

Introduction

Leaders within Catholic colleges and universities not only have the great responsibility of ensuring that their school's mission and values adequately reflect their institution and the Catholic Church, but they must also find ways in which their college / university's mission can be applied on their campus and understood by their students.

The issue opens with an article by Scott Flanagan that shows ways in which leaders at Catholic colleges and universities can ensure the meaningful application of their sponsors' values during times of organizational change. It concludes by summarizing the practical steps sponsoring communities and leaders within Catholic higher education can take to guarantee that institutional values are central to the process of general education revision.

Joan Van Hise and John Koeplin show how mission-based values, specifically Catholic Social Teaching, can be incorporated into a university's business curriculum, citing specific examples of how CST has been incorporated into introductory accounting courses.

Next is Richard Jacobs' article, which focuses upon the practice of academic freedom in classroom speech. Jacobs maps the contested terrain of institutional religious mission and academic freedom for board members, academic administrators, and faculty leaders in U.S. Catholic higher education, and he identifies what forms of classroom speech are allowed and disallowed, and the reasons for this.

Rev. Jean-Paul Bongila's article studies the role that four different advancement models of communication have played in ensuring Catholic universities are successful in their philanthropic and fundraising efforts.

In the next four articles, Joseph Ferrari and his coauthors research various groups of students at DePaul University. In the first of these articles, Joseph Ferrari, Shaun Cowman, and Lauren Milner look at the impact of an institution's mission and values on student development and analyze the effect that race can have on a student's sense of community at a Catholic college or university. The results of their study reveal different ways in which participation in cocurricular activities by students of color may potentially inhibit or enhance a sense of community on

campus, and indicate how much emphasis the university places on employing diversity at all levels of the college.

John Temperato and Joseph Ferrari set out to show us how seven Vincentian Mission Fellow students were mission-engaged in their perception of a Catholic, religious-order-sponsored university's identity, compared to a random sample of upper-division students. The authors demonstrate that engagement in a mission-based program is very beneficial in promoting a greater understanding of university mission among students.

Joseph Ferrari, Megan Mader, Lauren Milner, and John Temperato explore the tendencies in some college students towards impression management when reporting perceptions of their Catholic institution's mission. The study focuses specifically on students who differ across variables such as gender, first-generation college status, and religious preference. The article reveals that perceptions of social desirability play a significant role in student mission-perception.

The final article is by Joseph Ferrari and Lauren Milner. Their article explains how three different identity processing styles affect students' perceptions of their Catholic university's institutional mission and values. The authors suggest ways in which Catholic colleges and universities can introduce information on the university's mission so as to more effectively reach all students.

We hope that, with this issue, we have supplied you with ideas and practical methods with which to apply, and promote understanding of, mission within Catholic higher education.

Lorraine Sloma-Williams, Ed.D., Associate Editor