

Editors' Comments

Articles featured in this issue include Gambescia and Paolucci's study of U.S. Catholic college and university websites, exploring whether and how these websites clearly articulate Catholic identity. Gambescia and Paolucci evaluated each website for the presence of seven markers based on *Ex corde Ecclesiae's* essential characteristics of Catholic higher education institutions. Markers included whether or not the word Catholic appeared on the homepage, whether affiliation with a sponsoring Catholic entity was clearly communicated, and whether the lead academic statement articulated that the education received would be influenced by Catholic Intellectual Tradition, Catholic theology, and Catholic Church doctrine and teachings. Results indicated that improvement is needed in the clarity with which most Catholic universities express their Catholic identity. Gordon and Eifler describe a film series, "Bringing Eyes of Faith to Film," that helps college students critically examine popular films to illuminate religious themes. Using the framework of the Great Commandment—loving God, one's neighbor, and oneself—this film series provides students across disciplines the opportunity to explore central questions of the university's mission while learning important media literacy skills. The article describes the film series, how it was established, and important lessons so that others might be able to adapt similar programs. Murray's article discusses a model for interviewing and hiring Catholic school counselors where the school counselor position is not just a functional job, but a pastoral ministry that advances the religious identity and mission of the school. The model involves three steps: behavioral-based interviewing, where candidates are asked to share examples of how they would act in certain situations; assessment for process in service of charism, which evaluates non-verbal cues that are important indicators of whether candidates will fit within the community; and value-based interviewing, which examines whether candidates share a passion for the institution's Catholic identity and religious heritage. Murray provides a hypothetical case example to illustrate how the model can be used along with sample questions to guide the interview process.

The focus section for this issue features a summary of the third Catholic Higher Education Collaborative Conference (CHEC) hosted by Boston College and cosponsored by Fordham University. The conference focused on how Catholic institutions of higher education can help support academic excellence in Catholic elementary and secondary schools. The focus section in-

cludes an article summarizing the content and outcomes of the conference, including follow up initiatives that are under way as a result of the conference (Weitzel-O'Neill & Scheopner Torres), along with two featured presentations at the conference: Rev. Mark Massa's opening address and the host presidents' address. Rev. Mark Massa reviewed John Tracy Ellis's article from 1955 that argued that Catholic colleges and universities were not providing students with opportunities to think critically and broaden their worldviews. Rev. Massa questioned whether times have changed since Ellis's article and was skeptical about whether Catholic institutions emphasize Catholic identity and Catholic Intellectual Tradition. He discussed what this means for academic excellence in Catholic elementary and secondary schools. Host presidents Rev. William P. Leahy, S.J., and Rev. Joseph M. McShane, S.J., presented ways in which Catholic colleges and universities can support Pre-K-12 Catholic schools, challenging Catholic institutions of higher education to tap into alumni and faculty from across disciplines and highlighting the need for a strong mission for Catholic schools at the national and local levels to convince the larger Catholic community to support Catholic education well into the future.

Finally, this issue features three book reviews. Clair Johnson reviews Michael Rose's *Why School? Reclaiming Education for All of Us*, a reflection on American educational policy that can be used by Catholic educators to examine educational goals and structures. Caroline Mbonu's *Handmaid: The Power of Names in Theology and Society* is reviewed by Ether Nelson. This book challenges readers to rethink Mary's role in the Church and society, seeing her and all women as an active participants in faith communities rather than the marginalized and restricted view that often dominates cultures around the world. Finally, Sarah Popper reviews Martin Scanlan's *All Are Welcome: Inclusive Service Delivery in Catholic schools*, a book that closely examines how Catholic schools are meeting the needs of diverse learners, including students with special needs and English language learners.

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