

# Reflections on Recruitment for Mission and Catholic Identity: Lessons Learned<sup>1a</sup>

Maryellen Gilroy, Ed.D.

## Abstract

This article presents how the division of student affairs at Siena College developed a framework for communicating its Franciscan and Catholic identity to job candidates and current staff. The recruitment for mission process described in this article has a dual purpose. The first is to educate and provide development opportunities for existing staff to become conversant in what distinguishes us as Catholic institutions of higher education. The second is to be intentional about the recruitment, hiring, and orientation of prospective employees. This article offers suggestions for institutions to reflect upon prior to embarking on an effort to recruit for mission. Suggested readings are also referenced.

## Introduction

How should administrators talk about the religious history, identity, and mission of their institutions to candidates for positions in student affairs? How do we have conversations about the ways in which student life and learning are informed by our religious tradition? Moreover, how do we explain the influence that our Catholic heritage has on all business conducted by the institution, without seeming to proselytize? If an institution has a sponsoring religious order, how does that tradition help applicants and the current staff talk about the distinctive Catholic character of the institution in concrete ways? Can a candidate or an employee feel more aligned with both the sponsoring order's values and the Catholic attribute, or are the two mutually exclusive? These are questions with which the division of student affairs at Siena College has wrestled during the initiation of the recruiting for mission process.

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Maryellen Gilroy is the Vice President for Student Affairs, Siena College, Loudonville, NY, and Chair of the Board of Directors for the Association for Student Affairs at Catholic Colleges and Universities.

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The process of recruiting for mission has a two-fold purpose: to educate staff about their institution's distinguishing Catholic features, and to be intentional in the recruitment, hiring, and orientation of prospective and new employees.

This article describes how the division of student affairs at Siena College developed a framework for elucidating its Franciscan and Catholic identity to job candidates and staff. We believe that by intentionally recruiting for mission, we can help candidates better assess their fit with the Siena environment. At the same time, recruiting for mission allows professional staff members to be comfortable talking about the lived experience of the college's Catholic mission, about its influence on their respective functional areas within student life, and about how this mission permeates institutional culture. By offering this information to candidates at the beginning of the hiring process, potential employees are in a better position to describe how they can make positive contributions to Siena's mission. The recruitment for mission process also implies that there is an ongoing commitment to provide training and professional development opportunities for existing professional staff. Such opportunities enable staff members to articulate the distinctive Catholic character of the institution and provide mission-centric examples of activities, attitudes, or decisions when asked by applicants.

### *Why "Recruit for Mission"?*

The concept of recruiting for mission is not new. The increased concern for addressing Catholic identity as part of the hiring process was heightened with the release of *Ex corde Ecclesiae*.<sup>1</sup> It was in this document that Catholic institutions were encouraged to make their mission statements public. Pope John Paul II also called for the recruitment of faculty and administrators at Catholic institutions "who are both willing and able to promote the identity."<sup>2</sup> Shortly after *Ex corde*, positions such as vice president for mission or vice president for mission effectiveness started to become part of the administrative structure at Catholic colleges and universities; this is one visible way for these institutions to highlight the importance of their Catholic identity. With the aim of strengthening Catholic identity on campus, many colleges and universities

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<sup>1</sup> Pope John Paul II, *Ex corde Ecclesiae: On Catholic Universities* (Vatican City: Typis Polyglottis Vaticanis, 1990).

<sup>2</sup> *Ibid.*, ¶41.

have made it a priority to recruit new hires who are knowledgeable about the identity and mission of the institution.

Recruiting for mission does not discourage individual differences or privilege applicants who are Catholic. This was, however, the initial perception of many student affairs staff at Siena College; they expressed concern that Siena might be moving toward intolerance. Thus, the first order of business in recruiting for mission was to clarify its purpose. This method of recruitment invites individuals, regardless of their religious preferences or beliefs, to join a community with full knowledge of what that community is about and how they can contribute to and foster the Catholic mission of the institution.

When an institution or division commits to recruiting for mission, it is essentially engaging in the process of identity articulation. Women's colleges provide particularly good illustrations of this concept. They are clear about that which sets them apart from other educational institutions. They articulate the benefits of teaching, learning, and working in an all-female environment, and take great pride in celebrating graduates who have advanced to leadership roles in government, education, health care, or business.

In the United States, there are approximately 238 institutions of higher education that collectively have the "Catholic" brand, distinguishing them from secular and other religiously-affiliated institutions. The communication of this brand varies across institutions. The vice president for mission or the mission-effectiveness office often holds the responsibility of upholding the Catholic identity on campus. However, if Catholic identity is truly a part of the institutional culture, communication of the Catholic mission should be a task shared by all individuals involved in the interview process, and not restricted to the mission office, chaplain, or members of the sponsoring orders on our campuses.

Recruitment for mission in a Catholic context is another version of educational "branding." It is a way to distinguish the employment opportunities that a Catholic institution offers from the range of other options available in the higher education marketplace. It is a chance to begin the dialogue with applicants about their ability to understand policy decisions grounded in a religious context, especially those decisions which may be in conflict with the candidate's own values. Recruitment for mission is also a way to gauge how clearly applicants understand and appreciate the defining features of the environment they may be joining. A process allowing for dialogue about how an institution's Catholic identity or charism is expressed can help applicants to assess

whether this environment is a place where they can contribute to the mission. It also helps to minimize surprises once employees begin work.

### *Overview of Relevant Literature*

In *A People Adrift*, Peter Steinfels wrote, “It is important to stop thinking about Catholic identity as though it were something univocal across the enormous variety of Catholic colleges and universities.”<sup>3</sup> He further postulates that while the principles of *Ex corde* inform Catholic institutions on how to maintain their identities, there really is no “single way of embodying them[,] and it may be wiser to speak of Catholic identities in the plural.”<sup>4</sup> This is the challenge for any intentionality in the recruiting and hiring for mission process. Catholic institutions vary in their expression of Catholic identity, and institutions should not subsume the Catholic component of their identity within the religious heritage of the institution. When this is done, the tendency is that the Catholic tradition is either feared or downplayed on a particular campus. For example, it is common for some institutions to refer to themselves as big “C” or little “c” Catholic colleges—the little “c” insinuating that this part of the institutional identity is not a defining characteristic.

Recruiting for mission is particularly difficult for positions in the area of student affairs. Here, applicants who possess knowledge of Catholic mission in the context of higher education are rare. Sandra Estanek speaks to the challenge of hiring new student affairs professionals who come to work at Catholic colleges and universities from secular programs and secular educational experiences.<sup>5</sup> In addition, Schaller and Boyle studied student affairs professionals working at Catholic colleges;<sup>6</sup> they found that the transition to Catholic higher education was difficult for new professionals who could often only articulate Catholic identity in terms of prohibited activities.<sup>7</sup> Schaller and Boyle also highlighted the fact that “Catholic institutions need to weave mission into hiring, orientation, and induction sessions for new student

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<sup>3</sup> Peter Steinfels, *A People Adrift* (New York: Simon and Schuster, 2003), 147.

<sup>4</sup> *Ibid.*, 148.

<sup>5</sup> Sandra Estanek, “Student Development and the Catholic University: Philosophic Reflections,” in *Understanding Student Affairs at Catholic Colleges and Universities: A Comprehensive Resource*, ed. Sandra Estanek (Chicago: Sheed and Ward, 2002), 75-95.

<sup>6</sup> M. Schaller and K.M. Boyle, “Student Affairs Professionals at Catholic Colleges and Universities: Honoring Two Philosophies,” *Catholic Education: A Journal of Inquiry and Practice* 10(2), (2006):162-180.

<sup>7</sup> *Ibid.*

affairs professionals.”<sup>8</sup> It should be noted that there are currently seven graduate programs at Catholic colleges and universities that provide a limited opportunity for identifying a potential candidate pool.<sup>8a</sup>

### *The Siena College Case: Institutional Characteristics*

At the invitation of Bishop Gibbons of Albany, NY, the Franciscan Friars of the Holy Name Province opened the doors of Siena College in 1937 under the patronage of St. Bernardine of Siena, the 15th century Franciscan preacher. Siena received a provisional charter from the Board of Regents of the State of New York in 1938, and was granted a permanent charter four years later. Originally an all-male college, Siena became coeducational in 1969 and is now an independent, four-year, liberal arts college in the Franciscan and Catholic tradition. The college emphasizes care for the poor and marginalized, reverence for the integrity of creation, and a commitment to nonviolence.

The college enrolls 3,000 full-time students, 85% of whom are residents, in three schools that offer 26 majors in science, business, and the liberal arts. The retention rate for full-time freshmen entering in 2003 was 83%, with an overall retention rate of 78% over a five-year graduation period. There are 168 full-time faculty members, and the average class size is 20, with a student to faculty ratio of 14:1.

The division of student affairs is comprised of the following reporting areas: dean of students, residential life, campus programs and student activities, health services, counseling services, multicultural affairs, services for students with disabilities, public safety, and the Sr. Thea Bowman Center for Women. The current vice president for student affairs was appointed in July 2000.

### *The Recruitment Challenge*

In the spring of 2002, the residential life staff embarked on its annual job search for residence hall directors. This position has the highest turnover within the division (it is an entry level position for newly minted master's degree professionals). Siena offers a two-year contract, with

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<sup>8</sup> Schaller and Boyle, “Student Affairs Professionals,” 178.

<sup>8a</sup> Graduate programs in higher education at Catholic colleges/universities are found at: Boston College, Canisius College, Loyola University Chicago, Marquette University, Seattle University, the University of Dayton, and the University of St. Thomas (MN).

possible third year renewal. In any given year, two to three full-time residence hall director positions come open. When reviewing how the Franciscan and Catholic identity was discussed with prospective candidates, we found that while many of the applicants were highly qualified for these positions, they were not able to express their attraction to Siena as a Catholic institution or to articulate what would be distinctive about student life at a Catholic college. Most applicants seemed to fumble over this question, and those who attempted to answer often expressed a familiarity with St. Francis or simply stated that they were raised as Catholics. As the vice president for student affairs (VPSA), I was surprised to learn that the members of the residential life staff who had been interviewing these applicants also struggled to explain Siena's distinctive Franciscan and Catholic mission. Staff members agreed that Siena had a different feel to it than the secular institutions they knew, but they could rarely articulate specifics.

As staff members talked, I realized that we were not providing them with the tools to explain the characteristics of a student life program informed by a particular set of values and by a particular tradition. In other words, residential life staff members themselves were conveying a weak message about the identity of Siena to potential hires. The staff relayed that being able to explain the distinctive elements of the Franciscan and Catholic identity of Siena would allow them to frame better questions for job applicants. The ability to articulate mission was an opportunity to engage candidates in a discussion about whether (and how) they could see themselves working productively in this environment and contributing to the mission of the college.

After much reflection about how best to introduce the identity of Siena to job applicants, I held a series of meetings with the residential life staff to talk about this issue and invited the College chaplain to be part of the discussions. We reached four major conclusions as a result of these meetings: (1) we needed to identify and focus on Franciscan values, a term that was used loosely and defined vaguely; (2) we needed to talk about Catholic identity and educate our employees on Catholic Social Teaching and Church teaching on issues that often are raised in the student life arena; (3) we needed to educate professional and student staff about St. Francis and the Franciscan tradition if we expected them to embody these values in their work; and (4) to accomplish these aims, discussions would have to proceed on the divisional level. It was apparent that if members of the student affairs staff at Siena became conversant in Franciscan values and the distinctiveness of a student life program informed by the elements of Catholic Social Teaching, the culture of the division would change.

As an outcome of these discussions, we determined that we needed a document to share with residence director candidates that focused on the Franciscan heritage and Catholic identity of the College. The college chaplain agreed to create a document for this purpose for the spring 2003 residence director staff recruiting cycle. This document provided an overview of the Franciscan values embodied in the life of St. Francis of Assisi, and clarified the definitional terms “Franciscan values” and “Franciscan tradition.” The document also allowed us to distinguish “Franciscanism” from other religious charisms.

The reaction to the document from members of the residential life staff affirmed its worth as an internal text for all members of the division to discuss. Staff members were encouraged to read the chaplain’s paper, *A Persistent Memory: The Spiritual Legacy of Francis of Assisi and Siena College*,<sup>9</sup> and consider how the values presented therein figured into the community-building nature of their work. At three additional meetings, members identified the values that had the greatest significance to them. Eventually, discussions settled on four core tenets: diversity, optimism, respect, and service (DORS). Thus began our Student Affairs Franciscan Values Initiative, a program that has infused new life into everything from programming to strategic planning.

During the 2003 recruiting cycle, every applicant for the residence director position received a copy of the chaplain’s paper prior to the interview. Applicants were told that they were expected to react to the document during their interviews and explain what they could bring to their work in residential life at Siena in light of the values of the Franciscan community. The document had an immediate and dramatic effect on the hiring process. It was clear to interviewing committees that the applicants invited to campus that year were prepared differently. “They seem to want to work at Siena because of who we are,”<sup>10</sup> one staff member commented. Another pointed out that “it’s nice to have an interview with someone who has some sense of the place and can ask questions based on what has piqued his or her interest.”<sup>11</sup>

Equally interesting to Siena staff were the individuals who received our materials and declined a campus interview. Some applicants simply indicated that they were not looking for a religiously affiliated institution. We concluded that this natural process of opting out was

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<sup>9</sup> W. Beaudin, O.F.M., “A Persistent Memory: The Spiritual Legacy of Francis of Assisi and Siena College” (unpublished paper, Siena College, Loudonville, NY, 2003).

<sup>10</sup> Anonymous staff member, personal communication.

<sup>11</sup> Anonymous staff member, personal communication.

beneficial, as it allowed applicants to make an informed choice rather than interviewing and accepting a position only to realize later that our mission did not align comfortably with their beliefs and values, or that they were just not interested in working in a religious environment.

The vice president of student affairs wrote a response to the chaplain's paper from a student affairs' perspective.<sup>12</sup> This document helped to create a framework for how a student life program is informed by the Franciscan and Catholic tradition. During the interviewing process, we found that applicants referred to this document when they talked about how they could contribute to Siena's mission. That academic year, 2003-04, a Franciscan Values Initiative evolved after a series of discussions within the division, and a values and vision statement was developed.

Beginning with the 2004-05 recruiting cycle for residence hall directors and *all* other positions within the division, we began to include the chaplain's paper, the *Student Affairs Response*, and the *Vision Statement for the Franciscan Values Initiative*,<sup>12a</sup> in packets that applicants received upon arrival for an on-campus interview. Because these pieces had been tested with a pool of applicants for residence life positions, it was agreed that they would later become the standard primer materials sent to job applicants prior to any on-campus interviews for any position within the division of student affairs.

Developing deliberate and thoughtful strategies for highlighting the Franciscan Catholic mission of Siena College provided several beneficial outcomes. First, the preparation, reading, and discussion of these documents allowed the entire staff to develop a baseline understanding of our institution's identity, and to be conversant about the mission. Second, these materials allowed candidates to have a sense of how the mission informs what we do at the College, and in student life. Third, it provided candidates with a sense of the institutional culture, and helped them to frame their responses to the question of how they would contribute to and enhance Siena College's mission.

These recruiting strategies have been successful in propelling the dialogue about mission to the forefront of our recruiting process. However, as with any initiative, it will be important to assess its success to determine whether revisions to this process are necessary. This evaluation

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<sup>12</sup> Maryellen Gilroy, "Franciscan Values and Life at Siena College: A Student Affairs Response" (unpublished paper, Siena College, Loudonville, NY, 2003).

<sup>12a</sup> Division of Student Affairs, "Vision Statement for the Franciscan Values Initiative" (unpublished student affairs document, Siena College, Loudonville, NY, 2004).

will occur as more search committees within the division utilize these guidelines.

In the spring of 2007, prior to their upcoming search for candidates, as the VPSA, I asked residential life staff to evaluate both the process for speaking about our Franciscan and Catholic identity and the written materials sent to candidates. The staff organized a series of meetings with a few of the Friars in residence to talk through current practices. Based on feedback from this review, several additional articles were selected by the residential life staff and the Franciscans to update and replace the original pieces. The publication of the *Principles of Good Practice for Student Affairs at Catholic Colleges and Universities*<sup>13</sup> provided both a seminal piece for the student affairs practitioner at Catholic colleges and a useful resource for applicants to compare with student development theory and practice.

It was determined that the new written materials, including the Siena College mission statement and other resources that would be helpful in the recruitment phase, should be incorporated into a divisional recruitment manual. This document provides a guideline for all directors who are hiring *any* new staff (including graduate assistants and support staff) within the division of student affairs at Siena College. The goal of the recruiting for mission initiative is to ensure that potential employees know, from their first interaction with student affairs staff, that we seek to hire individuals who are knowledgeable of the Catholic mission of Siena and who can make a positive contribution to that mission.

There is still some fear among staff about the recruiting for mission concept. The concern is that the intentionality of this recruitment approach will discourage potential candidates. Although there is some hesitancy with the concept, the staff has worked on how they speak of the Franciscan and Catholic mission to prospective employees. Over time, qualifiers such as “We are Catholic, but...” have lessened and are now not the normative response from the staff on the Catholic question. I have been encouraged by the way current Siena student affairs staff members, without sounding apologetic, articulate the mission and express the positive contributions that Catholicism makes in our work with students. The recruiting for mission initiative has also helped staff

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<sup>13</sup> Sandra Estanek and Michael James, M., eds., *Principles of Good Practice for Student Affairs at Catholic Colleges and Universities*, <http://www.asaccu.org/principles.pdf>.

to highlight the inclusive aspects of the Catholic and Franciscan traditions.

### *Opportunities*

In articulating our identity in terms that lay individuals understand, current staff members reflected on their own experiences as new hires and considered that which they wish they had been told about the mission of Siena College at their time of hiring. By developing deliberate and thoughtful strategies for highlighting the Catholic mission of our institution, the entire staff was able to develop a baseline and reference points for understanding the influence of the mission on our institution's identity.

A factor that must not be neglected is the need for ongoing conversation after the pre-employment phase. Continued dialogue is necessary if the institutional identity is to take root in the individual and become a part of his or her lived experience. If it does not, the institution's efforts may be viewed as a marketing campaign and may fail to provide the intended cultural shift within the division. One way Siena addresses this issue is by using the division of student affairs' annual summer retreat for further discussion and reflection on the mission of the college, particularly the Catholic character of the institution. This commitment to ongoing dialogue about the Franciscan and Catholic identity provides staff with time dedicated to discussing and questioning the lived experience of the mission with regard to all that occurs in student life.

### *Challenges*

Staff members are bound to disagree in their interpretations of what it means to work at a Catholic college. The challenge is to develop an approach that allows for a range of staff members to be involved in mission-focused discussions. The danger is that the recruiting for mission concept might be misconstrued as a form of indoctrination or as a litmus test for employment. At Siena, we explicitly addressed this issue to prevent such misconceptions.

Not every constituency at an institution will be ready to embrace the idea of recruiting for mission simultaneously. For example, regarding academic freedom, careful explanation to faculty members is needed to allay fears, to dispel myths, and to determine the best way to begin an implementation process. It is important to highlight that recruiting

for mission can enhance academic freedom by providing the academy with an opportunity to look at the intersection of faith and reason, and ground conversations in the Catholic Intellectual Tradition (CIT). If done correctly, it encourages faculty-hiring committees to ask prospective faculty members how they would incorporate the CIT in their teaching and scholarship. Hearing from faculty about connections to mission and scholarship makes it clear to applicants that the mission is a significant part of the institutional culture.

### *“Recruiting for Mission” and Diversity?*

Some may argue that potential applicants may feel excluded when an institution’s faith-based mission is emphasized. Others contend that diversity initiatives grounded in Catholic and sponsoring order traditions are inclusive of differences within the community. In fact, the truest expression of a Catholic institution is one that supports, embraces, and celebrates universality while still honoring the mission and identity of the institution. This approach is far more integrated and inclusive than responses to diversity initiatives, which often appear as an addition to the institutional structure. At Catholic colleges and universities, the religious heritage of the mission provides a framework for a diverse, rich, and substantive culture; in keeping with the tenets of Catholic Social Teaching, such a culture cultivates the inclusion of all people and the dignity of each person.

### *Lessons We Learned*

During the process of learning to recruit for mission, the division of student affairs at Siena College has grown a great deal. We found that the best place to begin the conversation is to spend considerable time discussing the institution’s mission statement and to provide examples of how the mission is exemplified in practice. This approach permits staff members to talk about the behaviors or institutional practices that appear to be in conflict with the stated mission and identity; such open conversation can also allay concerns staff may have when talking with applicants about the institution’s Catholic identity. From our study, staff members’ greatest fear was that, as lay people, they would not be able to articulate the identity of the institution. The Franciscans were a valuable resource in helping the staff to express concepts, feelings, and experiences of the mission. Their guidance (and support) in this process was essential in reassuring student affairs staff that articulating

mission should be everyone's role on the campus; these conversations helped the staff to articulate the mission thoughtfully and confidently.

### *Establishing a Recruiting for Mission Process*

A recruiting for mission process needs to be a deliberate set of activities that allows the institution to reflect the importance of its Catholic identity. From the Siena experience, we encourage an institution to consider the following principles when beginning a recruitment for mission approach to hiring:

- **Start with the foundation.** The institution's mission statement is a good place to begin the conversation. How do staff members understand the college's mission? How is it discussed during their orientation to the institution? What concrete examples can staff provide of how the mission is expressed on campus? Be willing to talk about the different components of the mission and their interconnectedness to various aspects of the institution.
- **Develop a series of documents that outlines the identity and mission as they relate to student affairs at your institution.** If your institution already has documents on the mission or the religious tradition of the college, adapt them so that potential applicants may use them to focus specifically on the work of your division; in Siena's case, this was the division of student affairs.
- **Speak intentionally about the institution's Catholic character.** Schedule time at divisional retreats or meetings to discuss Catholic Social Teaching and articles from various Catholic journals. Staff members will feel more confident speaking about Catholic identity if they have opportunities to learn and dialogue about the issues connected to their work. The *Principles of Good Practice for Student Affairs at Catholic Colleges and Universities*<sup>14</sup> provides an efficient vehicle for discussion on both fronts. Asking applicants to review this document and to talk about how they can contribute to a student life program in a Catholic context is one way an institution can assess whether an applicant is right for the position. *Reading the Signs: Using Case Studies to Discuss Student Life Issues at Catholic Colleges and Universities in the United States*<sup>15</sup> is another valuable resource,

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<sup>14</sup> Estanek and James, *Principles of Good Practice*.

<sup>15</sup> Sandra Estanek, et al., eds., *Reading the Signs: Using Case Studies to Discuss Student Life Issues at Catholic Colleges and Universities in the United States* (Charlotte, NC: Information Age Publishing, 2008).

providing case studies on Catholic issues and identity; in this source, there is a recruiting for mission case study that may provide insight on how to begin Catholic identity discussions on campuses.

- **Evaluate your divisional website.** What would an applicant find on your website about the institution's values or any divisional initiatives that support the Catholic tradition? Is it clear to applicants, who are spending considerable time investigating your institution's website, that the Catholic identity and sponsoring religious order have an impact on the environment and culture? Ask for feedback from your recently hired staff. What resources on the website gave them an indication of the importance of the mission?
- **Question applicants during the interview process on the topic of identity and fit.** Interviewers should prepare questions specifically aimed at assessing whether an applicant understands and appreciates the religious tradition of the college. Encourage questions from the applicant as well; the questions an applicant asks during an interview can be just as critical, and they can be revealing in ways you might not expect.
- **Evaluate your new employee orientation practices.** If your institution has an orientation program for new employees, does it include a component on the mission and identity of the college? If not, how is the identity of the institution discussed beyond the interview process? Siena College is now discussing plans to establish an orientation to mission component for newly hired employees.
- **Support ongoing staff development.** How is your institutional and divisional mission statement discussed and supported on a regular basis with your staff? This is an area that should be given careful thought and planning to integrate employees into the institution's mission and identity. Staff members need, and often want, an ongoing conversation regarding the relationship of an institution's values and identity to their work. Providing rationale for policy development and policies will offer greater meaning for staff at Catholic institutions.
- **Expand the reach of the program.** After your institution has experienced some success with a recruiting for mission initiative in a particular area, take that experience and build on it. Once staff in one area can comfortably articulate your institutional identity, then it quickly becomes a natural part of divisional culture.
- **Avoid indoctrination.** Any approach developed under the initiative of recruiting for mission should be reflective of your particular institutional culture. Grounding the institution's approach in the Catholic identity and founding order's values, while offering examples

of the practices that support these, provides a vehicle to discuss the distinctiveness of the institution with applicants. However, it is important to encourage open communication. The purpose is a sincere conversation, not indoctrination.

- **Assess efforts and obtain input from staff, especially those individuals who were hired under this effort.** Periodically evaluate the effectiveness of the process by asking new hires who have experienced your recruiting for mission efforts to offer feedback about what was most helpful and where they could use more training.

## Conclusion

Because our searches are now conducted with the recruiting for mission approach, Siena College has become much more appealing to applicants looking for a work experience at an institution with a Catholic identity. This approach has also resulted in a more committed staff which, regardless of individual members' particular faith traditions, truly embraces the institutional mission and the Catholic identity at Siena. The challenge will be to continue to actualize our recruitment for mission approach in a vibrant way, so that it continues to have meaning on our campus, and so that it continues to permeate the institution at all levels.