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AN ASSESSMENT OF THE CHARACTERISTICS OF
CATHOLIC SCHOOL BOARDS IN THE
STATE OF MICHIGAN

by
Frank C. Wippel

A Dissertation
Submitted to the
Faculty of The Graduate College
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requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
June 1996

AN ASSESSMENT OF THE CHARACTERISTICS OF
CATHOLIC SCHOOL BOARDS IN THE
STATE OF MICHIGAN

Frank C. Wippel, Ed.D.

Western Michigan University, 1996

This study describes the nature and development of Catholic school boards, reports the characteristics of Michigan Catholic school boards, and investigates relationships between involvement in key board functions (establishing mission, long-range planning, budget monitoring, policy development, and marketing) and selection processes, governance postures, and training. The findings indicate a relationship between key board function involvement, election process, consultative governance posture, and training. Survey methodology and design was used to obtain the data for the study. Board presidents and school administrators from all 358 Catholic schools in the state were invited to participate. A 96% response rate was obtained. As indicated from the respondents, 86% of Michigan's Catholic schools have a board which consists of 10 or 11 members, meets monthly throughout the academic year, and is usually consultative in nature. Parental concerns, accreditation, technology, and staff salaries headed the list of issues which boards have addressed. Insufficient time, training, and power limit the boards' accomplishment of their duties and functions. Insufficient funding, declining enrollment, and deteriorating facilities were indicated as serious problems facing Catholic schools.

An important implication from this study is that orientation training should be readily available to board members. An analysis of the results indicates that inservice training regarding board member roles and responsibilities is essential. Another implication was that Catholic school boards were found to be an effective means of utilizing the talents of lay people within the church governance posture.

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ACKNOWLEDGMENTS

Once, not so very long ago, at least not to some, there was a nontraditional learner who was successful and comfortable in the profession which he had chosen. However, after a period of time, he became restless and began searching for a new challenge. He attempted to stray from his life's mission but found himself returning to where his heart and soul were vested. So he decided to heighten his education and deepen his convictions by accepting the challenge of a doctoral program.

After seeking information from three universities, this nontraditional learner applied to Western Michigan University (WMU). His rationale for selecting WMU was that their Educational Leadership program brought together corporate executives, instructional trainers, and school administrators. The program cited a pictorial view of leadership as being an holistic, evolving, and integrative process of articulating and building a common vision, maintaining relationships, empowering followers, and motivating others without sacrificing morality in order to attain the organization's purpose and goals. It was noted that there are many more educational programs outside of schools than in schools, and that leadership was much greater than just managing people and programs. It was creating a vision and espousing to trustworthy principles. The nontraditional learner set his destination and chose his path.

This learner in his early 40s of life's age found it difficult to be a responsible family member, take on a new course of studies, and keep up with his office obligations. It took only one semester to realize that

Acknowledgments--Continued

the most important aspect of all these roles was relationship building. So as not to lose the opportunity to develop and invest in new relationships without losing the old, a decision was mutually worked out to refocus the office and to work as a part-time professional, part-time grad student, and a contributing family member. For the first time in his life, he had a compelling passion to learn all that he could from others rather than just pass a course. He recognized, by doing such, that his days of journeying would be long but the craving desire to "know more" would replenish the spirit of time and energy.

The journey towards completion of a dissertation and a doctoral degree enabled the candidate to associate with fine colleagues as well as travel the rough roads with family and friends. It was a journey with a definite destination; a destination of dreams which eventually came to reality with perseverance. I wish to acknowledge a few of the many people who shared a portion of the journey with me.

First and foremost, I would like to thank our heavenly Creator for the gifts and talents which were bestowed on me and I would like to acknowledge my parents who provided me with nurturing support. My father, Frank, regularly called to inquire which chapter I was on and how many pages had I accomplished. He also assisted with the initial mailing and became a regular conduit for prayer. My mother, Geneva, who suffered a stroke soon after I started my doctoral studies and as a result couldn't speak, always found a way to say "I...love...you," which translated into "no matter what," there is love. My wife, Ginny, provided me

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with the freedom and the space to journey on and on and on some more, and the affirmation to keep pursuing my goal. My son, Tom, at age 10, opened every returned survey with enthusiasm and asked how many does this make? My son, Matthew, at age 6, carefully cut the stamps off each envelope to send to the missions; and cut the connecting cable to my computer printer only to remind me that life still exists and everyone you come in contact with along the journey needs some attention.

Second, I would like to thank the members of my doctoral committee, who provided the professional guidance and expertise so that I would be able to reach my destination. Dr. Uldis Smidchens, my academic advisor, provided the insights of a great guide and always pointed me in the right direction. His advice proved to be "true-north" which paved the way for my success. His kind words of praise were treasured and lifted my spirits and aspirations. Dr. David Cowden, in his delightful way of approaching situations, gave me insight. He also provided the encouragement needed to proceed, lead the charge of moving towards defense, and took time to share an occasional humorous story. Dr. Dorita Wotiska, colleague and friend, was very influential in the decision to start the journey. She promoted the research among other Catholic leaders and provided encouragement as well as focus. I was fortunate to have the guidance of wonderful professionals and I remain grateful for work and assistance which has led me to my destination.

Third, I would like to thank the members of Michigan Catholic

Acknowledgments--Continued

Conference (MCC) and its board of directors, Cardinal Maida and the diocesan bishops, the directors of education, and the diocesan superintendents for their support and cooperation. All the diocesan superintendents worked diligently throughout the winter months to encourage a very high response rate and I remain grateful for their endless efforts. I would like to thank Sr. Monica Kostielney, CEO of MCC, for her personal support and access to the MCC staff and facilities. I would like to especially recognize Sr. Arlene Williams of the MCC for formatting and assisting with the questionnaire and for her diligent follow-up work which encouraged participation in the study. Her efforts helped to produce a high response rate. Her continual prayers and words of support were greatly appreciated. Joe Maceroni of the MCC provided the space, printing, and organization needed for the mass mailings. His efforts were greatly appreciated. The members mentioned and the MCC family have been very supportive of this project and I appreciate their spirit of helpfulness.

Fourth, I wish to thank my siblings and their spouses for responding to certain needs and for their prayers of support: Phil and Mary Wippel for assisting with the mass mailing; June Mooney and Barb McDowall for assisting with telephone calls; Mary Irish for promoting a speaking engagement; and David, Betty, and Steve for their encouragement and prayers. In my extended family, I wish to thank all my friends and religious community members for many, many prayers of support, especially Sr. Alfred Cousino and the Sisters of Saint Joseph, as well as

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Fifth, I wish to thank my former bishop and present bishop for their continual support and encouragement: Bishop Paul V. Donovan, who provided me with the opportunity for release-time to work on my studies, and Bishop Alfred Markiewicz, who saw to it that I carried forth towards my destination. I want to recognize the Chancery staff for their support and kind words, especially my office companions, Gerrie Bridge and Sister Constance Fifelski, who handled the work of the office, reviewed my dissertation drafts, listened to my concerns, and supported me in prayer and spirit. Gerrie and Sr. Constance helped to lighten my load during the journey. I remain very grateful for their work and support, and for the support which I received from our Diocesan school administrators and priests. I also want to thank Father William Fitzgerald for his guidance and support during my formative years as Diocesan Superintendent, for openly sharing his vision of pastoral administration, and for instilling in me the value of searching for and reflecting on the good in every situation.

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And so this journey reaches its destination and once again I am at the crossroads of life. I shall sit and rest and think for a while as I savor the relationships which have made this endeavor possible. Soon I may become restless once again and want to journey on. For those who read this dissertation, may our paths meet so that I might journey with you for awhile to share the joys of my journey. Peace and kindness to all! The WMU WIP.

Frank C. Wippel

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CHAPTER I

INTRODUCTION

Catholic schools provide education for the public purpose of promoting the formation of youth as useful contributors to society as well as fostering a faith community which integrates religious instruction and gospel values into the curriculum. Catholic schools educate and return students to society with a greater understanding of the Catholic church's view on living a Christian life in a global world. This special mission sets Catholic schools apart from public schools and other private schools. Parents expect this mission, and therefore share the responsibility for fulfilling it with the local church by serving as parent representatives on boards of education or Catholic school boards.

In Michigan, Catholic schools make up the largest nonpublic school system, second only in number to the Michigan public schools. Catholic schools are sponsored by Catholic communities and parishes in which they are located. The school's mission and accountability to its stakeholders (church members and parents of school children) are under the primary responsibility of the individual school boards. Catholic school boards are given authority for overseeing the implementation of the school's mission and developing policies to ensure that implementation.

Catholic school boards in Michigan began as a viable way for the Catholic church to promote "lay leadership" (leadership by members of the church) and to exercise parental responsibility in developing

programs for its youth. Because the church laity has a tremendous stake in Catholic education, it was deemed imperative that the community be broadly represented in the educational policy making process (Murdick, 1975a). Vatican II documents of 1965 promoted greater lay participation in the church with dialogue regarding lay leadership following. The Catechism of the Catholic Church (1994) reinforces the laity's vital role within church structure and indicates that lay people not only have a right but often a duty to voice their opinion on matters which pertain to the good of the church. Melton (1981) reported that within the educational structure of the Catholic church, support for the establishment of diocesan and parish school boards began in earnest in the early 1970s. Board movement momentum was achieved at the 1972 convention of the National Catholic Educational Association when the association announced the formation of the Office of National Catholic Association of Boards of Education. This organization, currently titled the National Association of Boards of Education (NABE), is a department of the National Catholic Educational Association (NCEA). Today, the perception is that almost every Michigan Catholic school has a board of education or its equivalent; however, data have not been found which confirm or negate this perception nor which identify the types of boards or their functions.

In January 1995, there were 358 Catholic schools in Michigan and prior to that date there had not been a formal study commissioned on Michigan Catholic school boards. There have been many studies completed on public school boards in general, such as Drecktrah (1988), Berrigan (1991), and in particular in Michigan, Kefgen (1990), but little

information exists on Catholic school boards. Lack of information causes difficulties in ascertaining board importance, purpose, function, or the value of today's Catholic school boards in Michigan.

Some of the reasons which motivated the establishment of boards for Catholic schools were to promote the concept of lay leadership, to develop ownership and stability for the future, to offer financial advice, to develop and defend policy, to serve as a good public relations source, to enable the principal to spend adequate time as an educational leader, to provide parents/guardians with a voice in their children's education, and to encourage strategic planning (Sheehan, 1981, 1990). Presently, no one knows whether Michigan's Catholic school boards are fulfilling their purposes as previously identified. Many unanswered questions exist due to the lack of information and the uncertainty of the school boards' authority within the governance structure of the Catholic church. Sheehan's purposes for Catholic school boards, as listed above, provide the framework for assessing the characteristics of Catholic school boards in Michigan.

Purpose of Study

The purpose of this study was to identify and describe the characteristics of Michigan Catholic school boards and to ascertain the extent to which Catholic school boards are achieving their prescribed purposes and functions. The prescribed purposes are identified through the writings of Murdick and Meyers (1972), Harper (1980), and Sheehan (1981, 1990). Functions of the boards fluctuate with school and societal needs and, therefore, a current assessment of the functions which boards

perform are included in the study.

The study assesses the board's role identification with the governance structure of the Catholic church. Various types of boards are permitted within the church structure. These boards can be consultative, advisory, or hold limited jurisdiction within the structure. Titles of boards vary within structures and include parish boards of education, education commissions, school councils, and school boards. The study identifies and explains the role relationship of the various types of boards and seeks to clarify their responsibilities within the church structure. A comparison of Catholic school board roles with public school board roles is also included.

Various selection processes for board membership are explored. There are a number of processes available to the Catholic community for selection of board members, such as elections, appointment by pastor or bishop, lottery drawings of prescreened candidates, or a combination of these processes. It is unknown to what extent these processes are utilized and whether a relationship exists between certain processes and board function involvement. The study identifies and measures these variables.

An examination of board issues is included and analyzed to determine the level of influence or importance the board has in the school, community, and society. Issues range from AIDS education to school financing initiatives. Issues facing boards need to be identified and their current importance ranked. This study assists in identifying and ranking these issues.

Finally, orientation and inservice provisions for board members are examined. Inservice and training are perceived as important elements in the development of highly active and productive boards (Holwey, 1992). The study seeks to clarify whether this position is evident within the Michigan Catholic school boards.

Objectives, Study Questions, and Hypotheses

This dissertation provides an assessment of Michigan Catholic school boards' present status. The first Catholic school board in the United States originated in Norway, Michigan, in 1964, for Saint Mary Parish school under the direction of the late Msgr. O'Neil D'Amour (Murdick, 1975a). Michigan has been cited as a leader in the development of Catholic school boards (Fitzpatrick, 1971; Murdick, 1975b). With a quarter of a century passing since this recognition, it is fitting to present an assessment of today's Catholic school boards. Are Catholic school boards still prevailing? Are they still important to the Church/school leadership? What functions are they fulfilling? What value do they have to the Catholic school of today? This dissertation provides statistical information on the current number of Michigan Catholic schools with boards, types of boards, functions of those boards, and a perception of their importance and value from the leadership associated with them.

The following questions assist with directing and framing the assessment: Are the boards useful vehicles for promoting lay leadership in the church? What types of boards exist, serving what types of schools? Who are the members? What types of issues do the boards face? What topics or issues are boards addressing through policy

development? Do boards have strategic plans to move their schools into the next century? Are some membership selection processes better or more advantageous than others? Does the membership understand its primary roles as board members? What perceptions do school administrators and board presidents hold about the board, its functions, its future, and state funding? This study assists in answering these questions and provides current data for the Catholic school leadership in Michigan regarding boards and board issues.

In addition to the current assessment of Michigan Catholic school board characteristics, five study questions were developed and analyzed from the survey data collection.

1. Is there a relationship between board member selection processes (elected, selected, appointed, or combination) and key board function involvement?

Key board functions (establishing mission, planning for the future, developing and monitoring budget, developing policy, and marketing) are derived from the original purposes for the creation of Catholic school boards (Sheehan, 1981) and publications from the National Association of Boards of Education, a department of the National Catholic Educational Association. Board function involvement is determined through a survey of board presidents and school administrators, who are considered primary leaders of the boards.

2. Is there a relationship between key board function involvement and the governance posture of the board?

The key board functions have been identified and supported through the literature and are the ones used in the first question.

Governance posture will be categorized as: (a) advisory (advises the person with final say), (b) consultative (operates in the policy-making process by formulating and adapting policy--the school administrator enacts the policy after it has been promulgated by the person with final say), and (c) limited jurisdiction (has power limited to assigned areas; it has final say in those areas but does not have total jurisdiction over all areas).

3. Is there a relationship between key board function involvement and board orientation training of the board's leadership?

The researcher realizes that some members of a board may have had training and others not. In this study, the researcher investigates orientation training through the board presidents and school administrators, who are considered primary leaders of the boards. Key board functions are the same as previously identified in Question 1.

4. Is there a relationship between leadership status (board president or school administrator) and the desired future of the board?

This question seeks to determine whether the desired future of the board is perceived differently by school administrators than by board presidents. If boards and administrators are really working collaboratively and in harmony as they implement the church's educational mission, then there should be no difference in the board's desired future.

5. Is there a relationship between the perception of the degree of effectiveness of board's utilization of lay people to enhance the governance of the school and whether the board leadership had training?

Respondents are asked to indicate their perception of the degree of effective utilization of lay people on boards. Is the board an effective

means of utilizing the expertise of lay people? Is there a difference in this perception if the board leadership has had training?

Definitions of Terms

For the purpose of this study, the following meanings have been assigned to the terms listed. These definitions are used consistently throughout this research study. The definitions come from several sources as well as the researcher's knowledge of terminology in this specific field. The reader needs to have a general understanding of these terms prior to reading this study.

Advisory board--a board which advises the person(s) with final say on all educational matters.

Archbishop--an appointed bishop given the pastoral care of an archdiocese by the Roman Pontiff (Pope). He has full powers of a bishop in his own archdiocese and limited supervisory jurisdiction and influence over the other dioceses in the province. Sometimes archbishops are elevated to cardinals. In Michigan, Detroit is considered an archdiocese and always has an archbishop or cardinal overseeing its pastoral care.

Bishop--an ordained priest appointed as a bishop by the Roman Pontiff. These persons are usually given the pastoral care of a diocese at the time of their appointment and are often referred to as the diocesan bishop or Local Ordinary (Code of Canon Law, 1983).

Canon law--code of norms for the Catholic church which are "promulgated by ecclesiastical authority for the orderly and pastoral administration and government of the church" (Foy, 1987, p. 299).

Canonical--as defined by Canon Law.

Cardinal--a bishop or archbishop selected by the Roman Pontiff to be a member of a special college, whose responsibilities include assisting in the election of the Roman Pontiff, assisting the Pontiff collegially to deal with special issues, and to perform special duties in the daily care of the church (Code of Canon Law, 1983).

Catholic church--universal church founded by Jesus Christ and given to the care of Peter and his successors, the Roman Pontiff and the bishops (Code of Canon Law, 1983).

Catholic school--A school which falls under the bishop's jurisdiction or has received formal approval from the diocesan bishop. These schools commit themselves to follow diocesan norms regarding religious education programs and the catholicity of the school (Sheehan, 1990). These can be parish schools, diocesan schools, private Catholic schools, private religious schools, regional schools, or interparish schools.

Chief school administrator--the highest ranking administrator of the Catholic school. This is normally the school principal, but in some cases it may be an executive director or local superintendent.

Consultative board--a board which operates in the policy-making process by formulating and adapting policy. The chief school administrator enacts the policy after it is promulgated by the pastor, designated priest representative, or bishop (Sheehan, 1990).

Decentralized system--a system in which autonomy for decision making is given to the local organization rather than central office.

Diocesan superintendent of schools--a person designated by the diocesan bishop to oversee the religious and academic standards of the schools within the diocese and to implement the policies and norms of

the diocese. This person is the liaison person between the school and the bishop, as well as the school and the state.

Diocese--a geographical division of the Roman Catholic church, determined by the central authority of the Catholic church and presided over by an ordinary who may be a cardinal, an archbishop, or a bishop (Schweigardt, 1972).

Diocesan school--a school which functions directly under the control of the diocese, receives some funding from the diocese, and is directly responsible to the diocese in its governance structure (Sheehan, 1990).

Diocesan board--a board which is usually constituted as consultative to the diocesan bishop. The policies which are developed by the diocesan board are approved and promulgated by the bishop for implementation in schools in the diocese (Sheehan, 1990).

Education commission--a commission which oversees all the educational programs of the parish. These programs usually include school and nonschool programs (religious education classes, youth ministry, etc.). This commission is accountable to the parish council.

Educational administrator--the person in charge of the programs or school. This term is often used to include school administrators (principals), directors of religious education programs (DREs), and directors of adult education programs (Sheehan, 1990).

Executive officer (or executive director) of the board--a designated person, hired by the board, to implement the policies and decisions of the board. This person is usually the chief school administrator or school principal, but sometimes is the director of religious education or an

executive director (Harper, 1980).

Interparish board--a board which represents several parishes in overseeing the operation of an interparish or regional school.

Laity--nonordained members of the church.

Lay leadership--lay people (nonordained) of the church who are assuming increasing responsibility and leadership for the work and mission of the church.

Limited jurisdiction board--a board which has been given autonomy in certain areas of an educational institution. This board has final jurisdiction only in certain areas designated by the diocesan bishop, but does not have total jurisdiction since the bishop has jurisdiction over the religious education and the catholicity of the schools (Sheehan, 1990). Usually, these boards have jurisdiction over finances, building and grounds, administrative structure, and educational matters.

Mission--the underlying purpose of an institution.

National Association of Boards of Education (NABE)--the department of the National Catholic Educational Association charged with the promotion and development of Catholic school boards.

National Catholic Educational Association--the association of dioceses and individual Catholic schools which assists in the educational mission of the church by representing the Catholic schools to the nation as well as by producing educational matters to assist schools with their work. This organization is located in Washington, DC.

Ordinary--term used in Canon law which refers to the diocesan bishop or a designated person who has been placed over a particular church or community (Code of Canon Law, 1983).

Parish--a geographical area of a diocese that has been assigned to the care of a pastor (Fitzpatrick, 1971).

Parish board of education--a board which oversees the parish school and nonschool parish educational programs such as religious education, adult education, and youth ministry (O'Neil, cited in Harper, 1980).

Parish council--a designated body which is representative of the Catholic community or parish, charged with the responsibility of articulating the goals of the Christian community, setting priorities regarding programs, and recommending the allocation of funds available for the support of these programs (Murdick, 1975a). The parish council is consultative to the parish pastor and will often consist of the chairpersons or representatives of all the parish commissions or committees. They are often designated as the unifying body in the governance structure of the parish.

Parish school--a school which is part of the educational mission of a parish for which the pastor is the canonical administrator (Sheehan, 1990).

Pastor (parish priest)--the priest whom the bishop selects to act in his place as the administrator of all the aspects of the parish. The pastor has spiritual responsibility for all the souls within his parish and for the financial and educational matters (Fitzpatrick, 1971).

Policy--a guide to discretionary action taken by the administrator. It states what should be done but not how it should be done (Sheehan, 1990).

Private Catholic religious school--a Catholic school which is part of the mission of a religious congregation (Jesuits, Sisters of Mercy, Christian Brothers, Marianist, etc.). The principal is responsible to the elected/appointed community administrator of the religious congregation.

Private Catholic school--a Catholic school which is owned and operated by a lay board of trustees. In order to call themselves Catholic, these institutions receive a charter from the diocesan bishop and commit themselves to follow the diocesan norms regarding religious education and the catholicity of the school.

Procedures--step-by-step guidelines which are to be followed to satisfy policy regulations.

Province of Detroit--the geographical area of the Roman Catholic church which includes all of the dioceses under the Archdiocese of Detroit. In this case, the area includes all of the state of Michigan.

Regional Catholic school--a Catholic school which serves families from several parishes or communities. It is often designated as a "Catholic Central" or is a school owned by a religious community.

Regulations--administrative acts designed to assist in the implementation of policy. Regulations are the responsibility of the educational administrator (Sheehan, 1990).

Regulatory board--a board which enacts or uses existing rules or regulations to govern the operation of its institution. It is considered administrative rather than policy making in nature. Public school boards are usually deemed as regulatory boards (Sheehan, 1990).

School board--board which works with the school administrator to oversee the operation of the school(s) within its jurisdiction.

School commission--a commission of the parish council designated with the responsibility to oversee implementation of the school's mission and to develop policies to ensure the implementation of that mission. This commission is accountable to the parish council.

School committee--usually a subcommittee of the education commission of the parish council. This committee oversees the mission of the school and is accountable to the education commission which is accountable to the parish council.

Shared responsibility--a governance process of sharing power and responsibility within the church. This is similar to participatory decision making (Harper, 1980).

Stakeholders--anyone who has an investment or a connection with an institution.

Third-funding sources--funds from sources other than tuition or church subsidy.

Importance of Study

There are seven dioceses which umbrella the 358 Catholic schools in the state of Michigan. In telephone conversations with the diocesan superintendents, the researcher learned the following information:

1. Very little information exists at the diocesan level regarding Catholic school boards and their membership.
2. The title for Catholic school boards varies with parish structure (boards of education, school boards, school commissions, school committees, school councils, parish boards, and interparish boards). It is perceived that most boards for parish schools report to a parish council

which oversees all the parish activities, programs, and services.

3. Most dioceses do not have accurate records on the election or selection process for individual boards. The perception is that there are very few appointed boards. Boards most likely have qualifications for membership (i.e., members are active parishioners over 18 years of age). Some parishes have elections, some draw lots, some have prescreening of candidates built into the process, and some are appointed by pastors or by the local ordinary (bishop).

With regard to board training, four dioceses provide inservice or orientation to boards by invitation. Three dioceses provide regional orientation sessions and two have board manuals for new members, but it is perceived that many board members do not take advantage of these sessions or materials. Some total boards have attended inservices, some boards have a few members who received training, but most board members have had no training. No diocese has mandated board member training as a prerequisite since all members are volunteers.

It is precisely because of the limited information that this study holds great importance to the Catholic leadership in the state. Consequently, since Catholic schools educate for a public purpose, the study will have value to educational administrators and the general public.

Overview of Study

Background and rationale for the study, objectives and purposes of the study, research questions and hypotheses to be answered in this study have been presented in this chapter.

Chapter II consists of an historical overview of the development of boards, rationale for lay boards within the church structure, explanation of various structures and titles for boards, the importance of the designated functions of Catholic school boards to the church community, a role comparison between Catholic and public school boards, a discussion of various selection processes, and a discussion of the importance of inservice or training for board members.

The rationale for the study is reinforced and the conceptual development of the five study questions is strengthened in Chapter III.

Chapter IV contains a discussion of the design of the study, the description of the population, the development of the survey, and the procedures utilized for the data collection.

Chapter V includes a discussion of the data collected from the survey and its implications to the study. The chapter is divided into five parts: (1) results of the questionnaire procedures, (2) characteristics of boards and their functions as derived from the questionnaire, (3) specific results as they relate to the study's hypotheses, (4) other findings, and (5) summary.

In Chapter VI, the researcher provides a study overview, summarizes the data and findings, draws conclusions, suggests implications, makes recommendations, and proposes further research on this topic.

CHAPTER II

NATURE AND DEVELOPMENT OF CATHOLIC SCHOOL BOARDS

Presented in this chapter is a review of the literature that identifies the purpose and value of Catholic school boards. An historical overview is presented to show the development of Catholic school boards, the underlying principles of board formation, and the supporting foundation for current boards. A description of the various types of and titles for boards is presented and explained within parish and church structures.

The purposes for the establishment of boards are identified and presented. Specific functions as vehicles to fulfill these purposes are identified and explained. A role comparison between public and Catholic school boards is presented. Selection processes and training sessions as related to the purposes are explored and discussed.

Finally, the value of educational boards has been depicted through the diversity and expertise of the board members and through current issues and challenges which face Catholic schools. These issues are identified and left for reflective thought and investigation.

The chapter includes subsections on historical overview, diocesan school boards, local boards of education, current structures and titles, comparison and contrast of boards, selection processes, inservice and training, value of Catholic school boards, and summary.

Historical Overview

Identified in this historical overview are two distinct types of education boards within the Catholic church school structure. The first is given the title of diocesan board of education. A diocesan board of education is an organized group of people, usually priests, religious and lay people (Schweigardt, 1972) who are constituted as consultative to the diocesan bishop. The board develops policy which is approved and enacted by the diocesan bishop and given to his staff for implementation throughout the diocese (Sheehan, 1990). Diocesan education policies are policies which guide every Catholic school within that diocese. The diocesan superintendent usually serves as the executive director of the diocesan board and oversees the implementation of policy within the diocese.

The second type of board is referred to as the local Catholic school board. This board is composed of members who are selected or elected to participate in the decision-making process in designated areas (Sheehan, 1990). A local board could be identified by a number of different titles such as parish board of education, Catholic school board, regional board (which oversees two or more schools or serves several parishes), education commission, school council, or school commission. These titles are explained later in this chapter in relationship to their insertion within Church structure.

Diocesan School Boards

The first Catholic school boards noted in the literature were given the title of diocesan school boards. Scanlan (1967/1968) reported the

first record of a diocesan school board as written on May 3, 1852, when Bishop Neumann of Philadelphia assembled 8 pastors and 20 lay delegates to exchange views on Catholic parochial schools. From this meeting a general board of education was created for the Diocese of Philadelphia. The general duties of the board included fund raising appeals for school building programs, recommendations for general plans of instruction for parochial schools, and distribution of funds gathered under the bishop's directives.

The First Plenary Council of Baltimore followed in 1852 where Bishop Neumann was named to the council's committee on Catholic Education of Youth. A plenary council is a council held for those churches belonging to the same episcopal conference (body of bishops collectively) and is usually called to promote parish activity relating to the church's mission. The membership of such councils is fixed by canon law (Foy, 1987). In 1884, the Third Plenary Council which gave way toward the preparation of the Baltimore Catechism also decreed the building of parish schools and the establishment of diocesan boards of education. Bishop Neumann is presumed to have encouraged the creation of diocesan boards to oversee the construction and operation of parochial schools (Scanlan, 1967/1968).

According to Scanlan (1967/1968), diocesan boards were primarily responsible to furnish testimonies of teacher competencies, unify all Catholic schools into a system, present a uniform method of instruction, review school books, and handle teacher complaints. The diocesan school board movement flourished throughout the United States from 1886 until the mid-1920s, with a steady national increase in the number

of diocesan boards. However, between 1925 and 1960, the number of diocesan boards remained constant or slightly decreased (Scanlan, 1967/1968). The decrease was partially due to the newly established position of diocesan superintendent. The diocesan superintendent assumed the duty for assuring that the diocesan board's responsibilities were being fulfilled. Most of the functions which had been legislated for diocesan boards were shifted to the diocesan superintendent who served as the bishop's direct representative. This direct relationship between bishop and superintendent helped to insure that mandates were correctly carried out.

Not all dioceses have a diocesan board of education. The establishment and authority of this board is determined by the diocesan bishop. In Michigan, five of the seven dioceses have a diocesan board of education or its equivalent. Where diocesan boards exist, they primarily recommend policies to the bishop for his approval and enactment. These policies cover general areas which are similar to all Catholic schools and are promulgated with the expectation of implementation in all Catholic schools within the diocese.

In 1962, Pope John XXIII opened the first session of the Second Vatican Council commonly known as Vatican II. Vatican II is considered an ecumenical council in the laws of the church. "An ecumenical council is an assembly of the college of bishops, with and under the presence of the pope, which has supreme authority over the Church in matters pertaining to faith, morals, worship and discipline" (Foy, 1987, p. 120). The main business of the council was to explore and make explicit dimensions of doctrine and Christian life requiring full development of the

Church and the better accomplishment of its mission in the contemporary world. Vatican II promoted the further development of the lay apostolate of the church (Foy, 1987). Lay apostolate is the ministry or work of an apostle; covering all kinds and areas of work and endeavor for the service of God, the church, and the good of the people (Foy, 1987).

Vatican II documents provided the framework for greater participation on the part of the laity in church matters and explained the need for greater collaboration among its membership. Vatican II paved the way for the emerging lay leadership of the Catholic church which resulted in lay people being called forth to serve the church in new ways. Shared responsibility between the ordained church leaders and the lay people, for the advancement of the mission of the church, became prevalent in the American Catholic Church. A new definition of church, as the people of God joining in the apostolic work of Christ, presented the foundation for lay participation.

Local Boards of Education

Responding to the spirit and intent of the Second Vatican Council, diocesan superintendents began promoting lay involvement in the governance of Catholic schools (Sheehan, 1981). The existing diocesan boards, mostly clerical (priests) in nature, did not seem suitable for a more participatory church and so the superintendents began promoting a local school board model. The public school board model, the most common model available, was adopted with a few modifications and promoted for use with individual parish Catholic schools.

Msgr. O'Neil C. D'Amour, pastor of St. Mary Parish, Norway, Michigan, and superintendent of schools for the Diocese of Marquette, established the St. Mary Parish school board in 1964 (Murdick, 1975a). Msgr. D'Amour is credited with establishing the first parish school board. During his tenure as superintendent, he served on the National Catholic Educational Association (NCEA) Ad Hoc Committee on Boards of Education. He presented preliminary and interim reports during 1965 and 1966 to the association. D'Amour could be considered the "founding father" of local Catholic school boards.

Fitzpatrick (1971) cited the Diocese of Lansing in Michigan as being another forerunner in the establishment of local parish school boards. Fitzpatrick stated that local boards of education were established in the Diocese of Lansing in March 1966. In the mid-to-late 1960s and early 1970s, Catholic school boards began to flourish. Key leaders from Michigan were serving in national positions during the 1960s and 1970s. Msgr. D'Amour represented the Ad Hoc Committee on Boards of Education to the National Association of Catholic Education and Msgr. Olin Murdick, from the Diocese of Saginaw, Michigan, served as the Director of the Department of Education at the United States Catholic Conference. These two priests were proactive in the board movement and both were from Michigan dioceses. Due to their work in Michigan, the local board movement seemed to flourish.

Shortly after the onset of the school board movement, parish councils were established. The parish councils were mandated to coordinate all the activities of a parish by unifying all parish organizations under one council. The councils were created to carry out the spirit and

intent of Vatican II which called for creation of a means for the laity to be involved in the decision-making process of the church. The parish council's responsibilities included the approval and monitoring of the parish budget, which encompassed the school budget. Ideally, the parish council was to constitute commissions to oversee certain programs in the parish, such as education, Christian service, worship, parish activities, facilities, and spiritual development. All commissions were to be represented on the council. This structure, however, caused role conflict from the onset, especially for already existing school boards which had established certain functions and relationships regarding the budget. Some school boards converted to education commissions, some school boards became committees of the education commissions, and others remained in title as boards for the mere recognition status in the community at large. A redefining of roles needed to take place and the local parish communities looked to the diocesan offices to clarify the structures and relationships.

Fitzpatrick (1971) sought to identify and compare role expectations of various key groups involved in the governance of parish elementary schools in the Diocese of Brooklyn, New York. She studied role conflict of pastors, principals, presidents of parish councils, and presidents of home-school associations. In her study, she pointed out that because role clarifications are weak, conflict can and does occur. Her data indicated that the three groups (administration-pastor/principal, parish councils, and home-school associations) did not have consensus on who held the responsibility for the school's curriculum, finances, organization, or personnel.

Fitzpatrick (1971) concluded that there existed a good degree of role conflict within each of the key leadership groups substantiated by the ambiguities which existed in the defining of roles and responsibilities of these groups. *She recommended that school boards be established at the parish level in the Diocese of Brooklyn providing that written guidelines explaining their powers and limitations were clearly defined.* This written document of power and limitations would include a determination of purpose, as well as guidelines for the board membership.

During the same year, Sister Mary Charitiana Kavanagh (1971) studied the role expectations of selected groups concerned with the governance of the Catholic elementary schools in the Diocese of Rockville Center, New York. Kavanagh surveyed pastors of parishes, principals of schools, members of parish councils, parish school boards, and the diocesan board of education concerning their roles and the roles of the other selected groups in the governance of parish elementary schools. Her data indicated that the major responsibility for areas of governance in matters of curriculum, finance, and organization within the individual school, was generally assigned by all groups to the school board. Nevertheless, the findings did indicate role confusion and conflict among the various leadership groups. Kavanagh recommended the development of workshops to study and explain the guidelines and expectations for the various groups.

Repeatedly in Vatican II's decree on the Apostolate of Laity, reference is made to the coordinating function of central authority and its need to have due respect for the character of the organizations being coordinated. Parish councils were intended to bring about a spirit of

unity, avoid destructive rivalries, and work towards the attainment of common goals (Murdick & Meyers, 1972). Councils were to be established to promote the mutual coordination of various organizations assisting in the apostolic work of the church while preserving the proper character and autonomy of each organization (Murdick & Meyers, 1972). However, in reality this unifying effort was difficult to achieve, especially when individual organizations wanted to control their own programs while utilizing parish funds.

Parish councils were designed to serve a coordination and communication function for all organizations under parish auspices. The parish councils were to establish priorities among the various parish groups and facilitate communication with the parish community regarding the work of all apostolates within the parish. The determination of appropriate allocation from parish funds to each organization was within the realm of the parish council's responsibilities. With each organization vying for funding, destructive conflict as to the importance of each organization's ministry to the parish began to surface. Funding for schools was escalating to high percentages of parish budgets (60% to 70%) leaving little for other responsibilities and ministries of the parish.

Throughout the 1970s, role conflict over the governance of the schools continued at the parish level. The "borrowed" public school board model didn't seem to fit or operate effectively within the hierarchical structure of the church. Parish councils wanted to control finances, buildings, and activities. School boards wanted to control everything connected with the school, including personnel, finances, and buildings. Pastors, who once had control of every aspect of the parish, found

themselves caught in the role conflict as they attempted to move towards shared-responsibility as a way of life in the parish. Every parish organization wanted autonomy in their designated areas of responsibilities in order to promote their own agendas. Pastors were forced to curtail or limit the authority of councils and commissions (boards) in order to establish harmony within the parish. The consequences of the pastors' decisions moved church leaders to seek different models for the governance of Catholic schools.

In 1983, the revised Code of Canon Law was published. This document called for the establishment of financial councils in every parish. Other advisory or consultative groups, such as parish councils, were not mandated in the revised code nor were they excluded. The revised code left the decision for the establishment of boards and councils to the local ordinary (diocesan bishop). In doing so, canon law gave individual dioceses the freedom to dismiss or diminish the boards and councils, or to develop guidelines for them to effectively operate. One thing made clear from the revised code was that all boards, councils, and committees in the diocese are to be consultative or advisory in nature.

The present day parish and diocesan boards, councils, and committees find their roots in church documents and canon law. Although the Catholic church holds a hierarchical structure for governance, it does subscribe to two very fundamental principles of operation, subsidiarity and collaboration (O'Brien, 1987). These two principles have special relevance to the governance of Catholic education.

The principle of subsidiarity is "that which can be accomplished by the initiative and industry of one group should not be assigned to or assumed by a higher organization or authority" (O'Brien, 1987, p. 6). In other words, decisions should be made by the people in authority closest to the situation. The principle of subsidiarity empowers the local board with policy-making authority for the governance of Catholic schools. The board members are closest to the school administration by their delegated functions and working agendas and, therefore, are the people charged with the responsibility to properly implement the school's mission. Decisions regarding a parish school are most appropriately solved by the parish involved and not by the diocesan offices (O'Brien, 1987).

The principle of collaboration states that the development of effective governance depends on the ability of people to work together, individually and collectively, for the betterment of the institution (O'Brien, 1987). Through the principle of collaboration, school administrators, board members, parishioners, and parents seek to develop harmonious working relationships to ensure the implementation of the church's educational mission and educational program to benefit the church's youth. The thought was that through newly permitted collaborative efforts on the part of the laity, Catholic schools would be sustained.

Since Catholic school boards are to be consultative or advisory, questions arise as to their importance, purposes, and value to the church and school. This study identifies particular aspects of today's Catholic school boards.

Current Structures and Titles

Various types of Catholic schools exist in today's society. These schools, although titled and structured differently, share the same mission to spread the good news of the gospel and to educate the youth of the Catholic church. Catholic schools are often identified as parish elementary or high schools, Catholic central high schools, regional schools, private religious schools, and independent Catholic schools. The various types and structures of Catholic school boards associated with the types of Catholic schools are identified in this section.

The most common Catholic school is the parish elementary school. A parish is a geographical area of a diocese that has been assigned to the care of a pastor (Fitzpatrick, 1971). The parish elementary school is part of the parish community. A parish may sponsor a parish (Catholic) school which is usually a grade school. Today's parish schools may have any combination of grades from preschool through eighth grade. Some parishes continue to sponsor high schools; but more recently, due to rising costs, Catholic high schools have become a multi-parish or a regional endeavor.

A parish school may or may not have a board overseeing its operation. If a parish school has a board, it might hold the title of school board, parish board of education, education commission, or school council. Parishes have a pastor designated by the diocesan bishop to care for the spiritual and temporal goods of the parish people. The pastor is directly accountable to the diocesan bishop for all spiritual and temporal matters. The pastor may elect to have a parish council which

would coordinate all parish activities and programs and share in a decision-making process over temporal matters. The parish council, which consists of representatives from all parish organizations plus members-at-large from the parish, designates commissions to oversee specific responsibilities of the parish such as spiritual development, education, Christian service, building and grounds, and finances.

In parishes where a parish council exists, normally there is an education commission. This education commission encompasses the responsibility of overseeing the school operation. The commission may hold responsibilities for other educational parish programs in such areas as adult education, youth ministry, and religious education for Catholic students attending public schools. In cases where multi-responsibilities exist, the education commission may designate committees for specific areas. A school committee might be designated to oversee the school operation. The school committee may have total responsibility for the school or it may have only certain or shared responsibilities, such as policy making and selection of the school administrator. The school committee reports to the education commission of the parish council (see Figure 1).

Other parish councils may permit a school commission whose representative would be seated directly on the council. This would be a constituted commission designated for the school and would report directly to the council. The school commission would hold equal status with other commissions such as spiritual development, Christian service, and religious education.

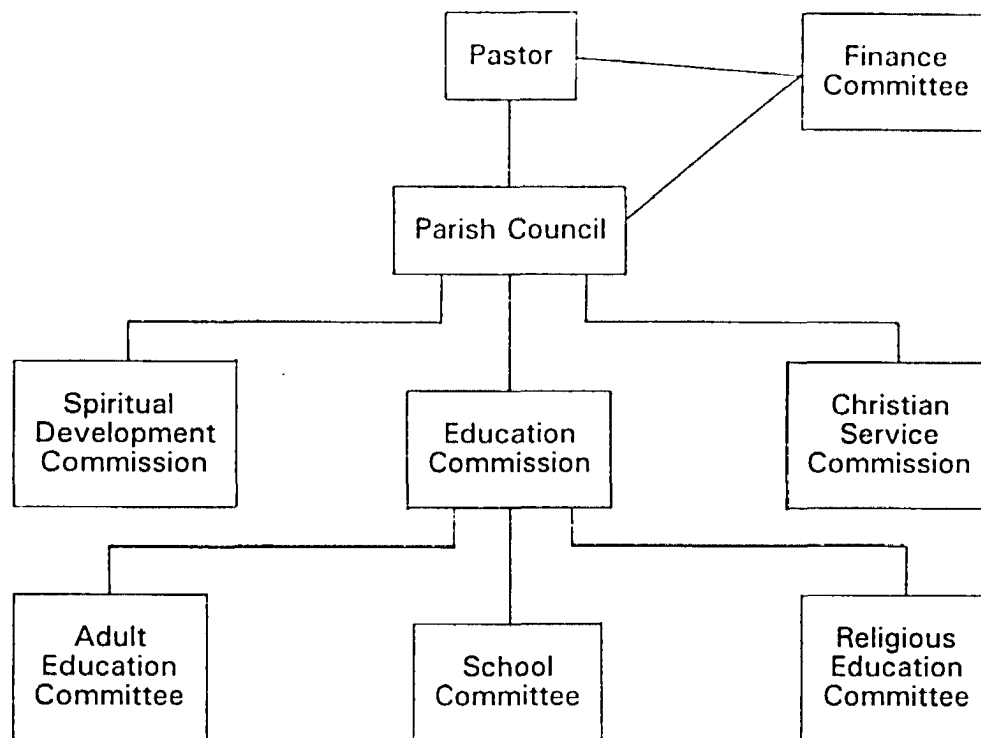


Figure 1. Parish Structures With School Committees.

Some parishes have allowed the title of school board or board of education to remain with the designated organization responsible for overseeing the school operation. Since many school boards preceded parish councils, the councils allowed boards to keep their original titles even though they were to function as commissions (reporting to the council). Some councils recognized the fact that certain titles carried a greater influence in the community at large regardless of their responsibilities. That is, in fact, part of the role conflict which existed in the 1970s. School boards and boards of education, which were once perceived as having total control over the school, now must share some

areas of control with the parish council, especially in regards to the allocation of parish funds.

A school council or home-school association might exist within the parish or school structure. These councils may or may not be accountable to the parish council. They could be separate councils working on their own within the limitations of responsibilities designated by the parish pastor.

A Catholic central school is usually a high school (Grades 9 through 12). The Catholic central has a school board or board of directors which oversees the operation. This board is often constituted as having limited jurisdiction in educational matters of the school. Boards with limited jurisdiction are boards which have been given autonomy in certain areas of governance. The board has final say in certain areas, but it does not have total jurisdiction (Sheehan, 1990). The areas of jurisdiction are usually determined by the diocesan bishop.

The membership of the Catholic central board is usually made up of representatives of the general Catholic community. These members could be alumni, business representatives, parish representatives, and so forth. In some cases, area boards may oversee the operation of the Catholic central. Area boards are boards which have limited jurisdiction over several other boards or several schools. In the hierarchical structure, area boards are inserted between the diocesan board and the local board (see Figure 2). Area boards are mainly involved in unifying policies for a group of Catholic schools in a regional area.

Regional Catholic schools are schools which serve families from a number of different parishes or communities. A regional Catholic school

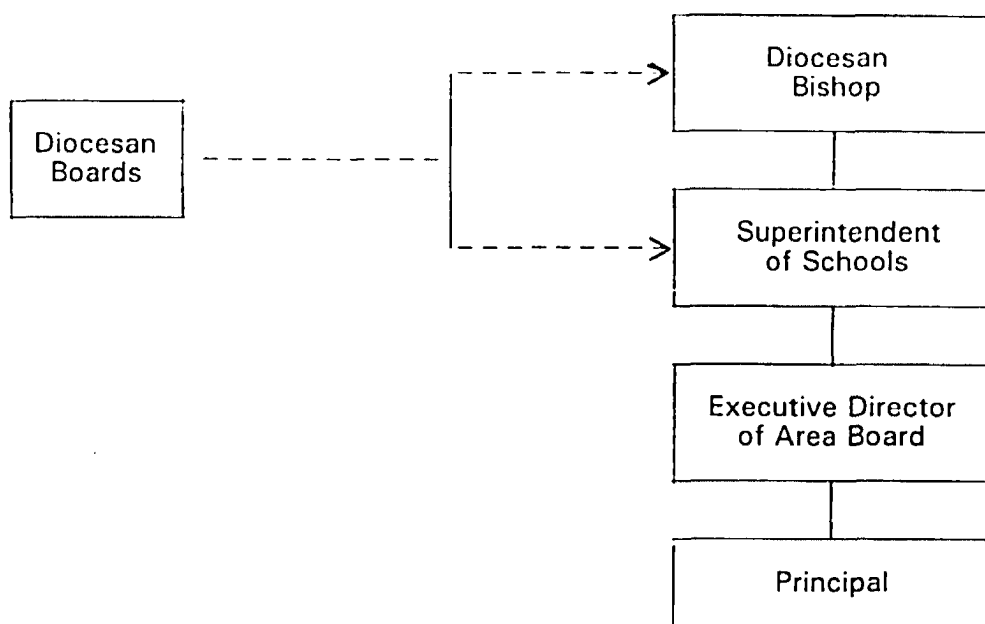


Figure 2. Hierarchical Structure Using Area Boards.

could be an elementary, middle, or high school. Some regional schools refer to themselves as Catholic centrals. Regional schools serve two or more parishes. The regional school's board of education or school board consists of representatives from the supporting parishes or organizations as well as representatives-at-large who have specific expertise. These boards often hold limited jurisdiction whereas the parish school boards are to be totally consultative in nature.

Private religious Catholic schools are often regional schools which are owned or sponsored by a religious community such as Christian Brother schools, Jesuit schools, and Marianist schools. Many religious communities, composed of professed sisters (nuns) or brothers, own and operate schools. Private religious Catholic school boards will most likely

be classified as limited jurisdiction boards. The diocesan bishop and the sponsoring religious community will designate the areas of jurisdiction. Usually these boards will have jurisdiction over finances, buildings and grounds, administrative structure, and educational matters. The diocesan bishop and the religious congregation hold jurisdiction over the religious education and catholicity of the school. Seldom does the bishop's jurisdiction take a proactive stance over religious congregations. Mutual respect for each other and the institutional mission creates a collaborative working relationship. Most religious communities do an excellent job in spreading the gospel message and operating schools, thus fulfilling the mission and purpose of Catholic schools.

Independent Catholic schools are schools which are owned and controlled by a board of trustees. These trustees have jurisdiction in all areas except the religious nature of the school, which is under the authority of the diocesan bishop. These boards often have autonomy over all decisions and are not accountable to any particular person or position. The ownership of the school keeps revolving with the board of trustees. The board must raise all the funds for the operation of the school.

Although there are different titles for organizations overseeing Catholic schools, it is uncertain whether these organizations are involved in similar functions and how much influence they have over those functions. This study seeks first to classify the numbers and types of Catholic school boards in the state. The data analysis from the study will also be used to determine if certain types of boards are more involved in the primary functions (mission, long-range planning, budget, and policy development) of boards as stated by Sheehan (1990).

Purpose of Catholic School Boards

In addressing the purpose of Catholic school boards, this study focuses on the reasons for which the organizations exist. The primary functions for which the boards have been established emerge and evolve from the rationale for their creation. Purpose in this study refers to the functions which the boards perform and their accomplishments or fulfillment of those functions.

Parish communities are the largest stakeholders in Catholic schools. They not only financially assist in the support of the local or regional Catholic school, they entrust the youth of their community to those schools. The investment of their youth is a far greater investment than that of their finances. If schools are going to meet the needs of the community in which they serve, then the community must be broadly represented in education policy decisions. The establishment of Catholic school boards of education is the American church's response to that need (Harper, cited in Murdick & Meyers, 1972).

The documents of Vatican II promoted a more participative church and called for a new role for the laity of the church in the governance structure. The day had come for the laity to be directly involved in the decision-making process of the church which was an integral part of their daily lives. The process of shared decision making was to prevail as a means to fulfill the spirit of Vatican II.

Sheehan (1990) reported that the Catholic school superintendents were the primary proponents of the board movement. The superintendents wanted the church to put into practice its statements regarding parents as the first and foremost educators of their children. Catholic

school boards were the logical places for the parents to exercise this right. The Superintendents' Committee of the National Association of Catholic Education called for an ad hoc committee to study the issues of lay boards.

Superintendents believed that increased lay involvement would increase the financial support base for schools (Sheehan, 1990). They presumed that increased ownership would result in greater support from parents and the Catholic community at large. With rising school costs and additional parish organizations and ministries vying for parish funds, a new and greater ownership model for the local Catholic school was needed.

The first such Catholic boards to emerge were based on the public school model. However, Catholic leaders soon noted that the public school board model was not suitable for Catholic education (Sheehan, 1990) because it was regulatory in nature and not advisory. The evolution of Catholic school boards into a suitable model which would enhance Catholic education in America took several decades. Insight into the principles of subsidiarity and collaboration coupled with new issues and an evolving church brought about a process of shared decision making. This in turn has become the basis of operation for the Catholic board to function efficiently within the church structure.

The school board is formally charged with the responsibility for identifying and expressing the educational goals and objectives of the Catholic community (Murdick & Meyers, 1972), thus making the board's primary purpose the development and defining of policies which govern the Catholic school. "All other duties of the board are subsidiary

functions to this primary responsibility" (Murdick & Meyers, 1972, p. 29). Murdick identified four general functions (identification of objectives, policy development, goal attainment, and evaluation) of boards which are fully integrated and essential to address the needs of the Catholic community.

Once the educational objectives have been identified for the school and its programs, the board must express in policy language how the institution will meet these objectives. In fulfilling its responsibilities to the Catholic community, the board must monitor the progress towards goal attainment as well as evaluate the effects of its policies. From these four purposes flow a number of tasks and functions a board must consider in order to be accountable to the community it represents.

Harper (1980) redefined Murdick's (1975a) four stated purposes and added the articulation of the education mission of the local faith community, the approval of the financial expression of the educational plan, and the participation in the selection of the school administrator. Harper's added functions presented a cycle of responsibility which included key components of mission, goals, policy direction, programs, costs, administration, and evaluation. These added functions give a full dimension of articulating, promoting, facilitating, and achieving the purposes to which the Catholic community espouse and "invest" in Catholic schools.

The purposes for fostering boards have evolved into eight primary reasons:

- (1) to promote the concept of lay ministry . . . , (2) to develop ownership and stability for the future . . . , (3) to offer financial advice . . . , (4) to develop and defend policy . . . ,

(5) to serve as a good public relations source . . . , (6) to enable the principal to spend adequate time as an educational leader . . . , (7) to provide parents/guardians with a voice in their children's education . . . , and (8) to encourage strategic planning. (Sheehan, 1990, pp. ix-x)

These eight reasons for establishing boards have functional purpose within the Catholic school structure.

By establishing an organization such as a board or council where individuals can participate in the decision-making process, the church promotes the active involvement of the laity. The board becomes a vehicle for lay persons to exercise their gifts and talents in building the faith community. The board becomes a concrete means for people to contribute to the church and Catholic education.

The literature regarding Catholic school boards reveals an array of functions such as establishing a mission statement, creating long-range plans, developing/monitoring budgets, developing policy, selecting and evaluating administrators, approving curriculum changes, seeking funding, creating development strategies, providing public relations and marketing strategies, expanding/closing programs, and addressing parent complaints (Harper, 1980; Murdick & Meyers, 1972; NCEA, 1994; Sheehan, 1981, 1990). At certain times in the development of Catholic school boards, all of these functions were valid functions. For this study, five key functions have been selected as pertinent functions which blend the original purposes for establishing boards with current board functions responding to institutional needs (Sheehan, 1990; NCEA, 1994). The five key functions (establishing a mission statement, creating long-range plans, developing policy, developing/monitoring budgets, and marketing the school) are used in the calculation for the degree of board

involvement. The following paragraphs contain additional information relating to the five key board functions.

Belief in the mission of the institution and participation in the life of the organization is bound to bring with it increased pride and ownership (Sheehan, 1990). The Catholic school has been a tradition of the church and many people have benefited from the opportunity to attend and are now eager to provide the same opportunity for future generations. The board assumes the responsibility of providing effective plans and policies to ensure implementation of the school's mission and to provide for the school's stability in these changing times. The support for these policies happens as a result of the ownership and pride Catholic communities take in their schools and their representation in the decision-making process.

Rising costs face every institution in the United States and the Catholic school is no exception. Given the economic complexity of today's society, schools need a diverse representation of talents and interests. The boards of today can be a positive force for dealing with the financial needs of the Catholic schools. The boards can assist in this responsibility or share in the burden with the pastor and school administrator. Boards hold the responsibility for developing and monitoring the budget and for the implementation of long-range plans (Sheehan, 1990).

Policies give direction to the operation of the institution. Even after serious consideration and consultation, some policies become unpopular. The board performs a vital role as they develop and defend their policies. Catholic schools are able to address many issues and needs through well-developed policies. If policies are created in the spirit

of the faith community by the board, they are often immediately acceptable due to the known credibility of the board members involved.

Effectively marketing the school requires the involvement of many members of the community. The board is a source which has provided a positive voice for the Catholic school in the civic community. Positive public relations is a component of a good marketing plan. Credible board members can assist in providing that voice in the community.

An active and productive board which understands its role and function within the life of the school can be an effective, harmonious working body of the administration. If the board is attending to researching the facts and attitudes of an issue, or providing the synergy to get tasks accomplished, this can be a liberating experience for the school administrator. The administrator should be able to spend more time on educational matters while the board attends to matters and issues outside the school. In effect, the board is a readily available "think tank" for the administrator to present the needs and issues of the school in order to seek solutions and resolutions.

The board also provides a forum or a vehicle for parents to voice opinions and concerns. If church leaders truly believe that parents are the first and foremost educators of their children, then a structure or process should exist for them to have a voice in their children's education. A board can develop forums, surveys, and other means to solicit input from the parent community which it serves.

If an institution is going to advance into the next century, the institution needs a plan to guide the way. This plan must consist of well-defined goals and strategies to accomplish those goals. The

Catholic school board holds this responsibility. A board needs to establish a strategic planning committee to develop the plan and to present regular reports to the board.

Boards are to be actively involved in the key areas of establishing a mission statement, creating long-range plans, developing/monitoring budgets, developing policy, and marketing the school (Harper, 1980; Murdick & Meyers, 1972; Sheehan, 1990). The degree of board involvement in these functions is used as a measurement factor to detect potential differences in governance structures, training, and selection processes.

Comparison and Contrast of Boards

The first local Catholic school boards were patterned after the public school board model. Since the membership's only role reference was the public school board model, the Catholic school boards mimicked or assumed responsibilities similar to those of the public school boards. This situation caused confusion, frustration, and consternation on the part of all parties involved (mainly the hierarchy of the church and the school administrators). Since many of the functions seemed similar, the Catholic school boards attempted to assume a posture similar to that of the public school boards; however, the premise for the establishment and the constituted type of boards makes the Catholic school board vastly different from public school boards in role relationships.

Primarily, Catholic school boards are either consultative boards or boards with limited jurisdiction. A consultative board is one "which operates in the policy-making process by formulating and adapting, but never enacting policy" (Sheehan, 1990, p. 2). Calling an organization

consultative should not diminish its level of importance. In this case, the consultative board is inserted into the governance structure of the parish in a very significant way and with very important functions.

Boards with limited jurisdiction have authority over designated areas. They have final say over these areas but they do not have control over all areas of the school operation. The diocesan bishop or the sponsoring religious organization for the school will reserve certain areas of operation to themselves. These areas usually relate to the catholicity or religious nature of the school. Sometimes, they will also reserve final budget approval.

"A public school board is constituted as regulatory" (Sheehan, 1990, p. 6). A regulatory board enacts or uses existing rules and regulations to govern the operation of its institution. These boards are considered administrative rather than consultative. Public school boards carry out regulations given to them by the state and hold jurisdiction over their implementation.

In contrast, Sheehan (1990) stated that while public school boards are regulatory, Catholic school boards are consultative or limited jurisdictional boards. Public school boards are established by law; Catholic boards are established by episcopal mandate. Public school board membership is elected or appointed to represent constituencies. Catholic school board membership is elected, selected, or appointed to serve the educational mission of the church. Philosophical, legal, and jurisdictional differences call for different points of reference for conducting board functions. These points of reference frame the distinction between Catholic and public school boards.

Public school board functions are regulated by the state government while the Catholic school board is much freer to establish its functions based on their purposes and the needs of the school (Fitzpatrick, 1971). This gives the Catholic school board greater diversity in selecting functions which will address the critical needs of the school. This study seeks to determine if there is a difference among the governance structures (advisory, consultative, limited jurisdiction) of Catholic school boards as measured by key board function involvement.

Selection Processes

No standard rules exist for the election, selection, or appointment of board members. Individual boards are granted authority to create their own by-laws which govern the operation of their organization. Within these by-laws, the selection process is indicated. The term selection process is being used to include the appointment, election, and selection of board members. The advantages and disadvantages of these processes are discussed in the following paragraphs.

Election Process

The general election process is assumed to be the most prominent process of selection. In the election process, candidates volunteer to place their names on the ballot. The candidates either step forward on their own or are asked by a board member to consider running.

Board candidates appear on a ballot with parishioners running for other commissions and councils in the parish. Ballots are either distributed at the end of the liturgical celebration to the adults in the

congregation or election tables are placed in a church hall or activity room for voting.

Church participants over the age of 18 are able to cast a vote. The people with the majority of votes are seated on the councils, commissions, and/or boards. This process could seat the most popular person at the decision-making table instead of the best potential contributor. At one time in the church, this was the prevailing method of selection of candidates.

Some concerns arise through this process of election. In some large parishes, the candidate may not be well known by the general congregation, especially if the person is new to the parish. Vitae of candidates are often published along with or in advance of the election. The vita may list some impressive credentials which could attract votes regardless of the person's potential contribution.

At times, candidates, with a specific agenda, campaign to be elected. The campaigning, as in the political arena, has the potential to cause division in the community instead of unity. Divisiveness can enter into the campaign through campaign promises which often cannot be fulfilled.

The election can also turn into a popularity contest. Instead of a process to select the right expertise for the board, the election process promotes the best known or best liked candidate. The focus becomes popularity instead of reflecting the educational needs of the community with expertise. Persons not being elected may feel rejected or outcast from the community at large.

The positive side of this process is that all parishioners can, if they

desire, actively participate by casting their ballot. This ballot casting can present a feeling of ownership. The involvement and voice in the process is important if the parishes want to establish an interest and an importance to the governing functions of the board, councils, and commissions.

Selection Process

The second type of process is the selection process. There are many variations of selection processes; for instance, all candidates running for the boards must be nominated by the existing board or have prior approval from the pastor or sponsoring agent (religious community, diocese). Only approved names (qualified candidates) appear on the ballot box. A drawing is held to select the person or persons to be seated on the board, council, or commissions. According to scripture (Acts of the Apostle 1:15-26), two people (Joseph, also known as Justus, and Matthias) were nominated from a group of 120 to take Judas' place among the apostles. The group prayed to make known which of the two men should be chosen for this apostolic ministry. They then drew lots and the choice fell to Matthias. Some parishes use a similar method of selection to choose people to serve on commissions including education commissions.

The drawing is often held during a celebration of a liturgy or paraliturg (scripture service). Prayers for the selection of persons who will be most beneficial, at this point in time, to the council or board are voiced. Everyone attending the liturgy participates by offering their prayers. The faithful of the church are asked to place their trust in the Spirit. The

advantages of this process include the absence of popularity voting, prescreening of candidates whose names are entered into the drawing, and reliance on a prayerful moment for selecting a good candidate.

There are three disadvantages to this process. One, not all parishioners will be able to attend that one particular scriptural service, so the feeling of ownership will be lost. Second, interested, but not eminently qualified, persons could be called forth to service, if candidates are not seriously prescreened. Third, the possibility of dissatisfaction on the part of some parishioners who would not support a lottery style selection process is a concern. These three disadvantages should be weighed against the advantages and disadvantages of other processes.

The issue of ownership on the part of parishioners not being able to participate in the scripture service when the names are drawn forth could be balanced by having the parishioners who attend other weekend liturgies pray for the selection of candidates in advance or be asked to pray at the hour of selection. This would give parishioners a prayerful opportunity to support and to be involved in a very special and spiritual way in the process.

Appointment Process

The third style of selection process is the appointment of members. This process normally suggests that a list of the potential candidates and their expertise be compiled. Upcoming board vacancies are usually announced and interested candidates are sought. Individuals may submit their names to the nominating committee. The board or nominating committee identifies qualified persons to be placed on the list

along with the volunteers. The nominating committee prescreens the candidates, consults with candidates on their willingness to serve, and a list is presented to the sponsoring agent (bishop, religious community, pastor, or the board itself). The sponsoring agent appoints the selected candidates to fill the vacancies. The advantages of this process include the alignment of candidates' qualifications with the vacancy need on the board, potential avoidance of candidates with their own agenda being seated on the board, ability to seek a greater diversity of expertise, and the potential selection of only eminently qualified and active community leaders.

The major disadvantage is the lack of participation from the general Catholic community in the selection process. This lack of participation can cause a lack of ownership and support for the work of the board. If people do not feel represented or involved in the process of selection, they will not take ownership for the work of the board. If a problem arises with the board, the attention is not only focused on the board but on the sponsoring agent that appointed the board.

Combination Process

A combination of a selection-election process may have some advantages for Catholic school boards. Including some appointees on the board might be a way to insure that the composition of the board is balanced, one which would meet the needs of the school (Sheehan, 1990). Provision for some elected and appointed members could be established in the by-laws.

The election process could take its course to provide the neces-

sary ownership for the Catholic community and the appointee portion could balance the board for expertise. The appointments could be made by the board itself, the parish administration, or the pastor. The combination of these processes should be considered especially if the process presently being used has overwhelming disadvantages or permits dysfunctional boards.

As presented, the various types of processes have advantages and disadvantages. Questions arise regarding whether certain processes provide for more involved boards. For instance, do appointed boards involve themselves to a greater extent with board functions than elected boards? Or is one process of selection more advantageous than another? This study seeks to classify the various selection processes and then analyze whether the board is involved in important functions as presented in the original purposes defined by Sheehan (1990).

Inservice Training for Board Members

Once persons are seated at the board table, they are automatically vested with authority to participate in the decision-making process. The board's demeanor of operation is vital to the harmonious working relation of the board members. The newly seated board members must have a grasp of the scope, limitations, and responsibilities of the position.

Unfortunately, far too often the new board members' only frame of reference has been the public school boards and the newspaper accounting of them. Therefore, it becomes essential that new members participate in some form of inservice program (Sheehan, 1990). The newly seated board members need to understand their role and relationship to

the sponsoring agency (parish, diocese, or religious congregation), the school administrator, and other consultative bodies. They also need to know how to address their functions as well as to have a working knowledge of the difference between policy and regulations.

Drecktrah (1988) completed a study on first-term board members in the public sector. Her findings indicated that first-term members strongly agreed (88%) that participation in school board inservice helped them become more effective members.

The qualifications for most Catholic school board members are that the candidate must be at least 18 years of age and be a participating parishioner or practicing Catholic. If board members are going to meet the challenges of the future then they should fully understand their role, functions, and the issues which need to be addressed. Inservice orientation can provide the foundation for understanding their roles and responsibilities.

Board members must exercise judgment over a diverse range of topics, issues, budget concerns, curriculum outcomes, and other matters which affect education (Holwey, 1992). One of the best methods to obtain the necessary information is to participate in ongoing inservice opportunities related to those areas. Bond-Brewer and Braverman (1990) identified both the need for school board member inservice training and the areas of skill development for effective board membership. These studies support the need for board members to be properly informed as they seat themselves at the decision-making table.

This dissertation study provides data regarding inservice training of the Catholic school board leadership, primarily the board presidents

and school administrators, who serve as the executive officers of the boards. The study examines the utility of the inservice presentations and identifies the utilization of various resources.

Value of Catholic School Boards

The value of Catholic school boards lies in how they address their primary functions and in the types of issues which are raised. The board itself creates the agenda and designates the areas in which they want to invest their time and talents.

A variety of issues can surface at the board table. These can range from minor decisions regarding details of events to major decisions of strategic planning. Decision making can be time consuming at the board level; therefore, it is important that only agenda items which are of value reach the board table. On occasion, personal agenda items take up valuable time which limits the opportunity the board has to attend properly to all of its primary functions. This study provides data regarding the issues which the boards are addressing. Current publications identify the following issues which face Catholic schools: school accreditation, AIDS/human sexuality, class size, dress codes, salaries, benefits, technology, parental concerns, financing, enrollment, deteriorating facilities, staff turnover, and third-funding sources.

Another board value and benefit is the diversity of the group which is seated around the table. Individuals from different backgrounds and professions can greatly contribute to problem-solving issues. Barker (1992) indicated that the people on the fringe, the outsiders, who do not understand the subtleties of the prevailing paradigm and those who have

no investment in them, will be the paradigm shifters. A paradigm is a set of rules or regulations which establishes and defines boundaries and tells people how to behave inside those boundaries (Barker, 1992). Paradigms limit one's ability to solve problems. At times, the people closest to the situation are unable to shift beyond the framework which they have created.

The outsiders, "fringe people," are not caught in the paradigm that limits the professionals within the institution. Board members come from different professions and bring unleashing or unrestrictive input to the board table. This diversity can be the unleashing paradigm. Board members can assist educators in seeing past their paradigms. The board can set a new and compelling vision which positions school administrators to be pioneer paradigm shifters for shaping the future of Catholic schools. The value of seating a diverse group at the board table lies in utilizing their expertise and capitalizing on their operational naiveté about schools.

Summary

Presented in this chapter is an overview of the importance, purposes, and value of Catholic school boards. The need for proper in-service of board members as well as various types of boards within the church structure were identified in this chapter. The development of the primary purposes and functions of the board was discussed. The selection processes for board membership were defined and discussed and advantages and disadvantages were identified. Finally, the value of the diverse board was discussed as an approach, a paradigm shift, to the challenges of today and tomorrow.

CHAPTER III

REINFORCEMENT OF RATIONALE FOR STUDY QUESTIONS

Chapter I contained the rationale and background information on the design and purpose of the study. Chapter II included an historical review of Catholic school boards and laid the groundwork for the development of the study questions. In this chapter, the researcher presents reinforcement of the material found in Chapters I and II regarding the rationale for the development of the study questions. This chapter is divided into six sections: (1) characteristics of Michigan Catholic school boards, (2) selection processes and key board functions, (3) governance postures and key board functions, (4) board training and key board functions, (5) future of boards and leadership status, and (6) effective use of lay people. These subsections relate to the overall purpose of the study, the general characteristics of Catholic school boards, and the variables found in the five study questions.

Characteristics of Michigan Catholic School Boards

Catholic communities in the state of Michigan were in the forefront during the development of Catholic school boards. According to Murdick (1975a), the first parish Catholic school board in the United States originated in Norway, Michigan, in 1964. Fitzpatrick (1971) cited the Diocese of Lansing, Michigan, as one of the first dioceses to initiate and encourage the development of boards of education for Catholic

schools. The literature points out that during the early development stages of local parish Catholic school boards, two prominent Michigan figures, Msgr. O'Neil D'Amour and Msgr. Olin Murdick, held national positions in key Catholic associations. These priests promoted the development of Catholic school boards both in Michigan and on the national level. One can only surmise from the literature that Michigan Catholic dioceses held a profound interest in furthering the development of local Catholic school boards.

Thirty years have transpired since the early developments of Catholic school boards. Present data do not exist regarding whether the early initiatives had a profound effect on the further development of Catholic school boards at the local level. In 1972, the United States National Conference of Catholic Bishops, in their pastoral letter, To Teach As Jesus Did, encouraged the use of representative structures (boards of education) for the involvement of lay persons in educational issues. Sheehan (1981) recommended that local Catholic school boards be established for each elementary and secondary school. This dissertation study sought to answer the following questions: Do current Catholic schools have boards? What types of boards exist? What governance structures have been utilized for inclusion of Catholic school boards in the Church hierarchy? How are members selected? How many members serve on a board? What issues demand board involvement?

Since Catholic school boards are part of a private, parochial setting, public information about their characteristics is not readily available. Due to the lack of current information, this study holds great promise to add to the general body of knowledge on Catholic education. The study,

first and foremost, describes the characteristics of Catholic school boards in the state of Michigan. Data regarding the types of structures, the membership, the issues, and the initiatives of Catholic school boards are presented in this study. The study releases to the public, for the first time, a pictorial view of Michigan Catholic school boards.

Identifying the characteristics of Michigan Catholic school boards, alone, makes this study a worthwhile endeavor. This dissertation adds to the generally limited information available to the public regarding Catholic school boards and, in particular, Michigan Catholic school boards. In addition to the general characteristics, an assessment of boards based on the analysis of certain key variables and their relationship to one another presents an overriding problem to investigate and gives direction to this study.

Selection Processes and Key Board Functions

As evident in Chapter II, the literature regarding Catholic school boards reveals an array of functions and duties. However, in keeping with current institutional renewal strategies blended with the original purposes of Catholic school boards, five key functions emerged as essential. These five functions of establishing the mission, creating long-range plans, developing and monitoring budgets, developing policy, and marketing are supported through the works of Murdick (1975a, 1975b), Harper (1980), and Sheehan (1981, 1990). According to the research, current Catholic school boards must recognize and claim these functions as central to their responsibilities. Boards should be heavily involved in all five of these functions.

These five key functions make up a construct (variable) to compare and contrast whether Catholic school boards are fulfilling their responsibilities and functions as described. This construct is used to assess different selection processes, governance postures, and orientation training. It serves as a standard variable for the first three study questions.

The first relationship the researcher sought to investigate involves the five key functions and four selection processes. Chapter II describes the selection processes as election, appointment, selection, and combination. These processes are compared and contrasted in that chapter.

Carroll (1983) recommended that screening methods be established as a way of determining board candidates' philosophical and proven commitment to participative decision making. Does prescreening of candidates make a difference? In this dissertation study, the researcher expands on Carroll's thoughts and desires to test board involvement on key functions against various selection processes to determine if a relationship exists.

For example, if board members are appointed in some fashion will the board body consist of a "variety of expertise" as to deliberately fulfill the board's major responsibilities? Or does the reality of the appointment concept depend on the appointee or the appointor? Is appointing members more advantageous than selecting or electing members? Do selection processes really make a difference in regards to the board's involvement in areas which were determined as central (key functions) responsibilities?

Through analyzing these variables, the researcher expects to

determine whether a relationship exists between selection processes and board involvement in the five key functions.

Governance Postures and Key Board Functions

Three main governance postures (advisory, consultative, and limited jurisdiction) have been identified as fitting for Catholic school boards within the Church hierarchy (O'Brien, 1987). These governance structures have been defined in Chapter II. The researcher analyzed whether the various postures have an effect on key functions as indicated by the board's involvement in those functions. The five key functions, identified previously in this chapter and defined in Chapter II, were used as a standard construct to investigate this study question as well as two others.

Each of the three governance postures carries with it various degrees of power (O'Brien, 1987; Sheehan, 1990). Power is defined as "the amount of influence actually exercised by the agent" (Yukl, 1989, p. 14). An advisory board does not hold direct control (power) over the implementation of its decisions. It only advises the person(s) with the final say on educational matters in the school community (Sheehan, 1990). An advisory board, at best, has the opportunity or posture and time to persuade the person(s) in control but has no real authority on whether their view will be incorporated.

A consultative board has a greater degree of power than an advisory board. The consultative board operates in a policy-making mode by formulating and adapting, but never enacting policy (O'Brien, 1987; Sheehan, 1990).

Consultative implies that the administrator(s) will listen to the advice of the properly convened body in certain designated matters prior to a decision being made. The operating principle is that the administrator(s) will not act contrary to the advice which has been given, especially when there is a consensus, unless the administrator(s) has an overriding reason. It is customary for the administrator(s) to communicate this reason to the consultative body. (Sheehan, 1990, p. 3)

The consultative school board holds a greater degree of influence, with the person(s) who hold final say, compared to that of an advisory board. This greater degree is determined by the fact that the person with final say must approach the board prior to making a decision within the realm of the board's responsibility. If the person doesn't accept the advice of the board, the person must present his rationale for overriding its advice.

School boards of limited jurisdiction have a greater degree of power than both the advisory and the consultative board. Boards with limited jurisdiction have power limited to certain areas of the educational institutions (Sheehan, 1990). These boards have final but not total jurisdiction because they do not hold authority over the religious matters of the school (O'Brien, 1987; Sheehan, 1990). These matters are under the jurisdiction of the diocesan bishop or the religious community which is the sponsoring agent.

Given the varying degree of influential power of the three governance postures, the researcher decided to investigate if there exists a relationship between the influence as indicated by the governance posture and the boards' involvement in carrying out their key functions. Sheehan (1990) indicated that "to call a group 'consultative' does not diminish its importance; rather, it indicates that the body is inserted into the governance structure of the organization in a significant way" (p. 4).

This study seeks to test whether a relationship does in fact exist between structures and functions.

Board Training and Key Board Functions

Chapter II described the need for orientation training of new board members in order for the members to gain a greater understanding of their role and relationship within the church structure as related to fulfilling their responsibilities. Far too often, board members are seated at the table without a clue to the board's authority and responsibilities. Fitzpatrick (1971) recommended that diocesan offices clearly define the role of the boards within the church structure and offer workshops to explain and affirm those roles and responsibilities. Murdick (1975a) recognized a constant need to reaffirm, clarify, and test theoretical concepts relating to the board's policy-making role. He recommended that inservice training be developed and made available to boards of education and administrators. Harper (1980) not only recognized the need for preservice and inservice but created a handbook of training programs which she published in 1982 to meet those needs. She indicated that quality preservice and inservice programs would assist in eliminating frustration over the board's essential work, wasting time at meetings, and conflicts over role relationships. Having basic knowledge would assist board members in defining their role within the church structure. Melton (1981) recommended new board member orientation which would outline the board's power and jurisdiction within the organization's structure.

From the literature review, the researcher identified a need for

proper orientation and inservice programs. In this dissertation study, the researcher was interested in whether orientation programs are available, utilized, and whether they effect board involvement in the five key functions construct. Are trained boards more actively involved in these key functions? The key function construct consists of five major responsibilities of today's Catholic school boards as previously identified. The study seeks to ascertain whether there exists a relationship between training and board functions.

Future of Boards and Leadership Status

The value of Catholic school boards may rest in whether the leadership considers boards influential within the governance structure of the decision-making process. Does the board leadership (school administrator and board president) recognize the contribution of the Catholic school board within the governance structure? Barker (1992) recognized that people on the "fringe" of the institution, those not caught up in the paradigms of the institution itself, can make a profound contribution to the future of the institution.

In this dissertation study, the researcher was interested in the leadership's opinion on future direction of the board. Is the board operating as it should? Should it become more productive or be given greater authority? O'Brien (1987) indicated that all members of the church community, both individually and in association, have a duty and a responsibility to participate in the mission of the church. Catholic school boards provide an opportunity for lay people to participate, in association with the church hierarchy, in addressing educational issues of the

institution. In the opinion of the leadership, does this "association" exist or should changes be made?

The Catholic school administrator is given direct authority within the church structure. This person holds the responsibility to carry out the educational mission of the church. Does this administrator recognize the contribution of the board to this same mission? How does the board president, who does not hold any direct control over the institution, feel about the same matter? The board president's authority is limited within the board's operation. The board president does not hold any direct authority over the institution outside of the board meetings. What is the board president's opinion on the desired future of the board?

Does the school administrator's view differ from the board president's view? Does the administrator's position, which is inserted into the hierarchical structure, make a difference in how one views the desired future of the board? Will the leadership position, without a power base, see the need for additional power and vice versa? If there is a difference, can inferences about sincere lay involvement be derived from the results?

Effective Use of Lay People

The document of Vatican II provided a framework for greater participation on the part of the laity in church matters including the education of its young. Vatican II recognized that parents are the first and foremost educators of their children (National Conference of Catholic Bishops, 1972). In this recognition, the U.S. bishops espoused that parents should be involved in planning and evaluating the catechetical

program provided by the church for their children (National Conference of Catholic Bishops, 1977).

The U.S. bishops in their pastoral message, To Teach As Jesus Did, indicated the following:

Representative structures and processes should be the normative means by which the community, particularly Catholic parents, addresses fundamental questions about educational needs, objectives, programs and resources. Such structures and processes, already operating in many dioceses and parishes in the United States, should become universal.

. . . One such agency, long a part of the American experience and in recent years increasingly widespread in Catholic education, is the representative board of education, which, acting on behalf of the community it serves, seeks patiently and conscientiously to direct the entire range of educational institutions and programs within the educational ministry. (National Conference of Catholic Bishops, 1972, p. 38)

The diocesan bishops recognized the need for the establishment of boards of education (Catholic school boards). Are boards an effective means for lay participation in the educational ministry of the church? How does the board leadership recognize this means of lay participation? This study seeks to provide data relating to the use of boards of education as effective means to involve lay participation into the educational ministry of the church.

Summary

This chapter contained the rationale and support for the study questions of this dissertation. The researcher presented a compelling need to identify the existence and characteristics of Catholic school boards as suggested by the national body of U.S. bishops as a means of

lay participation within the educational mission of the church.

The researcher identified the key function construct consisting of five areas of responsibility for board involvement of today's Catholic school boards. The researcher proposed to investigate whether selection processes, governance posture, and training have an effect on the board involvement level in that construct.

Finally, the researcher proposed to investigate the leadership's opinion on the effective use of lay participation and the desired future of the board.

The study questions taken together are directed toward the problem of how and whether Catholic school boards are operating as intended. This study approaches this problem from various angles including characteristics, selection processes, governance postures, and orientation training.

The next chapter contains the methodology used to investigate the study's proposed questions.

CHAPTER IV

STUDY DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to present a descriptive assessment of Catholic school boards in the state of Michigan. Included in the assessment was the purpose and value of present day Catholic school boards in Michigan.

This chapter is devoted to the design and methodology of the study. The chapter includes six subsections that describe the (1) design of the study; (2) description of the population; (3) description of the instrumentation including initial development procedures, and instrumentation validity and reliability analysis; (4) procedures for the data collection; (5) description of data analysis including hypotheses and statistical procedures; and (6) summary.

Design of the Study

This study is a descriptive study of the status of Catholic school boards in the state of Michigan which identifies and assesses their primary functions and purposes.

The initial and primary procedure for this study involved survey methodology and design. This methodology was useful in describing and categorizing types of boards as well as assessing their functions. Survey design is useful for descriptive, explanatory, and exploratory purposes of

a study (Babbie, 1992). Particular to this study, the researcher collected descriptive data for categorizing, explanative data regarding membership selection processes, and exploratory data to determine and assess whether the boards are working towards designated expectations as defined by Sheehan (1990).

The variables discussed in Chapters II and III are used as focal points in the study. Member selection processes, governance posture, key board functions, and training are key variables identified and used throughout the study. An assessment regarding the use of the variables provides the basis for the identification of the characteristics of Michigan Catholic school boards.

In addition to the descriptive assessment of Michigan Catholic school boards, five study questions utilizing the key variables have been developed to guide this study.

1. Is there a relationship between board member selection processes and key board function involvement?
2. Is there a relationship between key board function involvement and the governance posture of the board?
3. Is there a relationship between key board function involvement and board orientation training of the board's leadership?
4. Is there a relationship between the desired future of the board and leadership status?
5. Is there a relationship between perception of the degree of effectiveness of the board's utilization of lay people to enhance the governance of the school and whether board leadership received training?

Description of the Population

The population for this study is derived from the 358 Catholic schools and their governance boards in the state of Michigan. Representatives serving in leadership positions in these Catholic schools and their boards are included as part of this study's population. The chief Catholic school administrator (usually the school principal) of the 358 schools and the president or chairperson of the governance boards were invited to participate in this study.

Description of Instrumentation

Initial Development Procedures

A list of the characteristic questions and the specific study questions as contained in Chapters I and II was created after reviewing the purpose and the proposal of the study. A matrix aligning the list of questions with identification of data needed and drafts of potential questions was formed. Texts relating to the development of questionnaires were studied.

In communication with the director of the National Association of Boards of Education (NABE), a department of the National Catholic Educational Association (NCEA), and a prominent researcher at the Catholic University of America, this researcher was able to obtain a copy of a questionnaire which was used in a national study concurrently being conducted. Permission was granted for this researcher to use all or part of the questionnaire. Questions pertinent to this dissertation were selected and/or revised to meet the study objectives.

A blueprint was created which identified and aligned all questions pertinent to this study with potential survey questions. This blueprint was reviewed by several colleagues and revised. An initial questionnaire consisting of 62 questions was drafted and made ready for the content validity analysis process.

Permission was sought through Western Michigan University's (WMU) Human Subject Institutional Review Board (HSIRB) to conduct the study. The research proposal and a draft of the proposed questionnaire was submitted to WMU's HSIRB. The research proposal was approved by the HSIRB and a copy of the approval letter is contained in Appendix D.

Instrumentation Validity and Reliability Analysis

A panel of judges reviewed the questionnaire for content validity. Validity refers to the extent to which an instrument measures what it is designed to measure (Brown, 1983). The eight judges were selected because of their previous involvement with Catholic school boards, their general knowledge of Catholic church/school structure, and their knowledge of research. The list of the eight judges can be found in Appendix A (Validity Process). Three judges completed dissertations on Catholic school boards or their equivalent consultative body. These three judges have held Catholic school administrative positions which involved working with boards of education. Three judges were chosen for their current work at universities which utilized research methodology in educational leadership as well as their knowledge of Catholic education. The other two judges were chosen due to their past or present association with

boards as well as their positions with national or state Catholic organizations and educational advisory groups.

Appendix A also contains the letter of request to the panel judges. The letter details the packet of information which was sent to each judge and the identification of procedures to use in checking the content validity of the survey. The panel judges' response sheet for reflection and reaction has been included in the same appendix. The response form asks for information about the congruency between the dissertation study questions and the survey questions, areas needing inclusion or deletion, clarity, administration ease, and space for other comments at the judges' discretion.

The responses from the panel judges indicated congruency between the dissertation study questions and the survey questions. Six respondents stated yes, one indicated that most were congruent, and one chose a different format for response. Several topic suggestions were made under the alternative choices of some questions as well as the stem of a few questions.

Comments and suggestions from the panel of judges resulted in several changes to the survey. An enlarged format for text was created to provide additional space for questions and alternatives especially the "fill-in" areas. Questions were reordered for ease in responding. Eleven question stems were revised or replaced. Fifty-four alternative responses to the questions were changed. Three open-ended questions were changed to closed-ended questions with an option of "other." Four categories were redefined. Alternative responses from the major section on board functions were changed from effective to involvement.

Involvement is more objective. Each question, concern, or suggestion from the panel judges was evaluated, documented, used, justified, or defended. As an end result, 23 questions were altered, 4 questions were added, and 1 was eliminated.

After the review from the panel of judges, a pilot study was designed to check the reliability of the instrument. The reliability of an instrument is the degree of consistency with what it measures (Ary, Jacobs, & Razavieh, 1990). In this study, the researcher is interested in assuring that respondents would respond consistently to the question time after time. In order to get consistent responses, the questions must be clearly stated, void of ambiguous or confusing terms. The question must be understood as it was intended by the researcher in order to get reliable responses to be used for analysis. A pilot study is one way to assist in determining the reliability of the questions (Fink & Kosecoff, 1985).

Twenty-six people were selected to participate in the pilot study. These pilot participants held prior positions within the Catholic school systems in the state of Michigan. The pilot participants were former school administrators or board presidents.

Of the 26 pilot participants, 12 were former or current diocesan superintendents or directors of education. These participants, former school administrators and/or diocesan directors, worked with or are currently working with boards of education and are diocesan school personnel, administrators, consultants, parish pastors, and staff formation directors. Six superintendents from dioceses outside the state, who have held previous Catholic school administrative or diocesan positions

in Michigan, were included among these 12 and are presently located in the following states: Alabama, California, New Jersey, New York, and North Carolina. Both genders are represented among the participants. All hold a master's degree and/or doctorate degree. Seven former board presidents of Catholic school boards or boards of education participated in the pilot study, and presently hold positions in agriculture, business, medicine, and public affairs. Both genders are represented among these participants. The educational degrees of these participants range from high school graduate to doctoral degrees, and represent small, medium, and large Catholic schools in rural and urban areas. The pilot participants represent a good cross section of the board presidents in this dissertation study.

Seven former school administrators participated in the pilot study and are serving in such positions as consultants, religious community administrators, public school administrators, state department of education administrators, pastoral care administrators, school development administrators, and Catholic school diocesan office administrators. Five of these participants hold master's degrees, one holds a bachelor's plus 30 hours, and one holds a doctorate degree in educational administration. Both genders are represented, although more than 70% are female. The characteristics of the pilot participants were perceived to be representative of the population under study.

Pilot participants received a letter one week prior to the packet mailing as a reminder of their previous commitment to participate, presenting the date on which the pilot survey would be mailed, and asking them to set aside some time during the early part of December. A

sample of this letter can be found in Appendix B.

Pilot participants received a packet of information which included a cover letter with directions, a summary of the purpose of the study, proposed cover letter to future study participants, bio-sketch of the author, the survey, and a 25-question reliability response form. The cover letter (Appendix B) thanked the participants for their willingness to assist in the pilot study and explained the purpose of the reliability study (to analyze whether the questionnaire contains reliable items). Reliable items are ones which consistently convey the same meaning to all people in the population being surveyed (Fink & Kosecoff, 1985). Respondents must interpret the question the same way each time the questionnaire is administered. If the question does not present a single meaning for a given purpose, the researcher cannot be sure which meaning the respondent had in mind when answering the question. The participants' task was to identify questions or phrases which could be misinterpreted.

The pilot participants were asked to complete (fill-in) a questionnaire timing themselves and to place their completion time on top of the response form. While completing the questionnaire, they were to check questions they found difficult to answer. Then they were asked to read the reliability reflection response form (see Appendix B) which contained lead questions or guidelines for their critique of the survey. The reflection questions asked them to identify double barreled, leading, loaded, difficult, embarrassing, confusing, irrelevant, or comical questions which were defined on the form.

The response form asked for their opinion regarding the cover

letter, instructions, layout, readability, length, logical flow, and terminology. The participants were also given the opportunity to comment on or question any aspect of the study as well as any of the packet information. Their responses and reflection led to revisions.

As a result of the pilot study, minor changes were made in 13 stem items. Fifteen changes were made in alternative choices. One question was added which caused renumbering of 80% of the survey. Respondents reported to have the most difficulty with Question 54 (formerly 53). The stem of this item was revised to present a clearer meaning as were many of the alternative choices. The pilot study proved to be very beneficial to the development of the survey.

The end result of the initial steps, content validity check, and reliability pilot check produced a survey (questionnaire) to collect the necessary information to complete the analysis of boards, their functions and practice. This survey included general information relating to boards and their structure and to the variables identified in the study questions. The questionnaire contained 65 questions.

The revised questionnaire was submitted to WMU's HSIRB for final review and approval. Due to the identification code numbers and style of follow-up, the study was reclassified and approved. The approval confirmation letter is included in Appendix D.

Some minor changes were incorporated prior to the printing of the questionnaire (i.e., renumbering due to skips, etc.). The questionnaire, which appears in Appendix C, is actually a formatted version for this dissertation. The questionnaire mailed to the population was printed on ivory paper in a tri-fold "folder" style. This style of printing assured that

pages would not be lost. The survey had a return address printed on the back cover in case the self-addressed envelope became separated.

The two processes (panel judge review and pilot study) conducted proved helpful in increasing the validity and reliability of the instrument. Even with the increases, limiting factors were present in the study which affect validity and reliability of the study. This study is limited through the utilization of a mailed self-administered questionnaire which holds the assumption that the responder read, interpreted, and responded honestly. Due to the characteristics of the population under study, the assumption is made that the respondents would not intentionally misrepresent the information.

There is also a limitation regarding the exclusive use of survey responses as it relates to the hypothesis addressing orientation inservicees. The researcher desires to know whether boards are perceived as more effective if the respondent has had training; whereas in fact, the proper knowledge of the role and responsibilities of the board from the training session may give an indication to the respondent that the board is not effective. The knowledge from the training session may present higher expectations; and therefore, the respondent perceives the board as less effective. Other indicators from a series of similar issues from question stems such as "established written long-range plan" and "involvement in creating long-range plans" and the option of "not a board responsibility" might assist the researcher in interpreting the responses appropriately with regard to this limitation.

Procedures for Data Collection

Two letters were sent to the seven Michigan diocesan superintendents updating them on the progress of the survey development and requesting that they inform their school administrators and board presidents of the upcoming survey.

One week prior to the general mailing, the diocesan superintendents of schools were notified of the date for the mailing and were asked to encourage their school administrators and board presidents to participate in the study. Procedures for the general mailing follow.

Two copies of the printed surveys were mailed to 257 school administrators in three dioceses. The school administrators were asked to complete the survey and give the second copy to their board president. The other 101 school administrators received only one survey. The surveys for the board presidents of these 101 schools were mailed directly to their homes. Board presidents' mailing address labels from four dioceses which oversee these 101 schools were available to the researcher and therefore utilized. The other three dioceses did not have a list or register of board presidents.

To assure confidentiality, the surveys were coded. The coding was also used for follow-up purposes. Instructions in the mailing requested that the participants complete and return the survey. Self-addressed, stamped envelopes were included with an introductory letter in the mailing and participants were asked to return their surveys within 2 weeks.

The researcher met with the diocesan superintendents the week after the mailing for the purpose of surfacing ways to encourage

completion and return of surveys. Support from the superintendents was expressed and regular updates were sent to them for promotion and follow-up purposes.

After 2 weeks, an analysis was completed to determine which schools had not returned surveys. A second mailing followed. After a week and half, a progress report was sent to a volunteer helper at the Michigan Catholic Conference and to the superintendents' offices requesting assistance in encouraging participants to complete and return the survey. Follow-up phone calls were made by the researcher and three volunteers to encourage participation. A third mailing was sent to nonrespondents.

Description of Data Analysis

Hypotheses

In addition to the general assessment of the status of Catholic school boards in the state of Michigan, five hypotheses were developed for investigation and analysis of the corresponding study questions.

Study Question 1: Is there a relationship between board member selection processes and key board function involvement?

Conceptual hypothesis: There is a relationship between board member selection process and key board function involvement.

The independent variable consists of the four selection processes (elected, selected, appointed, and combination). The dependent variable consists of the board function involvement ratings on the five key board functions (mission, long-range planning, budget, policy development, and

marketing). Function involvement was rated on a Likert scale. The ratings of the five key board functions were combined. The resulting measure was considered to have an interval scale.

Operational hypothesis: At least one selection process mean is different from the other process means on key board function involvement.

Null hypothesis: There is no difference between the four selection processes means on key board function involvement. The mean scores of all types of selection groups are equal.

The inferential procedure used to test the null hypothesis was an analysis of variance (ANOVA).

Study Question 2: Is there a relationship between key board function involvement and the governance posture of the board?

Conceptual hypothesis: There is a relationship between key board function involvement and board governance posture.

The independent variable consists of the governance postures (advisory, consultative, limited jurisdiction, and other). The dependent variable will be the five key board functions (mission, long-range planning, budget, policy development, and marketing).

Operational hypothesis: At least one board governance posture mean will differ from the other governance posture means on selected key board functions.

Null hypothesis: There is no difference between the various postures means on the board function involvement ratings. The mean scores of all board postures will be equal.

The inferential procedure used to test the null hypothesis was an

analysis of variance (ANOVA).

Study Question 3: Is there a relationship between key board function involvement and board orientation training of the board's leadership?

Conceptual hypothesis: There is a relationship between key board function involvement and board training.

The independent variable is inservice training or no training. The dependent variable is the key board function mean.

Operational hypothesis: The key board function involvement mean will be different dependent on whether the board leadership has had training.

Null hypothesis: The group mean for board function involvement among trained and nontrained leaders is equal.

The inferential procedure used to test the null hypothesis was the t test for independent means.

Study Question 4: Is there a relationship between the desired future of the board and leadership status?

Conceptual hypothesis: There is a relationship between leadership status and desired future of the board.

The dependent variable is the desired future of the board which is ordinal data (continue as is, become more responsible, be given greater authority, or cease to operate) and the independent variable is leadership status (board president or school administrator).

Operational hypothesis: The proportion of desired board future (four options) will be different for leadership status (two options).

Null hypothesis: There will be no difference in proportions of desired board future among school administrators and board presidents.

The inferential procedure used to test the null hypothesis was crosstabs with chi square.

Study Question 5: Is there a relationship between the perception of the degree of effectiveness of the board's utilization of lay people to enhance the governance of the school and whether board leadership has had training?

Conceptual hypothesis: There is a relationship between the perception of the degree of effectiveness of the board's utilization of lay people to enhance the governance of the school and whether the leadership has received board training.

The independent variable is whether the leadership has received training or not and the dependent variable is the degree of effective utilization of lay people (effective, somewhat effective, not effective, uncertain).

Operational hypothesis: There will be a difference in the perception mean rate of the degree of effectiveness regarding the board's utilization of lay people to enhance the governance of the school dependent upon whether the leadership has received training.

Null hypothesis: The mean of effective board utilization of lay people among trained and nontrained board leaders is equal.

The inferential procedure used to test the null hypothesis was the t test for independent means.

Analysis

Responses from the questionnaire were organized in a data base which could be accessed with the Statistical Package for Social Science

(SPSS) program. Codes for the question responses were developed. The data base consisted of 102 characters in a two-line format for each survey response. The SPSS program was used to analyze the data to meet the study objectives. Western Michigan University's computing services center was utilized for running the SPSS program and statistical procedures necessary to format and analyze the data for the interpretation of the results. SPSS was chosen because it is a comprehensive tool for managing, analyzing, and displaying data (Norusis, 1990). Descriptive statistics, primarily item-by-item frequencies and comparisons, were used to identify the characteristics of the boards and to analyze the data.

Summary

This chapter contained the study design and methodology developed for the assessment of Michigan Catholic school boards. In addition to the assessment of general characteristics of Catholic school boards, five study questions were created to guide the study.

A questionnaire was developed, checked for face validity and reliability, and printed for distribution to the Catholic school board leadership (school administrators and board presidents). Hypotheses were developed from the study questions and inferential procedures determined for use in judging the outcome of the hypotheses. The SPSS program was chosen to assist with the organization and analysis of the data.

The next chapter includes the results of the data collection procedures, the characteristics of Catholic school boards, and the analysis of the hypotheses.

CHAPTER V

PRESENTATION AND ANALYSIS OF DATA

Chapters I and II contained the rationale and background information for the design and purpose of the study. In Chapter III, the researcher provided further development and support for the study questions. Chapter IV included the methodology and the development of the questionnaire. This chapter is devoted to the presentation and analysis of the data. The chapter is divided into five parts: (1) results of the questionnaire procedures, (2) characteristics of Catholic school boards as derived from the questionnaire responses, (3) issues and initiatives, (4) statistical results related to the study's hypotheses, and (5) summary.

Results of the Questionnaire Procedures

The data for this study were collected using survey research methodology. The population target consisted of school administrators and board presidents of the 358 Catholic schools in the state of Michigan. A target number of 716 respondents was created (two from each school--a board president and a school administrator). Names and addresses for 257 board presidents (36% of total population) from the dioceses of Detroit, Lansing, and Saginaw were not available. This lack of information presented a unique challenge.

Several strategies were employed, including a series of letters and phone contacts, which resulted in a response rate of 95.8% of the total

population (see Table 1). The response rate from school administrators reached 98.6% of the school population. There were only five Catholic schools, all from one diocese, which were not represented in the study by school administrators. The other six dioceses had a response rate of 100% from school administrators or chief school executives.

Table 1
Total Population Responses

Diocese	No. of schools	Adm./bd. surveys	Responses	Percent
Detroit	178	356	327	92.0
Gaylord	21	42	42	100.0
Grand Rapids	46	92	92	100.0
Kalamazoo	24	48	48	100.0
Lansing	44	88	88	100.0
Marquette	10	20	20	100.0
Saginaw	35	70	69	98.5
Totals	358	716	686	95.8

The response rate from school board presidents was 93%. Five of the seven dioceses reached a 100% response rate. One diocese had a 97.1% rate of return. Another diocese elicited an 86% response rate from board presidents. School administrators who indicated "no board" were included as part of the percentage return response rate for board presidents.

This exceptionally high response rate resulted from the generosity and support of the Catholic school leadership throughout the state of Michigan. The school administrators and board presidents are commended for their efforts and response. Involvement was supported by the diocesan superintendents, directors of education, Michigan Catholic Conference officials and diocesan bishops. Concerted effort, regular updates, and effective data collection procedures encouraged participation throughout the state.

The survey instrument was mailed on January 16, 1995, to 358 school administrators and 101 board presidents. Two hundred and fifty-seven school administrators received two copies of the survey with a request to forward one copy of the survey to their board presidents since the addresses for board presidents were not available. The lack of board presidents' names and addresses created a reliance on school administrators to forward the survey to the appropriate party. A request for the board president's name, address, and phone number was included in the initial mailing for follow-up purposes. Sample cover letters are included in Appendix E. Stationery from the Diocese of Kalamazoo where the researcher served as superintendent of Catholic schools was used with permission for the cover letter information. Additional information and follow-up letters were printed on stationery from Michigan Catholic Conference which acknowledged and supported the research.

Within the first 9 days, responses were received from 28% of the study population. By the 16th day, 42% had responded. A reminder letter was mailed on February 6; and by the end of February, 66% of the study population had responded.

On March 6, a third letter accompanying a second copy of the survey was mailed to the nonrespondents. Beginning on March 20, four people were commissioned to make phone calls to the nonrespondents. The phone calls were directed as a reminder and an encouragement to complete and return the survey, and as a way to seek the name and addresses of unknown board presidents from school administrators.

By April 9, 89% had responded. A fourth letter (humorous style) was mailed to half of the nonrespondents. A revised humorous letter was mailed to other selected nonrespondents. Phone calls continued. By May 17, 1995, the response rate was at 95%.

There are, in several dioceses, a number of schools associated with one board. In situations where a number of schools are under the governance of a single board, one administrator's survey was randomly selected to represent the school. For instance, in the Diocese of Kalamazoo, the Lake Michigan Catholic Schools (elementary and high school) are represented under one board. One survey to represent the school administrators was randomly selected.

In other situations where a number of schools are under the governance of one board but have employed an executive director or chief school administrator to work with the board and oversee the administration of the schools, the executive director's or chief school administrator's survey response was selected to represent the administration. For instance in the Muskegon area, four Catholic schools are represented under the Muskegon Area Catholic School Board, which employs an executive director. The executive director's survey was used to represent the administration.

Due to the representation of several schools by a single board, the number of schools or school conglomerates were calculated from the original list of schools. The term "school conglomerates" refers to several schools under one board. Table 2 presents a listing of the dioceses and the number of schools or school conglomerates. The Archdiocese of Detroit had a mailing list of 178 schools. Among those schools were six school conglomerates. The adjusted number of Catholic schools or school conglomerates for the Archdiocese of Detroit was 172. There was a 97% response rate from the school administrators in the Archdiocese of Detroit.

Table 2
Administrators' Responses

Diocese	No. of schools	School conglo.	Adjusted number	No. of responses	% return
Detroit	178	-6	172	167	97.0
Gaylord	21	-3	18	18	100.0
Grand Rapids	46	-5	41	41	100.0
Kalamazoo	24	-1	23	23	100.0
Lansing	44	0	44	44	100.0
Marquette	10	0	10	10	100.0
Saginaw	35	-1	34	34	100.0
Totals	358	-16	342	337	98.5

The Diocese of Gaylord had 21 Catholic schools. There were two school conglomerates in the Diocese of Gaylord (one encompasses two schools and the other encompasses three schools). The Diocese of Gaylord's adjusted number was 18. There was a 100% return rate from the administrators in the Diocese of Gaylord.

The Diocese of Grand Rapids had 46 Catholic schools. There were three conglomerates in the Diocese of Grand Rapids (one represents four schools, another represents two high schools, and a third represents an elementary and a high school). The adjusted number for the Diocese of Grand Rapids was 41. There was a 100% response rate from the school administrators in the Diocese of Grand Rapids.

The Diocese of Kalamazoo had 24 Catholic schools represented by 23 boards. There was a 100% return rate from the Diocese of Kalamazoo. Adjusted totals indicated 23 schools or school conglomerates.

The Diocese of Lansing had 44 Catholic schools. There were no school conglomerates in the Diocese of Lansing. There was a 100% response rate from the Diocese of Lansing.

The Diocese of Marquette had 10 Catholic schools. There were no school conglomerates in the Diocese of Marquette. A 100% response rate was received from the Diocese of Marquette.

The Diocese of Saginaw had 35 schools. There was one school conglomerate which is a K-12 system with one high school and one elementary school represented by one board. The adjusted number for the Diocese of Saginaw was 34. There was a 100% rate from the school administrators in the Diocese of Saginaw. One school board president did not respond to the questionnaire resulting in a 98.5%

board response rate.

From the school administrators' responses, the number of schools without boards was determined and the data base for analysis was recalculated. Table 3 presents the total number of surveys used for the development of the data base.

Table 3
Total for Data Base

Diocese	Adjusted no. of schools	No board	Board president responses	Adminis- trator responses	Total number in study
Detroit	172	36	112	167	279
Gaylord	18	3	15	18	33
Grand Rapids	41	0	41	41	82
Kalamazoo	23	1	22	23	45
Lansing	44	3	41	44	85
Marquette	10	0	10	10	20
Saginaw	34	6	27	34	61
Totals	342	49	268	337	605

Six hundred and five responses were included in the data base for the study. This number represents 337 responses from school administrators and 268 responses from board presidents. The following section gives the characteristics of the population under study.

Characteristics of Catholic School Boards

In order to present an accurate representation of Catholic school and board characteristics in the state of Michigan, an analysis was made comparing the school administrators' responses to those of the board presidents. As previously noted, respondents consisted of 337 school administrators and 268 board presidents. Congruency was checked for percentage of agreement and disagreement on each question among the school administrator and board president of the 268 individual schools with both respondents. A Statistical Package for Social Sciences (SPSS) vector procedure was used to match respondents to individual school identification codes.

Discrepancies did exist in responses from board presidents compared to the school administrators from individual schools. The researcher analyzed the responses to identify the areas of disagreement. Cross tabulations by school identification on each question helped to determine discrepancies. In many cases the disagreement was due to individual degrees of interpretation and not necessarily misrepresentation. Some examples follow. Question 19 asked, "How often does the board meet?" with alternative responses of monthly, quarterly, and other. There was a 91.1% agreement on the responses from the board presidents and school administrator from the same school. The disagreement (8.9%) was that while one respondent indicated monthly, another indicated "other" stating that they meet 11 times a year (no meeting in July) or only 10 times a year (no meeting in December or July). The degree of interpretation caused the discrepancy.

Question 10 asked, "Who holds final approval for the school budget?" with an open-ended response blank. There was only a 45.1% agreement level. Analysis indicated that the same school respondents may indicate "parish finance commission," while the others responded "parish council/financial commission." Due to the inconsistent interpretation of terminology, it was difficult to present accurate characteristics utilizing all responses (percentages combining the administrators' and board presidents' responses).

After careful review and analysis, it was determined to identify the school and board characteristics primarily from the school administrators' responses. This determination was based on several factors. On average, school administrators have had longer association with the school and the board and are more familiar with the standard school and board terminology used in the survey. The administrators had readily available access to accurate information regarding many of the characteristic questions. There existed a higher percentage of return rate from school administrators presenting a more accurate accounting of schools and board demographic information including Catholic schools without boards. Therefore, the general characteristics in this section are derived from the school administrators' perceptions.

Nearly 83% of the responses were from elementary schools (Pk-8), 10.5% from secondary schools (9-12), 1.2% from middle schools (6-8), and 5.8% from other (primarily Pk-12 or 7-12).

From the administrator respondents, 79.2% indicated that they were parish schools, 8.4% interparish, 2.7% regional, 4.5% diocesan, 3.7% independents, and 1.5% other (primarily religious order schools).

A crosstabs analysis indicated that the vast majority (89%) of elementary schools were parish schools. Secondary schools were primarily interparish, diocesan, regional, or religious-order owned. Table 4 presents the breakdown of schools. Two respondents did not indicate type of school.

Table 4
Classification of Schools

Level	Type						Row totals
	Parish school	Inter-parish	Regional	Diocesan	Independent	Other	
Elem. PK-8	74.1	4.8	0.6	1.5	0.3	1.2	82.5
Sec. 9-12	1.8	1.5	1.8	2.7	2.7	0.0	10.5
Middle only 6-8	0.6	0.6	0.0	0.0	0.0	0.0	1.2
Other PK-12	2.7	1.5	0.3	0.3	0.7	0.3	5.8
Col. totals	79.2	8.4	2.7	4.5	3.7	1.5	100.0

Note. All values in Table 4 are listed as percentages.

The majority (85%) of the respondents indicated their boards existed due to the fact that their diocese or sponsoring agency required them to have an education school board, council, commission, or committee. Nine percent indicated that they were not required to have a

board and 6% indicated that they were uncertain (see Figure 3). In a breakdown of the analysis, the board presidents' responses outnumbered the school administrators 2 to 1 that they were uncertain of the requirement to have a board (7% of administrators and 16% the board presidents).

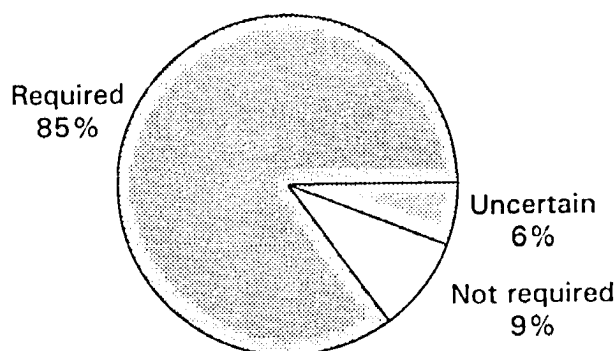


Figure 3. Requirement for Boards.

Of the school administrator respondents, 27% indicated that their governance structure was best described as a school board, 8% as a board of education, 22% as a commission, 20% as a committee, 3% as a school council, and 6% as other (primarily boards of directors or trustee boards). Figure 4 gives a breakdown of board types. Fourteen percent indicated that they did not have a board or its equivalent.

Concerning governance posture, 49% of the respondents indicated their boards were consultative (operates in policy-making process by formulating and adopting policy), 44% indicated that they were advisory (advises person with final say), while 6% indicated they had limited jurisdiction. Only 1% indicated other, which was primarily a

combination of advisory/consultative (see Figure 5). Those with limited jurisdiction were primarily secondary schools or regional schools.

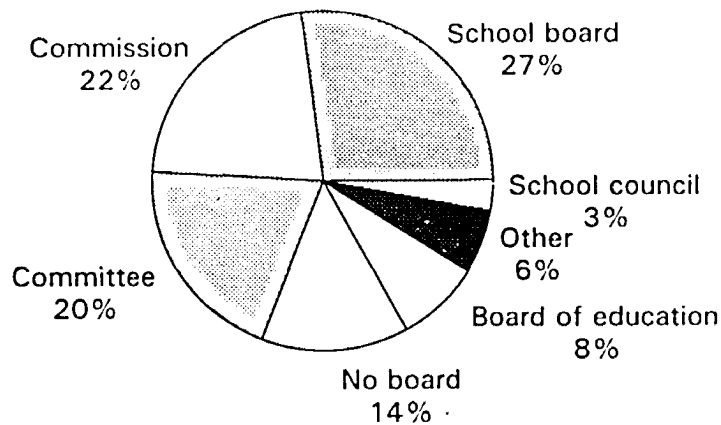


Figure 4. Board Types.

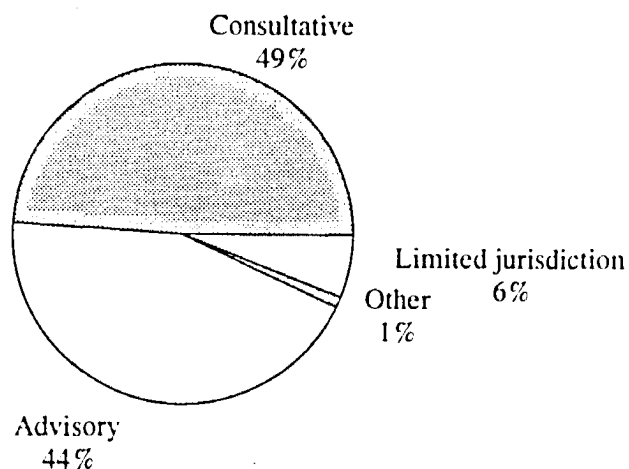


Figure 5. Governance Posture.

Boards were primarily accountable to the local pastor or priest representative (see Table 5). Nearly 60% indicated that they were accountable to the pastor or priest representative, 3.1% indicated that

they were accountable to the bishop, 3.5% to religious communities, 8.7% to the school administrator, and 25% to other, which was primarily a combination of pastor and school administrator, parish community, or school parents.

Table 5
Accountability

Account to	Level				Row total
	Element-ary	Second-ary 9-12	Middle 6-8	Other	
Pastor	61.3	41.2	100.0	68.8	59.7
Bishop	2.1	11.8			3.1
Religious community	0.4	23.5		6.3	3.5
School admin.	9.8	5.9			8.7
Other/ combination	26.4	17.7		24.9	25.0
Column totals	81.6	11.8	1.0	5.6	100.0

Note. All values in Table 5 are listed as percentages.

Of administrators who responded to the question regarding veto power, 88% indicated that someone (usually pastor, priest, bishop, or religious order director) had veto power over their decisions and 12% indicated that no one had veto power over them. Twelve percent of the

respondents indicated that their boards had final approval over the school budget (see Figure 6). Most budgets needed pastor's approval (37%) or parish council/finance committee (34%), or a combination (17%).

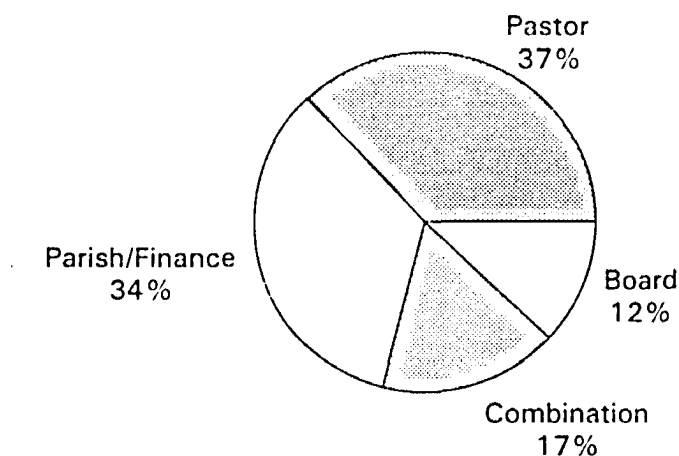


Figure 6. Budget Approval.

Forty-six percent of the respondents indicated their boards have been in existence for at least 16 years. Twelve percent indicated that they had been in existence for less than 5 years. Twenty-eight percent indicated that they had been in existence between 6 and 15 years. Fourteen percent were uncertain about the number of years their board had been in existence.

According to respondents, there is no one dominant selection process for board members (see Figure 7). Thirty-three percent indicated their boards were elected, 15% indicated that their board members were appointed, 24% indicated that the board membership was selected in some fashion, and 28% indicated that they used a combination (primarily election and appointments) to determine board membership.

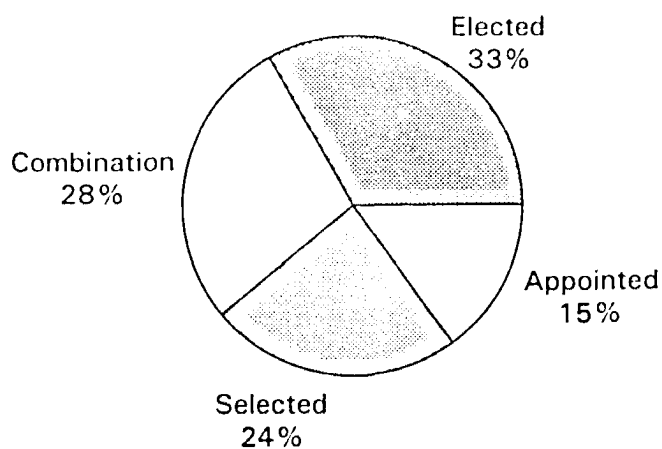


Figure 7. Selection Processes.

Most boards (53%) consisted of 9 to 12 members (see Figure 8), approximately 19% consisted of 13 to 16 members, 22% had fewer than 9 members, 4% indicated 17 to 20 members, and 2% have 21 to 24 members. The mean was 10.85 members and the mode was 10 with

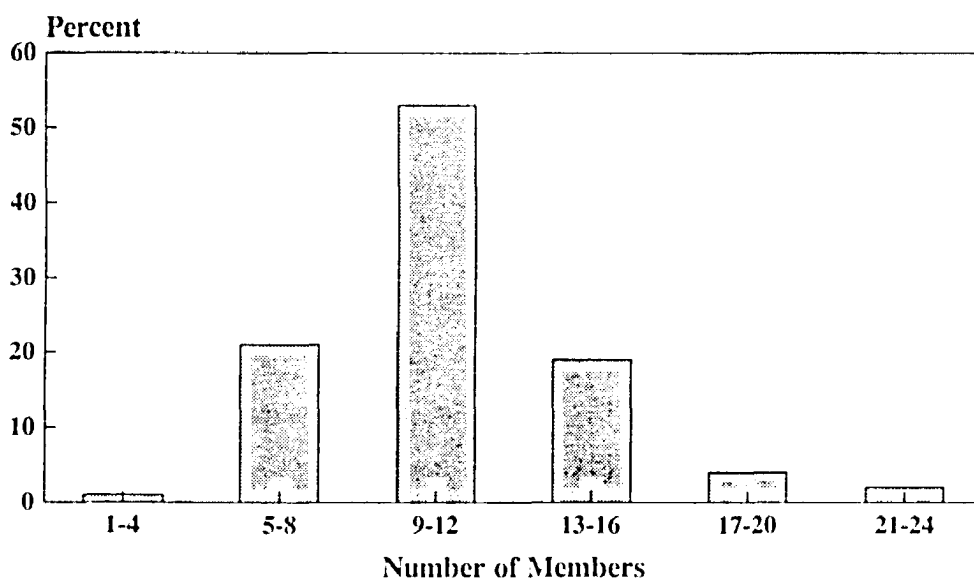


Figure 8. Membership.

a range from 4 to 24 members. There was a 60% agreement on this question among school administrators and board presidents, but the mean on both was within 0.01%. The disagreement centered around the inclusion of ex-officio membership.

The average length of term for board members was 3 years as indicated by 73% of the administrator respondents. Ninety-six percent indicated that the membership terms were staggered and almost 95% indicated that the membership could be reelected or reappointed. The vast majority of the boards (nearly 84%) met monthly, while 5% met quarterly and 11% indicated other (primarily 10 times a year).

Decisions by boards were made in a variety of ways (see Tables 6 and 7). As shown in Table 7, 35.2% indicated that the decisions of the board were made by a majority vote and 40.1% indicated they made decisions by consensus, while 24.6% used a combination of the two. Decisions by elementary boards were more likely to be made by consensus, while decisions by secondary schools were more likely to be made by majority vote.

In summary, of the Catholic school and board characteristics, approximately 80% of Michigan Catholic schools are elementary schools and 75% of those are parish elementary schools. Catholic school boards exist because their sponsoring agency (diocese, parish, religious community) requires them. Most boards are either consultative or advisory and are usually accountable to the pastor, priest representative, bishop, or religious community member.

A variety of methods for board member selection was utilized. Most boards consisted of approximately 11 members. The board

Table 6
Decision Modality and Schools

Level	Vote	Consensus	Combo	Row total
Elementary	31.7	43.0	25.2	81.0
Secondary	57.1	20.0	22.9	12.4
Middle	33.3	66.7	0.0	1.1
Other	37.5	37.5	25.0	5.6
Column totals	35.2	40.1	24.6	100.0

Note. All values in Table 6 are listed as percentages.

Table 7
Decision Modality by Types

Type	Vote	Consensus	Combo	Row total
Parish	32.0	44.3	23.7	77.1
Inter-parish	25.0	42.9	32.1	9.9
Regional	57.1	14.3	28.0	2.5
Diocesan	57.1	14.3	28.6	4.9
Independent	76.9	7.7	15.4	4.6
Other	33.3	33.3	33.3	1.1
Column totals	35.2	40.1	24.6	100.0

Note. All values in Table 7 are listed as percentages.

member terms are staggered and they can usually be reelected. Consensus, majority vote, or a combination of the two determine board action. Eighty-six percent of Catholic schools have a board.

Issues and Initiatives

Total responses from the 337 school administrators and 268 board presidents were used to determine the issues facing Michigan Catholic schools and the board's involvement in those issues. The total responses were used to present a broader perspective of the issues and involvement from several different viewpoints. Reflective thinking from both the administrators and board presidents are combined to identify more universal issues.

Parental concerns (67%), accreditation (66%), technology (57%), and staff salaries (56%) head the list of issues which the boards have recently addressed. A vast majority of boards (almost 70%) indicated that they set goals for themselves and 55% indicated that they evaluate their performance based on their goals. Almost 45% indicated having a written strategic plan which guides the board and the school.

Concerning the future existence of Catholic schools in the state of Michigan (see Figure 9), 81% of the respondents indicated that their schools would be open in the year 2005. Two percent indicated that they would be closed, and 17% indicated that they were uncertain about their existence in the year 2005.

Respondents indicated that the boards primarily were involved with the following agenda items: developing policy, nominating new members, establishing their mission statement, addressing parent

concerns, and marketing the school. In analyzing the administrators' responses separately, the administrators identified the same agenda items and added "developing and monitoring the budget" to the list of involvement statements. Respondents indicated they were least likely to be involved with teacher contracts, overseeing Confraternity of Christian Doctrine (CCD)/religious education programs or overseeing the maintenance of the facilities.

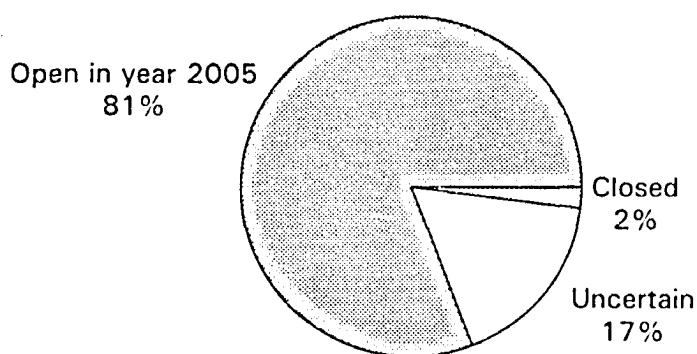


Figure 9. Future Existence.

Approximately 49% of the respondents indicated that orientation training was available for board members, but only 38% indicated that they had participated in the orientation training. Of those participating in the orientation training, over 86% indicated that the training was good or excellent. Twenty-seven percent of respondents indicated that other training programs were available to board members and that these training programs were primarily sponsored by diocesan staff.

Fifty-seven percent indicated that board manuals were available to them, while only 33% indicated that booklets or pamphlets were used by them as resources regarding their roles and responsibilities. Over 60%

indicated that they were not using or were not familiar with the materials from the National Catholic Educational Association for boards and board members.

The most serious concerns relating to board operations as indicated by the respondents were insufficient time to accomplish their functions, insufficient training regarding board functions, members not making significant contributions, and insufficient power to implement activities or recommendations (see Table 8).

Table 8
Board Operations Concerns

Concern	Most serious % response ^a No. 1	Accumulated total ^b (1,4)
Insufficient time	18.8	43.8
Insufficient training	13.4	45.0
Insufficient power	10.2	23.3
Disinterested pastor	9.8	26.6
Insufficient member contributions	7.4	37.0
Not attending to functions	7.1	23.8
Insufficient collaboration	2.3	24.6
Insufficient leadership	1.7	9.3
Other	6.6	16.2

^aPercent of respondents indicating the "concern" as a No. 1 concern.

^bPercent of respondents indicating the "concern" as a 1, 2, 3, or 4 response. Percentage is accumulated percentage.

Almost 90% of the respondents indicated that the boards were an effective or somewhat effective means of utilizing the expertise of lay people to enhance the governance of the school. Ten percent of the respondents indicated that the board was "not" or indicated they were "uncertain" about its effectiveness in utilizing the lay people.

Insufficient funding, declining enrollment, and deteriorating facilities were indicated as the three most serious problems facing Catholic schools in the state. Staff turnover came in fourth and often as a result of insufficient funding (see Table 9).

Table 9
Problems Facing Catholic Schools

Problem	Most serious response ^a (#1)	Combined response ^b (1,3)
Insufficient funding	56.4	81.4
Declining enrollment	13.4	38.2
Deteriorating facilities	7.4	40.5
Staff turnover	4.0	25.7
Administrative turnover	2.0	11.0
Other	11.4	36.3

^aPercent of respondents indicating the "problem" as the No. 1 (most serious) problem.

^bPercent of respondents ranking the "problem" as a No. 1, 2, or 3 (accumulated responses).

Over three-fourths of the respondents indicated that some form of financial assistance was available to needy families, while less than a

third indicated that they had a sliding scale for tuition charges according to income. Fifty-seven percent had established endowment funds, 36% held annual drives, less than 10% were involved in capital drives, and less than 29% had bequests opportunities (see Table 10).

Table 10
Financial Initiatives

Initiative	%
Financial assistance	76.7
Sliding scale tuition	28.3
Annual drive	36.0
Capital drive	9.9
Endowment	57.2
Bequests	28.9
Other	30.7

Only a mere fraction of 1% indicated that they would be willing to give up the religious nature of the school in order to accept state funding, but over 60% of the respondents indicated that they were not sure of the board's position on state funding or charter schools.

In the respondents' opinion, 45.3% indicated that their boards should continue as is, 32% indicated that the boards should become more responsible and productive, 20.9% indicated that they should be given greater authority, and only 1.8% indicated that they should cease operation. School administrators were twice as likely to indicate they should cease operation as compared to board presidents. Mean years of

service on boards was 4 years with a median 4.8 years. Females made up 60% of the respondents with males encompassing 40%. Sixty percent of the respondents indicated they held a master's degree or higher.

These issues and initiatives are a good indication of Michigan Catholic school boards' utilization of time and present a descriptive view of the problems they face. The focus of the next section is on the analysis of the results of the study's five hypotheses.

Statistical Results Related to the Study's Hypotheses

Five hypotheses were developed, tested, and the results analyzed. The researcher selected a .05 alpha level to test the null hypotheses. The alpha level is the level of probability at which the null hypothesis can be rejected and the alternative hypothesis can be accepted (Popham & Sirotnik, 1992). There existed two units of observation (school administrators' and board presidents' responses) for each unit of analysis (individual boards). It appeared more appropriate to report the analysis of only one unit of observation (school administrators) for the hypotheses utilizing the dependent variables of key board function involvement or effective use of lay people. However, it should be noted that an analysis was conducted using each separate unit of observation (school administrators, board presidents, and total respondents) and the conclusions regarding the null hypotheses were the same. This section includes an analysis of the results.

Selection Processes and Key Board Functions

In this hypothesis, the researcher desired to determine if there is a difference between the way board members are selected and how involved they are with key board functions. Do different selection processes indicate different involvement levels?

Conceptual hypothesis: There is a relationship between board member selection process and key board function involvement.

The key board functions were identified as involvement in establishing a mission statement, creating long-range plans, developing/ monitoring budget, developing policy, and marketing the school (Harper, 1980; Murdick & Meyers, 1972; Sheehan, 1990). Function involvement was rated on a Likert scale. The five key functions were combined and divided by 5 which resulted in an interval number. Response 5 "not a board function" was recoded as Response 4 and included in the Likert scale as "not involved." The results of this procedure produced a mean for the board involvement level. The key board function involvement variable was the dependent variable. The four selection processes included election, appointment, selection, and combination. The selection process variable was the independent variable consisting of nominal data.

Operational hypothesis: At least one selection process mean is different from the other process means on key board function involvement.

Null hypothesis: There is no difference between the four selection process means on key board function involvement. The mean scores of all types of selection groups are equal.

An analysis of variance (ANOVA) was selected to analyze the null hypothesis. The ANOVA, a parametric test, holds several assumptions which must be met in order to retrieve reliable results. Three major assumptions of independence of observation, homogeneity of variance, and normal distribution must be satisfied (Popham & Sirotnik, 1992).

It may be assumed that the observations were independent because there was no evidence of collaboration among the respondents from different schools concerning this data collection process. The condition of homogeneity of variance was analyzed through the use of the Levene test. The Levene test was selected because it is less dependent on the assumption of normality than most tests, thus it is particularly useful with the ANOVA procedure (Norusis, 1990). This procedure tests the assumption that all group variances are equal. The results of the Levene procedure indicated a p value of .184 and did not reject the null hypothesis that all groups are equal ($p < .05$). Therefore, the assumption of homogeneity was not a concern. The assumption that data came from normal distribution was not a concern. It was noted that as sample size increases, the standard error is decreased and the power of the test increases (Hinkle, Wiersma, & Jurs, 1988). This sample size is large enough to consider the relevance of the assumption of normality as minimal.

The ANOVA procedure was performed on the key board function involvement variable for each of the four selection processes to determine if a difference exists at an alpha level of .05. Means and standard deviation were calculated for each of the four groups. The results of the analyses are shown in Table 11.

Table 11
Selection Process and Key Board Functions

Group	<u>n</u>	Mean	<u>SD</u>
Elected	73	8.33	2.93
Appointed	39	10.55	3.55
Selected	69	9.52	2.97
Combination	90	9.79	3.34

Note. ANOVA test $p = .002^*$. Levene test $p = .184$.

* $p < .05$.

The results of the ANOVA procedure indicated a difference at an alpha level of .05. The null hypothesis of no difference between key board function involvement and selection process was rejected ($p < .05$). Therefore, it is concluded that a difference does exist in one or more of the selection processes.

The least significant difference (LSD) procedure was conducted as post hoc analysis to determine which group(s) differ. The LSD test is equivalent to doing multiple t tests between all pairs of groups (Norusis, 1990). The results of the procedure are indicated in Table 12.

The results of the LSD procedure indicate that Group 1, the elected board members, differs from the three other groups (selected, combination, and appointed). No other selection process indicates a difference when compared using the LSD procedure.

Table 12
Least Significant Difference Test With
Significance of .05 Alpha Level

Mean	Group	(1)	(2)	(3)	(4)
8.33	(1) Elected				
9.52	(3) Selected	*			
9.79	(4) Combination	*			
10.55	(2) Appointed	*			

*Indicates difference among groups.

Governance Posture and Key Board Functions

In this hypothesis the researcher wanted to determine if there is a difference between types of governance postures regarding key board function involvement.

Conceptual hypothesis: There is a relationship between key board function involvement and board governance posture.

The independent variable consists of the governance postures (advisory, consultative, limited jurisdiction, other). The dependent variable was the five key board functions of mission, long-range planning, budget, policy development, and marketing involvement as previously described.

Operational hypothesis: At least one board governance posture mean will differ from the other governance posture means on selected key board functions.

Null hypothesis: There is no difference between the various types of board posture means on the board function involvement ratings. The mean scores of all board postures will be equal.

The inferential procedure used to test the null hypothesis was an analysis of variance (ANOVA). As previously noted, the ANOVA, a parametric test, holds assumptions of independence of observation, homogeneity of variances, and normal distribution. The independence of observation and normal distribution issues were satisfied earlier and are still valid for this situation. The assumption of homogeneity for these groups was tested using the Levene test. The results indicated a $p = .032$, which rejected the null hypothesis that the groups are equal. The assumption of homogeneity could be a concern. In cases, where assumptions may be a concern, such as the assumption of homogeneity in this case, a researcher may use a nonparametric test (Popham & Sirotnik, 1992) to test the hypothesis. A nonparametric test was used in addition to the ANOVA test since a concern about the assumptions was present. It is noted that the ANOVA is a robust test and if the assumption concerns are minimal, it should be used (Hinkle et al., 1988).

The ANOVA procedure was performed on the key board function involvement variable for the four types of governance posture to determine if a difference existed at an alpha level of .05. Means and standard deviation were calculated for each of the four groups. The results of the analysis are shown in Table 13.

As viewed from Table 13, the results of the ANOVA procedure indicated a probability value of .000, which is less than the alpha level of .05; and therefore, the null hypothesis regarding key board function

Table 13
Governance Postures and Key Board Function

Group	<u>n</u>	Mean	<u>SD</u>
(1) Advisory	87	8.42	2.98
(2) Consultative	24	8.00	2.24
(3) Limited jurisdiction	70	9.69	3.41
(4) Other	64	10.88	2.85

Note. ANOVA test $p = .000^*$. Levene test $p = .032$.

* $p < .05$

involvement and various governance posture groups was rejected ($p < .05$). The Kruskal-Wallis, a nonparametric test, indicated a probability value of .000 which is consistent with the ANOVA findings. A difference does exist in one or more of the governance groups.

The LSD procedure was conducted to determine which group(s) differ. The results of this procedure are reported in Table 14.

The results of the LSD procedure indicated that the consultative (#2) group differs from the limited jurisdiction (#3) group and the "other" (#4) group. The advisory (#1) group differs from limited jurisdiction (#3) group and the "other" (#4) group. Limited jurisdiction (#3) group differs only from the "other" (#4) group.

Table 14
Least Significant Difference Test With
Significance of .05 Alpha Level

Mean	Group	(2)	(1)	(3)	(4)
8.00	Consultative (2)				
8.42	Advisory (1)				
9.69	Limited jurisdiction (3)	*	*		
10.80	Other (4)	*	*	*	

*Indicates difference among groups.

Board Training and Key Board Functions

In this hypothesis, the researcher wanted to determine if a difference exists in key board function involvement between groups who have received training and those with no training.

Conceptual hypothesis: There is a relationship between key board function involvement and board training.

The independent variable was inservice training or no training. The dependent variable was the key board function involvement mean.

Operational hypothesis: The key board function involvement mean will be different dependent on whether the board leadership (school administrators) has had training.

Null hypothesis: The group mean for board function involvement among trained and nontrained leaders is equal.

The inferential procedure used to test the null hypothesis was the t test for independent means. This t test, a parametric test, was used to

determine the difference between two means in order for it to be judged significant (Popham & Sirotnik, 1992). This test also holds the assumptions of independence of observations, normal distribution, and homogeneity. The assumption of independence of observation and normal distribution have been previously discussed and were satisfied or at least were concluded to have minimal effect.

The assumption of homogeneity was tested using the Levene test for equality of variance. The results indicated a significance of $p = .161$ and did not reject the null hypothesis regarding the population variance. The assumption of homogeneity should not be a concern.

The t test procedure was performed on the key board function involvement variable for the two groups (trained and not trained) to determine if a difference existed at an alpha level of .05. Means and standard deviations were calculated for each of the two groups. The results of the analysis are shown in Table 15.

Table 15
Training and Key Board Functions

Group	n	Mean	SD
(1) Trained	124	8.19	2.87
(2) Not trained	144	10.55	3.17

Note. t -test $p = .000^*$. Levene test $p = .161$.

* $p < .05$

As reported from the t test results, there was a difference in the means of the two groups. The group which was trained reported a mean of 8.19, while the group which had received no training reported a mean of 10.55, and the t -test results indicated a value of $p = .000$. Therefore, the null hypothesis was rejected at a .05 alpha level ($p < .05$).

Future of Board and Leadership Status

With this hypothesis, the researcher wanted to determine whether the desired future of the board is dependent on the leadership status of the respondent.

Conceptual hypothesis: There is a relationship between leadership status and desired future of the board.

The dependent variable is the desired future of the board which is ordinal data (continue as is, become more responsible, be given greater authority, or cease to operate) and the independent variable is leadership status (board president or school administrator).

Operational hypothesis: The proportion of desired board future (four options) will be different for leadership status (two options).

Null hypothesis: There will be no difference in proportions of desired board future among school administrators and board presidents.

The inferential procedure used to test the null hypothesis was crosstabs with chi square. This test was selected because the data were measured on nominal scales. The results of the cross tabulations are reported in Table 16.

Although the results of the statistical procedure indicate a difference of opinion between the two groups, it is difficult to determine

Table 16
Desired Future of Board and Leadership Status

Opinion	Adminis- trator (1)		Board president (1)		Row totals	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Continue as is	136	55.5	109	44.5	245	45.3
Become more responsible	104	60.1	69	39.9	173	32.0
Be given greater authority	32	28.3	81	71.9	113	20.9
Cease to operate	7	70.0	3	30.0	10	1.8
Column totals	279		262		541	

which opinions caused the difference without further analysis. For this study, the differences between the administrators' responses that "the board become more responsible" and the board presidents' responses that "the board be given more authority" will be addressed.

Effective Use of Lay People

With this hypothesis, the researcher is interested in whether governance boards are perceived as an effective means of utilizing the talents of lay people. The researcher is interested in responses made by trained and untrained respondents to explore if a relationship exists between the perception and training.

Conceptual hypothesis: There is a relationship between the per-

ception of the degree of effectiveness of the boards' utilization of lay people to enhance the governance of the school and whether the leadership has received board training.

The independent variable was whether the leadership had received training or not and the dependent variable was the degree of effective utilization of lay people (effective, somewhat effective, not effective, uncertain). The following code numbers were assigned to the responses: 1 = effective, 2 = somewhat effective, and 3 = not effective. The "uncertain" responses were eliminated from the calculations.

Operational hypothesis: There will be a difference in the perception mean rate of the degree of effectiveness regarding the board's utilization of lay people to enhance the governance of the school dependent upon whether the leadership had received training.

Null hypothesis: The mean rate of effective board utilization of lay people among trained and nontrained board leaders is equal.

The t test for independent means was used to test the null hypothesis. This inferential procedure determines if there is a difference between two independent means. The t test holds the assumptions of independence of observation, homogeneity of variance, and normality. Independence of observation and normality were justified earlier in the chapter. The Levene test for homogeneity resulted in a two-tailed value of $p = .285$. This result was high enough that homogeneity of variance should not be a concern (see Table 17).

The results of the t test indicated a p value of .000 and, therefore, rejected the null hypothesis ($p < .05$). A difference does exist between these two groups.

Table 17
Effective Means

Group	<u>n</u>	Mean	<u>SD</u>	<u>p</u>
Trained	126	1.46	.56	.000*
Nontrained	142	1.82	.62	

Note. t test p = .000*. Levene test p = .285.

*p < .05.

Summary

This chapter contained the results from the questionnaire procedures, the characteristics of Michigan Catholic school boards, issues and initiatives, and the results of the statistical procedures related to the study's hypotheses. A brief summary of each subsection follows.

The procedure used to disseminate questionnaires for the data collection produced a high degree of cooperation from the Catholic school community which resulted in an excellent rate of return. Ninety-six percent of the Catholic schools and associated boards are represented in the study. The high rate of return increased the validity of the study.

As indicated from the respondents, 86% of Michigan's Catholic schools have an associated board to enhance its governance structure. The average board consists of 10 or 11 members, meets monthly throughout the academic year, and is usually consultative or advisory in nature. Most boards are accountable to a church official (bishop, priest,

religious community director). There is no single dominant selection process for board membership and most boards exist because their sponsoring agency requires them.

Parental concerns, accreditation, technology, and staff salaries head the list of issues which boards have recently addressed. According to respondents, insufficient time, training, and power limit the boards' accomplishment of their duties and functions. Insufficient funding, declining enrollment, and deteriorating facilities were indicated as serious problems facing Catholic schools. Over 75% of the respondents indicated that some form of financial assistance was available to families who desired a Catholic education. Fifty-seven percent indicated that they had established endowment funds to secure the financial future of their schools. These issues and initiatives represent Catholic school boards' current affairs.

The procedures used to test the null hypotheses indicated that differences exist in the selection process groups, the governance posture groups, and the trained/nontrained groups regarding key board function involvement. Differences between board presidents and school administrators were indicated through a cross tabulation of their opinion on the "desired future of the board." A difference was detected between the trained and nontrained groups regarding whether the school board was an effective means of utilizing lay people in the church.

The next chapter contains the researcher's interpretation and inferences relating to the results of the study.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Chapters I and II contained the rationale and background for the design and purpose of the study. Chapter III included further development and support for the study questions. Chapter IV consisted of the methodology and the development of the questionnaire. Chapter V contained the results from the methodology and presented the analysis of the data. This chapter includes a summary of the findings and presents conclusions and recommendations. The chapter is divided into the following subsections: summary of study design, discussion of major findings, conclusion and recommendations for further study, and summary of study.

Summary of Study Design

The major purpose of this study was to research and report the characteristics of Michigan Catholic school boards. In addition to the general characteristics, five study questions were proposed and hypotheses developed to investigate relative relationships between certain key variables. Five key functions of Catholic school boards were identified through a review of literature as functions in which all boards should be actively involved as essential to their primary purposes and responsibilities.

A questionnaire was designed to collect the necessary data to

present the general characteristics of Michigan Catholic school boards and to provide data to investigate the study questions. The questionnaire was evaluated for content validity through a panel of judges, and the reliability of the instrument was analyzed through a pilot study consisting of participants representative of the study population. The instrument was revised for increased validity and reliability.

The questionnaire was mailed to a population of school administrators and board presidents of the 358 Catholic schools in the state of Michigan. A response return rate of nearly 96% of the population was obtained consisting of 98.6% of school administrators and 93% of board presidents. The data results were analyzed through the use of means, standard deviations, analysis of variance, t test, and crosstabulations as formulated through the Statistical Package for Social Science (SPSS) program (Norusis, 1990).

Discussion of Major Findings

Twenty-five years have passed since the U.S. National Conference of Catholic Bishops (1972) encouraged the creation of boards of education for Catholic schools. Since that time, Michigan Catholic leaders have been in the process of establishing boards. The results of this study indicate that 86% of Michigan Catholic schools have a board. Michigan exceeds the perceived national average of 76% of Catholic schools with associated boards (Mahar, 1995). The early initiative of prominent Catholic leaders has had an effect on the development of Catholic school boards in Michigan, but Catholic schools in the Great Plains states are perceived to have reached the level of 95% of Catholic schools with

associated boards. No other information regarding types of boards, structures, or membership exists through Mahar's report. Even with the lapse of 25 years and the encouragement from the U.S. bishops, there are still approximately 50 Catholic schools in the state of Michigan that do not have an associated board or a formalized body to represent parents in the decision-making process of their church school.

Of those respondents who have boards, the average board consists of 10-11 members and there is no one selection process for board members. Over 93% of the boards were either advisory or consultative and a little under 7% hold limited jurisdiction. Thirty-eight percent of the board leadership indicated they had participated in orientation training. The variables of selection processes, governance structure, and training are discussed in separate subsections as they relate to key board functions.

The respondents indicated how decisions were made by the board during meetings. Thirty-five percent indicated majority vote, 40% indicated consensus, and 25% indicated a combination of voting and consensus. These results call for further reflection. The majority vote or "majority rules" status presents some consternation between a workable model and the original intent of representative bodies. Representative boards within the church were called forth to bring about a greater sense of collaboration, bringing laity and clergy together to build the church (McKinney, 1987). The majority rules status sets a battleground for the board meetings with win-lose struggles between parish school administrators, board members, and each other. It sets the stage for power struggles rather than collaboration and unity building.

McKinney (1987), in her book entitled Sharing Wisdom, presented a process for group decision making that aligns itself with the intention of Vatican II to build unity within the church. She recognized that no one has all the wisdom; everyone has a different piece formed by their differences, experiences, and insights, and everyone has some of the wisdom. Collectively, shared wisdom is formed to provide solutions to current issues and problems. McKinney recognized that the parliamentary model tends to be analytical, selective, competitive and controlling. She recommended that church representative bodies move away from parliamentary models and towards a shared wisdom model that tends to be synthesizing, holistic, collaborative, and enabling.

This model of shared wisdom recognizes the giftedness of all individuals at the board table and may shed further insight on why respondents indicated that insufficient power and members not making significant contributions were among the serious concerns relating to board operations. Such a model of shared decision making could make a substantial difference in the way boards operate as well as in the end results of their collective thinking and the perception or reflection of their value and worth.

Another concern surfaced by respondents relating to board operations was disinterested or autocratic pastor/priest representatives. Further analysis needs to be made regarding the relationship of the pastor or priest representative to the board as well as the priest's commitment to shared decision making. One speculates that the majority of the priests were ordained prior to Vatican II and initially worked in a church which operated on very different principles. Although the principles of decision

making were called to change, the hierarchical structure of the church did not change. The pastor still holds responsibility and accountability for what transpires in his parish or in the Catholic community which he serves.

Shared decision making, and more specifically the shared wisdom model, demands greater time from individuals to process and discern in order to arrive at a decision. With the decline in the number of ordained priests coupled with their other pastoral duties, it seems unlikely that the pastors would be able to afford the necessary time to participate in meetings. As a result, the board leadership might view the pastor as disinterested, where in fact, it is a matter of pastoral duty and available time to accomplish this ministry. Gilbert (1983) recognized this growing consternation between limited time and energy and participation in collaborative school board meetings. Gilbert recommended that the school administrator be considered the immediate leader of the school ministry, and that a transfer of power and accountability be made to the person who has been fully trained with the educational background and experiences to accomplish this vital ministry. In effect, the school administrator becomes the pastor of the school and the ordained priest remains as the shepherd of the school and parish community. If this theory is properly implemented, the relationship between the board and school administrator changes. The school administrator is called to engage in a more active role as leader of the board.

A lack of sufficient time was identified by respondents as prohibiting the board from fulfilling its functions. Limited time is a matter which confronts everybody. There is only so much time one can devote to

certain responsibilities. Some boards have attempted to address this concern by adding additional members, creating ad hoc committees, or more equally sharing the responsibilities for routine functions. Further analysis is needed in this area as to the effectiveness of such measures. One can only speculate that more "hands" can get the tasks accomplished.

Time, expertise, and shared wisdom are needed to develop solutions to the problems which respondents have identified facing their schools. Problems of insufficient funding, declining enrollment, deteriorating facilities, and staff turnover have been identified through this study. Problems of declining enrollment may be caused by the present location of Catholic schools in cities where the population has shifted to the suburbs. Staff turnover may be attributed to the insufficient funding for schools. Staff members often leave for increased salary and benefits. These inferences need further study.

Eighty-one percent of the respondents indicated their school would be in existence in the year 2005. Seventeen percent of the respondents indicated they were uncertain about the future existence of their schools. Of those 17%, over 70% indicated they did not have a written long-range plan. It would seem reasonable that if a board knew where they wanted the school to be in 10 years and developed a plan to accomplish that goal, there might be less uncertainty about the future.

One final finding to be discussed in this section is an issue related to sufficient funding and the future existence of Catholic schools. Catholic schools provide education for the public purpose of forming youth as useful contributors to society. Catholic schools fulfill the

mandate of the church's threefold purpose of Christian education which is to live the gospel message, build a community of faith, and provide service to humankind (National Conference of Catholic Bishops, 1972). In doing so, Catholic schools provide a profound service to society. Researchers, such as Coleman and Hoffer (1987), Yeager, Benson, Wood, Guerra, and Manno (1986), Greeley (1982), and Sebring and Camburn (1992), have recognized the academic advantages of Catholic schools for its students and, in particular, advantages for socioeconomically deprived students. Catholic schools without a doubt have proven to be successful contributors in the educational arena. Yet, the federal and state governments refuse to contribute even minimally to the Catholic schools' educational endeavors.

The Vatican II documents recognized the enormous contributions of Catholic schools to society and challenged state authorities to ensure their existence.

Parents, who have a primary and inalienable duty and right in regard to the education of their children, should enjoy the fullest liberty in their choice of school. The public authority, therefore, whose duty is to protect and defend the liberty of the citizens, is bound according to the principles of distributive justice to ensure that public subsidies to schools are so allocated that parents are truly free to select schools for their children in accordance with their conscience. (Flannery, 1975, p. 731)

In making this statement, the council indicated that "it is the duty of the state to ensure that all its citizens have access to an adequate education and are prepared for the proper exercise of their civic rights and duties" (Flannery, 1975, p. 731). The council also recognized the rights of the state to be vigilant about the ability of the teachers and the standards of teaching.

The call by the Vatican Council for equitable or just funding for all schools should be a priority of Catholic school boards. Voucher systems and charter schools are in the forefront of educational reform in some states (Hill, 1995; Lindsay, 1995; Ruenzel, 1995). Yet according to the results of this study, over 60% of the respondents indicated that they were unsure of the board's position on state funding and charter schools. On this issue, boards should have a grounded position. They should be actively involved in this issue until the principles of distributive justice have been implemented.

Selection Processes and Key Board Functions

In this study it was determined that there is a relationship between board member selection processes and key board function involvement. Furthermore, elected boards differ from the other three groups (appointed, selected, and combination). These four selection processes were defined, compared, and contrasted in Chapter II.

Based on these findings, the researcher states that a relationship does exist between the election process and the degree of board involvement in the five key functions as perceived by the board leadership. However, it cannot be stated that the election process caused greater involvement in the key board functions. A review of research on Catholic school boards did not produce any similar studies which would confirm or negate this relationship.

The researcher can only speculate why this relationship exists. Apparently in an election process, one or several candidates are preferred by the majority of the community members which they serve. It

could very well be that when a person seeks a role on this privileged board, one expresses not only an interest but a commitment to fulfill the duties as prescribed. The candidate may fully realize that he holds community support and must live up to the expectations of that community. Being an elected candidate, the board member may hold a compelling desire to do a good job for the community that has elected him.

These results differ from some of the preliminary thoughts stated in Chapter III, presumably being that appointed boards would be involved to a greater extent due to appointed expertise and with the potential of prescreening candidates. Carroll (1983) indicated that prescreening candidates should make a difference. This researcher did not control for the prescreening of candidates in analyzing the selection processes but notes that the potential for prescreening exists in the appointment process.

Other factors, not just selection processes, could influence this relationship. For example, orientation training could be a confounding variable in this relationship as well as prescreening candidates. A cross tabulation of selection processes and training indicated that a larger percentage of the leadership of elected boards over other selection processes attended training. Other factors, including desire of candidates to do a good job, willingness to participate in board training, availability of training, use of other resources, and ability to devote the necessary time, could have an effect on this relationship.

Governance Posture and Key Board Functions

In this study a relationship was determined between key board function involvement and board governance postures. Furthermore, the

analysis indicated that advisory and consultative boards differ from boards with limited jurisdiction and the "other" category, while the limited jurisdiction boards differ from the "other" category.

Based on these findings, the researcher states that a relationship does exist between advisory and consultative boards and the degree of involvement in key board functions. These five key board functions were previously identified. Advisory and consultative boards are more involved in the key functions than the other types. The researcher's review of literature did not produce other studies on Catholic school boards which would confirm or negate this relationship.

O'Brien (1987) indicated that all three board postures (advisory, consultative, and boards with limited jurisdiction) appropriately fit within the church structure. However, Sheehan (1990) indicated that the consultative board is more aligned with shared decision making in the Catholic church because the constituting authority establishes the areas where the board is to be consulted. The bishops and the diocesan offices along with the pastors could very well have constituted the key roles and areas for board involvement which would be aligned with the key functions of all Catholic school boards, thus providing written direction for the work of these boards. The advisory and consultative boards appear to be in the key board functions to a greater extent than limited jurisdiction and "other" boards.

In this speculation regarding the existence of the relationship, the researcher again realizes that other confounding variables as previously mentioned in the discussion of selection processes could also be factors here.

Board Training and Key Board Functions

In this study it was determined that there is a relationship between key board function involvement and board training. Boards of trained leaders were more actively involved in key board functions than those who were not trained. Training does make a difference!

In an extensive review of the literature, the researcher was unable to find other research measuring the effectiveness of Catholic school boards' inservice training; however, a number of researchers in Catholic education have recommended that inservice training be made available to pastors, principals, and board members. Carroll (1983) recommended that preservice and inservice training be made available to assist the parties involved in more clearly understanding their roles. Kavanagh (1971) and Fitzpatrick (1971) recommended that workshops be made available to pastors, principals, and leaders of governance bodies on their defined roles and insights into their duties. This research confirms their beliefs that training does make a difference.

Research regarding the training of public school board members has been conducted, such as Holwey (1992), Kefgen (1990), Pelosi (1993), and Drecktrah (1988). Holwey (1992), in her research and analysis of public school board members' inservice training needs in Arkansas, Georgia, Kentucky, Oklahoma, and Texas, resulted in the conclusion that training in areas where policy decisions are made is imperative for those serving on school boards. She indicated that the training of board members can make them better informed. Drecktrah (1988) assessed public school board inservice education in Wisconsin

and concluded that inservice education makes a difference and recommended that it be required for all new board members. This research study on Catholic school board inservice indicates similar importance of training for board members.

Since training does make a difference, orientation for new board members is a must. The results of this study indicated that only 38% of the respondents had participated in training. Inservice training or orientation should outline the roles and responsibilities of the board. The researcher determined that board leaders who had been trained were members of boards which were fulfilling to a greater degree their basic responsibilities on key board functions. If candidates are seated at the board table without a clue to their duties, how could one expect them to fulfill their responsibilities? Training should provide the members not only with "what should be done" but "how it should be accomplished."

This study primarily looked at orientation and inservice presentations, but there are other means available for obtaining board member roles and responsibilities, such as National Catholic Educational Association (NCEA) materials for building better boards. It was noted that over 60% of the respondents were not using or familiar with the NCEA materials for boards. These materials are often used as tools in training presentations; therefore, with over 60% of the respondents not receiving training, it is no wonder that they are unaware of the materials. Board members should receive ongoing developmental training as well as orientation training.

Future of Board and Leadership Status

In this study the researcher determined that there is a relationship between leadership status and the desired future of the board. A greater percentage of school administrators than board presidents indicated that the board membership should become more responsible, and a greater percentage of board presidents than school administrators indicated that the board membership should be given greater authority.

Further analysis and some inferences may help to bring greater clarity to the results of this relationship. In another section of the questionnaire, school administrators and board presidents were asked to rank the four most serious concerns relating to board operations. School administrators were twice as likely as board presidents to indicate as a major concern (1 or 2) that the board was not attending to its functions. Board presidents were 3 times as likely to indicate that there was insufficient leadership on the part of the school administrator regarding board operations. The respondents were basically in agreement on recognizing that insufficient training and insufficient time hampered the board and its operations. Apparently some administrators do not think the board is fulfilling its functions and the board is desiring additional leadership. It could be that the board does not clearly understand its role or how to fulfill its functions.

With a greater number of board presidents than administrators desiring that the board be given more authority, this may mean that boards want to ensure that their recommendations will be implemented. The administrators, on the other hand, indicate to a greater extent that

the boards should become more responsible. The administrators might be questioning that since boards are not fully attending to their present functions, why should they be given more authority? Through these inferences, the researcher surmises that role and responsibility conflicts might exist in the Michigan Catholic school boards. Fitzpatrick (1971), in her study, recognized role conflicts in church governance bodies and recommended that roles and responsibilities be clearly defined by the dioceses. A similar conflict could be present here. There might not be a difference in responses to this issue if all were clear on their roles and responsibilities.

Dioceses should clearly delineate the board's role and power (Fitzpatrick, 1971). "The school board has designated ties to the diocese and the larger church . . . board members must keep their responsibilities to the diocese and church in view" (Shaughnessy, 1988, p. 30). Too often, Catholic schools and parishes focus on themselves and may not feel connected or responsible to the diocese or the larger church. Clearly specified roles explained by the diocese and resources supplied by the diocese to assist in fulfilling those roles may benefit all parties involved. Once again the focus is towards training, resources, and services which could be provided by the diocese to schools and their boards.

Effective Use of Lay People

The researcher in this study determined that a relationship exists between the perception of the degree of effectiveness of the board's utilization of lay people to enhance the governance of the school and whether the leadership had received training. Trained board leaders

indicated to a higher degree than nontrained board leaders that boards were an effective means of utilizing the talents of lay people.

Without further analysis, the researcher is unable to conclude that training caused the higher degree of perception relating to boards being an effective means of utilizing the talents of lay people. The researcher can only speculate why this relationship exists. It could be that leaders who have been trained have a greater understanding of the board's role and how it functions within the church governance structure and, therefore, indicate to a higher degree their perception. Those without training, and therefore most likely without understanding, may want the board to function in a different role and not see this as a means to effectively use the talents of lay people.

Representative structures such as boards have been encouraged by the U.S. bishops as well as many researchers, such as Sheehan (1980), Murdick (1975a), and Fitzpatrick (1971), as a means to involve lay leadership in the decision-making process of the church. The findings of this research support this method of utilizing lay people in church decision-making process. Boards should continue to be cultivated within the church governance structure.

Conclusions and Recommendations

Board Posture

Thirty years have passed since Vatican II called the church to renew itself by establishing greater means of lay participation in the ministry of the Catholic church. The documents of Vatican II empower

all lay members to exercise their baptismal rights by becoming actively involved in the ministry (apostolic work) and decision-making process of the church. The intent of Vatican II was to more fully share the work of evangelization of all humanity among the laity as well as with the ordained priests and professed religious community members. In responding to that call, the church has seen the growth of new structures at both the diocesan and parish levels which include councils, school boards, commissions, and committees (McKinney, 1987).

The Catholic school and supporting community is one of the major areas where lay involvement has made a significant contribution. The Catholic school has been recognized as the best means available for the Catholic community to realize the purposes of Christian education among its children and young people (National Conference of Catholic Bishops, 1972).

More than any other program of education sponsored by the church, the Catholic school has the opportunity and obligation to be unique, contemporary, and orientated to Christian service: unique because it is distinguished by its commitment to the threefold purpose of Christian education and by its total design and operation which fosters the integration of religious values with the rest of learning and living; contemporary because it enables students to address with Christian insight the multiple problems which face individuals and society today; orientated to Christian service because it helps students acquire skills, virtues, and habits of heart and mind required for effective service to others. All those involved in a Catholic school--parents, pastors, teachers, administrators and students--must earnestly desire to make it a community of faith which is indeed "living, conscious and active." (National Conference of Catholic Bishops, 1972, pp. 29-30)

The U.S. National Conference of Catholic Bishops (1977), in their document, Sharing the Light of Faith, encouraged the use of representative boards and their involvement in educational and catechical planning.

The bishops also encouraged board members to receive training and pastoral formation to help them share a vision of the church's mission, parish goals, and priorities.

Since some of the tasks of the church's educational institution were similar to public educational institutions (implementing mission, policy development, planning, goal setting, etc.), the public school board model was adopted for use within the church structure immediately following Vatican II. Judging from the literature review and the results of this study, the researcher concluded that the public school board model has not only stifled representative bodies from fulfilling their functions but has also caused role conflict within the church. The public school board model based on regulatory mandates and parliamentary procedures just does not fit within the Catholic church governance structure. Catholic researchers and authors have left a trail of evidence to suggest that Catholics distance themselves from the public school model and refocus or develop models which would fit within the hierarchical structure of the church.

Given the theoretical framework and purposes of representative boards within the church governance structure, the literature review, and the results of this study, the researcher desires to make the following recommendations for implementation and further study.

The results of this study indicate that trained board leadership (board presidents and school administrators) recognizes representative boards as an effective way to utilize lay people within the governance structure of the church. Barker (1992) indicated that people on the "fringe" of the institution can make significant contributions to problem

solving and institutional direction. McKinney (1987) recommended a model of Shared Wisdom which is holistic, collaborative, and enabling.

Given the findings presented above, the researcher recommends the development and implementation of board models that are collaborative in nature, free of competition and hidden agendas, absent of majority rules, and shifting toward consensus for problem solving and planning. This model would consist of a process in which each individual brings to the board table their initial input, up front, without reservation; and from their combined or collaborative input, solutions would be brought forth as shared wisdom (McKinney, 1987). This model would reflect, to a greater extent, the intent of Vatican II regarding shared decision making, collegiality, mission, and purpose.

Diocesan superintendents could assess the reasons why Catholic schools within their jurisdiction do not have boards and provide the necessary resources for the development of boards. They could also investigate school situations which are having difficulty with boards. It could very well be that a model such as indicated above might serve the schools better.

Role Relationships

At present within the Catholic church, there exists a decline in ordained priests (John Paul II, 1994). The lay members of the church are being called forth to serve in privileged roles, once only held by ordained priests or professed religious community members. Catholic school education and administration are areas in which lay people can and do make a significant contribution to the mission of the church.

As a result of the findings in this study, the researcher recommends that the school administrator be fully recognized as a church leader, inserted into the church hierarchical structure, caring for the educational ministry of the church, and that school boards become consultative and responsible to the school administrator, who serves as the educational agent of the pastor or priest representative. Gilbert (1983) recognized that with the declining number of priests and with increased pressure placed on his time and energy, the pastor or priest representative would not be able to participate in every board meeting. Gilbert also indicated that the pastor should be the shepherd of the school community, and that within a church staff of shared ministry, the principal shall serve as the pastor of the school. He or she is the person responsible and accountable for the operation of the school. With this in mind, the board should recognize this invested power and work towards developing a group approach. The administrator in this recommendation becomes the leader of the team (board). The school administrator would take a more active role in empowering the board members to carry out their functions by providing the necessary resources to accomplish them. The board could still be actively involved in the selection of the school administrator but with the view of searching for a team (board) leader, a pastor of the school community, as well as an administrator of the educational institution. The administrator would be accountable directly to the pastor, board of pastors if an interparish or regional school, or to the pastoral team in absence of a pastor. The school administrator would be properly trained and deeply committed to the ministry of the church. They would give new meaning to the term "ad-minister."

Training

There seems to be much agreement among researchers, as indicated in this and in previous studies, that inservice training for board members makes a positive difference. This dissertation study affirmed that training makes a positive difference in the board's involvement in key board functions. The study also reported a degree of disagreement among trained and untrained leaders regarding whether boards are an effective means of utilizing the expertise of lay people. With these findings, the researcher speculates that role conflict could be the result of a lack of training. All indications point to training as essential for board members.

Based on these findings, the researcher recommends that orientation training be made readily available for new board members and that ongoing or continuous training be conducted. The board leadership should see to it that proper orientation training is provided for new board members. Diocesan officials should ensure that inservice provisions are made. Some inservice could be conducted by diocesan officials or the officials could train trainers to accomplish this task. School administrators could provide resources and/or facilitate ongoing training. A greater awareness and usage of NCEA materials for building better boards should be made. These resource materials give direction to Catholic school boards and offer suggestions on how to fulfill their roles and responsibilities. School administrators, who serve as executive officers of the board, should supply board members with resources which describe their roles and assist them with their responsibilities. Self-study

guides and continuous inservice guides are available and should be utilized.

For further study, the researcher recommends that various types of training methods, such as live presentations, video presentations, printed materials, and self-directed lessons be analyzed for their degree of effectiveness in training Catholic school board members. Various modes of instruction presently exist and should be utilized where appropriate. When planning training, the presenter or facilitator should review the variety of options and select the mode that would accomplish the task with their respective audience. Evaluations of training should be made.

Training should focus on the church's educational mission; the governance structure of church, the role and relationship of board members, pastors, and administrators; duties, functions, and responsibilities of board members; and resources to accomplish those functions.

The researcher also recommends that an investigation be made as to why board members have not participated in training, especially where training is available. Is it a matter of time, location, desire, presenter, or material being presented? Such a study would give direction to training facilitators on how to more fully ensure that all members receive proper training with notable conveniences.

Effective Use of Lay Talent

The literature indicates, and this study confirms, that boards are an effective means of utilizing the talents of lay people within the church. Catholic educational leaders are committed to the development

of boards for lay participation and the current leadership (school administrators and board presidents) of Michigan Catholic school boards affirm that commitment. However, absent from this study was input from the pastors or priest representatives.

Based on the lack of pertinent information, the researcher recommends that pastors or priest representatives connected with school boards be surveyed to determine their level of perception regarding boards as an effective means of utilizing the talent of lay people within the church decision-making structure. In that same study, the issue of board restructuring and relationship and/or responsibility to the school administrator could be investigated. Do the pastors recognize similar role conflict?

Associate Board Membership

The results from this study identified that a lack of sufficient time prohibited the board from fulfilling its responsibilities. There is apparently sufficient work to call for additional board member participation and expertise.

Based on these findings, the researcher recommends that boards develop an associate membership roster of community members with specific expertise who could be called on to serve on special committees or perform certain tasks. These associate members may not have the interest or time to devote to participation in the regular meetings, but would be willing to serve in a limited capacity for specific tasks. The board or board leadership would identify the specific task, outline the parameters and resources available for the task, and identify associate

members who would be willing to complete the assignment. A board member would work with or oversee the task and bring the results back to the board table. This would enlarge the participation of community members and at the same time reduce the work of board members by utilizing the expertise of associate members. Former board members may also be excellent candidates for associate membership.

Summary of Conclusions and Recommendations

In this section, the researcher emphasized the importance of representative boards within the Catholic church. The researcher also presented conclusions based on the findings of this study. Board posture, role relationships, training, and effective use of lay talent were emphasized in this section. Recommendations were made as a result of the findings presented in this study.

In the concluding section which follows, the researcher highlights the characteristics of Michigan Catholic school boards as presented in this study and summarizes the recommendations.

Summary Highlights of Study

This study identified characteristics of Michigan Catholic school boards and identified relationships between key board functions and variables of selection processes, governance structures, and training. Summary highlights of those characteristics are listed below. A complete description of Catholic school board characteristics can be found in Chapter V.

Summary Highlights of Catholic School Board Characteristics

The respondents reported the following:

1. Representative boards existed for 86% of Michigan Catholic schools (27% school boards, 22% education commissions, 20% school committees, 8% boards of education, 3% school commissions, 6% as "other"--primarily boards of trustees, and 14% "no board").

2. Boards were primarily consultative or advisory in nature (94%); 88% had someone who held veto power over their decisions and most were primarily accountable to local pastors.

3. No one dominant membership selection process existed (33% elected, 28% combination, 24% selected, and 15% appointed).

4. The average board consisted of 9-12 members (53%), board membership ranged between 4 and 24 members with a mean of 10.85 and a mode of 10; average membership term was 3 years with reelection or reappointment.

5. Board decisions were made by consensus (40.1%), majority vote (35.4%), and combination (24.6%) of voting and consensus.

6. Parental concerns, accreditation, technology, and staff salaries topped the list of issues for boards.

7. Their school would be open in the year 2005 (81%).

8. Insufficient time, training, membership contribution, and power prohibited boards from fulfilling their responsibilities and 62% of the board leadership had not participated in training.

The researcher recommends that similar studies be conducted on Catholic school boards in other states to identify their existence,

characteristics, and relation to various variables. These proposed studies would add to the generally limited knowledge of Catholic school boards, their functions, and their value to the Catholic church.

Highlights of the researcher's recommendations are listed below. Information supporting these recommendations may be found in the previous subsections of this chapter.

Highlights of Researcher's Recommendations

1. The researcher recommends the development and implementation of board models which are collaborative in nature, free of competition and hidden agendas, and absent of majority rules, shifting toward consensus for problem solving and planning.

2. The researcher recommends that school administrators be fully recognized as church leaders, inserted into the hierarchical structure, caring for the educational ministry of the church, and that school boards become consultative and responsible to the school administrator who serves as the educational agent of the pastor or priest representative.

3. The researcher recommends that orientation training be made readily available for new board members and ongoing or continuous training be conducted. Furthermore, an investigation should be made as to why board members do not participate in inservice training, especially where it is available.

4. The researcher recommends that pastors and priest representatives connected with Catholic school boards be surveyed to determine their level of perception regarding boards as an effective means of

utilizing the talent of lay people within the church decision-making structure.

5. The researcher recommends that boards develop an associate membership roster of community members with specific expertise who could be called to serve on special committees or to perform special tasks.

6. The researcher recommends that similar studies be conducted on Catholic school boards in other states to identify their characteristics and relationship to key board functions.

As a result of this study, the researcher concludes that Catholic school boards in the state of Michigan are a viable means for the church to include lay representation in the decision-making process. As identified in this study, board leadership respondents have affirmed that Catholic school boards are an effective means of utilizing the talents of lay people in the governance structure of the church. The contributions which board members make to the Catholic school communities will ensure the existence of Catholic schools into the next century. Share the wisdom!

APPENDICES

Appendix A
Validity Process, Judges, Letters, and Forms

Panel of Judges

Name/position/address	Notations
Sr. Lourdes Sheehan, RSM United States Catholic Conference Secretary for Education 3211 4th St. Washington, DC 20017-1194 202 541-3131	Dissertation on boards (1981). Author of <u>Building Better Boards</u> .
Msgr. Olin Murdick St. John Evangelist Church 1614 Pine St. Essexville, MI 48732-1377 517 892-9104	Dissertation on boards (1975). Author of several articles on Catholic school boards. Former Secretary for Education, United States Catholic Conference.
Sr. Regina Haney, OSF NABE/NCEA 1077 30th St. N.W. Washington, DC 20007-3852 202 337-6232 Fax 202 333-6706	Executive Director, National Association of Boards of Education. Current research on boards.
Sr. Mary Peter Traviss, O.P. Director, ICEL University of San Francisco San Francisco, CA 94117-1080 415 666-2082 or 666-6226	Director of Institute for Catholic Educational Leaders. Author of doctoral dissertation on Catholic schools (1976-1987)
John J. Augenstein, PhD. School of Education Marquette University Schroeder Complex Milwaukee, WI 53233 414 288-7403	Former diocesan superintendent, Youngstown, OH. Professor of education.
Sr. Monica Kostilney, RSM President and CEO Michigan Catholic Conference 505 N. Capital Ave. Lansing, MI 48933 800 395-5565	Former MCC education public affairs director. USCC ADV. Comm member on public policy and Catholic schools. Former Diocesan school board president.

Name/position/address	Notations
<hr/>	
Sr. Ann E. Fitzpatrick Associate Dean College of New Rochelle CNR Graduate School Chidwick Hall, Room 202 College of New Rochelle New Rochelle, NY 10805 914 654-5389	Dissertation on boards (1971). Former associate superintendent. Associate dean of the Graduate College.
Dr. John Convey Professor, Department of Education Catholic University of America Washington, DC 20064 202 319-5800	Professor and researcher. Author of <u>Catholic Schools Make a Difference: Twenty-Five Years of Research</u> (1992)

Letter sent to eight panel judges: Sr. Sheehan, Sr. Haney, Sr. Travis, Sr. Kostielney, Sr. Fitzpatrick, Msgr. Murdick, Dr. Augenstein, and Dr. Convey

November 8, 1994

Dear

Thank you for your willingness to serve on my doctoral dissertation panel of judges. The primary purpose of the panel of judges is to validate the questionnaire which will be used to survey the study population. The panel of judges has been selected based on their expertise and experience in Catholic educational governance structures, prior research and general knowledge of the topic. I am very pleased to have enlisted your expert assistance in this matter.

Enclosed you will find a copy of my dissertation proposal (Appendix A), a blueprint of the dissertation study question (Appendix B), a draft copy of the survey (Appendix C), and a response sheet (Appendix D). May I ask you to read the proposal in order to capture the focus and purpose of the study? Please pay close attention to the study objectives listed on pages 10-12, then review the questionnaire blueprint which served as the basis for the development of the questionnaire. As you review the blueprint, you will want to follow along with the questionnaire. The questions numbered on the blueprint will correspond with the number on the questionnaire. However, the wording on the blueprint has been abbreviated to topic areas in some cases. The blueprint is primarily a guide for construct validity.

After reviewing the blueprint with the corresponding questionnaire, please look over the enclosed response form. The form contains the specific areas which you are requested to give input. Please reread the questionnaire and respond to the individual questions on the response sheet. However, if you prefer a different format or any other method of review, please feel free to use it or you may desire to write your suggestions/comments directly on the questionnaire. The primary purpose is to make sure there is congruency between the study questions and the survey questions.

May I ask you to afford time from your already demanding schedule in order to return your response by November 22 1994? If the time constraint will limit your participation and critique, please notify me as to when I can expect your response, and take the necessary time as needed. Your assistance and cooperation in this matter is greatly appreciated. I realize the sacrifice you are making to assist me in this endeavor. I remain deeply indebted to you for your willingness, expertise and kindness.

Thanks, a thousand times plus, for your commitment to Catholic education. I thank the Lord often for good people like you who are serving in this privileged ministry. I will lift you up to the Lord for your goodness.

Sincerely,

Frank C. Wippel
Superintendent of Schools

FCW:gb
Enclosures

Please review the proposal and specifically the study questions and objectives. Utilizing the blueprint for questionnaire development along with the questionnaire, please respond to the following questions. If you do not have suggestions related to a specific category, please indicate so.

a. In your judgment, are the survey questions congruent with the study questions?

b. Are there any topics or content areas whose inclusion you think would enhance the content validity of the questionnaire?

c. Are there any topics or content whose deletion from this questionnaire would, in your opinion, enhance its content validity?

2. Clarity

Do the terms and responses have proper clarity regarding terminology? Do you detect any problems relative to the clarity of items? Do you have any suggestions regarding the clarity of items and response?

3. Ease of Administration

Are there any problems or suggestions which you can identify relative to directions provided, the format, or the length of time necessary to complete the questionnaire?

4. Other comments:

Please list any comments or recommendations which you may have regarding the questionnaire.

Thank you for your review and responses regarding the questionnaire and its validity.

Dissertation questionnaire Blueprint

Dissertation Study Questions

Are boards useful vehicles for promoting lay leadership in the Church?

What kinds of boards are there, serving what types of schools

What types of boards exist, serving what types of schools?

Questionnaire pro-tems

This board (commission) is an effective means of utilizing the expertise of lay people to enhance the governance of the school?
VE, Eff, SWE, Not eff. Ques. # 52

In your opinion this board should:
 ___ continue as is
 ___ become more responsible
 ___ be given greater autonomy
 ___ cease to operate
 Ques. # 57

How long has board been in existence? Ques. 11

Ques. 1 please indicate type of School (grade levels)

Ques. 3 Type of school –parish interparish, etc.

Ques. 4 – requirement for a board

Ques. 5 Which category best describes your governance structure:
 ___ school board
 ___ parish board of education
 ___ a commission
 ___ a committee of _____
 ___ other specify _____
 ___ no board, please respond to only Questions: 25, 53, 54, 55, and 58 through 61.

Ques. 6

What is the official title of your board,

Ques. 7 Which category best describes the governance you specified in ques. 5

___ advisory (advises the person with the final say.

___ consultative (operates in the policy-making process by formulating and adapting but never enacting policy. The person with final say established those areas where the board is to be consulted. Decisions will not be made in these areas until the board has been consulted.)

___ limited jurisdiction (has power limited to certain areas of educational concerns. It has final but not total jurisdiction)

___ other, specify _____

accountability and veto power

Ques. 8 This board is accountable to: P, Bishop, Dioc. etc.

Ques. 9 – veto power

Ques. 10 Accountability is achieved by (specify)

What is the make-up of the board, membership, qualifications, etc.
Who makes up the membership?

Q13. Criteria for membership

Q14. Numbers of members

Q15 Who are the members

Q16 length of term

Q17 re-election

What type of issues do boards face?

Q 20. Please list general topics which the board (within last year) has created or reviewed policy.

(types of issues con't)

Q51 – Rank serious problems of board

Future status

Q53 – Serious problems of sch.

State funding

Q56 – state funding/charter schs.

what types of policy have they created?
policy topics?

Q - 20

Please list the topics of policies which the board has created or reviewed within the last year.

what type of decision making process is utilized

Q 19 – How are decisions made?

Q 18 – How often board meets?

Do they have present day plans to move the school into the next century?
strategic plans
long range plans

Ques. 21 - 25

The board sets goals for itself? ☐ Yes ☐ No

The board evaluates its performance in light of the goals set? ☐ yes ☐ no

The board has established a written long range plan? ☐ yes ☐ no

This long range plan directs gives direction to the school board in establishing their goals? ☐ yes ☐ no

In your opinion, this school will be operating in the year 2005? ☐ yes ☐ no

Are some membership selection processes better than others?

Ques. 12

How is the membership of board determined?

___ elected by _____
 ___ selected How? _____
 ___ appointed by _____
 ___ combination of above.
 explain _____

(After boards are categorized by membership determination processes, the researcher can look at the perception of board function effectiveness and analyze the data .)

Does the membership understand their primary role as board members?

(This question will be examined through the perception of the effectiveness of board functions). Q - 26-42

Board functions / perceived effectiveness

Please give your perception of the board's effectiveness of the following functions. (Responder will be ask to indicate very eff., eff., somewhat eff, not effective, not a board responsibility).

Functions Ques. 26 - 42

establishing mission/philosophy
 creating long range plans
 developing / monitoring budget
 policy development
 selection of school administrator
 evaluation of administrator
 curriculum
 development
 funding
 marketing / public relations
 expansion / closing of programs
 nomination of new members
 legal matters
 enrollment / recruitment
 maintenance of facilities

other _____

training.

pre-service (orientation)
manuals

in-service

Ques. 43-50

Is there pre-service (orientation)
training available to board
members?

___ yes ___ no

Who conducts pre-service trainings?

___ other board members

___ school administrator

___ diocesan staff

___ consultant

have you participated in pre-service
training? ___ Yes ___ no

How would you rate the pre-service
training? ___ exc. ___ good ___ fair
___ poor

Are there other in-service training
available to board members?

___ yes ___ no

Who conducts these training
sessions? ___ other bd. memb.

___ sch. adm. ___ dioc. staff

___ consultant

What resources are available to
board members regarding their
role and responsibilities?

___ manuals, ___ booklets

___ newsletters ___ other _____

Do you make use of materials from
the National Catholic Education
Association (such as Board training
booklets, Building better boards
manual, videos, etc.) ___ yes ___ no
___ not familiar with resources

Qualifications of board members?

Ques. 13

Please identify the qualifications
for board membership. _____

Board president profiles?

(also applicable
to sch. adm.)

Ques. 58 - 62

Respondents name _____

profession _____

address _____

home phone _____

bus phone _____

Occupation _____

Gender ____ male ____ female

last Degree earned HS, BA, MA,
Phd , other

number of yrs on this board _____

Bishop's goals

What efforts have been made
to ensure that catholic schools
are available to all families

Same wording – See Q -54

what new initiatives have been
launched to secure financial
assistance?

Same wording – Q 55

Appendix B
**Reliability Process Participants, Letters,
and Forms**

PILOT PARTICIPANTS

Mr.	Sam	Accorso	3401 Old Colony Rd.	Kalamazoo	MI	49008
Mrs.	Pat	Brasseur	143 Honey Lane	Battle Creek	MI	49015
Mr.	Ron	Cook	795 Main St.	Buffalo	N.Y	14203
Mr.	Doug	Delaney	200 Josephat St.	Denver	CO	80206
Mrs.	Mary Jane	Doerr	907 Boswell Lane	Kalamazoo	MI	49006
Mr.	Tim	Dwyer	1150 Buffalo Rd.	Rochester	N.Y	14624
Mr.	Pete	Emmerson	75 Wendell St.	Battle Creek	MI	49017
Dr.	Jim	Fausey	375 Roxbury	Battle Creek	MI	49017
Dr.	Michael	Gross	600 Burton St. SE	Grand Rapids	MI	49507
Mr.	Bill	Heldak	49573 33rd Street	Paw Paw	MI	49079
Mr.	Glenn	Klipp	3115 Benjamin	Royal Oak	MI	48073
Mr.	Mike	Leberato	3142 Biber	East Lansing	MI	48823-16
Sr.	Fran	Lendle	1429 Montclair Rd.	Birmingham	AL	35210
Mr.	Cliff	Luft	PO Box 280	Marquette	MI	48955
Bro.	Jim	Malone	65 Sunrise	Edison	NJ	00817
Sr.	Mary Ann	McCarron	18716 13 Mile Rd.	Roseville	MI	48066
Fr.	John	McCracken	1665 M 32 West	Gaylord	MI	49735
Sr.	Fran	Nadolny	305 Michigan Ave.	Detroit	MI	48226
Sr.	Kathlene	O'Donnell	1818 E. Court St.	Flint	MI	48503-20
Mr.	Mike	Rouse	23435 CR 375	Mattawan	MI	49071
Mr.	Dave	Rutten	7210 S. 27th	Scotts	MI	49088
Mr.	Rick	Sexton	1510 N. Fresno St.	Fresno	CA	93703
Ms.	Jean	Shane	3087 Sandhill Rd.	Mason	MI	48854
Dr.	Michael	Skube	1524 E. Morehead St.	Charlotte	N.C	28207
Mrs.	Noreen	Szymanski	2500 Niles Rd.	St. Joseph	MI	49085
Fr.	John	Zwers	27101 West Chicago	Redford	MI	48239

November 30, 1994

Sent to 26 pilot participants (see attached)

Dear

Thank you for your willingness to be a part of my pilot study. I am most grateful for your kindness and the generosity of your time and talents. Please know that I realize the sacrifices which you are making to be part of the pilot study, especially during the holiday season.

At this time, I want to alert you to the packet of information which is scheduled to be mailed to you on December 6, 1994. In that packet, you will receive a cover letter with instructions, a sample questionnaire, and a set of questions which will guide your critique. You will be asked to complete a questionnaire and then reflect over the questions. This will most likely take approximately one hour of your time. I know how precious time is to you; and therefore, wanted to alert you to the upcoming mailing.

At present, the questionnaire is in the midst of its validity study. Eight experts from coast to coast are checking the alignment of the survey questions with the proposal study question. Your task will be to check the reliability of the questionnaire -- mainly, does one understand the questions? Is terminology specific enough to get an accurate response time after time?

It is my hope and expectation to revise the questionnaire in late November/early December, to get a copy to you in early December, and to request your critique back by mid-December. The questionnaire will be revised as needed and scheduled for printing in late December/early January. Your prompt response will facilitate this time constraint.

I do realize how busy you are and am deeply indebted to you for your willingness to assist. You shall be in my prayers during the weeks ahead.

God bless,

Frank C. Wippel
Superintendent of Schools

FCW:gb

December 2, 1994

Dear ,

Thank you for your willingness to assist in this pilot study. The purpose of the pilot study is to ensure the reliability of the questions used in the survey. Your participation is extremely valuable. You have been asked to participate in this pilot study because of your previous experience in Catholic schools in the State of Michigan which makes you "representative" of the population which I intend to survey. Please read this entire letter before beginning the requested tasks.

A reliable questionnaire is one which consists of reliable items. A reliable item is one which consistently conveys the same meaning to all people in the population being surveyed. Will a respondent interpret the question the same way each time the questionnaire is administered? If the question does not present a single meaning for a given purpose, one cannot be sure which meaning the respondent had in mind when answering the question. Your task is to identify questions or phrases which could be misinterpreted.

In this packet you will find a copy of the purpose of the dissertation study (App. A), a set of reliability reflection questions (App.B), a proposed cover letter to participants (App. C), and a proposed questionnaire (App. D). First, please briefly read through the purpose of the study and the proposed cover letter. Then complete (fill-in) the questionnaire. Please time yourself while completing the questionnaire. As you work through the questionnaire, put a check next to the questions which you find somewhat difficult or ones which you have to reread for clarity. Place the completion time on the top of the reflection response form.

Second, please read the reliability reflection questions response form. The reflection response form contains lead questions or guidelines which will assist you in your critique of the survey. Please reread the questionnaire and respond to the questions on the response form. However, if you prefer a different format or any other method of review, please feel free to use it or you may desire to write your suggestions and comments directly on the survey. The primary purpose is to make sure that the questions are easily and consistently understood. Your critique, notations, and suggestions will identify areas for my reflection and revisions. Also, please feel free to comment on the cover letter which is intended to encourage people to participate in the study.

May I ask you to afford time from your already demanding schedule in order to return your responses by December 20, 1994? If the time constraint will limit your participation and critique, please notify me as to when I can expect your response, and take the necessary time as needed. Your assistance and cooperation in this matter are greatly appreciated. I realize the sacrifice you are making to assist me in this endeavor. I remain deeply indebted to you for your willingness, expertise, and kindness.

Thanks, a thousand times, for your commitment to church ministry and Catholic education. I thank the Lord often for good people like you who are working for the common good of our church. I remain most grateful for your assistance and will lift you up before the Lord.

Sincerely,

Frank C. Wippel

FCW:gb

An Assessment of the Status of Catholic Boards of Education in the State of Michigan

Purpose of Study

This study will focus on Catholic School Boards (CSB) in the State of Michigan. The study will assess role identification and functions of the CSBs. The study will explore various selection processes for board membership and seek to determine if certain processes are more advantageous. The study will explain the role of Catholic school boards within the Church and school community structures as well as compare CSB with the role of public school boards. A brief profile of CSB presidents will be developed in order to present a descriptive picture of the people serving in these positions. An examination of board issues will be included and analyzed in order to determine the level of influence the board has in the school community. Finally, orientation and in-service methods for board members will be examined and an analysis of their effectiveness will be determined.

Importance of the study

In Michigan, there are 358 Catholic schools. While there have been many studies completed on public school boards, in general, including Michigan, such as studies Drecktrah (1988), Berrigan (1991), and Kefgen (1990), there has not been a study commissioned on Michigan Catholic school boards. Some of the reasons which motivated establishing and fostering boards were the following: to promote the concept of lay leadership, to develop ownership and stability for the future, to offer financial advice, to develop and defend policy, to serve as a good public relations source, to enable the principal to spend adequate time as an educational leader, to provide parents/guardians with a voice in their children's education, and to encourage strategic planning (Sheehan, 1990). As of this date, no one knows for sure whether or not Catholic school boards are meeting the challenge or the intentions of the original reasons for establishing them. Sheehan's purposes of Catholic school boards could be used as part of a framework for assessing the status of Catholic school boards.

NAME _____

(survey completion time: ____ min.)

RELIABILITY REFLECTION RESPONSE FORM

Please respond on this form by indicating the number of the survey question(s) in concern after the reflection question or write your responses on the questionnaire using this form as a guide for reflection. Please respond to all that are applicable. Thanks!

1. Is the questionnaire cover letter clearly written? ☐ Yes ☐ No, explain:
2. Are the instructions on the questionnaire clear? ☐ Yes ☐ No, explain:
3. Will the respondents understand what the survey is about? ☐ Yes ☐ No, comment:
4. After a reasonable warm-up, will they feel comfortable answering the questions?
☐ Yes ☐ No, comment:
5. Are answers obtained adequate for the purposes of the study? ☐ Yes ☐ No, comment:
6. Will respondents draw the same meaning from the questions as the author intended?
☐ Yes ☐ No, comment:
7. Are the words simple, direct, and familiar to all respondents? ☐ Yes ☐ No, comment:
(avoidance of slang, colloquialisms or "folksy" expressions; suitable, not talking down)
8. Are the questions as clear and specific as possible? ☐ Yes ☐ No, comment:
Can they be clearly understood time and time again? If no, which ones:
9. Are there any "double-barreled" (asking two questions as one) items?
☐ Yes ☐ No, which ones:
10. Are the questions leading or loaded? ☐ no ☐ yes, which ones:

A leading question pushes the respondent in the direction of a certain answer, by implication or outright suggestion.

Loading takes place through partial mention of the alternatives. i.e.: how do you spend your free time, watching TV or what?

11. Are the questions applicable to all the respondents? ☐ Yes ☐ no, comment:

12. Will the answers be influenced by response styles? ☐ No ☐ Yes, comment:
 A response style is a tendency to choose a certain response category regardless of an item's content. Like chooses "agree" all the time even when question is reversed.
13. Can items be shortened with no loss of meaning? ☐ no ☐ yes, which ones:
14. Do the questions read well? ☐ yes ☐ no, which ones don't:
15. Do questions flow logically? ☐ yes ☐ no, comment:
16. Are sensitive questions in good locations? ☐ yes ☐ no, comment:
17. Is the physical layout (identification, size, numbering, space, the paper quality, type faces, etc.) good? ☐ yes ☐ no, comment:
18. Do questions contain enough detail to be answered? ☐ Yes ☐ No, comment:
19. Do regional differences cause problems in the interpretation of the questions?
☐ yes ☐ no
 If so, what local expressions that should be incorporated into the items to avoid ambiguity?
20. Which items or sections are most difficult for the respondent to answer?
21. Which items seem to produce irritation, embarrassment, or confusion?
22. Are there any items that the respondent would consider irrelevant or comical?
23. Are the transitions from question to question and section to section smooth or abrupt?
 Do the "skips" work properly? Please comment:
24. Is the questionnaire too long? ☐ yes ☐ No
 Please comment:
25. Please mention any comments or concerns you have which are not addressed in the above questions.

Appendix C

Questionnaire¹ and Introductory Materials

¹The questionnaire contained in the following pages is not an exact replica. The pages, questions, and instructions are the same but the original questionnaire was printed on 11 x 17 inch paper. It was formed in tri-fold panels with page 1 on the front cover, pages 2, 3, and 4 inside, and pages 5 and 6 on back panels. It was one sheet of paper printed on both sides and tri-folded. The tri-fold style insured all pages of the questionnaire to remain intact. This paper size provided ease in folding and inserting the completed questionnaire in the return envelope.

An Assessment of the Status of Catholic Boards of Education in the State of Michigan

Elementary and Secondary School Board Questionnaire

Code # _____

This questionnaire has been designed to assess the current status of Catholic School Boards of Education in the State of Michigan as perceived by school administrators and board presidents. Portions of this survey have been adopted, with permission, from the 1994 survey of the National Association of Boards of Education (NABE), a department of the National Catholic Education Association (NCEA). This study has the support of the Seven Michigan Diocesan Superintendents and is being accomplished with consultation and collaboration from the Michigan Catholic Conference. Your response to this questionnaire will be greatly appreciated. Thank you for your continual and sincere efforts in promoting Catholic schools in the State of Michigan.

Directions: Unless otherwise indicated, select the response which best reflects your perception. The term "board" is used as an inclusive term to include all educational boards, councils, commissions, committees, etc.

- | | |
|---|--|
| <p>1. Please indicate your position:</p> <p>1.1 <input type="checkbox"/> School administrator</p> <p>1.2 <input type="checkbox"/> Board president/
chairperson</p> <p>2. Please describe your school:</p> <p>2.1 <input type="checkbox"/> Elementary (any
PK-8 combination)</p> <p>2.2 <input type="checkbox"/> Secondary (9-12)</p> <p>2.3 <input type="checkbox"/> Middle only (6-8)</p> <p>2.4 <input type="checkbox"/> Other, specify: _____</p> <p>_____</p> <p>3. Which of the following best describes your school:</p> <p>3.1 <input type="checkbox"/> Parish school</p> <p>3.2 <input type="checkbox"/> Interparish (funding from
several parishes)</p> <p>3.3 <input type="checkbox"/> Regional</p> <p>3.4 <input type="checkbox"/> Diocesan</p> <p>3.5 <input type="checkbox"/> Independent school (spon-
sored by a religious order)</p> <p>3.6 <input type="checkbox"/> Other, specify: _____</p> <p>_____</p> <p>_____</p> | <p>4. Does your diocese or other sponsoring body require you to have an education or school board, council, commission or committee?</p> <p>4.1 <input type="checkbox"/> Yes 4.2 <input type="checkbox"/> No</p> <p>4.3 <input type="checkbox"/> Uncertain</p> <p>5. Which of the following best describes your governance structure?</p> <p>5.1 <input type="checkbox"/> School Board</p> <p>5.2 <input type="checkbox"/> Board of Education</p> <p>5.3 <input type="checkbox"/> A Commission</p> <p>5.4 <input type="checkbox"/> A Committee of _____</p> <p>5.5 <input type="checkbox"/> School Council</p> <p>5.6 <input type="checkbox"/> Other, specify: _____</p> <p>_____</p> <p>5.7 <input type="checkbox"/> No board. Below please indicate why. Then respond to the following questions only: <u>26</u>, <u>56</u>, <u>57</u>, <u>58</u>, <u>62</u> through <u>65</u>.</p> <p>Why: _____</p> |
|---|--|

Please go to next page ⇨

6. What is the official title of your board? _____
7. Which category best describes the governance posture of your board?
- 7.1 Advisory: advises the person(s) with final say.
- 7.2 Consultative: operates in the policy-making process by formulating and adapting policy. The school administrator enacts the policy after it has been promulgated by the person (i.e.: pastor) with final say.
- 7.3 Limited Jurisdiction: has power limited to assigned areas. It has final say in these areas but does not have total jurisdiction over all areas.
- 7.4 Other, specify: _____
8. This board is accountable to:
- 8.1 Pastor, Priest Representative
- 8.2 Bishop
- 8.3 Religious Community
- 8.4 School Administrator
- 8.5 Other, specify: _____
9. Does anyone have veto power over board decisions?
- 9.1 Yes, whom? _____
- 9.2 No
10. Who holds final approval for the school budget? _____
11. How long has the board existed?
- 11.1 Less than 5 years
- 11.2 6 to 15 years
- 11.3 16 to 25 years
- 11.4 Other, specify: _____ years
- 11.5 Uncertain
12. How are members determined?
- 12.1 Elected by _____
- 12.2 Appointed by _____
- 12.3 Selected by process of _____
- 12.4 Combination. Explain _____
13. Please indicate number of members:
- 13.1 Elected
- 13.2 Appointed
- 13.3 Selected
- 13.4 Ex-officio:
Lay
Religious (Community member)
Cleric, Priest
- 13.5 Total number
14. Please specify the qualifications for board membership (or attach to survey). Check all that apply.
- 14.1 Practicing Catholic
- 14.2 Over 18 years of age
- 14.3 Other. Specify _____

Please go to next page ➡

15. Who are the members of your board? Check all that apply:

- 15.1 ☐ Pastor/priest
 15.2 ☐ Parents
 15.3 ☐ Parishioners
 15.4 ☐ Alumni
 15.5 ☐ Representatives of the
 business community (but
 not in categories above)
 15.6 ☐ Educators (but not in
 categories above)
 15.7 ☐ Other, specify _____

16. What is the length of a term of service for members?

- 16.1 ☐ Three years
 16.2 ☐ Other: _____ years

17. Are members terms of service staggered (only partial replacement of members at any one time)?

- 17.1 ☐ Yes
 17.2 ☐ No

18. Can members be re-elected, re-appointed or re-selected?

- 18.1 ☐ Yes. How many times? _____
 18.2 ☐ No

19. How often does the board meet?

- 19.1 ☐ Monthly
 19.2 ☐ Quarterly
 19.3 ☐ Other: _____

20. How are decisions made during the board meetings?

- 20.1 ☐ Majority vote
 20.2 ☐ Consensus
 20.3 ☐ Combination

21. Please identify the general topics which your board has recently addressed.

- 21.1 ☐ Accreditation issues
 21.2 ☐ A.I.D.S./Human sexuality
 21.3 ☐ Class Size
 21.4 ☐ Dress Code/Uniforms
 21.5 ☐ Staff salaries/Benefits
 21.6 ☐ Technology
 21.7 ☐ Parental concerns
 21.8 ☐ Other. Specify _____

22. Does the board sets annual goals for itself?

- 22.1 ☐ Yes 22.2 ☐ No

23. Does the board evaluate its performance based on their goals?

- 23.1 ☐ Yes 23.2 ☐ No

24. Has the board established a written long range strategic plan for the school?

- 24.1 ☐ Yes
 24.2 ☐ No. Go to Question 26.

25. Does this long range plan give direction to the board in establishing its annual goals?

- 25.1 ☐ Yes 25.2 ☐ No

26. In your opinion, will this school be operating in the year 2005?

- 26.1 ☐ Yes 26.2 ☐ No
 26.3 ☐ Uncertain

Please go to next page ⇨

In Questions 27-45, please give your perception of the board's involvement in the functions indicated. If the statement is not a current board function, please indicate by selecting number 5. The rating scale is as follows:

1) Actively Involved

3) Somewhat Involved

5) Not a Board

2) Involved

4) Not Involved

Function

Possible Functions		1 Actively Involved	2 Involved	3 Somewhat Involved	4 Not Involved	5 Not a Board Function
27.	Establishing mission statement	1__	2__	3__	4__	5__
28.	Creating long range plans	1__	2__	3__	4__	5__
29.	Developing/monitoring budget	1__	2__	3__	4__	5__
30.	Developing policy	1__	2__	3__	4__	5__
31.	Selecting school administrator	1__	2__	3__	4__	5__
32.	Evaluating school administrator	1__	2__	3__	4__	5__
33.	Approving curriculum changes	1__	2__	3__	4__	5__
34.	Seeking funding	1__	2__	3__	4__	5__
35.	Creating development strategies	1__	2__	3__	4__	5__
36.	Providing public relations to the community	1__	2__	3__	4__	5__
37.	Marketing the school	1__	2__	3__	4__	5__
38.	Expanding/Closing programs	1__	2__	3__	4__	5__
39.	Nominating new members	1__	2__	3__	4__	5__
40.	Monitoring legal matters	1__	2__	3__	4__	5__
41.	Overseeing enrollment/recruitment	1__	2__	3__	4__	5__
42.	Overseeing maintenance of facilities	1__	2__	3__	4__	5__
43.	Addressing parents' complaints	1__	2__	3__	4__	5__
44.	Approving/Renewing teacher contracts	1__	2__	3__	4__	5__
45.	Overseeing CCD/Rel. Ed. Programs	1__	2__	3__	4__	5__

Please go to next page ➡

46. Is there orientation training available to new board members?
 46.1 ☐ Yes
 46.2 ☐ No. Go to Question 50.
47. Who conducts the orientation trainings?
 47.1 ☐ Other board members
 47.2 ☐ School administrator
 47.3 ☐ Diocesan Staff
 47.4 ☐ Other: _____
-
48. Have you participated in orientation training?
 48.1 ☐ Yes
 48.2 ☐ No. Go to question 50.
49. How would you rate orientation training?
 49.1 ☐ Excellent
 49.2 ☐ Good
 49.3 ☐ Fair
 49.4 ☐ Poor
50. Are there other training programs available to board members?
 50.1 ☐ Yes Explain: _____
 50.2 ☐ No. Go to Question 52.
51. Who conducts these training programs?
 51.1 ☐ Other board members
 51.2 ☐ School administrator
 51.3 ☐ Diocesan staff
 51.4 ☐ Other: _____
-
52. What resources are presently available to your board members regarding their role and responsibilities?
 52.1 ☐ Board manuals
 52.2 ☐ Booklets/pamphlets
 52.3 ☐ Newsletters
 52.4 ☐ Other: _____
53. Do you make use of materials from the Nat'l. Cath. Ed. Assoc. (NCEA), such as board training booklets, Building Better Boards Manual, videos, etc.?
 53.1 ☐ Yes 53.2 ☐ No
 53.3 ☐ Not familiar with NCEA resources
54. Please rank order the four (1 to 4) most serious concerns relating to board operations. (1 most serious)
 54.1 ☐ Board not attending to its' functions
 54.2 ☐ Members not making significant contributions
 54.3 ☐ Insufficient training regarding board functions.
 54.4 ☐ Insufficient leadership of school administrator
 54.5 ☐ Disinterested or autocratic pastor/priest representative
 54.6 ☐ Insufficient power to implement activities or recommendations
 54.7 ☐ Insufficient collaboration among board, administrator, and pastor
 54.8 ☐ Insufficient time to accomplish functions
 54.9 ☐ Other. Specify: _____

Please go to next page ➡

55. This board is an effective means of utilizing the expertise of lay people to enhance the governance of the school.

- 55.1 ☐ Effective
 55.2 ☐ Somewhat effective
 55.3 ☐ Not effective
 55.4 ☐ Uncertain

56. Please rank order the three most serious problems facing your school (1 being most serious).

56.1 ☐ Insufficient funding. Reason: _____

56.2 ☐ Declining enrollment. Reason: _____

56.3 ☐ Deteriorating facilities. Reason: _____

56.4 ☐ Administrative turn-over. Reason: _____

56.5 ☐ Staff turnover. Reason: _____

56.6 ☐ Other: _____

57. What efforts have been made to assure that Catholic Schools are available to all families?

- 57.1 ☐ Financial assistance
 57.2 ☐ Sliding scale tuition
 57.3 ☐ Other. Specify: _____

58. What initiatives have been launched to secure financial assistance?

- 58.1 ☐ Annual fund drive
 58.2 ☐ Capitol fund drive
 58.3 ☐ Endowment fund
 58.4 ☐ Bequests/Will
 58.5 ☐ Other. Specify: _____

59. In your opinion, what statement best describes this board's position on state funding and charter schools?

- 59.1 ☐ Willing to give up religious nature of school in order to accept state funding and become a charter school.
 59.2 ☐ Keep religious nature. Seek partial state funding for secular subjects.
 59.3 ☐ Board does not want state funding because of perceived additional state control.
 59.4 ☐ Not sure of board's position, board has not discussed.

60. In your opinion, this board should

- 60.1 ☐ continue as is
 60.2 ☐ become more responsible and productive
 60.3 ☐ be given greater authority to implement decisions
 60.4 ☐ cease to operate

61. Number of years served on current-board. _____ years

62. Gender

- 62.1 ☐ Male 62.2 ☐ Female

63. Current occupation: _____

64. Highest degree completed:

- 64.1 ☐ High school diploma
 64.2 ☐ Bachelor's in _____
 64.3 ☐ Master's in _____
 64.4 ☐ Doctorate in _____

65. Would you be willing to participate in a phone interview?

- 65.1 ☐ Yes
 65.2 ☐ No

If yes: Name _____

Phone () _____

Please return to:

Frank C. Wippel
 Diocese of Kalamazoo
 215 North Westnedge
 Kalamazoo, MI 49007



THE DIOCESE OF KALAMAZOO

215 N. Westedge Ave.
Kalamazoo, MI 49007-3760
(616) 349-8714 FAX (616) 349-6440

January, 1995

Dear Catholic School Administrator,

Catholic schools have and continue to be vital instruments in the education of today's children. The bishops of the United States have viewed Catholic schools as the best means available to the church in educating our youth in Christian values and Catholic traditions. In the mid-sixties, boards of education were established to strengthen the governance structure of the Catholic school. Boards were to assume certain responsibilities intended to assist Catholic schools to flourish into the next century. At present, the necessary data does not exist to determine how current boards are fulfilling their role within the Church structure. Therefore, in collaboration and cooperation with the Michigan Catholic Conference and the diocesan superintendents of schools in Michigan, I am undertaking a study to assess the status of Catholic boards of education and I need your help!

You can help by sharing your perceptions of your board's functions as requested in the survey. Catholic school administrators and board presidents of the 358 Catholic schools in the state are being asked to participate in this study. As a person in a leadership role, your response and participation will be a great asset to this research. The study seeks to assess the present status of Catholic school boards or their equivalents in the State of Michigan. The term "board" is used in a generic sense which includes all education boards, education commissions, school committees, school councils, and similar structures. Types of boards, board functions, inservices and policy issues will be analyzed. Your response and cooperation will not only be greatly appreciated but is necessary for the validity of the results.

Please rest assured that your responses will be kept strictly confidential. However, you will note that the questionnaire has been coded. The reasons for the use of the identification code numbers are to facilitate follow-up requests as well as to analyze regional postures on certain items. No individual or individual school will be mentioned in the results or reports.

The results of this study will be beneficial to diocesan leadership as they discern methods to strengthen the governance structure of our Catholic schools. **Your participation in this study is vital;** and therefore, I am depending on your kindness to complete the enclosed survey. May I ask you to mail the completed survey in the pre-posted, self-addressed envelope **as soon as possible** but no later than **January 30, 1995**. Your immediate reply to this request will be greatly appreciated.

Please know that you will be lifted up in prayer during the weeks ahead for your kindness and for the sacrifices you are making to complete and return the survey. If you have any questions, please feel free to call or write to me at the address on the enclosure or contact Sr. Arlene Williams, volunteer assistant, Michigan Catholic Conference (1-800-395-5565). Thanks again for your willingness to assist Catholic schools in our state and to be a vital participant in this study. May God continue to reward you for your kindness.

Sincerely in Christ,

Frank C. Wippel

Frank C. Wippel
Superintendent of Schools
Diocese of Kalamazoo



THE DIOCESE OF KALAMAZOO

215 N. Westledge Ave.
Kalamazoo, MI 49007-3760
(616) 349-8714 FAX (616) 349-6440

January, 1995

Dear Catholic School Board President,

Catholic schools have and continue to be vital instruments in the education of today's children. The bishops of the United States have viewed Catholic schools as the best means available to the church in educating our youth in Christian values and Catholic traditions. In the mid-sixties, boards of education were established to strengthen the governance structure of the Catholic school. Boards were to assume certain responsibilities intended to assist Catholic schools to flourish into the next century. At present, the necessary data does not exist to determine how current boards are fulfilling their role within the Church structure. Therefore, in collaboration and cooperation with the Michigan Catholic Conference and the diocesan superintendents of schools in Michigan, I am undertaking a study to assess the status of Catholic boards of education and I need your help!

You can help by sharing your perceptions of your board's functions as requested in the survey. Catholic school administrators and board presidents of the 358 Catholic schools in the state are being asked to participate in this study. As a person in a leadership role, your response and participation will be a great asset to this research. The study seeks to assess the present status of Catholic school boards or their equivalents in the State of Michigan. The term "board" is used in a generic sense which includes all education boards, education commissions, school committees, school councils, and similar structures. Types of boards, board functions, inservices and policy issues will be analyzed. Your response and cooperation will not only be greatly appreciated but is necessary for the validity of the results.

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Sincerely in Christ,

Frank C. Wippel

Frank C. Wippel
Superintendent of Schools
Diocese of Kalamazoo

Thank You

Being involved in Catholic education myself, I know the daily sacrifices which you make in order to serve God's people. I, too, know the demands which are placed upon you. That is why I want to thank you for sacrificing the necessary time to read the enclosed material and to complete the survey.

Survey Development

This survey has been developed through a process which has validated its content as congruent with the dissertation study questions. A panel of judges which consisted of Catholic leaders and University professors gave input into its development. The survey was revised and distributed to twenty-six former board presidents, school administrators and present and former diocesan superintendents. The survey was revised again before printing. This process was used because your time is valuable and I did not want to waste it requesting your assistance on a weak or confusing questionnaire. The revisions made should make your interpretation of the questions and responses easier. Thanks again.

Purpose of the Study

This study focuses on Catholic school boards (CSB) in the State of Michigan. The study will assess role identification and current functions of CSBs. The study will explore various selection processes for board membership and seek to determine if certain processes are more advantageous. The dissertation will explain the role of Catholic school boards within the Church and school community structures as well as compare CSB with the role of public school boards. A brief profile of CSB presidents will be developed in order to present a descriptive picture of the people serving in these positions. An examination of board issues will be included and analyzed in order to determine the level of influence the board has in the school community. Finally, orientation and in-service methods for board members will be examined and an analysis of their effectiveness will be determined.

Importance of the Study

In Michigan, there are 358 Catholic schools. While there have been many studies completed on public school boards, in general, such as studies Drecktrah (1988), Berrigan (1991), and, in Michigan (Kefgen, 1990), there has not been a study commissioned on Michigan Catholic school boards. Some of the reasons which motivated establishing and fostering boards were the following: to promote the concept of lay leadership, to develop ownership and stability for the future, to offer financial advice, to develop and defend policy, to serve as a good public relations source, to enable the principal to spend adequate time as an educational leader, to provide parents/guardians with a voice in their children's education, and to encourage strategic planning (Sheehan, 1990). As of this date, no one knows for sure whether or not Catholic school boards are meeting the challenge or the intentions of the original reasons for establishing them. Sheehan's purposes of Catholic school boards will be used as part of a framework for assessing the status of Catholic school boards.

Your participation is vital! I would sincerely appreciate if you would complete and return the questionnaire. Thanks again!

SUPPORT AND RESEARCHER INFORMATION

This study has the support of the seven diocesan superintendents in the State (Sr. Christine Mihelcic, Archdiocese of Detroit; Fr. John McCracken, Diocese of Gaylord; Dr. Michael Gross, Diocese of Grand Rapids; Sr. Constance Fifelski, Associate Superintendent, Diocese of Kalamazoo; Sr. Dorita Wotiska, Diocese of Lansing; Mr. Clifford Luft, Diocese of Marquette, and Mrs. Marian Mikolaizyk, Diocese of Saginaw) and is being accomplished in collaboration and cooperation with the Michigan Catholic Conference (Sr. Monica Kostielney, CEO and President, and Sr. Arlene Williams, archivist). The results will be shared with the Catholic leadership of the State and summary reports will be disseminated through the Catholic Conference and the diocesan offices.

Researcher Bio-sketch

Frank Wippel has served as the Superintendent of Schools for the Diocese of Kalamazoo for the past 16 years. Prior to his appointment as superintendent, he served as a school principal at St. Mary Parish School in Paw Paw and as a teacher and Director of Religious Education at St. Monica Parish in Kalamazoo. Frank earned his MA degree in Educational Leadership at Western Michigan University and his BA in Junior High / Elementary Education at Michigan State University. He is presently on part-time leave from the Diocese of Kalamazoo as he completes his Doctoral studies in Educational Leadership at Western Michigan University. Frank is married to Virginia Speeter-Wippel and has two sons, Matthew and Thomas, who attend St. Mary's Parish School in Paw Paw.

Diocese of Kalamazoo
215 N. Westnedge Ave
Kalamazoo, Michigan 49007-3760
616 - 349-6427 / 349-8714

Home address:
43663 Paw Paw Rd.
Paw Paw, Michigan, 49079
616- 657-3856

E-mail address: 92wippel@wmich.edu

(This will be printed on card stock and inserted into the packet of information)

NOTICE!

NOTICE!

NOTICE!

This packet contains two sets of letters and questionnaires. Please give the second copy to your school board president (chairperson). For follow-up purposes, **please** complete the attached board president information sheet and mail it with your complete survey.

If your school does not have a school board, board of education or its equivalent, please mark "NO BOARD" in large letters across the front page of the second survey and return it in the envelope provided. Then please complete your copy of the survey as directed and return it in the envelope provided.

Thanks for your assistance in this endeavor. Your helpfulness is greatly appreciated. Many, many thanks!

Note. This notice appeared in the initial mailing to school administrators in the (Arch)dioceses of Detroit, Lansing, and Saginaw. The names and addresses of board presidents were not available from those dioceses.

**BOARD PRESIDENT, SCHOOL COMMITTEE CHAIRPERSON,
EDUCATION COMMITTEE CHAIRPERSON, ETC.**

Dear Frank Wippel,

The following person serves as our board president or chairperson
of our education or school commission:

Please print:

Board President's name: _____

address: _____

city/zip: _____

Board President's telephone number: _____
(area code) (phone number)

Sincerely,
School administrator: _____

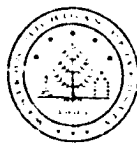
School/City _____

please mail to: Frank C. Wippel
Diocese of Kalamazoo
215 N. Westnedge Ave
Kalamazoo, Michigan 49007-3760

Appendix D

Human Subjects Institutional Review Board
Approval Letters

Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3699
616 387-8293

WESTERN MICHIGAN UNIVERSITY

Date: November 9, 1994

To: Frank Wippel

From: Richard Wright, Interim Chair

for R Wright

Re: HSIRB Project Number 94-11-11

This letter will serve as confirmation that your research project entitled "An assessment of the status of Catholic school boards in the state of Michigan" has been **approved under the exempt** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

The validation via the panel of judges is not research; therefore, it is not covered by this approval. The pilot study and the full study are covered by this approval. If the questions are changed, inform the HSIRB and send an informational copy of the new question set for our files.

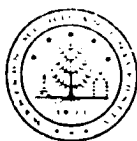
Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: Nov. 9, 1995

xc: Smidchens, EDLD

Human Subjects Institutional Review Board

Kalamazoo, Michigan 49008-3899
616 387-8293

WESTERN MICHIGAN UNIVERSITY

Date: December 14, 1994

To: Frank Wippel

From: Richard Wright, Interim Chair

Re: HSIRB Project Number 94-11-11

Richard C. Wright

This letter will serve to inform you that the level of approval of your research project entitled "An assessment of the status of Catholic school boards in the state of Michigan" has been changed to the **expedited** category of review by the Human Subjects Institutional Review Board. This change was necessitated by the change to your project (requested in your memo dated, Dec. 6, 1994) that code numbers be assigned to the questionnaires completed by the subjects. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you must seek specific approval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date. In addition if there are any unanticipated adverse or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: Dec. 14, 1995

xc: Smidchens, EDLD

Appendix E
Follow-up Letters

Feb. 7, 1995

Dear Catholic School Administrators,

Approximately three weeks ago, a packet of information was mailed to you. The mailing included an invitation for your participation in a state-wide study on Catholic school boards or their equivalent. Your participation is invaluable and really needed to increase the validity of the study. The packet included a survey for you and one for your board president or equivalent. As of this date, I have not received either survey.

Please accept my sincere thanks if you have already completed and returned the survey and our letters crossed in the mail. If you have not, would you please take a few minutes to fill out the questionnaire and return it? If by some chance you did not receive the questionnaire, or it was misplaced or discarded, please call Sr. Arlene Williams (1-800-395-5565) at the Michigan Catholic Conference and she will mail you another copy.

Because this survey is being sent state-wide to Catholic leaders (school administrators and board presidents), it is extremely important that your responses be included in the study. As the Catholic superintendents plan for the future of Catholic schools' governing and consulting bodies, it is important to have as much information as possible from significant leaders.

May I ask you to complete your survey and see that your board president, or equivalent, does the same?

Your kind attention to this request would be greatly appreciated.

Sincerely,



Frank C. Wippel
Superintendent of Schools

FCW:gb

Feb. 7, 1995

Dear Board Presidents,

Approximately three weeks ago, a packet of information was mailed to you. The mailing included an invitation for your participation in a state-wide study on Catholic school boards or their equivalent. Your participation is invaluable and really needed to increase the validity of the study. As of this date, I have not received your completed survey.

Please accept my sincere thanks if you have already completed and returned the survey and our letters crossed in the mail. If you have not, would you please take a few minutes to fill out the questionnaire and return it? If by some chance you did not receive the questionnaire, or it was misplaced or discarded, please call Sr. Arlene Williams (1-800-395-5565) at the Michigan Catholic Conference and she will mail you another copy.

Because this survey is being sent state-wide to Catholic leaders (school administrators and board presidents), it is extremely important that your responses be included in the study. As the Catholic superintendents plan for the future of Catholic schools' governing and consulting bodies, it is important to have as much information as possible from significant leaders.

Your kind attention to this request would be greatly appreciated.

Sincerely,

Frank C. Wippel

Frank C. Wippel
Superintendent of Schools

FCW:gb

505 North Capitol Avenue
Lansing, Michigan 48933
517 372-9310 • FAX 517 372-3940



March 6, 1995

Dear School Administrator,

Because your response is important for the validity of the state-wide study on Catholic school boards, or their equivalent, I have temporarily delayed my work in hopes that you will respond. I have enclosed a new copy of the survey for your convenience with a self-addressed envelope. May I ask you to take the necessary time to complete and return the survey? On an average, people are saying that it took them 18-20 minutes to complete.

Your completion and submission of the survey will enhance the validity of the study which has now gained national attention. The Catholic University of America "on line" research resources have posted this study as one of the few of its kind. The National Association of Boards of Education at the National Catholic Educational Association (NCEA) has inquired about the data to add to their national data bank on boards. Sr. Mary Peter Traviss, Director of the Institute for Catholic Education at the University of San Francisco has invited me to present my findings at the National Catholic Educational Association Conference in Philadelphia in April, 1996.

I would like to proudly represent you and announce to all of these national organizations that the Catholic school leadership in Michigan espouses collegiality and a servant attitude for the benefit of all aspects of Catholic education. Our actions would say much to the nation if there was a 100% response to this request. **You can make the difference! Please do so!**

Sincerely in Christ,

Frank C. Wippel
Superintendent of Schools

FCW/gb

Enclosure

P.S. May I ask you to enclose the name and address of your board president or education chairperson so I can write directly to them? Thanks!

505 North Capitol Avenue
Lansing, Michigan 48933
517 372-9310 • FAX 517 372-3940

Feb. 7, 1995

Dear Board Presidents,

Approximately three weeks ago, a packet of information was mailed to you. The mailing included an invitation for your participation in a state-wide study on Catholic school boards or their equivalent. Your participation is invaluable and really needed to increase the validity of the study. As of this date, I have not received your completed survey.

Please accept my sincere thanks if you have already completed and returned the survey and our letters crossed in the mail. If you have not, would you please take a few minutes to fill out the questionnaire and return it? If by some chance you did not receive the questionnaire, or it was misplaced or discarded, please call Sr. Arlene Williams (1-800-395-5565) at the Michigan Catholic Conference and she will mail you another copy.

Because this survey is being sent state-wide to Catholic leaders (school administrators and board presidents), it is extremely important that your responses be included in the study. As the Catholic superintendents plan for the future of Catholic schools' governing and consulting bodies, it is important to have as much information as possible from significant leaders.

Your kind attention to this request would be greatly appreciated.

Sincerely,

*N.B. Information was given
to you by your school
administrator in late
January, 1995.*

Frank C. Wippel

Frank C. Wippel
Superintendent of Schools

FCW:gb



March 6, 1995

Dear School Administrator,

Because your board president or education chairperson's response is important for the validity of the state-wide study on Catholic school boards, or their equivalent, I have temporarily delayed my work in hopes that they will respond. As of this date, I have not heard from your board person.

May I rely on your kindness, once again, to do two things for me:

- 1) Check with your board president, or equivalent, and encourage him/her to complete and return the survey.
- 2) Please complete the enclosed information form and return it to me in the self-addressed, stamped envelope.

Your board representative's completion and submission of the survey will enhance the validity of the study which has now gained national attention. The Catholic University of America "on line" research resources have posted this study as one of the few of its kind. The National Association of Boards of Education at the National Catholic Educational Association (NCEA) has inquired about the data to add to their national data bank on boards. Sr. Mary Peter Traviss, Director of the Institute for Catholic Education at the University of San Francisco has invited me to present my findings at the National Catholic Educational Association Conference in Philadelphia in April, 1996.

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Sincerely in Christ,

Frank C. Wippel
Superintendent of Schools

FCW/gb
Enclosure

505 North Capitol Avenue
Lansing, Michigan 48933
517 372-9310 • FAX 517 372-3940



THE DIOCESE OF KALAMAZOO

215 N. Westnedge Ave.
Kalamazoo, MI 49007-3760
(616) 349-8714 FAX (616) 349-6440

March 1995

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Sincerely in Christ,

A handwritten signature in cursive script that reads "Frank Wippel".

Frank C. Wippel
Superintendent of Schools

FCW/gb

Enclosure

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