaluation outcomes to the fit of those programs within the university mission.

We believe also that future research should be conducted in several areas:

- a. Repeated Assessments Over Time. The present study was a "baseline" measurement of how members of the DePaul community perceive the mission and its related activities. We recommend that the DMV be administered in the future to each of the present stakeholders, to ascertain changes over time in perceptions. As the university engages in new and varied activities or moves in different directions or goals, it will be important to learn whether different groups of employees change (either increase or decrease) in perceptions of the mission.
- b. Expansion to Other Institutions, especially Vincentian Colleges. The DMV is unique, in that it is the first to include assessments on the activities used in higher education to support the faith-based mission of a university. Therefore, we recommend that other Catholic, urban, and particularly Vincentian colleges, include the essential core sub-scales of the DMV in their intuitional assessment programs. The DMV

also may have utility with other Catholic, Chicago-area colleges, or in comparison with Christian faith-based universities.

- c. Expand Stakeholders to Include Parents & Alumni. The present samples were Staff, Faculty, Senior Leaders and Students. While these populations are important to assess, we propose that in the future the DMV be administered to Parents, to learn why they choose DePaul as the institution for their children, and to Alumni, who have had time to actualize the principles reflected in the mission in their life after graduation.
- d. Focus-groups Expanded & Inclusive. The DMV and its related focus group questionnaire should be used with other sub-groups of stakeholders, such as:
 - *Assistant/Associate Vice Presidents & Deans
 - *Students-Staff-Faculty, before and after completing "Heritage Tours" in France, to include ways to expand the visibility of Vincentianism on campus
 - *Targeted Newer Faculty & Staff of Color, to learn their perceptions as they become vested in the DePaul culture
- e. Toward Determining Future Leaders. The DMV would be a valuable tool in assessment programs that target the future leaders among Staff and Faculty at DePaul. We believe this inventory would enable administrators to learn more about how different groups on campus perceive our identity and then can determine how to capture that interest to promote new administrative leaders from among the employees.
- f. Heritage Programs. Participants found these activities in support of the university mission to vary in importance. Ratings were spread broadly, suggesting variability in personal importance of these programs. Therefore, future studies should examine, program by program, the social, spiritual, economic, and organizational importance of each initiative with the goal to either enhance or eliminate that program.
- g. Catholic/other Faith Programs. Among the mission-driven activities, programs related to Catholic and other faiths, while still considered moderately important to participants, received the lowest ratings. Therefore, future focus should examine why these spiritual programs were least important among the initiatives related to DePaul's mission. Perhaps, working together with University Ministry officials new and varied programs are desired by university stakeholders.

APPENDIX A: The Actual DMV INVENTORY

Catholic Identity

Please comment as to your perceptions of the importance of services and programs related to DePaul’s Catholic Identity:

Please circle how the degree to which you agree with the following statements:

SD=STRONGLY DISAGREE, DIS=DISAGREE, SWD, SOMEWHAT DISAGREE,
I=INDIFFERENT,
SWA, SOMEWHAT AGREE, AGR=AGREE, SA=STRONGLY AGREE

- SD DIS SWD I SWA AGR SA I believe that DePaul invites all inquirers to freely examine Catholicism, other faith traditions and other secular values systems in light of their respective contributions to the human enterprise.
- SD DIS SWD I SWA AGR SA I believe that the curricula of DePaul’s schools and colleges have appropriate expressions of the university’s Catholic identity.
- SD DIS SWD I SWA AGR SA I believe that at DePaul our very diverse personal values and religious beliefs contribute to an atmosphere that fosters mutual understanding and respect.
- SD DIS SWD I SWA AGR SA I support DePaul’s current approach to expressing its Catholic identity.
- SD DIS SWD I SWA AGR SA University Ministry provides a variety of services and programs designed to serve the university community and enhance the institution’s Catholic, Vincentian and religiously pluralistic identity.

How important to you are the following activities?¹

NIM=NOT IMPORTANT SIM=SOMEWHAT IMPORTANT IMP=IMPORTANT VI=VERY IMPORTANT

- | | | | | |
|---|-----|-----|-----|----|
| -Catholic worship services | NIM | SIM | IMP | VI |
| -Catholic sacramental opportunities | NIM | SIM | IMP | VI |
| -Interfaith worship | NIM | SIM | IMP | VI |
| -Worship opportunities for other faith traditions | NIM | SIM | IMP | VI |
| -Religious education and spirituality programs | NIM | SIM | IMP | VI |
| -Service programs (Winter/Spring service trips, etc.) | NIM | SIM | IMP | VI |

Please make comments on this ‘Catholic Identity’ section:

¹ Please Note: The Student Survey included the following activities: University Ministry, University Wide Service Days, and Night Mass.

Vincentian Identity

Please comment as to your perceptions of the importance of the Vincentian services and programs:

Please circle how the degree to which you agree with the following statements:

SD=STRONGLY DISAGREE, DIS=DISAGREE, SWD, SOMEWHAT DISAGREE,
I=INDIFFERENT,
SWA, SOMEWHAT AGREE, AGR=AGREE, SA=STRONGLY AGREE

SD DIS SWD I SWA AGR SA

I believe that we manifest a **personalized Vincentian**. This is reflected in our care for each member of the university community.

SD DIS SWD I SWA AGR SA

I believe that DePaul University is **novel**. DePaul is never content with maintaining a “business as usual” approach. Our efforts are marked by innovation and a single-minded pursuit of new and effective approaches to meet the needs of our students, society and the educational marketplace.

SD DIS SWD I SWA AGR SA

I believe that DePaul University is **inclusive**. DePaul provides access for all to higher education regardless of class, race, gender, religion, sexual orientation, disability, ethnicity or economic barriers. The DePaul community is welcoming and draws great strength from its diversities.

SD DIS SWD I SWA AGR SA

I believe that DePaul University **takes risks** that are consistent with its mission and values. Historically the university has always stepped outside of tradition and beyond “status quo” approaches, encouraging and demonstrating an adventurous and entrepreneurial spirit. The measure of our success has always been the measure of our risks.

SD DIS SWD I SWA AGR SA

I believe that DePaul University is **pragmatic** grounding its education in the realities of everyday life. Through its curricula and through the delivery of its programs and services, the university offers students practical solutions to their needs for higher education, career advancement and personal growth.

SD DIS SWD I SWA AGR SA

I believe that DePaul University's **mission and values** are visible to all. Its education and operations are grounded in Vincentian values of service, respect, personalism, justice, holistic education and creating quality educational opportunities especially for the underserved and disadvantage in our society.

SD DIS SWD I SWA AGR SA

I believe that the heritage of Vincent de Paul remains relevant to the university today.

SD DIS SWD I SWA AGR SA

I support DePaul's current approach to expressing its Vincentian identity.

SD DIS SWD I SWA AGR SA

The Office of University Mission and Values provides a variety of services and programs designed to serve the university community and enhance the institution's Catholic, Vincentian and religiously pluralistic identity.

How important to you are the following activities?²

NIM=NOT IMPORTANT **SIM**=SOMEWHAT IMPORTANT **IMP**=IMPORTANT **VI**=VERY IMPORTANT

-Vincentian Endowment Fund	NIM	SIM	IMP	VI
-Vincentian Assistance Fund	NIM	SIM	IMP	VI
-Annual Vincentian Lectures	NIM	SIM	IMP	VI
-Authors at Lunch	NIM	SIM	IMP	VI
-Orientation Programs	NIM	SIM	IMP	VI
-Mission/Heritage Published Materials	NIM	SIM	IMP	VI
-Vincentian Heritage Tours	NIM	SIM	IMP	VI
-University Ombudsman	NIM	SIM	IMP	VI
-In-Service Programs	NIM	SIM	IMP	VI

Please make comments on this 'Catholic Identity' section:

² Please Note: The Student Survey did not include the following activities: Annual Vincentian Lectures, Authors at Lunch, University Ombudsman, and In-Service Programs

Urban Identity

Please comment as to your perceptions of the importance of the services and programs related to DePaul’s Urban Identity:

Please circle how the degree to which you agree with the following statements:

SD=STRONGLY DISAGREE, DIS=DISAGREE, SWD, SOMEWHAT DISAGREE,
I=INDIFFERENT,
SWA, SOMEWHAT AGREE, AGR=AGREE, SA=STRONGLY AGREE

SD DIS SWD I SWA AGR SA

I support DePaul’s current approach to expressing its urban identity.

SD DIS SWD I SWA AGR SA

The university sponsors a variety of services and programs to demonstrate the **connectedness to the community** that is characteristic of DePaul’s urban identity.

*How important to you are the following activities?*³

NIM=NOT IMPORTANT SIM=SOMEWHAT IMPORTANT IMP=IMPORTANT VI=VERY IMPORTANT

-Community Initiatives such as the Community Mental Health Clinic, DePaul Legal Clinic, or the Entrepreneurial Center

NIM SIM IMP VI

-Community Based Service Learning

NIM SIM IMP VI

-DePaul Community Service Association

NIM SIM IMP VI

-Study Abroad Programs

NIM SIM IMP VI

-International Sites

NIM SIM IMP VI

-International Students on Campus

NIM SIM IMP VI

-Volunteer Service

NIM SIM IMP VI

-Diversity Efforts

NIM SIM IMP VI

³ Please Note: The Student Survey did not include the activity: Volunteer Service

APPENDIX B: DMV INVENTORY ITEMS BY FACTOR STRUCTURE

*Institution's Identity Items:**

Inclusive and Innovative

1. I believe that at DePaul our very diverse personal values and religious beliefs contribute to an atmosphere that fosters mutual understanding and respect.
2. I believe that we manifest Vincentian personalism by our care for each member of the university community.
3. I believe that DePaul University is innovative. DePaul is never content with maintaining a "business as usual" approach. Our efforts are marked by innovation and single-minded pursuit of new and effective approaches to meet the needs of our students, society and the educational marketplace.
4. I believe that DePaul University is inclusive. DePaul provides access for all to higher education regardless of class, race, religion, sexual orientation, disability, ethnicity or economic barriers. The DePaul community is welcoming and draws great strength from its diversities.
5. I believe that DePaul University takes risks that are consistent with its mission and values. Historically the university has always stepped outside of tradition and beyond "status quo" approaches, encouraging and demonstrating an adventurous and entrepreneurial spirit. The measure of our success has always been the measure of our risks.
6. I believe that DePaul University is pragmatic grounding its education in the realities of everyday life. Through its curricula and through the delivery of its programs and services, the university offers students practical solutions to their needs for higher education, career advancement and personal growth.
7. I believe that DePaul University's mission and values are visible to all. Its education and operations are grounded in Vincentian values of service, respect, personalism justice, holistic education and creating quality educational opportunities especially for the underserved and disadvantage in our society.
8. I believe that the heritage of Vincent de Paul remains relevant to the university today.
9. I support DePaul's current approach to expressing its Vincentian identity.
10. I support DePaul's current to expressing its urban identity.

Catholic Pluralism

11. I believe that DePaul invites all inquirers to freely examine Catholicism, other faith traditions and other secular values systems in light of their respective contributions to the human enterprise.
2. I believe that the curricula of DePaul's schools and colleges have appropriate expressions of the university's Catholic identity.
3. I support DePaul's current approach to expressing its Catholic identity.
4. University Ministry provides a variety of services and programs designed to serve the university community and enhance the institution's Catholic, Vincentian and religiously pluralistic identity.

5. The Office of University Mission and Values provides a variety of services and programs designed to serve the community and enhance the institution's Catholic, Vincentian and religiously pluralistic identity
6. The University sponsors a variety services and programs to demonstrate the connectedness to the community that is characteristic of DePaul's urban identity

*Mission-Driven Activities and Programs Items***

Urban/Global engagement opportunities

1. How important to you are these community initiatives such as support of Chicago Public School reform?
2. How important to you are the Community Based Service Learning?
3. How important to you are the Community Service Association?
4. How important to you are the Study abroad programs?
5. How important to you are the International sites?
6. How important to you are the International students on campus?
7. How important to you are the Faculty and Staff volunteer service?
8. How important to you are the Diversity efforts?

Institution's Religious Heritage

1. How important to you are the Vincentian Endowment Fund (grants for faculty, staff and student projects that enhance the university's Vincentian and Catholic identity)?
2. How important to you are the Vincentian Assistance Fund (emergency financial assistance primarily for students)?
3. How important to you are the Annual Vincentian Lectures (Vincent de Paul, Louise de Marillac and Frederic Ozanam Lectures)?
4. How important to you are the Authors at Lunch series?
5. How important to you are the Orientation programs (programs for new faculty, students and staff introducing them to the university's mission and values)?
6. How important to you are the Mission/Heritage published materials?
7. How important to you are the Faculty/Staff/Student Vincentian Heritage Tours (Semi-annual study trips for Faculty, Staff and students to Vincentian sites in Paris/France)?
8. How important to you is the University Ombudsman?
9. How important to you is the Mission/Values in-service programs (Departmental in-services on mission and values issues)?

Catholic and other Faith Formation Opportunities

1. How important to you are Catholic worship services?
2. How important to you are Catholic sacramental opportunities?
3. How important to you are Interfaith worship?
4. How important to you are worship opportunities for other faith traditions?
5. How important to you are religious education and spirituality programs?
6. How important to you are service programs (Winter/Spring service trips, etc.)?

*all *Institution's Identity Items* were rated on a scale of agreement from 1-7.

**all *Mission-Driven Activities and Programs Items* were rated on a scale of importance from 1-4.

APPENDIX C: DEMOGRAPHIC ITEMS SURVEYED

Respondent Information

Age: _____ Years at DePaul: _____ Gender: Female Male

Primary Campus Location:

___ Barat ___ Lincoln Park ___ Lake Forest ___ Loop
___ Naperville ___ O'Hare ___ Rolling Meadows ___ South Suburban
___ Faculty ___ Staff

Ethnic Identity:

___ African-American ___ Asian-American/Pacific Islander ___ Caucasian ___ Latino
___ Multi-Racial ___ Native-American ___ Other: Please specify _____

Religious Affiliation:

___ Buddhist ___ Hindu ___ Jewish ___ Mormon ___ Muslim ___ None
___ Orthodox Christian ___ Protestant Christian ___ Roman Catholic Christian
___ Other: Please specify _____

Employment Status

Faculty:

___ Tenured Faculty ___ Tenure Track Faculty ___ Non-Tenure Track Full Time Faculty
___ Part-Time Faculty ___ Visiting Faculty ___ Adjunct Faculty
___ Emeritus/a Faculty ___ Long Term Contract Professionals

Senior Leaders:

___ Executive Leader ___ Vice President ___ Associate Vice President
___ Assistant Vice President ___ Dean ___ Associate Dean
___ Assistant Dean

Area of Employment

Operational Areas:

___ Administrative Services ___ Information Services
___ Advancement ___ Facilities Operations
___ EVP Operations ___ Student Affairs
___ Financial Affairs
___ General Counsel
___ Human Resources

School or College:

___ Barat College of DePaul ___ School of Education
___ College of Commerce ___ School of Music
___ College of Law ___ School for New Learning
___ CTI ___ Theatre School
___ Liberal Arts & Sciences

Academic Affairs Areas:

Academic Affairs Miscellaneous (Academic Operations, Academic Resource Center, Quality, Faculty Development, Program Development, Teach & Learn Resource, Institutional Planning & Research, Sponsored Programs & Research)

Center or/ Institute

Enrollment Management

Suburban Campuses & Life Long Learning

President's Office (Development, External Relations, University Collaboration, University Initiatives, Catholic Collaboration, Office of Diversity, Mission & Values, Athletics)

Student Demographics asked the following additional questions:

College:

School of Education

College of Commerce

School of Music

College of Law

School for New Learning

CTI

Theatre School

Liberal Arts & Sciences

Major : *open ended*

Class Level:

Freshman Sophomore Junior Senior

Cumulative GPA: *open ended*

Residency Status:

Commuter Dormitory

International (visa) Status:

US Citizen International Student Other Foriegn

First Generation Status:

First Generation Not First Generation