

NOMINATION COVER SHEET
2012 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Kathleen Marie Garces-Foley	Preferred First Name: Kathleen
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: Marymount University	Academic Discipline: Religious Studies
Rank/Position Title: Associate Professor	Specialization/Field:
Year Rank/Title Attained: 2011	Type of Terminal Degree: Ph.D.
Years at Institution: 5	Year Awarded: 2004
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Please check only one box:

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:
- MASTERS/COMPREHENSIVE INSTITUTION NOMINEE:
- BACCALAUREATE INSTITUTION NOMINEE:
- TWO-YEAR INSTITUTION NOMINEE:
- TEACHING WITH TECHNOLOGY NOMINEE:
- RISING STAR NOMINEE:

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Signature (President or Chief Academic Officer) _____

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Mission Statement

Marymount University is an independent Catholic university that emphasizes academic excellence at the undergraduate and graduate levels. Committed to the liberal arts tradition, the University combines a foundation in the arts and sciences with career preparation and opportunities for personal and professional development. Marymount is a student-centered learning community that values diversity and focuses on the education of the whole person, promoting the intellectual, spiritual, and moral growth of each individual. Scholarship, leadership, service, and ethics are hallmarks of a Marymount education.

Summary of Accomplishments

Marymount University's mission is grounded in the Catholic intellectual tradition, which emphasizes the continuity of faith and reason and the search for truth. Inclusivity and respect for all humans is integral to this tradition. The Catholic intellectual tradition also seeks the integration of knowledge to create reflective, discerning lifelong learners. Kathleen Garces-Foley's passionate curiosity and commitment to interdisciplinary scholarship and lifelong learning is intense and compelling. Her willingness to share that passion through her scholarship, teaching, and service enriches her students, colleagues and the larger community in memorable and long-lasting ways. She embodies Marymount's mission and hallmarks both personally and professionally.

Excellence in Teaching

A Muslim student in one of Kathleen Garces-Foley's first classes at Marymount was offended by a 16th-century image of Muhammad in the textbook. The student was planning to petition Marymount to have the text banned and had contacted an attorney to help her. Dr. Garces-Foley responded to the situation by facilitating a classroom discussion about the use of imagery in Islam. During the discussion, a Shi'a Muslim student shared that unlike in Sunni Saudi Arabia, where all images are strictly banned, in Pakistan you can buy pictures of Muhammad in shops. The ensuing discussion allowed the offended student to feel heard and respected, provided a great example of diversity and disagreement within Islam, and was the basis for an important lesson about the limitations of even an "approved" text as the sole source of authority.

Since then, Dr. Garces-Foley has continued to create teachable moments with sensitivity and respect for her students and an unerring focus on higher order thinking. Excellence in teaching is the primary responsibility of all Marymount faculty members and Kathleen Garces-Foley exceeds that expectation.

Meeting the challenges of diversity in introductory courses

Marymount's student body is ethnically and culturally diverse. Students come from at least sixty countries, nineteen states, and a wide variety of socioeconomic, religious, racial, and ethnic groups. Approximately thirty-four percent of Marymount students are non-native English speakers, and twenty-five percent are the first in their family to attend college. Marymount undergraduate students also show wide variations in their preparation for college-level reading and writing. Engaging this mix of students in a single classroom is a constant pedagogical challenge that Dr. Garces-Foley addresses with humor, creativity, and gusto.

At the introductory level, Dr. Garces-Foley teaches TRS 201 *The Phenomenon of Religion* and TRS 202 *Religions of the World*. In both of these courses she emphasizes cultural competency, empathy, and ethical reflection, hallmarks of a Marymount education. To accommodate students' varied learning styles, Dr. Garces-Foley uses equally varied methods and materials in class, including pop culture, artifacts, videos, music, debates, and discussion. To encourage participation, she has students email responses to assigned readings before class, where they spend their time applying concepts to perennial questions and current events like religious terrorism.

Students integrate and connect their learning to the real world by attending a religious service in an unfamiliar faith tradition. These direct experiences, along with students' own diverse beliefs, provide a deep pool for classroom discussion, reflection, and personal growth.

A real danger when teaching introductory classes to students with widely varying academic skills is losing the balance between high expectations and students' needs for support. This can result in teaching "down" to those who are struggling, at the expense of course quality and rigor. Dr. Garces-Foley's courses are known for not "dumbing down." She assigns challenging texts, such as Freud's *The Future of an Illusion*, and then works slowly through the material to engender student confidence in parsing complex arguments. She also provides extensive support for writing assignments, including detailed guides that reinforce the writing process learned in composition classes. She designed a rubric for peer review of a paper that is used as a model for Marymount's Writing Intensive workshops, and she was featured in a Center for Teaching Excellence video on active learning in the classroom.

Because discussions about religious beliefs and practices can create discomfort and conflict, Dr. Garces-Foley models and requires discourse that is respectful but recognizes real differences. Students are not required to accept the values and beliefs of others, but they must listen to them and attempt to understand them.

Although most students sign up for introductory religious studies courses to fulfill core requirements, Dr. Garces-Foley's course evaluations indicate that students leave with changed minds, as shown by these comments from her introductory level courses. *"I like that we all could offer our ideas, and discuss them openly. I felt like it was easier to understand things when we did this. It also made class more interesting.....It opened my mind to certain possibilities I have previously not considered.....She encourages us to think critically and be active listeners.... This particular course helped me develop a more diverse and tolerable approach to relations with people.....She asked students to learn about the religions with an open mind, as to not have any stereotypes or notions about religion... To study them in the point of view of a believer."* Some students even learn the value of preparing for class: *"I did not like the reading responses but I know that it helped me learn and it actually makes you read instead of just doing it on your own and not getting around to it. It also prepared me for the next class because the reading that we did was what we were going to be talking about in class."*

As these quotes reflect, Dr. Garces-Foley's courses fulfill the Marymount mission: they help students of all faiths and ethnicities develop both the critical thinking skills needed to understand the tremendous cultural and religious diversity of our world and the empathy and respect needed to navigate and thrive in a time of intense globalization.

Extending the challenge to advanced students

At the advanced undergraduate level, Dr. Garces-Foley regularly teaches TRS 320 *Religion in America* and TRS 325 *Religious Approaches to Death*. In these courses she strives to develop higher-level thinking, writing, and speaking skills along with a deeper understanding of the organic relationship between religion and culture. In *Religion in America*, students learn about the American experiment with disestablishment that led to our diverse religious landscape. Using the same skills of empathetic understanding they began to develop at the introductory level, juniors and seniors struggle to understand how Christians justified slavery and prohibition. As more advanced students, they undertake a major research project on a contemporary religious issue, discovering how the past informs the present and imagining how the religious landscape in the United States may change in the future. This course naturally encourages reflection as students hear echoes of their own family story and place themselves in relation to American culture and religion. In this way Dr. Garces-Foley encourages students to reflect on their own moral and spiritual journeys. Dr. Garces-Foley developed *Religious Approaches to*

Death soon after coming to Marymount. Here she shares her own research on contemporary American death practices and hospice directly with students, integrating her scholarship and teaching while encouraging students to conduct their own research. When a reporter asked Dr. Garces-Foley to respond to a newly released study on the relationship between religious belief and acceptance of palliative care, she immediately saw the potential teaching opportunity and sent the journalist's question to the class. Students were thrilled to be a part of "real world" scholarly discourse.

Dr. Garces-Foley's research on young adults' religious engagement is increasing her opportunities to involve students in the classroom and in research. She taught a new advanced research course on the topic in spring 2010, TRS 420 *Spirituality and Emerging Adulthood*. Students studied a local young adult group and made practical recommendations for improving this ministry based on their research. The students presented their projects at Marymount's student research conference.

Dr. Garces-Foley is a strong supporter of Marymount's undergraduate honors program. She has taught honors sections of her regular courses, served as a supervisor and reader for honors thesis students and led honors tutorials. In 2010-2011 she was chosen as an Honors fellow by students in the program. Students in her advanced courses and her tutorials comment on the challenge and support they receive from her. *"...I learned so much in this course—history, religion and writing. I think Dr. GF is an enthusiastic professor with a tremendous depth of knowledge.... Because a lot of the information that we are learning is relevant to today's society, her class discussions are extremely beneficial.....Loved her teaching style, she kept me very interested in all the topics. ...I liked the variation of teaching methods and how she explained the information in a way that could truly be understood.... Prof. Garces-Foley is very attentive and provides many supplements to ensure everyone understands the material completely.....I liked the fact that we discussed the readings in class in a debate type manner. That we had to think about what we were studying and have intelligent conversation about it..... I felt that it was more than just a class experience; that this was a life-time experience not only full of personal discovery but as a way of understanding the world better."*

Dr. Garces-Foley also teaches in the Master of Arts in Pastoral Counseling program. Teaching CE 540 *Contemporary and Historical Religious Perspectives*, a mandatory course for pastoral counselors, has required her to adapt her expertise to a new audience in need of practical understanding. Dr. Garces-Foley dispatches these students to observe and analyze religious services to hone their observational skills and to experience another faith directly before they begin to counsel within their own faith tradition. Students develop their analytic faculties by applying their course knowledge to their observations. Students also develop application projects relevant to their intended practice. For example, one of Dr. Garces-Foley's students developed a workshop on spirituality and infertility, which was then offered in the community.

Excellence in Discovery

According to Dr. Paul Spickard, professor and chair of Asian studies at the University of Southern California at Santa Barbara, himself an expert on race, ethnicity and immigration, "Dr. Kathleen Garces-Foley is poised to become one of the national leaders in the sociology of religion, ethnicity, race, and related fields." A productive young scholar, she has already earned recognition as an expert on multiethnic churches, death and religion, and religious lives of young adults.

Research on multiethnic churches

In 2008, Oxford University Press published Dr. Garces-Foley's book *Crossing the Ethnic Divide*:

The Multiethnic Church on a Mission, which *Choice* magazine named one of its Outstanding Academic Titles for 2008. The book analyzes the multiethnic church movement among Evangelical Christians as a reflection of changing American attitudes toward diversity. Using ethnographic and historical methods, she examines the promises and limitations of multiethnic churches through case studies from the Los Angeles region. Expanding upon this framework, Dr. Garces-Foley discusses issues of racial dynamics and theological commitments, ethics, and community building. According to Dr. Gerardo Marti, pastor and L. Richardson King professor of sociology at Davidson College, the book has “already begun to make a difference in race relations in the church.” Marti describes the book as “an insightful review of today’s attempts to create inclusive, ethnically diverse communities of faith and [Dr. Garces-Foley] contributes her own unique conceptualization of how the process of diversification occurs.”

Dr. Garces-Foley has extended her insights on multiethnic churches through substantive articles in the *Journal for the Scientific Study of Religion*, *American Catholic Studies*, and *The Annals of the American Academy of Political and Social Science*. Her article in the *Journal for the Scientific Study of Religion* was the sixth most downloaded article in 2008. She continues to develop her insights in her upcoming new book, tentatively titled *Integrating Churches: Catholics, Protestants and the American Racial Landscape*, which examines the multiethnic church phenomenon nationally through a comparison of Roman Catholic, Evangelical, and mainline Protestant efforts to integrate.

Research on religious approaches to death

Dr. Garces-Foley’s 2006 edited book, *Death and Religion in a Changing World*, is a comprehensive study of how various religions approach death in the 21st century. Using a sociological approach, the book examines the evolution of traditional practices and beliefs in modern societies. A number of scholars contributed chapters on contemporary issues such as roadside shrines, use of the media and the Internet, and bereavement groups. *Death and Religion in a Changing World* also won the *Choice* magazine award for Outstanding Academic Titles in 2006. Dr. Garces-Foley has published extensions of her work in this area in several book chapters as well as articles in diverse journals in social science, religious studies, history, and death and dying.

Research on the religious lives of emerging adults

Dr. Garces-Foley is a co-investigator on the Changing Spirituality of Emerging Adult Project, originally led by the late Dean Hoge of The Catholic University of America. Her largest collaboration to date, this interdisciplinary project has received almost \$450,000 from the Lilly Endowment for 2009-2011. Her role in this project has expanded from that of advisor and junior partner to co-investigator. As co-investigator Tim Clydesdale notes: “*I have worked alongside Kathleen for more than three years now, in roles that were advisory to begin with then became primary following the untimely death of the project’s original principal investigator. She and I now oversee a national research project..... Kathleen has been specifically responsible for recruiting an outstanding pool of ethnographic researchers, overseeing the qualitative research projects of these ethnographers, and pulling together an impressive array of congregational data which will become a jointly-authored book. Though Kathleen began as a junior professor on a team with three senior faculty members, her contributions and leadership have been fully equal and wholly impressive.*”

As noted earlier, Marymount expects that faculty function first and foremost as teachers. While scholarship is expected, Dr. Garces-Foley vastly exceeds institutional expectations while maintaining a full teaching load, leading to her recognition as Scholar of the Year in the Marymount School of Arts & Sciences in 2008. In addition to her obvious gifts as a scholar, Dr.

Garces-Foley's research record complements her teaching and the university's overall mission.

Excellence in Service

Service to the Theology and Religious Studies Department

Prior to Dr. Garces-Foley's appointment to the Marymount faculty, adjunct instructors taught all of the university's religious studies courses. The overall program lacked vision and cohesion. Since her arrival, Dr. Garces-Foley has served as the uncompensated coordinator of the religious studies program. She revamped the program's existing course offerings and developed several new courses. According to department chair Dr. Brian Doyle, she has increased the level of both challenge and student interest in religious studies courses. In addition to her curriculum development work, Dr. Garces-Foley collaborates closely with her department chair in hiring and mentoring adjunct instructors in religious studies.

Dr. Garces-Foley also developed the prerequisites and student learning outcomes for Marymount's new liberal arts core requirements in religious studies. The liberal arts core represents Marymount's embodiment of the Catholic intellectual tradition of cherishing the wisdom of the past, seeking truth in the present, and preparing students for lives of service and discernment in the future. Dr. Garces-Foley's work on this project reflects her commitment to Marymount's values and ideals.

Service to the Marymount Community

Dr. Garces-Foley serves the wider Marymount community in a variety of ways. Her most outstanding accomplishments involve her work with the Marymount Instructional Review Board and with campus organizations.

IRB Committee: This year Dr. Garces-Foley has been instrumental in the revamping of Marymount's Instructional Review Board (IRB) policies and procedures. As part of this major initiative she has co-written a new policy manual, developed a wickedly funny online tutorial, and served as a liaison between the School of Arts and Sciences and the IRB, all while continuing to review IRB proposals already in progress.

Student Organizations: Marymount's student population includes about 10% Muslim students. Several years ago, they formed the Muslim Student Association (MSA) and needed a strong faculty director who could advocate for them at a Catholic university. Dr. Garces-Foley leaped to the challenge. Under her guidance, this group supports the Muslim student community and provides educational experiences for the whole campus. Last year, the MSA and the Offices of Campus Ministry and International Students co-sponsored an *iftar* dinner and Ramadan discussion attended by more than 200 students. Dr. Garces-Foley's advocacy helped the group find a communal Friday prayer space (formerly only an individual prayer room was available). She also consulted with Campus Ministry to ensure that the interfaith prayer room is aesthetically welcoming to students of all and no faith traditions.

Interfaith Dialogue: Seven years ago Marymount had an interfaith prayer where four students and three faculty members gathered to discuss a shared article. The next year, Dr. Garces-Foley took over the event, now called the annual Marymount Interfaith Dialogue and Luncheon. Within two years, attendance grew to over one hundred students, faculty, and staff. In 2011 students requested the theme of "Religion and Sex," which drew more than 130 to hear local religious leaders discuss understandings of sexual activity within their respective traditions (Catholic, Jewish, Muslim, and Buddhist). In past years Marymount students have taken center stage at the Interfaith Dialogue by sharing their own religious understandings from Islam, Hinduism, Buddhism, Judaism, Roman Catholicism, and several Protestant denominations on issues of world peace, gender roles, and social apathy. As her department chair, Brian Doyle, says, "Kathleen works within her discipline and her university to change lives."

Service to Professional Organizations

Dr. Garces-Foley also provides service to several professional organizations. She regularly reviews manuscripts for publication and co-founded the “Death, Dying and Beyond” program unit for the American Academy of Religion, evaluating submissions and organizing sessions for the annual conference. She has also organized conference sessions for the Society for the Scientific Study of Religion and chaired the Society for the Scientific Study of Religion’s membership committee.

Outside the academy, Dr. Garces-Foley shares her expertise generously in a variety of venues. She leads discussions at local religious institutions and speaks to reporters on a regular basis on topics related to death and dying, immigrant congregations and racial divisions within churches. She has recently created a task force at her own Unitarian Universalist congregation to develop the first green burial ground in the Washington, D.C. metro area.

Excellence in Knowledge Integration

The field of religious studies inherently crosses several different disciplines. Dr. Garces-Foley’s academic training encompasses philosophy, anthropology, theology, sociology, and history. Dr. Garces-Foley has tapped her varied academic background to develop curriculum, integrate her scholarship into her teaching, and collaborate across disciplines.

Interdisciplinary Course Development

Dr. Garces-Foley’s courses routinely cross multiple disciplines including philosophy, history, and theology. Her *Spirituality and Emerging Adulthood* course involved collaboration with a developmental psychologist to incorporate readings and insights from Erikson and Piaget. She also has reached across disciplinary lines in *Contemporary and Historical Religious Perspectives* to help pastoral counseling graduate students deepen their understanding of religious faiths in order to become successful practitioners.

Multidisciplinary Scholarship

Dr. Garces-Foley’s research crosses several disciplinary boundaries. Her work has appeared in a broad range of journals, from history to political science, sociology to Catholic studies. Her interdisciplinary research invites scholars from diverse fields to dialogue on common questions.

Dr. Garces-Foley regularly presents to multidisciplinary professional audiences, including the 2005 and 2006 Fulbright Summer Institutes, the Louisville Institute of the Lilly Endowment, the Henry Luce Foundation Institute for the Study of Evangelicalism, and the Chesapeake American Studies Association. In 2010, she was invited to serve as a guest lecturer at the highly competitive summer Calvin College Institute of Christian Worship.

A final example of Dr. Garces-Foley’s multidisciplinary reach is her involvement in the Changing Spirituality of Emerging Adults (Changing SEA) Project, a four-year study of the changing religious behaviors of young adults. She is the only religious studies scholar on a team that includes psychologists and sociologists. The project’s centerpiece website (changingsea.org) is an interactive space for scholars, students, ministers, and other church leaders to share ideas and practices—serving as a model for engaging an audience outside the academy in research findings.

Personal Statement

“Just one year—and there’s no way I’m becoming a nun,” I told everyone as I headed to a monastery in Colorado Springs after graduating from college. I wanted time to reflect on life and, I hoped, come to some conclusions about the meaning of it all. The Benedictine sisters, most of whom averaged a half century older than I, were surely amused by my modern-day religious habit fashioned out of jeans and black t-shirts and my insistence that we talk about “real things” as we dined often on pork roast and potatoes. During my year of living monastically, I read the Bible from start to finish and studied Gandhi, Thoreau, Tolstoy, and contemporary Buddhist leader Thich Nhat Hanh. I memorized Latin tenses from flash cards that I have since forgotten and tried to still my mind in meditation without success. I lost my boyfriend, my appetite for meat, and even my Catholic faith, though the sisters insisted I was only going through a dark night of the soul. But what did I gain in those enormous stretches of time to read and think?

Each semester when I greet new students I try to put into words what is gained by reading and thinking and experiencing new things. I talk about gaining knowledge, new perspectives, seeing complexity, finding clarity and empathy for others. What I don’t tell them, for fear they will label me a zealot, is that I am trying to help them have a life worth living—Socrates’ examined life. I hope that they will come to know without hesitation the value of paying attention to the world around us and the world within us. The humanities are a hard sell to students wanting a practical education for a profitable future. Though I love my chosen field of Religious Studies, I am committed above all else to the value of a liberal arts education that compels students to consider how it is that human beings across cultures and millennia have made sense of their lot.

Through the interdisciplinary study of religion I am able to gain insight into how human beings construct meaningful lives. As a doctoral student I gravitated toward ethnographic research methods, which seemed the best tools for understanding religion as it is lived out in the real world by ordinary people. I love the messiness of “lived religion” in which religious believers rarely conform to the prescribed worlds of religious authorities. From the Catholic mother of seven secretly using birth control to the Muslim college student bartending to pay his tuition, the tension between the prescribed and the performed, between constraint and agency, reveals our humanity. Religious authorities may seek to clean up these messes, but as a religious studies scholar I have tried to illuminate them so we might better understand how humans manage to, in the words of religion scholar Robert Orsi, “make something of the worlds they have found themselves thrown into.”¹ This has been the common thread in my scholarship on contemporary religion in America that has included studies of multiracial churches, new funeral rituals, and most recently young adult Christians.

Marymount University hired me in 2006 as the first tenure-track faculty in religious studies to expand the course offerings and campus conversations beyond Catholicism. I am continually amazed at the religious and cultural diversity of our students and look for ways to get them talking with each other. With undergraduates, I organize an annual Interfaith Dialogue focusing on issues such as religious views of terrorism, gender roles, and sex. With financial support from the university this has become a major campus event drawing over 100 students, faculty, and staff each year. In recognition of the tenth anniversary of 9/11, I organized a student conversation about the discrimination experienced by religious and racial minorities in the wake of this tragedy. I have also been honored to serve as the faculty advisor to the Muslim Student Association and advocate on its behalf for a welcoming prayer space on campus and chaplaincy support.

¹ Robert Orsi, “Everyday Miracles: The Study of Lived Religion,” in *Lived Religion in America: Toward a History of Practice*, ed. David D. Hall, 3-21 (Princeton University Press, 1997), 7.

At Marymount my primary role is teaching undergraduate courses in religious studies. Having to compete with text messaging and Facebook updates for their attention forces me to be inventive in the classroom. From the “Karma Game Show” I created in 2010 to illustrate rebirth possibilities in Buddhism to structured debates (Was America founded as a Christian nation?) to small group brainstorming on the psychological benefits of *quinceañeras*, I work hard to get students thinking until, as one sophomore put it in class recently, “my brain hurts.” Sometimes my classes can get a little heated because the subject matters deeply to many of us, but we also have a lot of fun considering the diversity of human experience. My students have enjoyed analyzing material culture like the “Jesus is my Homeboy” T-Shirt and iPhone prayer apps, but for the richest learning experiences I require students in every course to go off campus for field research in religious settings. In these unfamiliar settings they encounter religious “others” and lived religion with all their senses. Not surprisingly, students remember these real-world experiences above all else we do during the semester. My greatest reward as a teacher is when students do stop to take stock of how we, as a species, and we, as a society, got here and where we are going. That’s why I treasure the emails I get after they graduate. Last month a former student now teaching high school history emailed me a photo of a DC Metro advertisement for religious humanism: “I’m very fascinated as to how modern America is responding to religion today. It is **all** around us!”

Though my focus is always on helping students develop as thoughtful human beings, I know that clear thinking and empathetic imagination can change the world. From religious terrorism to anti-gay marriage legislation, religion is a potent social force. In religious studies courses and interfaith forums students have an opportunity to learn about “those people” whom they have assumed to be stupid or evil or crazy but have never taken the time to try to understand. When we talk about the religious “other” and the challenges of living in a religiously diverse society, we are practicing civil discourse, something sorely lacking in the United States today. Whether they head to a monastery, graduate school, or corporate America, I take great solace knowing that students leave Marymount University not only to lead fully examined lives but able and willing to engage constructively with the world around them.

Kathleen Garces-Foley, Ph.D.
Abbreviated Curriculum Vitae

Academic Positions

Associate Professor of Religious Studies, Marymount University. Tenure and Promotion Spring, 2011.. 2006-present

Education

PhD. Religious Studies, University of California at Santa Barbara, 2004
M.A. Theology, Graduate Theological Union/Jesuit School of Theology at Berkeley, 1997
B.A. Philosophy, minor in Anthropology, University of Notre Dame, Honors Program, 1994, *summa cum laude*

Publications

Books

Crossing the Ethnic Divide: The Multiethnic Church on a Mission. New York: Oxford University Press, 2007. One of *Choice* magazine's 2008 "Outstanding Academic Titles"
Editor. *Death and Religion in a Changing World*. Armonk, NY: M.E. Sharpe, 2006. One of *Choice* magazine's 2006 "Outstanding Academic Titles"

Selected Chapters and Articles

"Hospice and the Politics of Spirituality" In *Beyond Traditions: Perspectives on Spirituality in Hospice Palliative Care*, edited by Paul Bramadat, Kelli Stajduhar and Harold Coward (SUNY Press, forthcoming 2012).
"Funeral and Mourning Rituals in America: Historical and Cultural Overview." In *Religion, Death and Dying in America, Volume 3: Bereavement and Death Rituals*, edited by Lucy Bregman, 1-23. Santa Barbara, CA: ABC-CLIO, 2010.
"Evangelical Churches Crossing the Ethnic Divide." In *Recent Trends in American Religious History: Historians in Conversation*, edited by Randall J. Stephens, 101-106. Columbia, SC: University of South Carolina Press, 2009.
"From the Melting Pot to the Multicultural Table: Filipino Catholics in Los Angeles," *American Catholic Studies* 120: 1 (2009): 27-54.
"Death in the Real World: Using Site Visits." In *Teaching the Death and Dying Class*, edited by Christopher M. Moreman, 171-185. New York: Oxford University Press, 2008.
"Comparing Catholic and Evangelical Integration Efforts," *Journal for the Scientific Study of Religion* 47: 1 (2008):17-22.
"New Opportunities and New Values: The Emergence of the Multicultural Church," *The ANNALS of the American Academy of Political and Social Science* 612: 1 (2007): 209-224.
"Contemporary Funerals: Personalizing Tradition" (with Justin Holcomb). In *Death and Religion in a Changing World*, edited by Kathleen Garces-Foley, 207-227. Armonk, NY: M.E. Sharpe, 2006.
"Funerals of the Unaffiliated," *Omega—Journal of Death and Dying* 46: 4 (2002-2003):287-302.
"Buddhism, Hospice, and the American Way of Dying," *Review of Religious Research* 44: 4 (June 2003): 341-53.

5 published book reviews on race, immigration, and religion.

Grants and Fellowships

Co-investigator, “Changing Spirituality of Emerging Adulthood,” Lilly Endowment, 2009-12.

Recipient, Summer Stipend Grant, Louisville Institute/Lilly Endowment, 2009.

Recipient, “Comparing Catholic, Evangelical and Mainline Multiethnic Churches,” Faculty Development Grant, Marymount University, July 2008.

Project Director, “Promoting Multiethnic Churches Across Denominations,” Religious Institutions Grant, Louisville Institute/Lilly Endowment, November 2006 to August 2007.

Recipient with Russell Jeung, Chapter Grant, “Asian American Evangelicals in a Multiethnic Society,” Institute for the Study of American Evangelicals, Henry Luce Foundation, 2004.

Recipient. Louisville Institute Dissertation Fellowship, Lilly Endowment, 2003.

Recipient. Interdisciplinary Humanities Center Predoctoral Fellowship, U.C. Santa Barbara, 2003.

Recipient. Scholar Grant, Unitarian Universalist Association, 2000 and 2001.

Recipient, Professor Thomas F. Glesson Tuition Scholarship, Jesuit School of Theology, 1995-97.

Invited Presentations and Consultations

Lansdowne Lecturer, “Spirituality and Funerals in North America,” University of Victoria, March 7-11, 2011,

Calvin College Summer Institute 2010, Engaged Scholars Conference 2009, Marymount University 2008, University of California, Santa Barbara, 2006/2005, Institute for the Study of American Evangelicals 2005, Louisville Institute 2005.

Conference Talks

Society for the Scientific Study of Religion, 2010; Society for the Scientific Study of Religion, 2008; American Academy of Religion, 2008; Religious Research Association, 2007; Religious Research Association, 2006; American Academy of Religion, 2005; American Academy of Religion, 2003; Religious Pluralism in Southern California Conference, 2003; American Academy of Religion, 2002; Asian Pacific Americans and Religion Research Initiative, 2002; American Academy of Religion, 2001; Association for the Sociology of Religion, 2001.

Service Activities 2005-2009

Professional Service

Research Awards Large Grant Committee, Society for the Scientific Study of Religion, 2010-12.

Consultant, “Spiritual Hungers of Young Adult Americans Planning Grant,” 2008.

Program Unit Co-Chair, “Death, Dying, and Beyond,” American Academy of Religion, 2005-10.

Membership Committee Chair, Society for the Scientific Study of Religion, 2008-09.

Ad hoc article reviewer for *Sociology of Religion*, *Journal of American Ethnic History*, *Religion and American Culture*, *Morality*, *Journal of Ethnic and Migration Studies*, *Journal of Modern Jewish Studies*, *Journal for the Scientific Study of Religion*.

Manuscript Reviewer, Oxford University Press.

Marymount University Service

Organizer, Annual Interfaith Dialogue and Luncheon

Advisor, Muslim Student Association

Faculty Mentor, Religious Studies Instructors

Presentation to faculty at Innovations 2009

Committee Member, Institutional Review Board (co-chair), Undergraduate Academic Standards, Retention Committee, Honors Program, Undergraduate Student Research Committee (MARI)

Letters of Support (Excerpted)

Support from Marymount Colleagues

Dr. Garces-Foley sets high standards for her students and encourages them to grapple with new ideas, complex problems and conflicting values. She is also an accomplished scholar who is recognized nationally for her work on multi-cultural churches, death and dying, and most recently spirituality in young adults. Finally, Dr. Garces-Foley is an active member of the Marymount community who is fully engaged with her colleagues in shared governance and with students in clubs, organizations and activities.

In short, Marymount University is a better place because Dr. Garces-Foley is here. She enthusiastically supports our mission as a standard bearer for the liberal arts tradition, an ambassador for student-centered learning, and a shepherd overseeing the intellectual, spiritual, and moral growth of our students. ***Sherri Lind Hughes, Ph.D., Academic Vice President and Provost, Marymount University***

Her devotion to the university, her area of research, and her students is unparalleled in such a young scholar..... Watching her these years and seeing how diligently she works to improve her classes, her scholarship, and our students—this is a star still rising. ***Brian Doyle, Ph.D., Chair, Theology and Religious Studies***

I am a junior faculty member in Kathleen's department, and from my first weeks at Marymount, she has been both a friendly face first thing in the morning as well as a reliable guide as I begin my academic career. Describing her as a "mentor" sounds too formal; mentors schedule meetings and then impart Wisdom From On High. Kathleen instead has been an older academic sibling, passing on information on the mundane details of the best bets in the cafeteria and strategies for parking, as well as more substantive thoughts on how to balance teaching, research, and real life, and how to address the particular needs of our Marymount students. I've learned from her skill in warmly welcoming students to the discipline while maintaining high standards in her classroom, and from the enthusiasm with which she greets both her star students *and* her most troublesome and wayward students. ...Finally, after spending part of the past year in a group reflecting on the ethics of consumption and sustainability, I remain impressed by Kathleen's commitment to ethical living and to being not only a good scholar, but a good human being. ***Brian Flanagan, Ph.D., Assistant Professor, Marymount University***

As a rabbi who has served for over 25 years, I have been given a new professional challenge by being able to serve as an adjunct professor at Marymount University the past several years. I have been coached by Kathleen, who has patiently helped me understand that teaching college is a special privilege..... Whether Kathleen has served as a resource for teaching materials, or whether she has helped me to organize my courses or provide meaningful assignments that will be more beneficial for my students, she has taken the time to encourage and support me. Kathleen's own personal commitment to serious scholarship has challenged me to research subjects more carefully and to provide the latest information on various religious topics to my students. I have not only grown as a teacher, but as an older rabbi, I have been energized to once again pursue serious study in the areas I am teaching. ***Rabbi Bruce D. Aft, Congregation Adat Reyim, Springfield, Virginia and Adjunct professor of Religious Studies, Marymount University***

I work closely with Kathleen on the Institutional Review Board, which she co-chairs. This summer she developed an Xtranormal video called "Don't Be Afraid of the IRB," in which an IRB

Master tries to help faculty "get ethical." Kathleen's terrific sense of humor and ability to convey complex information in an entertaining way are evident in the video. **Liane Summerfield, Ph.D., Vice Provost for Academic Affairs, Marymount University**

Support from Colleagues Outside Marymount

I have known Dr. Garces-Foley for? eight years. I had the privilege of serving on her Ph.D. committee. We did reading courses together, and I watched as she prepared for her doctoral examinations and wrote her dissertation. From the very first, I was struck by the penetrating quality of Dr. Garces-Foley's mind. She is kind and gracious, but her grace cannot mask the fact that she is blazing smart.

Again and again in our interactions she has caught me short and made me rethink something I thought I knew, gently and not with judgment, when have I offered some platitude instead of detailed evidence or a considered argument. Our conversations have been among the most stimulating intellectual experiences I have had in the last decade. In addition to possessing a razor-sharp mind and personal grace, Kathleen Garces-Foley is hungry to learn and an indefatigable researcher.....**Paul R. Spickard, Ph.D., Professor of History, Religion, and Asian American Studies, University of California Santa Barbara**

Dr. Garces-Foley is a significant voice in national conversations about ethnicity and religion. Her publications appear in respected academic outlets and have garnered awards. For example, her award-winning 2007 book, *Crossing the Ethnic Divide: The Multiethnic Church on a Mission* (published by Oxford University Press), established Dr. Garces-Foley as a leading scholar on the topic of multiethnic congregations. Dr. Garces-Foley is a respected scholar whose work transcends disciplinary boundaries. **Kevin D. Dougherty, Ph.D., Assistant Professor of Sociology, Baylor University**

Kathleen is no ordinary sociologist of religion. First, she grasps a broad literature covering the history of religion in the USA and a vast array of denominations. Second, she understands the conditions which distinguish the lives of contemporary young adults from those that prevailed in the mid-twentieth century. Third, she has ethnographic skills which allow her to connect concepts about religion with actual practices of churches and individuals. Fourth, she has shown administrative skills in handling members of our team of older established scholars and of the researchers who have been selected to carry out the 9 projects. Fifth, she knows how to cooperate as a collaborating scientist who can present ideas clearly and forcefully, listens to competing ideas, and seeks to advance knowledge through discussion and efforts to reach higher levels of agreement. Sixth, and most importantly, Kathleen's perspective on the issue is destined to open churches' ways of viewing young adults and, therefore, ought to lead to serious reflection on churches' own practices and their responsibility to approach young adults, not just as potential members, but as a generation in need of support as it confronts a host of hurdles which impede their path to independent adulthood. **James Youniss, Ph.D., James & Wylma R. Curtin Professor of Psychology, The Catholic University of America**

It is important to note here that while Dr. Garces-Foley could build a fulfilling academic career speaking only among scholars, she is instead continuously involved in disseminating quality information based on sound research that is accessible and "digestible" to those outside the academy. The clarity of her communication, combined with its accuracy and depth, make this service to the broader community so very valuable. **Gerardo Marti, Ph.D., L. Richardson King Assistant Professor of Sociology, Davidson College**

Support from Students

Dr. Garces-Foley has only been at Marymount for a few years but is already an intrinsic part of the community. Her sense of humor and love for discussion in her classrooms makes her a favorite among students and other teachers. Even outside of the classroom she makes an effort to help students whether it is encouraging them to seek her out in her office or helping students plan the interfaith event that takes place every spring. She is not afraid to touch on controversial subjects, which is often necessary in a Religious Studies classroom. Her ease and skill allow students to ask questions respectfully of both the teacher and other students from different religious backgrounds.

Dr. Garces-Foley can also be counted on to call out a student when she feels that they are not living up to their full potential. There is an obvious desire for all students to do well in their studies as well as a hope that each student will be pulled out of their comfort zone and learn even more about themselves and others. Marymount's teachers are one of the main reasons that I, as a student, have done so well.Just hand her the award already. You should already know that she is the most outstanding member of faculty in all of Virginia. **Sara Hann, MU Class of 2010**

Dr. Garces-Foley has had such a tremendous impact on my studies and personal life that I could not commit to paper the gratitude that I have for her. Prof. Garces-Foley has demanded from all of her students a critical evaluation of information and pushed them further into higher degrees of intellectual analysis. Dr. Garces-Foley uses a variety of teaching methods, and does so effectively, so as to reach as many students as possible. Her constant re-evaluation of her own courses and methods show a great degree of maturity in her pedagogy and that enables her to draw in more students into academic and intellectual success. Beyond Religious Studies, Dr. Garces-Foley trains students in the art of critical and intellectual thought, and thereby leaves them with more than simply facts but also the resources to live a life of academic excellence. Dr. Garces-Foley never gives fish, she instead teaches fishing. **Brant Maggart, MU Class of 2011**

I had Religions in America with Dr. G-F in the fall semester of my senior year. I learned so much from her class and it really sparked my interest in other religions. As a theology major I feel that Dr. G-F was really able to broaden my horizons in this class and that her teaching was interesting and integrating into my life. Spending lots of time in the theology department lounge, I also got to speak with Dr. G-F on a regular basis outside of class. She was a big help in listening to my desire to do a year of service and was always ready with another suggestion or group for me to look at. I found it really great to have her support and the whole department in my decision. Recently during my year of service so much of what I had learned of other religions in her class and about movements has become relevant in my life. For instance I have been spending time at the Catholic Worker house in LA and it has been amazing, and the first person to peak my interest in Dorothy Day and her project was Dr. G-F. My experiences in my journey of theology and religion have been greatly touched by the time I got to study with Dr. Garces-Foley and even more so by her availability and time spent discussing topics with me. **Amanda Walsh, MU Class of 2009**

Dr. Garces-Foley has been a wonderful mentor for my thesis paper. She has helped me find sources and given me so much detailed help that has proved invaluable. Moreover, she has encouraged me and helped me through the times when I thought I would not be able to do it. **Diana Davis, Honors Student MU Class of 2010**

Additional Documentation

The chart below summarizes the most recent student course evaluations for Dr. Garces Foley, comparing them to the average for the School of Arts & Sciences.

Student Evaluation of Teaching Dimension	Garces-Foley Average (2010-2011)	School of Arts & Sciences Average
Overall learning experience	4.6	4.1
Overall teaching excellence	4.7	4.1
Responsiveness to students	4.8	4.4
Encourages active learning	4.9	4.2
Prepared and organized	4.8	4.3
Encouraging student responsibility	4.8	4.3
Gives clear explanations	4.7	4.1
Used class time well	4.8	4.1
Feedback helped me learn	4.5	4.0
Consistent Standards	4.5	4.1

Additional Comments

Kathleen is an exemplary scholar and teacher. She is committed to academic excellence inside and outside of the classroom. I always find our conversations insightful as she talks about her latest research project. She derives such satisfaction from her research, teaching and service to the university. Students are drawn to her because she is an outstanding mentor and model of a teacher-scholar. **Margaret Tseng, Ph.D., Associate Professor of Politics, Marymount University**

When I think of a rising star, I envision a bright light moving across the night sky, leaving a sparkling trail behind. In many ways that describes Kathleen's service on Marymount's Institutional Review Board. She brings an intensity to any task that is seldom matched by others. She has enlightened students and faculty alike, and engaged our community in the important conversations that lead to the responsible conduct of research. Her natural curiosity, laser-sharp reasoning and passion for research all contribute to her effectiveness when conveying ways to protect human participants. Kathleen is an outstanding teacher-scholar who brightens our university community. **Janine DeWitt, Ph.D. Professor of Sociology, IRB Chairperson, Marymount University**

Dr. Garces-Foley is an enthusiastic and creative teacher and is always eager to participate in our Honors curriculum. As a committee member she gives helpful advice, upholds rigorous standards, and participates in many of our academic and social programs. During such campus events and off-campus trips I have seen her interact with our students, who regard her with great respect and fondness. She and her family have integrated with the Marymount community, and she serves as a positive professional model for many of her students. **Chris Snyder, Ph.D., Former Director of the Honors Program, Marymount University**

Kathleen truly has been amazing as a mentor. I worked very closely with her in preparing my syllabi for the classes I was teaching for her. She allowed me to do what I felt was necessary for the class, but really helped in giving me insights, things that worked for her, and just general guidance overall. She has such in depth knowledge of the classroom and the way students work and having that has allowed her to be a very beneficial mentor to me. She is able to point

out things that I was unable to see; her unique perspective on the classroom has greatly shaped the way I approach the classroom. As a mentor she does an excellent job of allowing me to explore my own options and will only correct me or lead me in a new direction when she knows it will be beneficial for me. Even though I no longer teach classes in Religious Studies, Kathleen has continued to be an excellent resource and mentor. She is always willing to listen and to offer advice when it is needed. **Jason Weaver, doctoral candidate in Biblical Studies and Adjunct Professor, Marymount University**

Dr. Foley has been a tremendous help to the Muslim Student Association, not only through her excellent ideas on organizing the club and gaining new members, but to physically helping us decorate for an event. She is understanding and supportive without being overbearing and allows us to discover our strengths and weakness as club. Dr. Foley is wonderful adviser and we wish her the best with this award. **Zainab Khabir, President of the Marymount University Muslim Student Association**

All that exceeds Dr. Garces-Foley's expectations for her students is her passion for, and knowledge of, the material she presents. Her class was both challenging and rewarding, and I feel more comfortable preparing for graduate school having one of her classes under my belt. Though some may characterize her as strict, she is more so concerned with fairness within the classroom. The depth and breadth of her understanding within her field blew me away on a daily basis. She is, hands down, one of the finest professors I have ever had the pleasure of having in class. Her class was one that I would find myself interested in preparing for and attending so I could acquire as much knowledge as possible from this gifted educator. Simply put, Dr. Garces-Foley was one of the professors who made my time at Marymount so worthwhile. **Brendan Bell, MU Class of 2009**

A course of the type she was teaching demands a very broad knowledge of many religious traditions and the societies they inhabit. Dr. Garces-Foley did not try to pass herself off as an expert in areas where she was not, yet she was able on the spot to construct clear, concise, and accurate answers to a wide range of student questions. She had a particular facility for taking a fairly specific student question, and in answering it, draw it outward to show a broader context and offer relevant background information, and then put it back to the students in a way that made them think more deeply—all this without losing her listeners. The students with whom I spoke all said they thought she was one of the best teachers they had known in college. **Paul Spickard, Ph.D., Professor and Chair of Asian studies at the University of Southern California at Santa Barbara,**

I have known Kathleen for about 8 years.... My first real experience of Kathleen was as her teaching assistant for Religious Studies 12: Religious Approaches to Death. She was the first peer I saw construct, manage, and teach her own course--I had been a teaching assistant for several full professors, but it was an enlightening experience to see a young scholar take ownership of a course. What was more impressive was that she was editing an anthology on the same topic as the course. I was amazed by that: in teaching "Religious Approaches to Death," Kathleen had seen the need for a text accessible to undergraduate students that looked to "lived religious experience" as the best way to discuss funerary practices--and had done the hard editorial work of filling that need. That achievement really speaks to her initiative and to her ability to synthesize the labors of teaching and research. **Evan Berry, Ph.D., Asst. Professor of Philosophy and Religion Co-Director of the Ethics, Peace, and Global Affairs M.A. Program American University**



Changing
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The changing spirituality of emerging adults project



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What Churches Do Emerging Adults Like?

An ethnographic investigation by the Changing SEA project, made possible by a generous grant from the Lilly Endowment, Inc

Edited by Kathleen Garces-Foley, Associate Professor of Religious Studies, Marymount University

What kinds of churches do emerging adults attend? Why do they go? How involved are they? How do churches engage emerging adults in meaningful ways?

In October 2009, six Research Fellows began studying churches in various regions of the country that were clearly reaching the emerging adult population. We intentionally looked for churches that identify with a range of confessional traditions: mainline Protestant, conservative Protestant, African American, and Roman Catholic. To read a short biography about each of the Research Fellows and the type of church being studied, [click here](#).

After completing nine months of field research, the Research Fellows have written essays identifying the best practices they observed. Below you will find links to their descriptions of what these churches are doing that works. Many of these churches focus special ministry efforts on adults that fit the typical range for emerging adults, 18-29, but some broaden their efforts to include those in their thirties who have not yet started families. You are invited to respond to their essays by posting comments of your own.

Two additional ethnographic studies were completed for the Changing SEA Project. Gerardo Marti examined the Emerging Church Movement in its many forms and variations across the country and Kathleen Garces-Foley (Co-Investigator of the CSEA Project) studied diocesan and parish Catholic young adult ministry in the Washington, DC region. Their research findings are also posted below.

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Lansdowne Lecture

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Dr. Kathleen Garces-Foley

Assistant Professor of Religious Studies
Marymont University, Department of
Theology and Religious Studies, Arlington, VA

Spirituality and Funeral Trends in North America

Tuesday, 8 March, 7:00 p.m.
Strong Building, Room C126

Presented by Religious Studies and the Centre for Studies in Religion and Society

Dr. Garces-Foley is a Professor of Religious Studies at Marymount University in Arlington, Virginia. She completed her PhD in Religious Studies at the University of Santa Barbara with a focus on immigration, ethnicity and religion in North America. Her research has received funding from the Henry Rice and Lilly foundations. Currently she has a major grant from Lilly to study "Spiritual Hungers of Young Adult Americans". Her books include *Crossing the Ethnic Divide* and *Death and Religion in a Changing World*.

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