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Anchoring Cultural Change and Organizational Change Case Study Research Evaluation Project All Hallows College Dublin 1995-2015

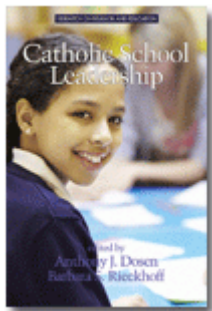
Patrick McDevitt, DePaul Centre; Marjorie Fitzpatrick, All Hallows

2020. Paperback 978-1-64802-154-1 \$45.99. Hardcover 978-1-64802-155-8 \$85.99. eBook 978-1-64802-156-5 \$65.

This book describes the organizational processes and changes coupled with leadership changes over three distinct eras from 1995-2015. It illustrates the challenges the college faced, and the actions taken to resolve issues and make changes. The successes, and the barriers encountered as the organization worked toward solutions to the many interrelated and confounding social and financial issues with which the college was facing, are also described.

In the book, John Kotter's Steps of Organizational change and culture is the theoretical context in the analysis of data. Kotter stresses the point that in Organizational change the "Culture" must be anchored in order for change to take place successfully. Kotter understands "Culture" as the Organization's Identity and the Organization's attitude for "Change". The concept of "Culture" also includes how "Identity" and "Change" interrelate to one another. Unfortunately, this "anchoring of culture" does not often happen in many organizations which leads to failure and the dying of Organizations. In general, Kotter's theory is typically used in for-profit organizations, whereas the All Hallows' study applies Kotter's theory to a faith-based and non-profit organization. Although All Hallows enjoyed 172 years of educational contributions, the book will illustrate how legacy challenges, sense of complacency, lack of vision and mission identity at critical times of change failed to inculcate and anchor an Organizational Culture and Identity for Change.

CONTENTS: Abstract. Introduction. Acknowledgments. CHAPTER 1: Historical Context. CHAPTER 2: Review of Literature. CHAPTER 3: Theoretical Focus: John P. Kotter's Eight Steps. CHAPTER 4: Identity, Mission, and Organizational and Cultural Change. CHAPTER 5: Ethical Leadership and Organizational and Cultural Change. CHAPTER 6: Social Justice and Organizational and Cultural Change. CHAPTER 7: Internal and External Challenges and Organizational and Cultural Change. CHAPTER 8: Conclusions and Recommendations. References.



Catholic School Leadership

Anthony J. Dosen, DePaul University, Chicago; Barbara S. Rieckhoff, DePaul University

2016. Paperback 9781681232713 \$45.99. Hardcover 9781681232720 \$85.99. eBook 9781681232737 \$65.

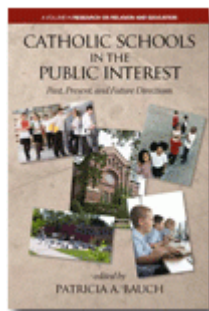
The administration of Pre K - 12 Catholic schools becomes more challenging each year. Catholic school leaders not only have the daunting task of leading a successful learning organization, but also to serve as the school community's spiritual leader and the vigilant steward who keeps the budget balanced, the building clean, and maintaining a healthy enrollment in the school. Each of these tasks can be a full time job, yet the Catholic school principal takes on these tasks day after day, year after year, so that teachers may teach as Jesus did.

The goal of this book is to provide both beginning and seasoned Catholic school leaders with some insights that might help them to meet these challenges with a sense of confidence. The words in this text provide research-based approaches for dealing with issues of practice, especially those tasks that are not ordinarily taught in educational leadership programs. This text helps to make sense of the pastoral side of Catholic education, in terms of structures, mission, identity, curriculum, and relationships with the principal's varied constituencies. It also provides some insights into enrollment management issues, finances and development, and the day in day out care of the organization and its home, the school building.

As a Catholic school leader, each must remember that the Catholic school is not just another educational option. The Catholic school has a rich history and an important mission. Historically, education of the young goes back to the monastic and cathedral schools of the Middle Ages. In the United States, Catholic schools developed as a response to anti-Catholic bias that was rampant during the nineteenth century. Catholic schools developed to move their immigrant and first generation American youth from the Catholic ghetto to successful careers and lives in the American mainstream. However,

most importantly, Catholic schools have brought Christ to generations of youngsters. It remains the continuing call of the Catholic school to be a center of Evangelization—a place where Gospel values live in the lives of faculty, students and parents. This text attempts to integrate the unique challenges of the instructional leader of the institution with the historical and theological underpinnings of contemporary Catholic education.

CONTENTS: Series Editor Introduction. Acknowledgements. Introduction. Leadership in a Catholic Key, *Anthony J. Dosen*. What Makes a Catholic School Catholic Anyway? *Anthony J. Dosen*. Untangling the Structure of Catholic Schools, *Anthony J. Dosen*. Catholic Schools by the Numbers, *Anthony J. Dosen*. The Foundations of Curriculum in Catholic Schools, *Anthony J. Dosen*. Funding the Mission: An Examination of Financial Issues and Funding Efforts in Catholic Schools, *Frank Montejano*. Recruiting and Retaining Students, *Barbara Stacy Rieckhoff*. Faculty Development, *Sr. Patricia Helene Earl*. Understanding the Role of the Pastor, *Barbara Stacy Rieckhoff*. Operational Vitality, *Barbara Stacy Rieckhoff*. Afterword, *Anthony J. Dosen and Ronald Hoover*. About the Contributors. Index.



Catholic Schools in the Public Interest Past, Present, and Future Directions

Patricia A. Bauch, The University of Alabama

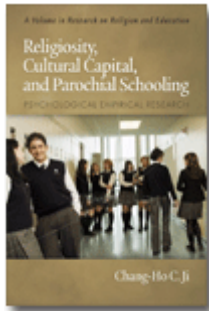
2014. Paperback 9781623964399 \$45.99. Hardcover 9781623964405 \$85.99. eBook 9781623964412 \$65.

This book is a study of the contributions of Catholic K-12 schools in the United States to the public interest from the 1800's to the present. It presents seven strategies that have the possibility of leading Catholic schools in positive, new directions. Outsiders often misunderstand the mission, purpose, and inclusivity of Catholic schools. This book brings a new focus on Catholic schools from the perspective of their service to this country through the education of Catholics and non-Catholics. In 16 chapters, a variety of scholars examine these schools across three periods: echoes of the past, realities of the present, and future directions.

The intention of the editor and authors of this volume is that Catholic schools and those interested in conducting Catholic school research will find guidance, especially in examining newer types of partnerships flourishing in different types of Catholic schools in different regions of the country and types of schools from rural, suburban to city and inner-city schools. By increasing the data we have, such studies could help stem the tide of Catholic school demise.

In addition, Catholic school leaders, and parents who chose them or are thinking about choosing them, will find here a balanced description of what constitutes a Catholic school and how they are different from public schools. In understanding better the role and function of Catholic schools in serving the public interest, new ideas, innovations, and improvements can help these schools survive and grow.

CONTENTS: Acknowledgments. Preface. Introduction: Catholic Schools and the Public Interest, *Patricia A. Bauch, O.P.*
Part I: Echoes of the Past. The Past before Us: Historical Models for Future Parish Schools, *Timothy Walch*. African-American Catholic Schools: An Enduring Legacy of Faith, Leadership, and Literacy for Freedom, *Paul E. Green*. From the Eliot School Rebellion to Champion Hall at Boston College: Solidarity, Public Interest, and School Vouchers—A Test Case for the Catholic Imagination, *Fred W. Herron*. Catholic Schools' Enduring Presence in Urban America: From Conversion to Mediation, *Gerald M. Cattaro and Kevin Smith*. What Dooms Catholic Schools and How to Counteract It: A Research-and-Action Agenda, *Donald A. Erickson*. **Part II: Realities of the Present.** Academic Achievement in Catholic Schools: That's Not the Issue, *Stephen J. Denig*. Mindfulness, Structure, and Effectiveness: A Catholic Elementary School Study, *June Clare Tracy, O.P., Paul Miller, and C. John Tarter*. Catholic Teacher Induction: A Multi-Dimensional Experience, *Gregory L. Chatlain and Barbara L. Brock*. "Because We Are Catholic": The Social Context of Catholic School Identity, *Laura Blackwell Clark and Claire E. Smrekar*. Inclusion of Students With Disabilities in Catholic Schools, *Martin Scanlan*. Courageous, Comprehensive, and Collaborative: The Renewal of Catholic Education in the Twenty-First Century, *Joseph M. O'Keefe, S.J. and Erik P. Goldschmidt*. **Part III: Onward to the Future.** Catholic School Survival and the Common Good: Trends, Developments, and Future Directions, *Bruce S. Cooper and Steven D'Agustino*. Finances and Catholic Schools: Toward a Viable Future, *Leonard DeFiore*. The Child Benefit Test: An Overview and Update, *Charles J. Russo*. The Legalities and Practicalities of Catholic Charter Schools, *Lawrence D. Weinberg*. Summary and Conclusion: The Innovative Road Ahead, *Joseph M. O'Keefe, S.J., Bruce S. Cooper, and Patricia A. Bauch, O.P.* About the Editor. About the Contributors. Index.



Religiosity, Cultural Capital, and Parochial Schooling Psychological Empirical Research

Chang-Ho C. Ji, La Sierra University

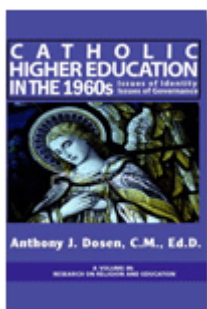
2010. Paperback 978-1-60752-380-2 \$45.99. Hardcover 978-1-60752-381-9 \$85.99. eBook 9781607523826 \$65.

This book examines whether or not and how personal religion associates with school cultural capital. Specifically, on one level, the book offers insights and empirical data on who is choosing, teaching, and working in parochial schools and what motivates them to do so in the schools, issues that still remain largely unexplored in the educational research literature. In particular, it centers on the significance of personal religion and commitment as a reason for choosing and serving in parochial schools. On another level, the book is an attempt to enhance our understanding of the leadership orientation, school satisfaction, teacher assertiveness and empowerment, educational aspiration, and parental involvement in parochial schools, attributes reportedly essential for successful schools. Most importantly, at the heart of the book is an endeavor to estimate the influence of personal religion on the development of these cultural capital attributes and to address its implications for parochial schools as well as the current discussion on public schooling versus parochial schooling in the United States. To achieve these goals, the author will rely on first-hand empirical data collected for this book or other related research projects and adopt various scientific methods for data analysis and interpretation.

The book shows that personal religion matters, but its impact is weaker than thought and is largely restricted to the students and parents in parochial schools, rather than their educators. To the extent that parochial schools excel more than public schools, personal religion seems to be responsible for the development of student and parent-level cultural capital such as parenting style and student desire for academic success and favorable attitude toward school, yet it does not necessarily engender the growth of teacher and administrator cultural capital. This result, to some extent, comes as a surprise but corrects and enhances our understanding about whether or not and how religion affects academic achievement.

This book is an inquiry into the issue of school success and cultural capital, representing a scholarly contribution to the fields of education, religion, psychology, and sociology. Both scholars and lay people of education and religion will find this book a useful, informative, and insightful reference and classroom textbook.

CONTENTS: Preface. Acknowledgments. Editor's Foreword. Foreword. Introduction. 1 State of Parochial Schooling. 2 School Leadership Orientation, with Soon-Chiew Shee and Ed Boyatt. 3 Student Leadership Orientation, with Jamie V. Bird and Ed Boyatt. 4 Teacher Assertiveness and Empowerment, with Mark Haynal. 5 Teacher Job Satisfaction and Retention, with Cheryl R. Rolle. 6 Student Satisfaction and Academic Aspiration, with Dora Clarke-Pine and Jerry Pine. 7 Parental Involvement in Student Homework. Conclusion. References



Catholic Higher Education in the 1960s Issues of Identity, Issues of Governance

Anthony J. Dosen, DePaul University, Chicago

2009. Paperback 1-931576-30-0 978-1931576307 \$45.99. Hardcover 1-931576-31-9 978-1931576314 \$85.99. eBook 9781607523420 \$65.

Catholic Higher Education in the 1960s is a series of cases that describes and analyzes the transitions made by representative Catholic institutions in their attempts to update their governance structures and maintain their Catholic identity in the midst of the post-Vatican II era. This book will be of interest to historians of education and Catholic education; to administrators and faculty in Catholic schools and in other religious-based institutions that seek to understand the dynamic of balancing their religious identity with their attempts at "reading the signs of the times."

CONTENTS: Acknowledgements. Introduction. Series Introduction. 1 A Context for Understanding Identity in Catholic Higher Education in the 1960s. 2 Catholic Higher Education in the United States: A Historical Context. 3 Webster College: Child of the Sixties or Prophetic Voice. 4 St. Louis University: From Catholic Frontier College to Catholic Urban University. 5 God, Country, Notre Dame. 6 In the Shadow of the Golden Dome: St. Mary's Story. 7 The Trials of Being Biggest: St.

John's University. 8 DePaul University: Diverse and/or Catholic. 9 Identity and Governance in Catholic Higher Education: Lessons Learned. 10 Catholic Higher Education: Some Final Reflections



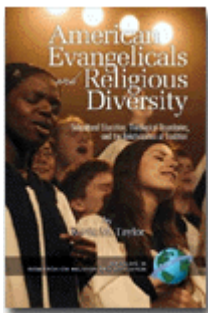
Faith Formation of the Laity in Catholic Schools The Influence of Virtue and Spirituality Seminars

Sister Patricia Helene Earl, Marymount University

2008. Paperback 978-1-59311-714-6 \$45.99. Hardcover 978-1-59311-715-3 \$85.99. eBook 9781607528678 \$65.

Two major real-world problems prompted this study: maintaining the Catholic identity of the Catholic schools, and increasing interest in character education. Traditionally, Catholic schools in the United States were staffed exclusively by priests, sisters, and brothers. Today, they are predominately staffed by laypersons. This change has influenced the essential religious character and culture of Catholic schools. While Religious filter their teachings through their own religious training and emphasize the mission and charisma of Catholic education, lay staff often lack the same intensely religious experiences to bring to the teaching/learning environment. This qualitative interview study explored the influence that a series of spirituality and virtue seminars had on lay teachers' perceptions of the Catholic school and character education.

CONTENTS: Prologue Series Introduction Acknowledgments 1. The Context of Catholic Schooling 2. Current Issues of Staffing the Catholic School 3. The Value of Faith Formation 4. Theoretical Foundations of Faith Formation 5. Faith Formation Research Design 6. A Guide to Basic Catholic Doctrine 7. Overview of the Virtue and Spirituality Seminars 8. Teacher's Response to Faith Formation Strategies 9. Teacher Growth in Faith Formation 10. Changing Teachers through Faith Formation 11. Improving Teacher Pedagogy 12. Faith Formation and Character Education 13. Understanding the Mission of Catholic Education 14. Faith Formation and the Future of Catholic Schooling References About the Author



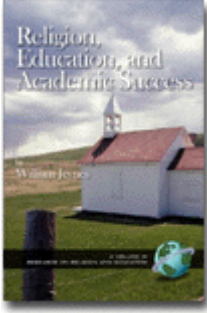
American Evangelicals and Religious Diversity Subcultural Education, Theological Boundaries, and the Relativization of Tradition

Kevin M. Taylor, Trinity Academy

2006. Paperback 1-59311-517-2 978-1-59311-517-3 \$45.99. Hardcover 1-59311-518-0 978-1-59311-518-0 \$85.99. eBook 9781607525622 \$65.

American Evangelicals and Religious Diversity is a qualitative study of how religion and education intersect at one conservative Christian school. The school is Evangelical and American. The school's curriculum is bible-based and fulfills its state's educational requirements for high school graduation. While the school has an environment that is Evangelical, the students live in a religiously-diverse world. This book documents how three students and their teacher struggle to understand a world that challenges their faith. The context for this understanding is how the teacher presents and the three students come to understand Catholicism, Islam, and the indigenous religions of the Americas. Americans continue to debate whether religious schools are too parochial and do not prepare students to live a diverse society.

CONTENTS: Foreword. Christian Schools and the Implications of Identity. A Theological Overview of American Evangelical Protestant Christianity. A Historical Overview of the American Evangelical Movement and Its Role in Education. Religion in a Pluralistic World: Secularization Theory, Religious Vitality, and the Relativization of Tradition. The State of American Evangelical Christianity. A Subcultural Education Case Study: Setting, Participants, and Methodology. Midwest Christian Academy Encounters Islam, Roman Catholicism, and the Worldviews of the Mayas, Aztecs, and Incas. Amy. Caleb. Nathan. Interpreting the Primary Informants. Evangelicals, Civil Society, and Other Religious Traditions. Ingroups, Outgroups, and Christian Education. Appendices. A. Midwest Christian Academy Statement of Faith. B. Primary Document References. C. Video References. D. Student Demographic Survey. E. Reflective Essay Questions. F. Student Questionnaire. G. Focus Group Interview Schedules. References.



Religion, Education and Academic Success

William Jeynes, California State-Long Beach

2003. Paperback 1-931576-52-1 978-1-931576-52-9 \$45.99. Hardcover 1-931576-53-X
978-1-931576-53-6 \$85.99. eBook 9781607525394 \$65.

The goal of this book is to examine the relationship between religion and academic success, both historically and in modern society. Very few books are dedicated to examining this very important topic. In addition, to this date there has never been a published quantitative meta-analysis examining the effects of religiosity and religious schools on academic outcomes. It is my hope that this book will be a useful tool for educators, researchers, professors, and parents who desire to examine this relevant and practical area of study. Our nation owes much of its educational foundation to the religious orientation of many of its founders, educational pioneers, and educational reformers. Although educational historians used to focus on the religious and moral orientation of people like Noah Webster, Horace Mann, Johann Pestalozzi, Emma Willard, Friedrich Froebel, and many others, contemporary educational historians inappropriately omit the religious roots of these individuals.



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