Understanding Catholic Social Teaching Principles Research Group
Meeting on March 23, 2012 at Loyola University Chicago
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* Important notes are indicated by asterisk; themes indicated in bold

1. **Introductions**
   a. Thinking broadly; large impact; think high!
   b. Web resource – http://nd.edu/cstresearch
   c. Owning values at all colleges and universities – Jesuit, religious, secular. Not just a matter of saying their important.

2. **History of Project and Relevant Research**
   a. **Prior research** – attitudes of seniors in various situations (seminar classes, urban plunge, etc.); HERI (Los Angeles) questionnaire for first year students
      i. Higher Education Research Institute (HERI) – secular, yet looking more into spirituality in higher education; have developed various scales to measure (See HERI resources online); distinguish between religious and spiritual; other scales include openness to diversity, prosocial development, and the like
      ii. Studies by Jay and Nick – reciprocal influences, religious minorities (online)
   b. **ACCU** – more studies about what is going on with first year students
   c. **Jesuit colleges and universities work together (AJCU)** – survey to assess attitudes and experiences
      i. NSSE – National Survey of Student Engagement
         1. What are students doing and how do they perceive it connecting to other things in their lives
      ii. Boston College – experience at Jesuit universities; aimed at all Jesuit institutions; **might want to look at instrument as model for quantitative research
   d. ****To think about: Why does it matter that people know these ideas are tied to the Catholic faith (CST)?**
   e. **Mission driven universities** – mission has become so important to colleges and universities; this may be the perfect time for these issues
      i. Online article by Kathleen
   f. **Top Life Goals/Values at ND** (example) – online
      i. Using this type of date/project to expand ideas discussing today
      ii. **There is a lot out there that we have access to; pull our resources
   g. **Utilize colleagues at non-Catholic institutions**
   h. *Catholic Social Learning* **(Roger)**
      i. How has CST impacted students' lives – conversion to Catholicism? (research question)
         1. Students in CST have interested started from experiences
      ii. *Catholic Social Formation-* (Roger) new book; explore virtue of ethics tradition

1. Develop virtues to develop lifelong learners and perpetuators of social change
2. Talking about **justice and spirituality** in the face of other issues
3. How **conscious** works when it does and when it doesn't
4. **Dual citizenship** idea expanded upon
5. **Resources at/from Creighton regarding consciousness and moral psychology that can be used
6. Another focus on **vocation** – how do you do social justice; how do you discern your particular role among all these options
   a. *Call to Discernment in Troubled Times* – Dean Brackley, S.J.
   b. Think of spirituality in a religious context
   c. **Incredibly ripe question for young students – long term commitment to CST (preferential options for the poor, etc. and connection to personal skills and qualifications)
      i. What is my particular part of the Kingdom of God given my skills, abilities, interests, etc.
      ii. Way to see the values of CST
      iii. Kathleen – definition of vocation
         1. Religious, social science, etc.? Language to think about – means charismatic leader, prophetic, etc. Convey that kind of thinking through vocation
         2. **How do we get young students to enter into conversation on vocation?
            a. Studies on mentor/mentees and other ways students develop concepts of vocation
      iv. Move **beyond Catholic frame**, how to connect to students outside Catholic faith; ecumenical and CST
      v. **What's barring people from committing to this?
         1. Institutional structures, self interest v. vested interest, lack of knowledge, lack of institutional will (Bill)
         2. American moral structure – American exceptionalism, individualism, do no wrong mentality, blaming others, language of option for poor – charity, rugged individualism and work ethic; prevents us from getting to core of issues and structures (Roger)
         3. **How do we work towards changing these ingrained ideas?
            a. Who are the bishops and leaders that are teaching?

      vi. **Effectiveness of Catholic education** – Standards of Excellence for Catholic Education (Loyola) - **utilize!

7. **Ecumenical and CST** – using CST to initiate interfaith conversations and action; communitarian and empowerment language, especially with economic and racial differences
8. Putting the **common good** first; move beyond individualized thinking to more communal language, language and relationship of love

  iii. **Conceptual hook for thinking about CST** (Margie)
1. Baptismal call; gifts of the Spirit – using to commit to CST
2. Use of nonviolence, just war theory, and other ideas to connect to underpinnings of faith
    a. Post 9/11 propaganda culture

i. **Summary**: see where we have been and where we are now; what is good and positive and what can we build on; what is going to be a challenge; what research questions are developed and relevant

  i. **Teaching Catholic Social Teaching** – Todd (resource online)
1. Sharing best practices, challenges, and more
2. Different approaches from different institutions
3. Summer institute

  ii. ****We can go back to schools and discuss Catholic Social Learning (CSL)**
1. Unity yet independence among universities

  iii. **Parallel line of research** – longitudinal research from Jay and colleagues
1. Framing community engagement as developing moral development
    a. Tremendous impacts of college community engagement after graduation; life goals – having a purpose in life is singularly indicative of many outcomes later in life; the only thing that predicts is this sense of purpose
      i. Aligns well with language of CST – vocation
2. Resource from which to draw
    a. Similar work with other universities – 7 have related data
      i. Templeton

3. **Goals of the Project**
  a. What can we do to make an impact?
  b. **Research questions**
    i. What is the value of a Catholic higher education?
      1. CST
    ii. How are seeds planted? When to they grow and come to fruition? How do we know?
    iii. What's unique about the experience we say is essential to that education?
      1. Displacement opportunities – how many have? Can we document them as quintessential and essential?

iv. Framework that is not there – develop?
v. Why does it matter if people know this is a Catholic tradition?
1. Virtue and moral ideas are set in religious context
2. Determinative sense
vi. Assessment along with research
1. Questions that get at reasons for students' activities and choice
a. Get at through CST lens
vii. How do you measure preferential option for the poor, commitment to the common good, etc.? What would it look like?
1. CST students and non CST students
2. Demonstrate differences without defining with CST language? Who do you mention and how?
viii. Multiple definitions and ideas about language – what do people understand to be the common good? Is that developed through CST programs, humanistic perceptions, etc.? How do we account for that? How do we wrestle with pluralism – in Catholicism, across disciplines, etc.
1. Idea that CST is not narrow, language speaks to everyone because we are all human but its ingrained in religion
ix. How do different traditions/groups describe, think about, define CST and language?
1. Make sense of religious-local and spiritual-global relation of service
x. Have subjects make sense of language and ideas instead of how living out language and ideas
1. Catholics have principles and ideas but framed for all – how to sort out
xi. Should faculty be included? Curriculum measurements?
xii. Formation – experiences necessary for pivotal development
1. Peer-to-peer interactions included
2. Experience – encounter and exemplars (plus mentors)
a. Learn about justice by doing justice – importance of practice and experiential learning
i. Sequential encounters
ii. What are pivotal exposure experiences
3. Imagination – how do we imagine a better world and imagine ourselves in it?
a. Positive self v. expected self
xiii. Relationality – with others, creation, etc.; parts of a whole
1. Solidarity
xiv. Local, personal with global, systemic
xv. **Best practices v. promising practices**
xvi. **Summary of what we'd like to measure: Qualitative and quantitative with various lens; experience, encounter, and relationality; exemplars; how does CST language inform; imagination; pivotal experiences that lead to change life and practice (imagination)**
1. **Divide into three parts**

          a. How does CST add value to what we know?
  c. How do we want to do this?
      i. Qualitative open-ended questions
          1. Assess knowledge on CST
          2. Assess willingness to make real
          3. Longitudinal – profession? How does it relate to CST?

4. **Methods, Products, and Timeline**
  a. Timeline
      i. Five year project, meet again in an year
          1. Meet at Creighton in 2013 – see other interest
             a. Truck and branches; foundation for the house over the next year
  b. Products
      i. Multi-institutional survey study; empirical
      ii. Edited book
          1. Handbook, manual, tools, tool kit, etc. – ONLINE
             a. Practice items for schools to build, especially those without resources and will never come to meet – outliers
             b. Write/prepare with these outlying schools
                i. Famous with not so famous to create tools
                ii. More schools as agents and participants
                iii. Rolling model to participatory research, collaboration
                    1. No cut off date for schools to join
                       a. **Write about insights as universities as community partners - current research at ND**
               iv. Layered – core team and those who are involved in continuing conversations; multiple levels of interaction
               v. **Who else should be at the table?**
                  1. Regis - Byron Plumbly
                  2. Loras
                  3. Wheeling
                  4. Lasallians
                  5. University of Dayton – Ray Fits
                  6. St. Kate's / St. Paul's / St. Mary's
                  7. DePaul – Joe Ferrari
                  8. Franciscans – Franciscan University; St. Francis in Joliet
                  9. St. Xavier
                  10. St. Thomas – St. Paul – Michael N.
                  11. Gannon – Erie, PA
                  12. Non Jesuit and Non CSC
                  13. College of St. Mary's – Jennifer

            14. Newman Center
            15. Purdue / IU
            16. Baylor / Texas A&M / SMU
            17. SLU – Marilyn and Sharon
            18. More… (Ray)

    iii. **Refined Methods and Products**
        1. Invite people in that would bring valuable perspective – core team, later we can invite more people
            a. 12 faculty, include students
                i. Invitees list (Jay)
            b. National meeting – July 13 9:30am-4:30pm, Loyola University Chicago
        2. Methods
            a. HERI – take advantage of 20 open questions
            b. Focus groups
            c. Getting to access non college grads in the future
            d. Gauge experience of student subjects

        3. Products
            a. Digital archive of CST stories
            b. Formal report
                i. Issues of gender
                    1. Toolkit for male/female dominated disciplines
            c. Conferences and sharing promising practices
            d. Book and digital media (CD, DVD)
            e. Portal for schools on CST
            f. Long term – sharing among different places (beyond America)

        4. Research Questions
            a. See above; multiple; will be explicated

5. **Funding and Resources**
    a. Funding
        i. Personal budgets for small initiatives
        ii. Porticus - $40/50,000 per year; Rascott Foundation; Lewis Foundation; Cooke Foundation; CCHE, CCHU; Wabash; Lily; CARA**; USCCB
        iii. Ideas from new group members
        iv. What needs to be funded
            1. Travel, web support, research assistants, pilot testing, etc.
        v. Presentation proposal due May 19 for AJCU Conference at Creighton

6. **Partners and Collaboration**
    a. Previously discussed

7. Next Steps
   a. See other document titled "CST Research Questions and TBD"