

DePaul University

From the Selected Works of Marco Tavanti

2006

Continuing the Mission of St. Vincent de Paul: Insights on Vincentian Leadership Practices at DePaul University

Marco Tavanti, *DePaul University*



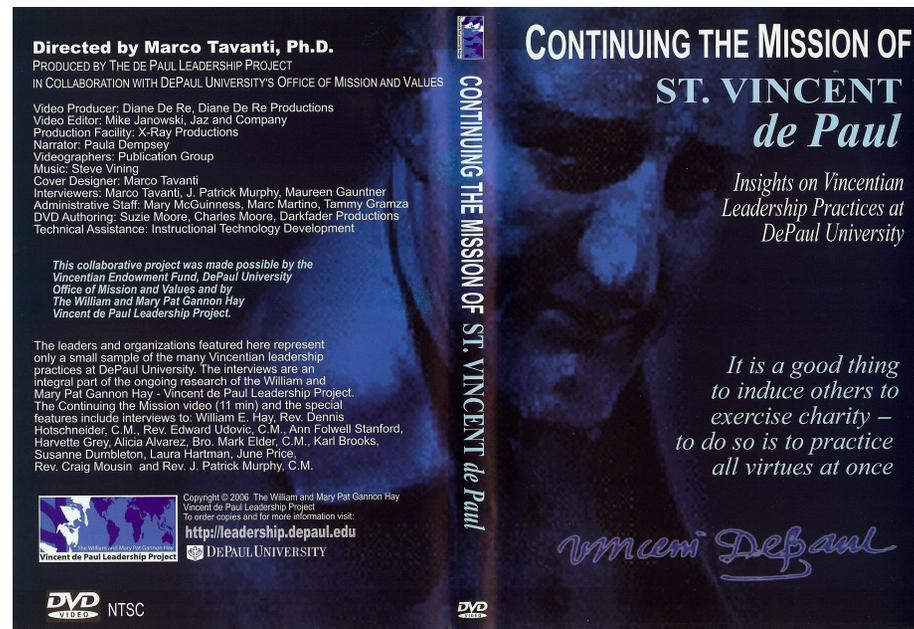
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Continuing the Mission of St. Vincent de Paul: Insights on Vincentian Leadership Practices at DePaul university, Video Scripts and Interview Topics Selection

Marco Tavanti

The William and Mary Pat Gannon Hay – Vincent de Paul Leadership Project
2006

<http://leadership.depaul.edu>



PART A: CONTINUING THE MISSION OF ST. VINCENT DE PAUL

Narrator	CAN ONE MAN AFFECT CHANGE SO GREAT THAT HIS MISSION CONTINUES UNABATED FOR ALMOST 400 YEARS?
Rev. Edward Udovic, C.M., Ph. D. Secretary for the University, Senior Executive for University Mission, Vice President for Administration	The mission of St. Vincent de Paul was one that was absolutely clear and absolutely simple. His mission was to serve. His mission was to provide service that empowered. His mission was to provide service that liberated. That service was provided to human beings, to people whom he recognized as being his brothers and sisters. He also provided to communities because communities are made up of human beings and you can't liberate human beings, you can't empower human beings, without empowering and liberating the communities they are a part of. And so DePaul University continues that mission of service, that mission of empowerment, that mission of liberation as an institution of higher education in the education we provide our students and in the role we play as an institution and through our students in using education to empower and change society itself.
Narrator	AND NOWHERE IS THE MISSION MORE ALIVE THAN THE IRWIN W. STEANS CENTER FOR COMMUNITY BASED SERVICE LEARNING AT DEPAUL. WHERE STUDENTS ADDRESS THE CRITICAL ISSUES OF POVERTY AND ISOLATION AFFECTING CHICAGO'S COMMUNITIES AND RESIDENTS DAILY.
Laurie Worrall, Ed.D. Executive Director, Irwin W. Steans Center for Community Based Service Learning	Some of the most critical work that we've done as an institution is around mission and more than a whole lot of other organizations that I've come across. We've driven that conversation about mission. It keeps people engaged; it is the life blood of this place and a driving force.
Narrator	BORN THE SON OF A POOR FARMER IN POUY, FRANCE, IN 1581, VINCENT ALWAYS KNEW HE WAS DESTINED FOR A HIGHER CALLING. THROUGH HIS COMPASSION, CONNECTIONS AND

	<p>EXEMPLARY LEADERSHIP SKILLS, HE WAS ABLE TO MOBILIZE OTHERS IN HIS FIGHT AGAINST POVERTY AND INHUMANITY. OFTEN TIMES REFERRED TO AS THE FATHER OF ORGANIZED CHARITY IN FRANCE, ST. VINCENT CHALLENGED THE STATUS QUO OF HIS DAY BY RESPONDING TO CONTEMPORARY PROBLEMS WITH LONG-TERM, SYSTEMATIC SOLUTIONS.</p>
<p>Rev. Edward Udovic, C.M., Ph. D. Secretary for the University, Senior Executive for University Mission, Vice President for Administration</p>	<p>He saw the individual human person as being made in the image of God and of course from that perspective having a right to be treated in that way, a right to be treated with dignity, a right to be treated with respect, the right to have the basic needs of a human person be met whether it's housing, food, clothing or shelter or any of those issues. Vincent had this vision because he looked at the world around him and he compared what he saw with his own eyes and what he experienced in his own life. He compared what he saw with the vision that he had of the way that he thought the world should be.</p>
<p>Rev. Dennis Holtschneider, C.M., Ed.D. President, DePaul University</p>	<p>He could bring together the wealthy. He could bring together political figures. He could work with church figures. He was one of those people who was comfortable in all different sectors in society. Not only did they know him, but he knew them. He could walk in and pull people together around a project and say, let's try to change the social structures in some way that people's lives are made better.</p>
<p>Narrator</p>	<p>FOUNDED BY THE VINCENTIAN IN 1898, DePAUL UNIVERSITY IS A UNIQUE VINCENTIAN, URBAN AND CATHOLIC UNIVERSITY IN THE COUNTRY COMMITTED TO FULFILLING THE MISSION OF ST. VINCENT.</p>
<p>Rev. Dennis Holtschneider, C.M., Ed.D. President, DePaul University</p>	<p>Each quarter, nearly a thousand students are out serving all over the City of Chicago. Whether it's tutoring in schools, where that particular population of students need tutoring, to working in women's shelters, to whatever it might be, whatever the need of the community is, a thousand students are sent there to help. There is a real difference in the City of Chicago because DePaul University's heart says let's not just build our own future, let's see if we can make a difference. And so, I think DePaul University is something Vincent would be proud of for that.</p>

Narrator	VINCENT WOULD CERTAINLY BE PROUD OF THE WORK BEING DONE AT DEPAUL'S SCHOOL FOR NEW LEARNING. WHERE PROFESSOR ANN FOLWELL-STANFORD FOUNDED THE WOMEN, WRITING & INCARCERATION PROJECT. STUDENTS TEACH POETRY WRITING TO FEMALE INMATES IN JAILS AND PRISONS THROUGHOUT ILLINOIS, A TRUE TESTAMENT TO MISSION IN ACTION.
Ann Folwell Stanford, Ph. D. Founder, Women, Writing & Incarceration Project, Professor, School for New Learning	One of the things that I have always consistently said about being at DePaul is that we have so much freedom to do the kind of work that fires us. Again, with St. Vincent, I think it was that fire and to be allowed to take that fire and translate it into action, I think is a huge gift. Maybe things begin to change. I am not an idealist when it comes to this. I understand how hard it is to change the system but I think one way to do that is to have voices speak for themselves.
Narrator	VINCENT ALSO UNDERSTOOD THE MEANING OF BEING CONNECTED TO THE COMMUNITY...
Karl Brooks Director, Student Leadership Institute	Vincent from our reading and our understanding was a person that said, this is not about you, this is about what your talents, and what your abilities and what your skills can contribute to the larger community because we are all connected. I think the mission calls us and calls students to look around you and not ignore the needs that are in existence and to not ignore some of the inherent injustices that might exist and just live our daily lives. When we talk about connecting service and leadership, we are trying to help students understand that they are well connected and it's not about a selfless sort of leadership that legitimizes you by your position or by your title but what you are called to do and what you can do in terms those who are in need.
Narrator	EMPOWERMENT WAS JUST ONE OF THE CHARACTERISTICS VINCENT EMPLOYED TO ACHIEVE HIS MISSION. HE ALSO KNEW HE HAD TO HONOR THE HUMAN DIGNITY OF EACH INDIVIDUAL - IN SHORT; HE WAS WHAT WE WOULD CALL TODAY, A VALUE-DRIVEN LEADER. BY WELCOMING ALL, HE WAS ONE OF THE FIRST OF HIS DAY TO BE SUPPORTIVE OF DIVERSITY.

<p>Rev. Craig Mousin, J.D. Co-founder, Asylum/Immigration Legal Clinic, DePaul University Ombudsperson</p>	<p>DePaul's three distinguishing marks of Vincentian, Catholic and Urban, fit perfectly in working with the immigrants and refugees in our midst. St. Vincent worked with the galley slaves, St. Vincent was very adamant about making the system open and accessible to the urban poor. DePaul in its hundred plus years has been very open to the immigrant student and the first generation immigrant student. We have some of those immigrant students now representing immigrants in courts of law in this country, in this city. For me, as a professor at DePaul, those distinguishing marks have been the foundational piece that has allowed us to go out and do this community service work. We've actually had one of our client's son apply and get into DePaul Law School. What a perfect circle of using education to empower. Where a client who is in court trying to prove his case of persecution receives asylum based on our students' work and then five years later applies to law school to be a lawyer because he was empowered by the student that helped his family get asylum in the first place. I can't think of a more powerful resource than those Vincentian, Catholic and Urban benefits to work in and how this program works to put that in place.</p>
<p>Narrator</p>	<p>KNOWING WHAT WAS AT STAKE IN ACHIEVING HIS GOALS, HE WAS NOT AFRAID TO TAKE CALCULATED RISKS TO PROMOTE THE GREATER GOOD.</p>
<p>William E. Hay Founder, William and Mary Pat Gannon Hay, Vincent de Paul Leadership Project, President, Hay & Co., Trustee, DePaul University</p>	<p>This was an enormous risk taking guy who was driven compulsively to achieve his goals. And I think that risk taking is what enabled him to do it. Anything that he thought would further his dream and any person he thought would be a resource, he went after.</p>
<p>Narrator</p>	<p>HE ALSO UNDERSTOOD THAT, TO AFFECT CHANGE, HE COULD NOT ABIDE BY THE COMMON MEANS OF SERVING THE POOR...HE HAD TO BE DIFFERENT. HE HAD TO BE INNOVATIVE.</p>
<p>Mark Elder, C.M., M.F.A. Visiting Professor and Public Arts Coordinator</p>	<p>Vincent was a true innovator. The fact that he decided to be different about his own charity and to organize charity on a continual basis certainly was revolutionary at the time.</p>

Narrator	MORE THAN ANYTHING ELSE, VINCENT WAS COMMITTED TO ACHIEVING RESULTS. LIVING BY HIS OWN CREDO, "It is not enough to do good. It must be done well." VINCENT WAS PRAGMATIC.
Rev. J. Patrick Murphy, C.M, Ph.D. Director, Public Services Program, DePaul University, Director, de Paul Leadership Project	Vincent had to be a pragmatic manager. He did so much in his lifetime in so many different places throughout the world with so many different kinds of people, he had no choice. He was a genius at attracting very good people to his mission and he was another genius at organizing them and because they weren't as well educated or prepared to be managers and because things grew as fast as they did during his lifetime, in terms of the works that he started, he ended up managing them in some detail though letters primarily. But he also managed by walking around, he was happy to go and see people and go to the missions and see the men and women with the poor. That was a great joy of his.
Narrator	ST. VINCENT WOULD FEEL VERY MUCH AT HOME AT THE UNIVERSITY THAT BEARS HIS NAME - THE PLACE THAT KEEPS HIS MISSION ALIVE.
Rev. Edward Udovic, C.M., Ph. D. Secretary for the University, Senior Executive for University Mission, Vice President for Administration	We are DePaul University and it is that first part of our name that distinguishes us, it's what makes us distinctive as a university.
William E. Hay Founder, William and Mary Pat Gannon Hay St. Vincent de Paul Leadership Project, President, Hay & Co., Trustee, DePaul University	I think he would be ecstatic about the tremendous growth of DePaul from having been a little seminary under the EI to now having 23 or 24,000 students and being inclusive and taking kids from the minority communities of Chicago. The Black communities, the Hispanic communities, the Asian communities, the first generation students, I mean what better testimony to his beliefs and values of working with the poor. Kids who would never have a chance to go to college had DePaul not stepped forward and given them a chance.
Rev. Edward Udovic, C.M., Ph. D.	And so we look at the person St. Vincent de Paul, we look to his mission, we look to his vision, we look to his values as defining how

Secretary for the University, Senior Executive for University Mission, Vice President for Administration	we, as an institution, individually and corporately, live out that mission, live out the vision, live out those values, personally.
Rev. Dennis Holtschneider, C.M., Ed.D. President, DePaul University	Many of our faculty aren't looking just to have a book sitting on a library shelf with their name on it. They want to do research that actually some part of the world has been changed because of the work they've done.

PART B: INSIGHTS ON VINCENTIAN LEADERSHIP PRACTICES AT DEPAUL UNIVERSITY

1. William E. Hay: A Committed Leader
 Founder, William and Mary Pat Gannon Hay St. Vincent de Paul Leadership Project
 President, Hay & Co., Trustee, DePaul University

His Leadership Story and Aspiration	When I came out of graduate school, not knowing what I wanted to be when I grew up, I thought I wanted to be an educator but I wasn't sure. After going into the military and coming back home I signed a teaching contract as an instructor at DePaul. I went through a twelve month graduate program. I then joined the full time faculty and I taught full time for five or six years in the Graduate School of Business. After that I decided that I really wanted to go into management consulting. So I dropped rank to part time instructor and have been on the adjunct faculty ever since. In the School of Business, the school for Public Service, the old rehab administration program and now for the School for New Learning. I continued my love affair with DePaul by going onto the Board of Trustees in 2001; which was kind of the capstone of my career with DePaul. During that entire 40 year relationship with the University, what occurred to me is I didn't know anything about the guy whose name is on the front door, namely St. Vincent de Paul. I don't think I was alone in experiencing that. I went through a graduate program, I have taught here for 40 years and now as a Board Member, never having fully appreciated who St. Vincent de Paul was, his life, his times, his experience, his works, etc. It wasn't until I decided to give back something to the University some years ago and a personal conversation with Patrick Murphy about what I could do that we hit upon the St. Vincent de Paul Leadership Project and this desire to study him, to codify his works, so that we could apply this to our administrators, our faculty, our deans, our trustees, etc. So with that in mind, I then had the fortunate experience of going to Paris on a Board retreat, shortly after this discussion and to
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	<p>actually follow in the footsteps of St. Vincent de Paul. It was a very moving, meaningful experience to visit the Mother House, to visit churches where he preached at Follville and other places. And I began to learn more about this guy, in terms of his life and his history and how he got into the priesthood and how he decided, eventually, to start working with the poor. So I decided right then and there that I was doing the right thing by funding the St. Vincent de Paul Leadership Project so that no one would ever experience again what I experienced. And that is leaving the halls of DePaul University without a firm footing and grounding in who St. Vincent de Paul is, what the Vincentian values and mission are and what we stand for and believe in. Because I left here without a clue and I am vowing that that should never happen again.</p>
<p>Vincent as manager and leader</p>	<p>If we look at St. Vincent de Paul as a manager, as opposed to St. Vincent de Paul as a priest or serving the poor or whatever, but in terms of his leadership and management focus, I think there is a lot to learn from studying this guy. And what I hope to do is eventually come out with a leadership tutorial if you will that we can all read and absorb in saying, why was he so effective in pulling groups together? How was he so effective in motivating them and inspiring them? Why was he so effective in setting an example? John Rybolt talks about St. Vincent de Paul as a money manager. Where did this guy gather this expertise on managing nickels and dimes? My hope is that eventually when you and Marco and the rest of your team are finished that we have a document that codifies who he was, what his management principles are so that we can extract from that. And we could go to our Board of Trustees, our administrators, our faculty, our staff people and say here, we've got something to share with you. I think it's a perfect fit with we are DePaul.</p>
<p>2. Rev. Dennis Holtschneider, C.M., Ed.D.: Vincent and DePaul University President, DePaul University</p>	
<p>If Vincent Were Alive</p>	<p>I think if Vincent were alive today, and he were to look at DePaul University I think he would be surprised and I think he would be proud. I don't think Vincent could have imagined in his day that we would be running one of the major universities in the United States. But at the same time I think he would be enormously proud because of the difference this University makes in the lives of people in very substantive ways. Whether it is the fact that 38% are the first ones in their families to go to college. Whether it is the fact that 50% of our students are over age 24 and so those are people who didn't have opportunities early on that are now being</p>

	<p>given great opportunities. I think he'd be proud too because much like he wanted in his day, DePaul University does not give the poor something second rate. We are not interested in just 'giving' to the poor or something [only] good enough.</p>
<p>Characteristics of Vincentian Leadership</p>	<p>The question of what are the characteristics of a Vincentian Leader, I think there is probably a significant list, but a few pieces that come to mind for me are one, the ability to see in the face of the person in front of me, whether that's a student or whether that's a colleague or whether that's someone from outside the University that we are in partnership with but to see in that human being the love that God has for them too and the ability of St. Vincent de Paul to be with the King of France in one moment and then to walk across town and be in a soup kitchen the next and to know everyone's name in both places. And it seems to me in a Vincentian institution, especially an institution of higher education where higher education has so many different ways to rank people and ways to position people, who is higher on the rankings and who is less, that for our institution that would be less present. But that people would relate to each other with enormous respect and kindness wherever they find each other in the organization. So there is something about the enormous respect for the individual that should absolutely characterize who we are as an organization no matter where we are in the organization. I think too, if you were going to look at what makes someone a Vincentian manager I think you want someone who keeps the large picture in front of them. That this is more than a job, we are part of a mission, we are part of making something larger happen for society and that's an enormous privilege and it's an enormous responsibility. But the day to day activities can wear us down, serving people when people aren't always easy to be served and yet it seems to me that if we can step back, if we can say, what is the larger picture and always keep in mind that we are part of something bigger than ourselves that helps for the long run, it really helps one to keep ones energies from flagging.</p>
<p>3. Rev. Edward Udovic, C.M., Ph. D.: We Are DePaul Secretary for the University Senior Executive for University Mission Vice President for Administration Presiding Officer Vincentian Studies Institute of the United States</p>	
<p>The Mission of DePaul University</p>	<p>DePaul University embodies the mission of St. Vincent de Paul each and every day. It is embodied inside the classroom, it is embodied outside the classroom, it is embodied ideally in student services, it is embodied ideally in each and every activity that takes place at DePaul University at any level. Obviously the most important way it is embodied is in the classroom; obviously the most important way</p>

	<p>it is embodied is in the very special relationship that exists between teachers and students in the classroom, in learning, and using that learning to be transformed. To have that learning become knowledge, to have that knowledge become wisdom and have that then be the transformative element about what is supposed to take place in that classroom.</p>
<p>A Congregation for the Mission</p>	<p>One of the many groups that St. Vincent de Paul founded in his lifetime was the Congregation of the Mission, that group that we now know as the Vincentians. But I think when you look at what he meant by the Congregation of the Mission in its widest sense, what he meant by that was, the official Latin title is Congregatio Missionis if you translate that literally into English it means a gathering of people for the sake of the mission. If we translate that to our experience here at DePaul University what I believe that means is that every single faculty member, every single staff member, every single administrator, every single member of the Board of Trustees, every single student is a Vincentian in the truest sense of the word because we are all gathered here together for the sake of the mission of DePaul University, for the sake of that mission and the transformation and the power we believe is inherent in higher education. And so in the truest sense of the word, in the widest sense of the word, every single member of the DePaul University community can and should claim to be a Vincentian.</p>
<p>It's Not Enough to do Good</p>	<p>Vincent de Paul was famous for having said, "It is not enough to do good, it must be done well." And that has really been a model that has guided DePaul University from the first day of its existence. It is not enough to want to do good and have desire to do good what really counts is that you do that and you do it to the best of your ability and if you do it to the best of your ability with all of your heart and with all your soul then you do it well.</p>

4. Ann Folwell Stanford, Ph. D.: The Mission of Community Projects
 Founder, Women, Writing & Incarceration Project | Professor, School for New Learning

<p>Accountability to the Community</p>	<p>We have to learn as an institution what it means to be accountable to all these other communities. And our students have to learn what it means to be accountable for their educations. That doesn't mean that we have to say, you've got to become a social worker, you've got to choose a career that's going to be like that, so that you are always and forever accountable for your education, no. But it does mean not to take it lightly. Let's not be an institution that just says of course you have a bachelors degree, of course you have a masters degree, you have to in</p>
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	<p>this day in age. No, you are very privileged. And how are we accountable for that? What do we do with our educations other than just to get a better job?</p>
<p>Vincentianism through Special Projects</p>	<p>I'd like to talk, primarily, right now, about the Women, Writing & Incarceration Project, which grew out of work I had been doing at Cook County Jail. It had been about five years I had been writing with women at Cook County jail, doing workshops almost every week, creative writing workshops, and had been thinking a lot about how could I involve students in this in a way that would be respectful of the women and in a way that would involve students and teach students about the prison industrial complex in the United States, but also teach students something about their own power and their own voice as well as have the women continue. The reason I do the workshops is because I believe it creates a space for incarcerated women to experience themselves as thinking, creating human beings, which for me is very much a big part of what the whole Vincentian mission is.</p>
<p>Influences of Vincentianism on Teaching</p>	<p>So the students get trained in the class and then in teams, they go and lead the workshops. So they're doing this work, and what happens in the workshops is that the women, who sign up for the workshops, end up teaching the students. And it becomes this very collaborative, mutually respectful process. It's just wonderful. And the thing is, it's not just a class, it's a project, and the class becomes the gateway into the project. Not every student decides to become a project associate, but students may become project associates if they choose. So, for example, now there are students who have long since taken the course but are working on fundraising. There are students who are on an editorial board. We're going to be publishing a journal. There are students who are helping me with public relations. It's a whole project that goes beyond the classroom, that goes beyond the University walls, and for me that is multiplying learning, and it's taking learning outside of the University and it's taking learning to places where I think Vincent de Paul would be and would want learning to happen.</p>

5. Harvette Grey, Ph.D.: Vincentian Commitment to Inclusiveness
 Director, The Cultural Center

<p>Inclusiveness and Diversity of the Mission</p>	<p>There came a time when students, as well as the University administration, felt that another aspect of the Vincentian mission might be best expressed, that being inclusiveness and diversity. And so The Cultural Center was set up to express those exact things: inclusiveness, diversity, tolerance, as well as to give the students something of their own to celebrate their cultures.</p>
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Mission Principles as the Cornerstone of The Cultural Center	I think that the Vincentian mission is one of the most profound missions. On the one hand, it's very simple. On the other hand, it's very complicated. Where we're talking about mixing people skills and excellence and spiritual aspects, in a sense, and obtaining those and working toward those in every aspect of our lives, and this is the mission, this is the core of the center. I mean, this is the core of DePaul University and I think that it's very important. I think it's very important for people to obtain their best that they have to think their best and do their best for everybody.
Relating the Mission to Everyday Life	I think that we best express the social justice/human rights aspect through excellent programming with a mission, as well as providing discussions from that particular programming. But definitely the social justice/human rights would probably be the type of thing that I push, I know, and I want people to have dialogue about. I want students to look at it not only from an academic piece, but also as a working element of their lives. Sometimes we can think about things but not put them actually into work, into movement. What we try to do is to take the students and have them take the social justice/human rights method or methodology or vision and put that into their lives by programming, through discussions and by taking it outside of the Cultural Center, and DePaul, into their various communities.
Leadership Structure	There is not just one aspect of leadership that people can aspire to or do. I think because of one's culture, social economic positions etc. and experiences that leadership in particular cultures might look differently and that we have to pay attention to that. We also have to educate and train leaders who can relate to their culture, not be separated from it. When I see leadership, I kind of see an inverted leadership. I don't see, here's a leader (pointing up), and here's the masses (pointing down), I invert that, whereas here is the leadership (pointing down) and here are the people (pointing up) who the leader responds to, up here, telling the leader and feeding into the leader which is very different than the common view of leadership.

6. Alicia Alvarez, J.D.: Creating Leaders and Serving the Poor
Associate Clinical Professor, College of Law

Encourage Students to	The most important part of my job is staying quiet, sometimes, and sitting back so that the students can develop their own leadership abilities, even though I
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Lead	sometimes say that it's much easier for me to do it myself, sometimes, but then if that happens, they're not learning how to do it. They have to be in that position and they're the ones who have to be uncomfortable of, "Oh, what should I have said, what should I have done?"
Effective Leadership Characteristics	A good leader is both somebody who knows when to talk, more when to raise questions, because then I think that means that other people are thinking the same thing and it's not just, "I lead you follow," but it's, "We all go together," in whatever the struggle happens to be at the time.
Commitment to Quality Life	My commitment and my commitment as a lawyer has always been, to improve the social justice issues in this country. To try to improve the lives of poor people and the other question for me is, and I think that there are parallels here with Vincent here as well, is not just the individual work that I do in terms of helping poor people, but also in raising those questions with students. I see that similar to Vincent raising questions with his contemporaries that weren't poor. What is our role as a lawyer to create a more just legal system? What is our role as citizens to create a more just society? What's our obligation towards those that have less financial resources than we may have?
Creating Justice for the Poor	One of the things I really struggle with is how to make students make that connection between the work they're doing for the organization and the work that is happening for poor people. How to see the connection between improving the lives of poor people and the legal work that they're doing for the organization.

7. Mark Elder, C.M., M.F.A.: Creative Spirit in Living the Mission
Visiting Professor and Public Arts Coordinator

Inventiveness of St. Vincent	I feel the best examples that Vincent offers me is first of all, his own creative genius in how he organized groups to do various works, various works that were being done in an organized fashion for over the centuries, really when you get down to it. I mean, here's a guy that came up with the concept of organized charity. I find that to be a very creative thing all by itself. To me, there's something that offers an inventiveness that can be in any field of service. For me, inventiveness is the essence of art-making, so in that way Vincent gives me an excellent example of how it is that inventiveness, creativity and that sort of thing can really be of service to everyone, especially the poor.
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Community Service Through Art	The mural I did at the Curia in Rome, for example—most people, including the confreres in Rome, were a little bit stymied at the fact that the artist was asking them for what they wanted to see. Well that’s out of the ordinary. We usually think, “Well, the artist works alone, the artist gets their own input and does whatever they feel like.” Not when you’re wanting to serve. That doesn’t work out. You have to ask for what it is that people, the community, really needs to see, or be affected by in the artwork, because they are going to live with it. Once they come out with that and you see what the common threads are and what really affects them, then you can make art that is really powerful to them.
Vincentian Spirit and Motivation	The spirit is very powerful in how it leads you. I’ve learned over the years that, yes, if you trust in the spirit and let things happen, that yes, indeed, you are a vessel, a tool in the hand of the Lord himself. That’s how these things should be dealt with. So I’ve learned over the years just to let that happen. Just be used in that way. And, in the end, I do service for the poor in that light.

8. Karl Brooks: Personal Commitment to the Vincentian Mission
Director, Student Leadership Institute

Beyond Good Intentions: Vincentianism in Action	One of the things that we’re trying to get students to understand, and I think this is very much reflective of the life of St. Vincent, is that virtue is only virtue in so much that we practice it. There must be actions around our intentions, because good intentions are not enough. My feeling is and what we’re trying to communicate clearly to students is as much as we try to engage them and teach them and educate them and challenge them, it is their practice that will reflect their leadership. Their leadership should speak through their involvement and should resonate through the actions that they take. I think in reflecting St. Vincent de Paul in his life and times, even as he dabbled with royals, he also recognized the needs of the poor, and he empowered women, he influenced through his charity understanding the needs of how he can influence and serve those needs. I think what we’re calling students to do in their expression of leadership is to do that, is to be reflective of that and to challenge them to see in what ways they are responsible for that.
Value-Based Leadership Education	In terms of the mission, what we try to do is really reflected in our tagline. We are trying to educate leaders for a lifetime of involvement and success. That’s a message we’re trying to make clear in relationship to a values-driven leadership approach in that leadership involves an involvement and a commitment. Success is

	not about personal success, it's about a community success and your involvement in understanding that, each individual has to be engaged within the community so that they can contribute their talents and their skills in a way that respects each other's humanity and brings forth our collective success.
Leadership for Community Engagement & Responsibility	What we're trying to do is engage our new community members at DePaul in the expectation of their active involvement. Now some of that is understanding what community is about and raising the expectation level for them to be involved in the community and to contribute to the community in meaningful ways. And helping them make connections with each other so that they feel a sense of responsibility and not just an expectation to get this education, but also to give while they're being educated within the environment. That program has been developing pretty nicely with some response. We do take students out to do community service, we do have them do some lower level self-assessment pieces, and we do have them get mentored by upperclass students in terms of what the experience will provide in terms of personal growth and development.
Aligning your Personal and Organizational Mission	We are here not to just serve ourselves, but to serve a purpose and to serve a mission and to serve each other in the betterment of the community as a whole. I would say that my personal approach is to serve the mission of the institution, which is an extension of my personal mission, to empower individuals, to allow them to see their full potential, to allow them to have visions for themselves as well as for the greater community. Those things really kind of drive me. Ultimately, I see that taking place in forms of action. I'm also very pragmatic in terms of how we go about approaching that. In that pragmatism we talk about St. Vincent and some of the characteristics. I'm very values-driven, very pragmatic, but I also am a collaborator in that process. One of the things I am constantly pressing students is that leadership doesn't exist—it's a relational process—it doesn't exist in a vacuum. You can't identify yourself as a leader without having quality relationships and having a sense of purpose in terms of how you influence the collective community within those relationships.

9. Susanne Dumbleton, Ph.D.: Applying the Ideals of Saint Vincent
Dean, School for New Learning

Negotiating Characteristics of Vincent and	My guess is that Vincent de Paul and Louise de Marillac were really skilled at countering differences of opinion and that they were able to negotiate, navigate, speak with, confront, people who were, if not in opposition to them, posing a level
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Louise	of indifference that was actually going to get in the way.
Innovation in Problem-Solving	With vision comes innovation. I think that not just these times, but all times require people to think about how to solve problems in new ways. Part of that comes back to the idea of Vincentian attention to the individual. Once you're dealing with people one at a time, it's pretty necessary that you try to be innovative because the remarkable individuality in each of us as human beings compels us to try to bring multiple solutions to multiple problems.
Working in a Community	The work we do is very rooted in daily problems and really requires application of daily solutions and most of the time to do that, you don't do it by yourself. You're really reaching across many parts of the community to try and bring a solution to the problem.
Combining Pragmatism with Idealism	What I've read about Vincent de Paul and Louise de Marillac makes me think that they would be extremely comfortable in contemporary Chicago and at DePaul University. Because the challenges that I face on a daily basis seem to me parallel to the challenges that they faced themselves. One of the things I've found so appealing about their lives was how they combined this pragmatism with this idealism and how they were constantly working to see if they couldn't fix things and make things really work. So in our work, we work all the time with adult students. One of the things we believe is that people learn a huge amount from experience, so instead of spending a great deal of time with people having them develop a great deal of theoretical base, we actually go right to work. Every class that we have has problems to solve, practical applications of theory fill every assignment that the students do so that we really believe that they're learning as they're doing and they're learning so they can reapply things and make changes at work, make changes at home, so they can actually fix things. I think we do that because we really believe in the potential and the value of every individual student. So instead of thinking that we need to have a common set of teachings that we bring out to people, we really ask them what they want to learn and we ask them how they best can learn it, then we work with them to try and make that possible for them.

10. Laura Hartman, J.D.: Vincentian Impact on Community
Assistant Vice President for Academic Affairs | Professor, Business Ethics

Vincentianism in Education	In Vincent's words, it wasn't enough to just do good, you needed to do well. I think in trying to educate, especially our commerce graduate and undergrad students, we really try to share that same responsibility, and so we don't want to educate people to be leaders simply for profit maximization, but instead we're trying to imbed in their values, in their decisions, the value of their role in society and the impact that they have on society. Similarly in our decisions at the university level, I think that I try to incorporate that same structure to our decisions so that when we decide whether or not to implement a new academic program or hire new faculty or expand a school, we're really looking at the impact that that decision is going to have on our larger DePaul community, not just the internal DePaul community.
Teamwork and Collaboration	I don't believe that the success of academic programs or new academic programs lies in only one person, and maybe that's a leadership style, but it's really relying on the expertise and direction of a variety of individuals. So I believe that my strength in certain areas is really facilitation, an ability to bring people together and encourage them to create and to innovate. So with many of the academic programs that we put into place, my role has been to bring people together and to encourage them to think in a creative way, but they are the people with the real skill and the expertise in a particular discipline.
Leadership in a Not-For-Profit Organization	The reason that one seeks to lead is generally, for me, is to lead toward something and to have a mission, have a goal, that, similar to the distinction between a for profit and a not-for-profit firm that for profits often do something in order to make money and a not-for-profit makes money in order to achieve a certain goal. I think that here in the University, we are engaged in many of our activities in order to serve our mission, rather than serving our mission in order to do something else.
11. June Price: The DePaul Mission DePaul University Student Leader	
Mission of the University	My experience, first of all, has been a wonderful experience. I can certainly attribute that to what St. Vincent de Paul's is. I would consider him as being a father of philanthropy because he was really concerned about making sure individuals were educated and because they weren't able to afford it, he then got money from individuals who were wealthy and provided that opportunity for students would otherwise be unable to do so. Part of that mission, part of his statements, was that you need to be able to give back. Once you come out of DePaul, you are educated, you have a quality education, and you do give back,

	<p>you give back in some form or another. In whatever your vocation is, whatever you determine that vocation to be. Your goal, your ultimate desire would be to give back. I think that is in every avenue, every area of the University. People truly believe in that, truly believe in that mission. They really want to give back, that is why they do so well in whatever their designated post is. It's all there to ensure that the student receives the optimal amount of service and care and concern so that they too can go out into their respective vocations and give back as well. I am certainly very proud to be part of that.</p>
Quality of Education	<p>DePaul is an excellent University. It's warm, it's welcoming, it is nurturing, it is accessible depending on where you come from geographically. The mission is to provide a quality education so that you are able to give back to your community.</p>

12. Rev. Craig Mousin, J.D.: Achieving Justice Through Mission
 Co-founder, Asylum/Immigration Legal Clinic | DePaul University Ombudsperson

Pragmatism in Leadership	<p>I've always been impressed with the pragmatism of St. Vincent de Paul. This is a pragmatism grounded in his faith and understanding of God's role in the world, but a pragmatism that realizes that we can seek justice, even though we may never get perfect justice in this world. The willingness of him to continue to fight for justice despite all of the constraints and all of the ways of the world that contributes to poverty and injustice. His ability to find ways to bring resources together, to encourage people to work together, to expand resources for the marginalized, for individuals who would not normally have access to those resources has just been a tremendous inspiration.</p>
Innovative Delivery of Service and Justice	<p>In one form or another I've been working with immigrants and refugees for the last twenty years. It is very difficult to gather resources to work with poor people. We have a country that's dedicated to principles of equality and justice, but if you have resources and go to court, it's often easier to gain access to those houses of justice if you have money. In many ways immigrants have two strikes against them, one, they're poor, and two, they're immigrants. They don't know the system; they don't have a lot of resources. So in working with them, one needs a lot of innovation in a number of ways. Many of us, obviously, we have to spend a lot of money to go to law school and it's very tempting to say, "I will do as well as I can, and then get the highest salary I can based on my education." That's important. We need to maximize resources. I think St. Vincent did a good job of maximizing resources. But for those who want to do public service, we need to be innovative in how they</p>

	<p>can afford their law school loans. How can they take jobs that pay way below many of their classmates in the service of the poor? Getting over that hurdle, then how do you represent the poor and try to bring those resources to bear? Thinking about innovative ways of matching the strengths that corporations get when they go to court and hire the best lawyers in the country or in Chicago. It's been a remarkably fun, at times frustrating, challenge to be innovative, to think about how do I use those lessons to make the court a case of equals? If one thinks about it, in immigration court, the counsel, the lawyers for the other side are the United States government. Probably the richest entity in the world. Now they don't all channel all those resources to those attorneys, but they do have the power of the United States government and our students working with our clients are, in effect, going up against those kinds of resources. Thinking innovatively on how to balance the playing field and to really make it an equal system, equal access to justice. It's been helpful to read about Ozanam and Louise and St. Vincent and how they used their innovative skills to balance the playing field in their times.</p>
<p>Vincetianism Effect on Immigration Law</p>	<p>With the clinic, because it is a direct service to the poor when we're working out there, again, it's remarkable to watch all those things St. Vincent and St. Louise talked about when you rubbed shoulders with the poor. It's not hypothetical. We'll have clients invite us to their house for dinner, or because some of our clients may be living in a homeless shelter, just meeting them to prepare the case. How do you do that? You have to go to the homeless shelter, to see what goes on. You learn, as a law student, that it's not just what happens in the courtroom that you have to take wide view of what's going on in their lives. We have clients who come to Chicago and the Sears Tower has more people in it than their village ever had in it. To take an elevator up to the 10th floor clinic office is like, what is this? They're disoriented walking into your office. Or if they're late because they had to take a greyhound bus from Madison, or a train, what does poverty do to their ability to be prepared when you say, "Okay, we've practiced, go home and do this"? Of all those things that Frederic Ozanam and Louise and St. Vincent talked about, I think it really comes home as part of the educational experience, and then to work together with that person, to go into court and see the results when you get a grant of asylum or a grant of Violence Against Women's Act petition.</p>