Assessing the Understanding of Mission among Faculty, Staff and Administrators in Jesuit Catholic Institution: University of Scranton Results

Sponsored by the Association of Catholic Colleges and Universities

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Contents

Introduction and Executive Summary 2
Methodology 2
Key Findings 3
Limitations and Future Administrations 4
Demographic Results: University of Scranton 5
Descriptive Statistic Results: University of Scranton 7
Frequency Distribution: Univeristy of Scranton vs. Aggregate 8
Qualitative Thematic Analysis: University of Scranton vs. Aggregate 13
Appendix I: Survey Instrument 14

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John Carroll University
Le Moyne College
Marquette University
Regis University
Rockhurst University
Saint Joseph's University
University of Detroit Mercy
University of Scranton
Xavier University

Assessing the Understanding of Mission among Faculty, Staff and Administrators in Jesuit Catholic Institutions

Introduction and Background

Faculty, staff and administrators embody the mission of Jesuit Catholic universities through their everyday interactions with students, or with their indirect activities and decisions. It is easy to suggest that the understanding and practice of the mission by every individual in an institution is one of the key objectives at Jesuit Catholic Colleges and Universities. However, assessing mission from the employee perspective has not always been a priority of Jesuit Catholic institutions.

In 2013, the Association of Catholic Colleges and Universities (ACCU) sponsored a project proposed by Xavier University to assess the experience of mission by faculty, staff, and administrators at Jesuit Catholic institutions. The study consisted of a survey designed to measure the extent to which the experience at their institution has contributed to faculty, staff, and administrators' understanding and development of Jesuit Catholic mission-related values (See Appendix I). The study focused on Jesuit Catholic institutions, as roughly a decade prior, this group of universities had agreed upon a set of questions that suitably captured the intention of their mission statements. These questions have been used often to assess students' and alumni's understanding of mission. In September 2013, a total of 10 institutions administered the survey to their employees independently and sent their data to Xavier University for aggregate and benchmark reporting.

In 2017, the ACCU sponsored a second administration of the Survey on Jesuit Catholic Identity. A total of 12 institutions elected to participate in the September administration, including 5 institutions involved in the 2013 survey administration. In 2013, each institution independently administered the survey to their employees and sent their data to Xavier University. However, with the use of Qualtrics survey software, Xavier University was able to administer the survey to all participating universities' employees in the most recent survey administration.

Full results from the 2017 have been summarized in an aggregate report. Results from the University of Scranton's survey administration can be found in this report. These results include comparisons to the aggregate data for benchmarking purposes. These results also serve as a baseline for an eventual re-administration for institutions like the University of Scranton who first participated in the 2017 survey administration.

Methodology

Xavier University invited all 28 Jesuit Catholic institutions to join in the second administration of the Survey on Jesuit Catholic Identity. Out of these, 12 universities chose to participate (list of institutions is in the report cover). The survey instrument consisted of a set of 20 items with a corresponding Likert scale, and two open-ended questions (Appendix I). The participant institutions were invited to add up to 10 custom questions to the survey to be included in their own administration. The University of Scranton elected to add an additional Likert scale question to the survey instrument. These results are not included in

this benchmarking report.

Xavier University's Office of Institutional Research administered the survey in September 2017 via Qualtrics survey software. The University of Scranton elected to launch the survey on September 11, 2017, with a reminder sent on September 18, 2017. The survey closed to participants from the University of Scranton on September 25, 2017. When all surveys were closed, Xavier University performed the quantitative and qualitative analysis on the aggregated data. Data from all 12 institutions were included in the analysis as the aggregate figure for benchmarking purposes. This report contains a comparative analysis of the University of Scranton survey data as compared to the aggregate. This includes descriptive statistics for all the demographic questions and the Likert question items. Lastly, a qualitative analysis of the two open-ended questions was conducted using standard qualitative survey methodology.

Key Findings

The following are the findings of the analysis:

- The response rate for the University of Scranton was 27%. This was 6% higher than the aggregate response rate of 21%.
- Of all 20 questions in the survey instrument and consistent with the aggregate survey results, the Jesuit value that respondents indicated had the highest contribution to their knowledge at their institution was "Understanding the mission of their institution" (85% responding "quite a bit" or "very much"), followed by "Understanding the Jesuit principle of being men and women for others" (82% responding "quite a bit" or "very much).
- Of all 20 questions in the survey instrument and consistent with the aggregate survey results, the Jesuit value that respondents indicated had the lowest contribution to their knowledge at their institution was "Actively working to further ecological justice and care for the environment" (46% responding "quite a bit" or "very much"). Respondents indicated that the second lowest contribution to their knowledge was "Finding the Divine in all things" (54% responding "quite a bit" or "very much").
- The University of Scranton had higher mean scores on all questions as compared to the aggregate of all participating Jesuit institutions except the question "Actively working toward a more inclusive community." On this question, the mean score was equal to that of the aggregate.
- The questions in which the University of Scranton had the greatest difference in mean score as compared to the aggregate were "Speaking to others (i.e. students colleagues) about Jesuit Catholic values" (a 0.22 higher mean score than the aggregate), "Devoting effort to help others in need" (a 0.22 higher mean score than the aggregate), and "Understanding the Jesuit principle of being men and women for others" (a 0.20 higher mean score than the aggregate).
- The questions in which the University of Scranton had the smallest difference in mean score as compared to the aggregate were "Actively working toward a more inclusive community" (no difference in mean score compared to the aggregate), "Demonstrating respect for others' differences" (a 0.01 higher mean score than the aggregate), and "Ability to look critically at society and its institutions" (a 0.03 higher mean score than the aggregate).

The results of the qualitative analysis of the open-ended responses provided important insights. The most

salient findings in those themes are:

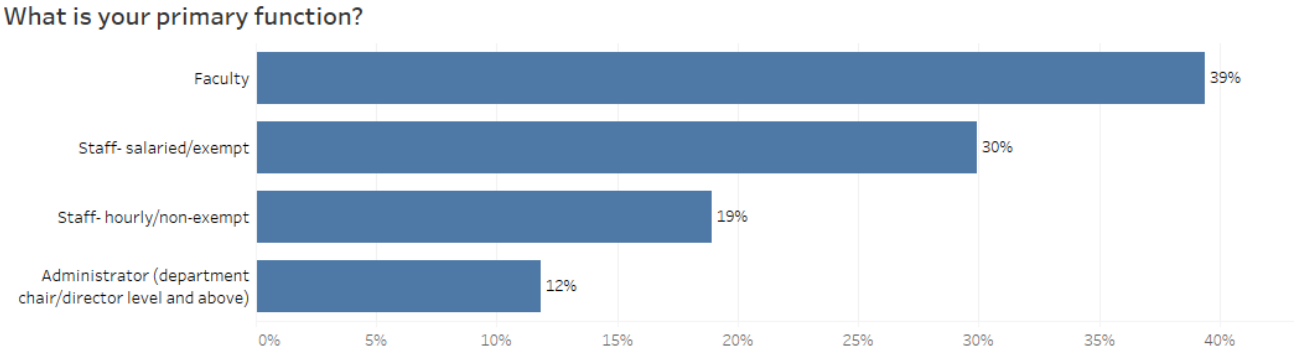
- Respondents from the University of Scranton indicated that the theme "Many opportunities to attend conferences, retreats, lectures, and other similar experiences" (cited 118 times, 46% of responses) had the greatest influence on understanding Jesuit Catholic mission, identity/and or values. This was consistent with the aggregate results.
- Respondents from the University of Scranton indicated that second greatest influence on their understanding of Jesuit Catholic mission, identity, and/or values was "Service opportunities provided by the institution, including service learning projects, annual days of service, and mission trips" (cited 60 times, 23% of responses), followed closely by "Everyday life on campus, including conversations with colleagues, interactions with Jesuit clergy, daily mass, and the nature of the work itself" (cited 58 times, 22.5% of responses). In the aggregate results, respondents indicated that the second greatest influence on their understanding of Jesuit Catholic missions, identity, and/or values was "Everyday life on campus, including conversations with colleagues, interactions with Jesuit clergy, daily mass, and the nature of the work itself."
- Regarding the question on their hope for Jesuit Catholic higher education for the future, most respondents from the University of Scranton cited that, in the future, they wish for Jesuit Catholic institutions to continue their commitment in providing excellent education through Jesuit Catholic values, and would grow its commitment to these values even more (cited 55 times, 24% of responses). These results were consistent with the aggregate.
- The second greatest hope respondents cited was "More focus on social justice on campus (including serving the community, promoting diversity & inclusivity, space for open dialogue, etc.)" (cited 50 times, 22% of the University of Scranton's responses). These results were consistent with the aggregate.
- New response themes were created in the 2017 survey results that were not themes in the 2013 survey results. These themes include: That it would continue to exist, thrive, grow, and be promoted to wide audiences; That Catholic religious identity and Ignatian Spirituality would be maintained and emphasized; Employees would be treated fairly, would have access to programs to learn about the mission, and be trained as competent lay people; and The focus would be on mission rather than finances and the bottom line.
- Respondents also indicated their wish for a continued commitment to developing and caring for the whole person (Cura Personalis), as well as that Jesuit Catholic education becomes more affordable and more available to all people.

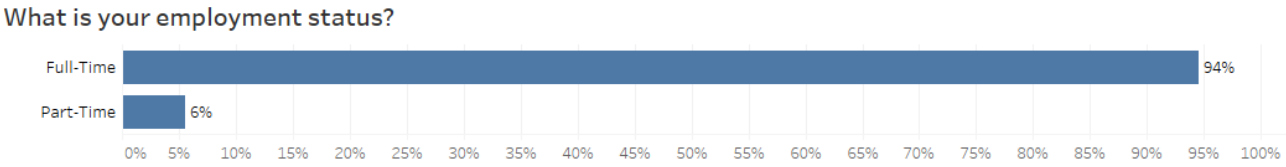
Limitations and Future Administrations

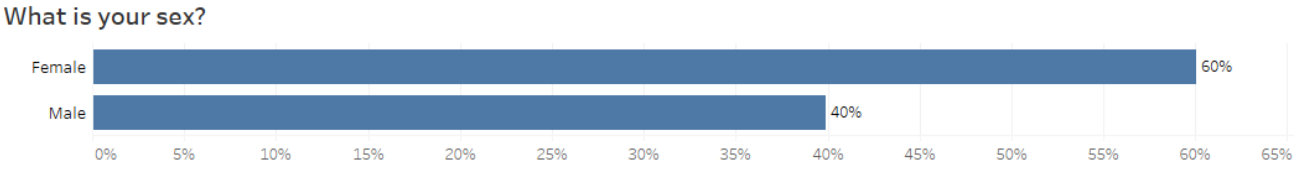
It is important to note that although this survey instrument has been able to provide baseline and benchmarking analysis and results, the survey questions are only measuring how each institution has contributed to "knowledge" of the various questions prompts, not how each institution has promoted living or teaching the various values of the Jesuit Catholic mission. Thus, respondents may have scored each question lower based on understanding the mission and Jesuit values from experiences outside of the institution.

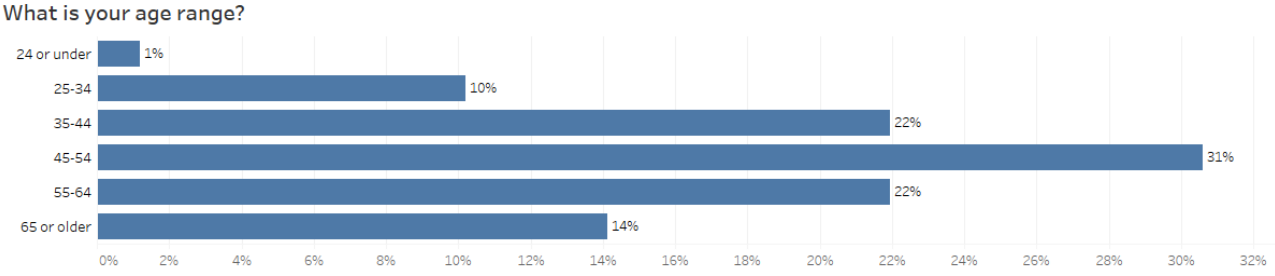
In future survey administrations, there is great potential to revise the survey instrument to account for some bias in the results by adding questions that would enhance the understanding of how employees of Jesuit Catholic institutions apply values to their professional and personal lives. Future revisions of the survey instrument can begin with reviewing the additional questions each university was invited to include on the end of their survey, and decide what questions would be generalizable and relevant to the broader employee population of Jesuit Catholic institutions.

Demographic Results: University of Scranton

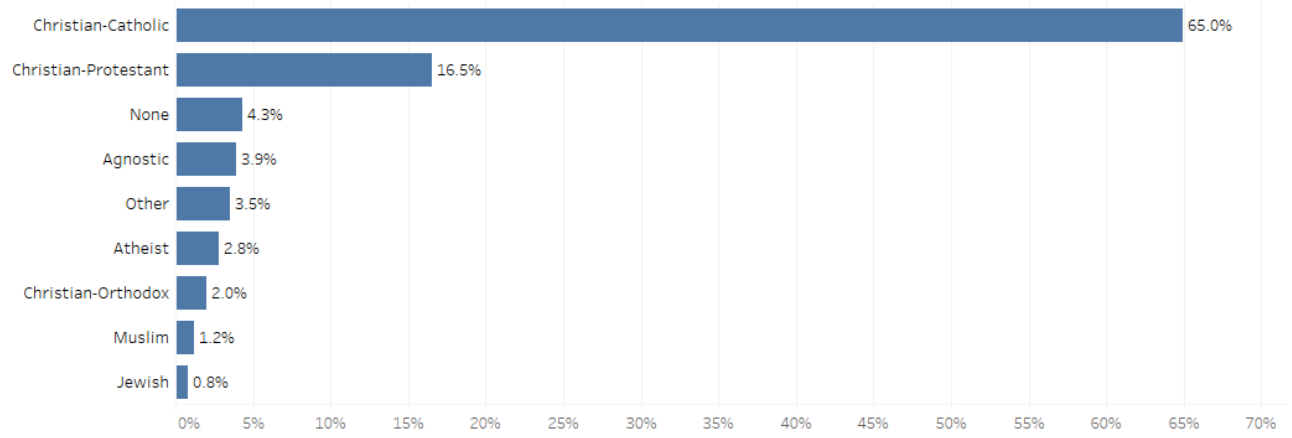




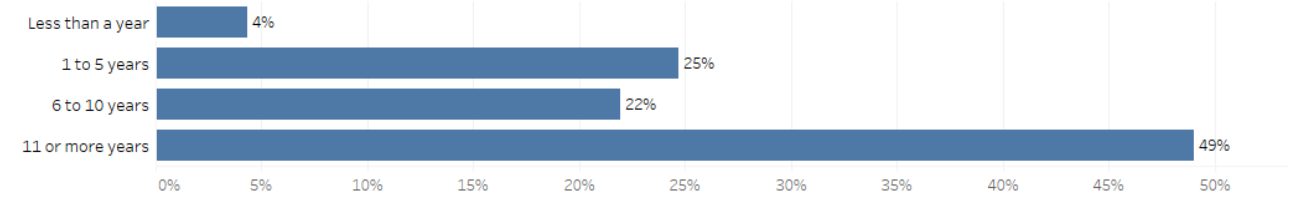




What is your religious affiliation?

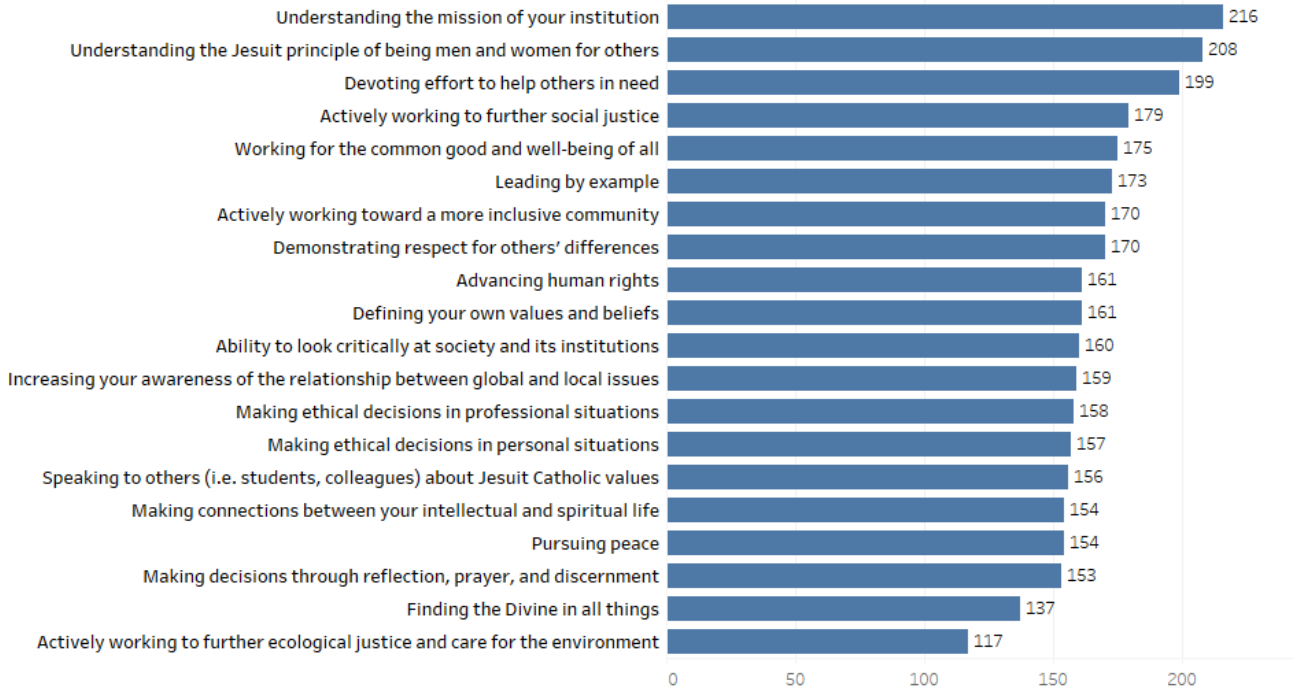


How long have you worked at your institution?

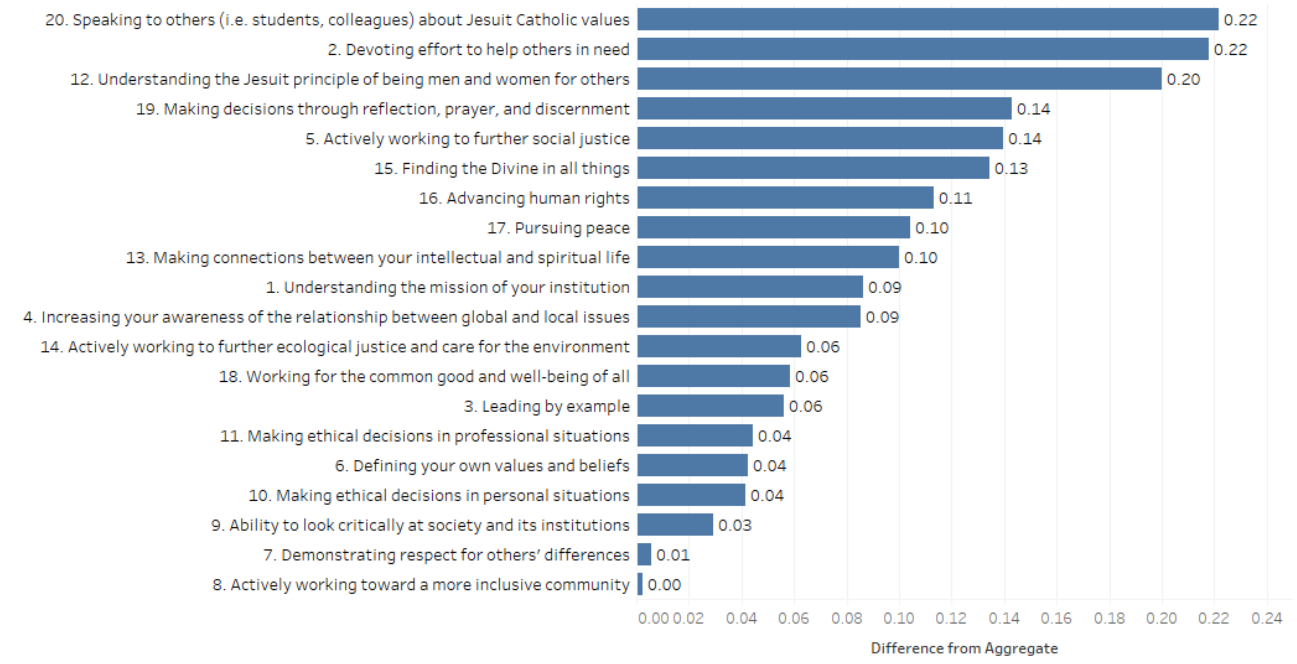


Descriptive Statistic Results: University of Scranton

To what extent has your experience at your institution contributed to your knowledge of the following items: Frequency of respondents answering "Quite a bit" or "Very much"



Mean Score Differences: University of Scranton as compared to the aggregate



Frequency Distribution: University of Scranton vs. Aggregate

Survey of Faculty, Staff and Administrators on Jesuit Catholic Identity, September 2017

University of Scranton - Frequencies and Comparative Frequencies

	University of Scranton		All other participants	
	N	%	N	%
A. What is your primary function?				
Faculty	100	39.2%	1686	30.4%
Staff - hourly/non-exempt	48	18.8%	812	14.6%
Staff - salaried/exempt	76	29.8%	1240	22.4%
Administrator (department chair/director-level and above)	30	11.8%	623	11.2%
Null/No Response	0	0.0%	8	0.1%
Total	255	100.0%	4369	78.8%
B. What is your employment status?				
Full-Time	240	94.1%	3898	70.3%
Part-Time	14	5.5%	460	8.3%
Null/No Response	1	0.4%	11	0.2%
Total	255	100.0%	4369	78.8%
C. What is your sex?				
Female	152	59.6%	2615	47.2%
Male	101	39.6%	1721	31.0%
Null/No Response	2	0.8%	33	0.6%
Total	255	100.0%	4369	78.8%
D. What is your age range?				
24 or under	3	1.2%	63	1.4%
25-34	26	10.2%	656	15.0%
35-44	56	22.0%	928	21.2%
45-54	78	30.6%	1138	26.0%
55-64	56	22.0%	1068	24.4%
65 or older	36	14.1%	484	11.1%
Null/No Response	0	0.0%	32	0.7%
Total	255	100.0%	4369	100.0%
E. What is your religious affiliation?				
Agnostic	10	3.9%	306	7.0%
Atheist	7	2.7%	193	4.4%
Buddhist	0	0.0%	34	0.8%
Christian-Catholic	165	64.7%	2194	50.2%
Christian-Orthodox	5	2.0%	40	0.9%
Christian – Protestant (Baptist, Lutheran, Methodist, Presbyterian, etc.)	42	16.5%	983	22.5%
Hindu	0	0.0%	13	0.3%

Jewish		2	0.8%	107	2.4%
Muslim		3	1.2%	19	0.4%
Sikh		0	0.0%	0	0.0%
None		11	4.3%	256	5.9%
Other		9	3.5%	195	4.5%
Null/No Response		1	0.4%	29	0.7%
Total		255	100.0%	4369	100.0%
F. How long have you worked at this institution?					
Less than a year		11	4.3%	400	9.2%
1 to 5 years		63	24.7%	1277	29.2%
6 to 10 years		56	22.0%	840	19.2%
11 or more years		125	49.0%	1842	42.2%
Null/No Response		0	0.0%	10	0.2%
Total		255	100.0%	4369	100.0%
G. To what extent has your experience at this institution contributed to your knowledge of the following?					
1. Understanding the mission of your institution	1. Very little	5	2.0%	80	1.8%
	2. Some	20	7.8%	452	10.3%
	3. Quite a bit	71	27.8%	1372	31.4%
	4. Very much	145	56.9%	2227	51.0%
	99. Null/No Response	14	5.5%	238	5.4%
	Total	255	100.0%	4369	100.0%
	Mean	**3.48**		**3.39**	
2. Devoting effort to help others in need	1. Very little	10	3.9%	190	4.3%
	2. Some	31	12.2%	920	21.1%
	3. Quite a bit	84	32.9%	1513	34.6%
	4. Very much	115	45.1%	1501	34.4%
	99. Null/No Response	15	5.9%	245	5.6%
	Total	255	100.0%	4369	100.0%
	Mean	**3.27**		**3.05**	
3. Leading by example	1. Very little	19	7.5%	262	6.0%
	2. Some	46	18.0%	944	21.6%
	3. Quite a bit	75	29.4%	1423	32.6%
	4. Very much	98	38.4%	1479	33.9%
	99. Null/No Response	17	6.7%	261	6.0%
	Total	255	100.0%	4369	100.0%
	Mean	**3.06**		**3.00**	
4. Increasing your awareness of the relationship between global and local issues	1. Very little	22	8.6%	351	8.0%
	2. Some	58	22.7%	1248	28.6%
	3. Quite a bit	90	35.3%	1490	34.1%
	4. Very much	69	27.1%	1029	23.6%
	99. Null/No Response	16	6.3%	251	5.7%
	Total	255	100.0%	4369	100.0%

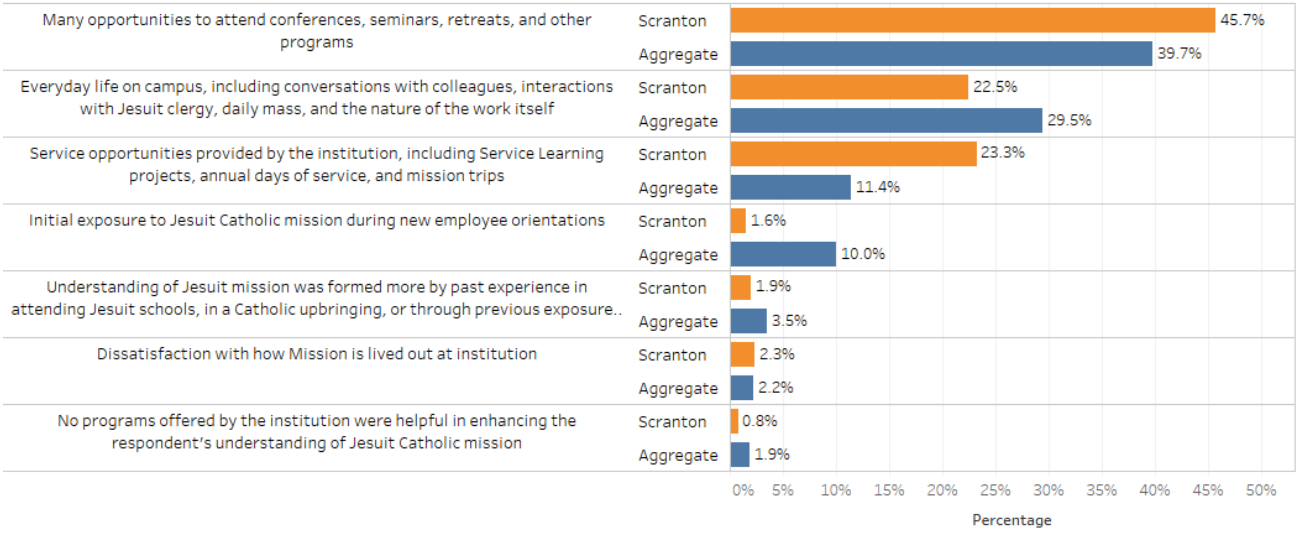
	Mean	**2.86**		**2.78**	
5. Actively working to further social justice	1. Very little	18	7.1%	313	7.2%
	2. Some	43	16.9%	1102	25.2%
	3. Quite a bit	93	36.5%	1424	32.6%
	4. Very much	86	33.7%	1274	29.2%
	99. Null/No Response	15	5.9%	256	5.9%
	Total	255	100.0%	4369	100.0%
	Mean	**3.03**		**2.89**	
6. Defining your own values and beliefs	1. Very little	29	11.4%	467	10.7%
	2. Some	50	19.6%	1107	25.3%
	3. Quite a bit	88	34.5%	1268	29.0%
	4. Very much	73	28.6%	1268	29.0%
	99. Null/No Response	15	5.9%	259	5.9%
	Total	255	100.0%	4369	100.0%
	Mean	**2.85**		**2.81**	
7. Demonstrating respect for others' differences	1. Very little	21	8.2%	272	6.2%
	2. Some	48	18.8%	871	19.9%
	3. Quite a bit	67	26.3%	1345	30.8%
	4. Very much	103	40.4%	1615	37.0%
	99. Null/No Response	16	6.3%	266	6.1%
	Total	255	100.0%	4369	100.0%
	Mean	**3.05**		**3.05**	
8. Actively working toward a more inclusive community	1. Very little	25	9.8%	301	6.9%
	2. Some	44	17.3%	1001	22.9%
	3. Quite a bit	86	33.7%	1382	31.6%
	4. Very much	84	32.9%	1421	32.5%
	99. Null/No Response	16	6.3%	264	6.0%
	Total	255	100.0%	4369	100.0%
	Mean	**2.96**		**2.96**	
9. Ability to look critically at society and its institutions	1. Very little	28	11.0%	364	8.3%
	2. Some	51	20.0%	1121	25.7%
	3. Quite a bit	84	32.9%	1416	32.4%
	4. Very much	76	29.8%	1198	27.4%
	99. Null/No Response	16	6.3%	270	6.2%
	Total	255	100.0%	4369	100.0%
	Mean	**2.87**		**2.84**	
10. Making ethical decisions in personal situations	1. Very little	34	13.3%	488	11.2%
	2. Some	48	18.8%	1078	24.7%
	3. Quite a bit	75	29.4%	1228	28.1%
	4. Very much	82	32.2%	1301	29.8%
	99. Null/No Response	16	6.3%	274	6.3%
	Total	255	100.0%	4369	100.0%
	Mean	**2.86**		**2.82**	

11. Making ethical decisions in professional situations	1. Very little	26	10.2%	386	8.8%
	2. Some	55	21.6%	1044	23.9%
	3. Quite a bit	66	25.9%	1295	29.6%
	4. Very much	92	36.1%	1377	31.5%
	99. Null/No Response	16	6.3%	267	6.1%
	Total	255	100.0%	4369	100.0%
	Mean	**2.94**		**2.89**	
12. Understanding the Jesuit principle of being men and women for others	1. Very little	12	4.7%	231	5.3%
	2. Some	18	7.1%	644	14.7%
	3. Quite a bit	70	27.5%	1292	29.6%
	4. Very much	138	54.1%	1942	44.4%
	99. Null/No Response	17	6.7%	260	6.0%
	Total	255	100.0%	4369	100.0%
	Mean	**3.40**		**3.20**	
13. Making connections between your intellectual and spiritual life	1. Very little	31	12.2%	549	12.6%
	2. Some	51	20.0%	1150	26.3%
	3. Quite a bit	79	31.0%	1227	28.1%
	4. Very much	75	29.4%	1177	26.9%
	99. Null/No Response	19	7.5%	266	6.1%
	Total	255	100.0%	4369	100.0%
	Mean	**2.84**		**2.74**	
14. Actively working to further ecological justice and care for the environment	1. Very little	39	15.3%	717	16.4%
	2. Some	81	31.8%	1498	34.3%
	3. Quite a bit	72	28.2%	1183	27.1%
	4. Very much	45	17.6%	703	16.1%
	99. Null/No Response	18	7.1%	268	6.1%
	Total	255	100.0%	4369	100.0%
	Mean	**2.52**		**2.46**	
15. Finding the Divine in all things	1. Very little	41	16.1%	813	18.6%
	2. Some	59	23.1%	1222	28.0%
	3. Quite a bit	69	27.1%	1028	23.5%
	4. Very much	68	26.7%	1035	23.7%
	99. Null/No Response	18	7.1%	271	6.2%
	Total	255	100.0%	4369	100.0%
	Mean	**2.69**		**2.56**	
16. Advancing human rights	1. Very little	25	9.8%	437	10.0%
	2. Some	51	20.0%	1270	29.1%
	3. Quite a bit	98	38.4%	1370	31.4%
	4. Very much	63	24.7%	1023	23.4%
	99. Null/No Response	18	7.1%	269	6.2%
	Total	255	100.0%	4369	100.0%
	Mean	**2.84**		**2.73**	
17. Pursuing peace	1. Very little	25	9.8%	480	11.0%

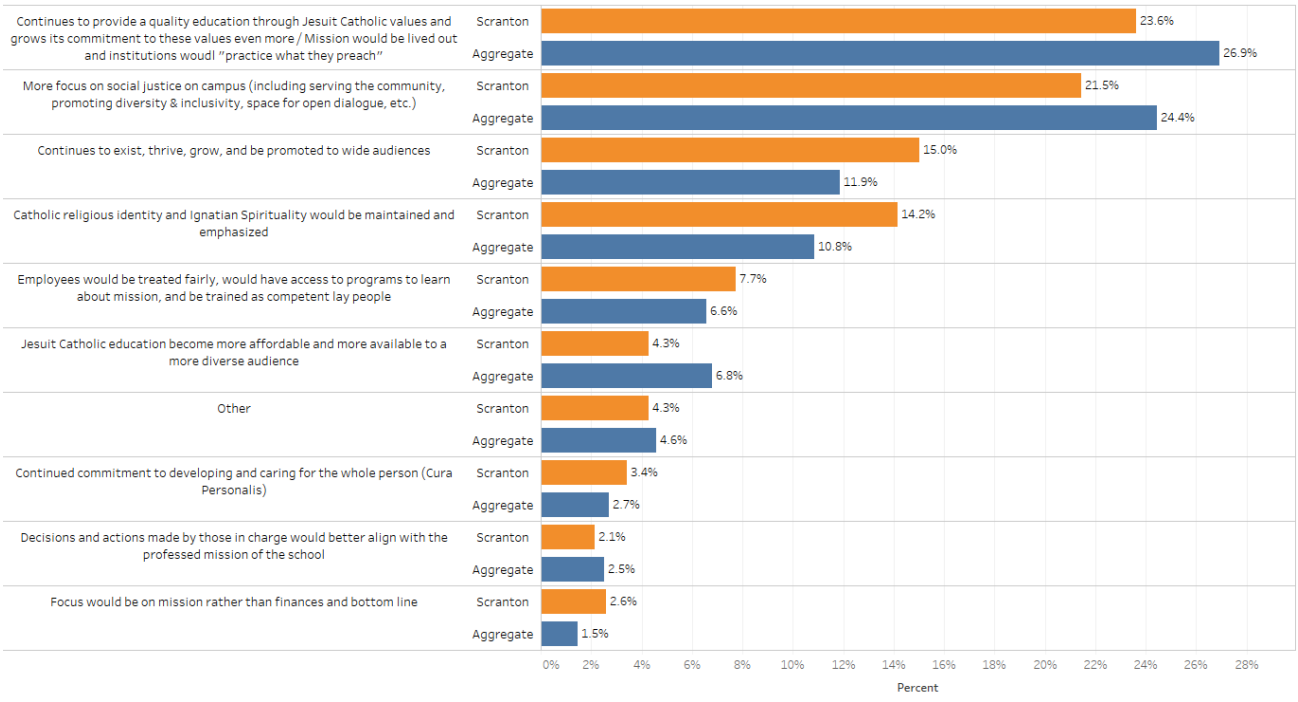
	2. Some	57	22.4%	1278	29.3%
	3. Quite a bit	93	36.5%	1325	30.3%
	4. Very much	61	23.9%	1013	23.2%
	99. Null/No Response	19	7.5%	273	6.2%
	Total	255	100.0%	4369	100.0%
	Mean	**2.81**		**2.70**	
18. Working for the common good and well-being of all	1. Very little	25	9.8%	317	7.3%
	2. Some	37	14.5%	954	21.8%
	3. Quite a bit	83	32.5%	1386	31.7%
	4. Very much	92	36.1%	1435	32.8%
	99. Null/No Response	18	7.1%	277	6.3%
	Total	255	100.0%	4369	100.0%
	Mean	**3.02**		**2.96**	
19. Making decisions through reflection, prayer, and discernment	1. Very little	35	13.7%	691	15.8%
	2. Some	49	19.2%	1048	24.0%
	3. Quite a bit	72	28.2%	1173	26.8%
	4. Very much	81	31.8%	1187	27.2%
	99. Null/No Response	18	7.1%	270	6.2%
	Total	255	100.0%	4369	100.0%
	Mean	**2.84**		**2.70**	
20. Speaking to others (i.e. students, colleagues) about Jesuit Catholic values	1. Very little	35	13.7%	753	17.2%
	2. Some	46	18.0%	1068	24.4%
	3. Quite a bit	70	27.5%	1131	25.9%
	4. Very much	86	33.7%	1146	26.2%
	99. Null/No Response	18	7.1%	271	6.2%
	Total	255	100.0%	4369	100.0%
	Mean	**2.87**		**2.65**	

Qualitative Thematic Analysis: University of Scranton vs. Aggregate

Please describe one or more programs, experiences or activities at your institution which significantly enhanced your understanding of Jesuit Catholic mission, identity and/or values.



What is your hope for Jesuit Catholic higher education in the future?



Appendix I: Survey Instrument

Survey of Faculty, Staff and Administrators on Jesuit Catholic Identity

Please answer the following questions. Participation is entirely voluntary. You may skip any questions you do not feel comfortable answering. Your decision will have no effect on any future services you may be entitled from the University. You are free to withdraw from the study at any time without penalty.

A. What is your primary function?

a. Faculty
b. Staff - hourly/non-exempt
c. Staff - salaried/exempt

B. What is your employment status?
   a. Full-time
   b. Part-time

C. What is your sex?
   a. Female
   b. Male

D. What is your age range?
   a. 24 or under
   b. 25-34
   c. 35-44
   d. 45-54
   e. 55-64
   f. 65 or older

E. What is your religious affiliation?
   a. Agnostic
   b. Atheist
   c. Buddhist
   d. Christian – Catholic
   e. Christian - Orthodox
   f. Christian – Protestant (Baptist, Lutheran, Methodist, Presbyterian, etc.)
   g. Hindu
   h. Jewish
   i. Muslim
   j. Sikh
   k. None
   l. Other

F. How long have you worked at this institution?
   a. Less than a year

b. 1 to 5 years
c. 6 to 10 years
d. 11 or more years

G. To what extent has your experience at this institution contributed to your knowledge of the following?

	A. Very Little	B. Some	C. Quite a bit	D. Very Much
1. Understanding the mission of your institution				
2. Devoting effort to help others in need				
3. Leading by example				
4. Increasing your awareness of the relationship between global and local issues				
5. Actively working to further social justice				
6. Defining your own values and beliefs				
7. Demonstrating respect for others' differences				
8. Actively working toward a more inclusive community				
9. Ability to look critically at society and its institutions				
10. Making ethical decisions in personal situations				
11. Making ethical decisions in professional situations				
12. Understanding the Jesuit principle of being men and women for others				
13. Making connections between your intellectual and spiritual life				
14. Actively working to further ecological justice and care for the environment				
15. Finding the Divine in all things				
16. Advancing human rights				
17. Pursuing peace				
18. Working for the common good and well-being of all				
19. Making decisions through reflection, prayer, and discernment				
20. Speaking to others (i.e. students, colleagues) about Jesuit Catholic values				

H. Please describe one or more programs, experiences or activities at your institution which significantly enhanced your understanding of Jesuit Catholic mission, identity and/or values.

H. What is your hope for Jesuit Catholic higher education in the future?

Additional Questions:

Q1 To what extent do you believe The University of Scranton is fulfilling its mission in the following practices?

	A. Very Little	B. Somewhat	C. Quite a Bit	D. Very Much
A commitment to the poor, marginalized and those seeking justice through our academic and co-curricular activities.				
The ethic of care for the whole person by supporting transformative experiences for all members of the University community.				
Providing opportunities for experiential learning, including global engagement, for our students.				
Providing integrated student support policies and activities that help to create a transformational educational experience.				
Inviting and inspiring students to reflect upon and assess their own learning and development.				
Responsible stewardship by prioritizing and allocating the necessary resources to continue to provide an affordable, accessible, and transformative educational experience to students.				
Governance supported by policies and practices that contribute to inclusive, transparent, and responsive processes.				
Leadership and administrative practices that contribute to an engaged and committed University community.				