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***Learning and Applying CST:
Developing Research Tools to
Examine Catholic Social Teaching
Efforts in Higher Education***

Pacem in Terris
Catholic Social Tradition Conference
University of Notre Dame
March 22, 2013

Session Collaborators

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A workshop:

Catholic Social Teaching is not the best-kept secret anymore at Catholic colleges and universities. New initiatives to foster learning about CST principles, and commensurate actions on the part of students and faculty, show promise and broad appeal. What is still unknown, however, is the effectiveness of such efforts. How well do our graduates understand the principles? Do they see applicability to social challenges they encounter, and endeavor to apply the principles? What long-term impacts do programs designed to teach the Catholic social tradition have? Colleagues at four colleges and universities are beginning a national collaboration to explore such questions. This workshop will share our progress to date, review relevant theory and research, and discuss means to build relevant measures (both qualitative and quantitative). We welcome collaborators at any interest level.

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Session Overview: Our (flexible) plan →

- Introductions
- CST on Campuses
- Dialogue: Salient questions and potentials
- Our research to date
- Potential studies, methods, measures
- Resources
- Collaborative next steps

Introduction: What we are about →

[Jay Brandenberger]

We've begun a new initiative, new search ...

[CST Learning and Research Initiative](#)

We want to share what we are thinking, wondering...

And learn from you ...

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We've begun to ask:

How well do our graduates understand the principles?

Do they see applicability to social challenges they encounter, and endeavor to apply the principles?

What long-term impacts do programs designed to teach the Catholic social tradition have?

Introductions →

Please share your name and work context ...

[briefly, though this is part of our research!]

CST Initiatives in Higher Education →

[Margaret Pfeil]

Sharing Catholic Social Teaching: Challenges And Directions
Reflections of the U.S. Catholic Bishops ([USCCB, 1998](#))

“There are many innovative efforts by Catholic educators to communicate the social doctrine of the Church. At the same time, however, it is clear that in some educational programs Catholic social teaching is not really shared or not sufficiently integral and explicit. As a result, far too many Catholics are not familiar with the basic content of Catholic social teaching. More fundamentally, many Catholics do not adequately understand that the social teaching of the Church is an essential part of Catholic faith. This poses a serious challenge for all Catholics, since it weakens our capacity to be a Church that is true to the demands of the Gospel.”

CST Initiatives in Higher Education →

What do we know about CST efforts across campuses nationally?

Questions we are asking:

- How are efforts framed?
- How is CST understood?
- What kinds of work/learning are relevant?

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Teaching Catholic Social Teaching Project

Calumet College of St. Joseph
DePaul University
Dominican University
Iona College
Loyola University of Baltimore
Regis University
Sacred Heart University
St. John's University (New York)
St. Joseph's University (Philadelphia)
St. Peter's College (New Jersey)
Seattle University
St. Thomas University (Texas)
Villanova University
University of Notre Dame

Directed by Todd Whitmore
1999 to 2001

Relevant works along the way

[Kathleen Maas Weigert]

Living the Catholic Social Tradition
by K. Maas Weigert & A. Kelley (2005)



The Integration of Catholic Social Thought Into Higher Education by E. Pierucci & J. Ryan, 2000
<http://www.collegium.org/naughton.htm>

In the Mission on the Margins? A White Paper on the "Teaching Catholic Social Teaching" Project
by T. Whitmore, 2002

More works to be noted later

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CST Initiatives in Higher Education

[KMW]

Association of Catholic Colleges and Universities [Integrates CST Themes](#)

[Database of Centers and Institutes](#) at 194 Member Institutions:
[One](#) uses name Catholic Social Thought

[Catholic Higher Education and Catholic Social Teaching:
A Vision Statement](#)

Contact Lindsay Weldon at ACCU!

See also: *Bringing Social Teaching to Campus*, NCR, 2009
<http://ncronline.org/news/bringing-social-teaching-campus>

Association of Jesuit Colleges & Universities

<http://www.sjcnj.net.edu>

Boston College, Carleton College, College of the Holy Cross, Creighton University, Fairfield University, Fordham University, Georgetown University, Gonzaga University, John Carroll University, Le Moyne College, Loyola University, Marymount University, Loyola University Chicago, Loyola University Maryland, Loyola University New Orleans, Marquette University, Regis University, Rockhurst University, Saint Joseph's University, Saint Louis University, Saint Peter's University, Santa Clara University, Seattle University, Spring Hill College, University of Detroit Mercy, University of San Francisco, University of Scranton, Washington State University, Xavier University

[KMW]

SOME CHARACTERISTICS OF JESUIT COLLEGES AND UNIVERSITIES: [A SELF-EVALUATION INSTRUMENT](#)

Suggested self-evaluation questions:

Does the university embrace Catholic social teaching in its entirety and avoid the inclination to be selective in its application?

Does the University's financial management include ethical discernment in its choices of business partners, investment strategies, and deployment of resources shaped by the Catholic Social Tradition and the Jesuit commitment to social justice?

Pacem in Terris Conference at Loyola University Chicago, March 2013:

Kathleen Maas Weigert, the Carolyn Farrell, BVM, professor of women and leadership and assistant to the president for social justice initiatives, says this encyclical carries heavy historical importance, especially for a Jesuit university. "As a Catholic, Jesuit institution, we have an obligation to keep educating each generation about the important documents that shape the work we do in the world, and this is one of them," Maas Weigert says. "It's a historic statement that we are all responsible for building peace."

Activity / Discussion →

[MP]

[small then large group discussion]

- 1) What are the most salient experiences and most important elements within undergraduate education in fostering understanding of CST ?
- 2) What are the biggest challenges?
- 3) How will we know it when we see it? What research may be helpful? What do we want to know?

Catholic Social Learning →

[Roger Bergman]

Strong call to teach CST,
little direction on how we might learn such

Among approximately 600 pages in the canon of Catholic social teachings, only 1.5 pages devoted to learning or pedagogy

How can we learn these rich, complex principles and ways of life ... ?!

**Catholic Social Learning:
Educating the Faith That Does Justice**
Roger Bergman (Fordham, 2011)



I. Foundations

- 1: Personal Encounter: The Only Way
- 2: Ignatian Pedagogy and the Faith That Does Justice
- 3: Teaching Justice After MacIntyre: Toward a Catholic Philosophy of Moral Education

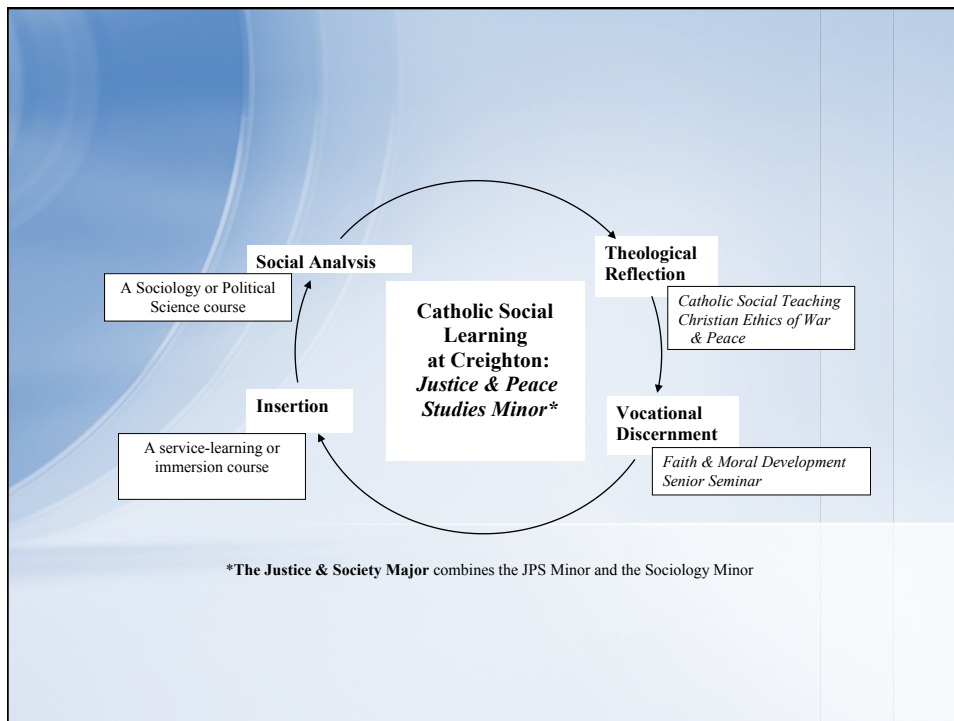
II. Applications

- 4: Immersion, Empathy, and Perspective Transformation: Semester *Dominicano* 1998
- 5: "We Make the Road by Stumbling": Aristotle, Service-Learning, and Justice
- 6: Meetings with Remarkable Men and Women: On Teaching Moral Exemplars

III. Institution and Program

- 7: Education for Justice and the Catholic University: Innovation or Development? An Argument from Tradition
- 8: Aristotle, Ignatius, and the Painful Path to Solidarity: A Pedagogy for Justice in Catholic Higher Education

Also: [Podcast](#) by Roger on CST!



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Conference [and CSTRes Team Mtg]

On Fire at the Frontiers

The Commitment to Justice in Jesuit Higher Education

A Conference of the Association of Jesuit Colleges & Universities

Creighton University, Omaha, Nebraska

August 1-4, 2013

<http://blogs.creighton.edu/justice2013/>

Research Notes →

[Jay Brandenberger]

- The richness and complexity of CST and its inherent principles demand a resonant research methodology
- Quantitative ↔ Qualitative
- Development of case studies are a goal (for both pedagogical and research reasons)

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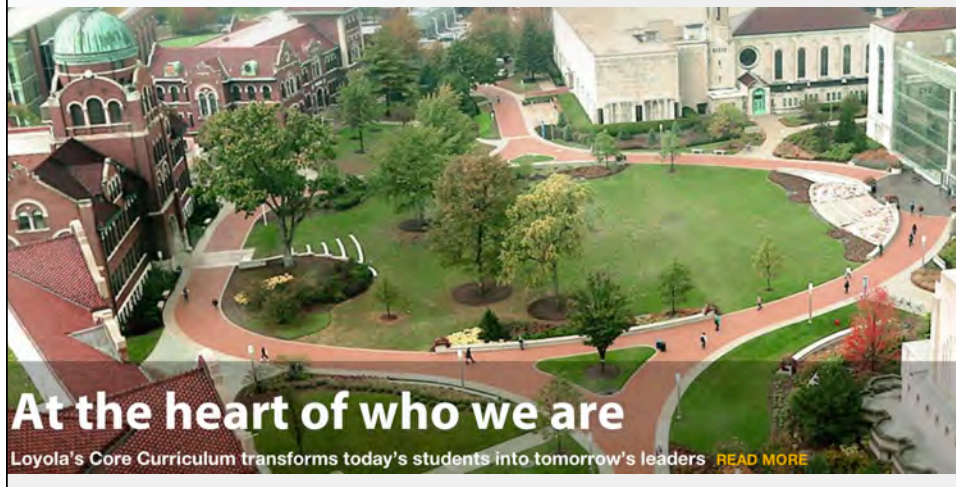
Focus Groups

[Jay B]

- Positive means to begin to explore themes, meaning making, and more
- [Protocol and recommendations](#) on the website
- We conducted four so far (Loyola and ND)

Focus Groups Loyola University Chicago

[Kelly Silay]



Focus Groups Notre Dame

[Brianna Piper]

Emergent themes from both groups:

(one of CST Minors, one more general):

- 1) Students see CST as practical application of Catholic catechism ("how Catholics are instructed to reach out to the world")
- 2) Notre Dame students in both groups seemed fairly well-versed in CST principles
- 3) Students in both groups expressed varied thoughts on what it means to be religious/spiritual, and whether the "Catholic component" in CST is necessary, with about a 50/50 split
- 4) Students across both groups become engaged in community service for various reasons:
 - Prior classes that introduced social problems & the CST lens
 - Feeling a sense of responsibility towards others
 - Guilt or discomfort at perceived discrepancies
 - Having encounters that changed prior misperceptions
 - Resume building

Focus Groups Notre Dame

[Brianna Piper]

Emergent themes from both groups (one of CST Minors, one more general):

- 1) Students see CST as practical application of Catholic catechism, and consider CST helpful in the sense that it provides a framework or lens for looking at almost any issue or social problem ("how Catholics are instructed to reach out to the world")
- 2) Notre Dame students in general seem fairly well-versed in CST principles:
 - Both the CST minor group and the random group were capable of listing most of the major CST principles
 - However, most students in the general group had gone to Catholic high schools and so were previously exposed, so we cannot attribute this to college experiences
- 3) Students in both groups expressed varied thoughts on what it means to be religious, what it means to be spiritual, and whether or not the "Catholic component" in CST is necessary, with about a 50/50 split
- 4) Students across both groups become engaged in community service for various reasons:
 - Prior classes that introduced social problems and the CST lens
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Multi-Institutional Survey

[Cathryn Fabian]

- An opportunity to learn; many potentials
- Many relevant scales, instruments
(some existing, some to be created)
- We can draw from national survey being done within
the Summer Service Collaborative

Summer Service Collaborative

Delaware • Stanford • Emory • Washington & Lee • Xavier • Middlebury • Drake •
Rice • Manchester • Baylor • Harvard • UNC • Dartmouth • Notre Dame

Multi-university of summer service learning programs
across the country

Measures student outcomes across five domains:

- Articulation of personal growth
- Integration of experiential and academic knowledge
- Commitment to civic engagement
- Understanding of systemic causes of social issues
- Respect for diversity

Built in part on data collected at Notre Dame since 1996

Please indicate the extent to which each of the following describes you.

	Not At All	To Some Extent	To A Great Extent
Feeling good about the direction in which my life is headed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Searching for meaning/purpose in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an interest in spirituality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling unsettled about spiritual and religious matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believing only what I can see or can be explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling a sense of connection with God/Higher Power that transcends my personal self.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling disillusioned with my religious upbringing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an interest in different religious traditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being committed to introducing people to my faith.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking to follow religious teachings in my everyday life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believing in life after death.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Findings from Notre Dame SSLP Surveys: **Unsettledness**

Summer Service Learning Project Data, 2006 to 2012

Preliminary results show that students become more unsettled in their religious and spiritual beliefs over time → Not clear if this is directly related to SSLP, or to their developmental stage in life ...

Post-SSLP, students:

- Felt more disillusioned with their religious upbringing
- Questioned their religious spiritual beliefs
- Disagreed more with family members about religious matters

Discussion • Feedback • Suggestions

[Jay]

What is your feedback, critique, insight?

What is needed in the field? Theory, dialogue, measures, ... ?

What, where, when, how ... ?

Next Steps

- See Website for further information, resources
- Meeting in August at Creighton
- Contact us to express your interest
- Collaborate on your own campuses, share results
-

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Resources

CST Learning and Research Website

<http://blogs.nd.edu/cstresearch/>

- Bibliography: in development
- Pdfs of selected writings
- Conferences/Gatherings
- Measures, instruments, etc.

Thank You • Gracias • Merci

Contact:

<http://blogs.nd.edu/cstresearch/>

jbranden@nd.edu