In collaborating with governmental agencies, regional associations, and other universities, whether public or private, Catholic university presidents and community leaders share a common goal: to develop effective teaching and learning methods that will enhance the social service and social action initiatives. The Center for Social Concerns website for further information on research methods.

Note: National comparison group is four-year colleges/universities sampled by HERI.

Source: College Student Survey, Higher Educ. Research Institute (ND samples range from 1747 to 1886).

Annually

Student Participation in Service and Community-Service Learning: A Response to Multiple Requests

Center for Social Concerns

RESEARCH REPORT

Studies in Social Responsibility

University of Notre Dame

An Ethic of Service and Learning Participation in Service and Community-Based Learning Initiatives at Notre Dame by Jay W. Brandenberger and Thomas A. Trozolo

The 1990s brought a renewed focus on the social mission of higher education, highlighted by increased attention paid to participation in service and service-learning initiatives on campuses across the nation (see Rothman, 1998; Eyler & Giles, 1999). The University of Notre Dame, building on a longstanding ethos of service and social action rooted in Catholic social tradition, has developed a variety of initiatives to enhance student involvement and social responsibility. The Center for Social Concerns, a vista of the University’s commitment to “create a sense of human solidarity and concern for the common good” that will bear fruit as learning becomes service to justice” (University Mission Statement).

Student involvement

Note: Student data are significantly engaged in service and social-action initiatives. The College of Arts and Letters; the College of Business Administration; the College of Engineering; the College of Law; the College of Science; and the College of Continuing Studies.

Figure 1. Frequency of service participation of Notre Dame seniors and national comparison group (in percentages)

Summary and Conclusions

The data above suggest that Notre Dame students demonstrate consistent service and social action participation in a variety of contexts. Such participation has increased over the last decade; and is higher for seniors and students from the College of Arts and Letters.

Service involvement is increasingly important or sustained as part of courses or curricular initiatives. The Center for Social Concerns continues efforts to engage students with undesignated groups, and to collaborate with community leaders to offer new forms of engagement, such as community-based research that builds on the University’s strengths.

Service and community engagement, both curricular and beyond, provide important educational and developmental opportunities to enhance students’ understanding of and response to social issues. Curricular service and social action initiatives across the curricular and co-curricular arenas should be built into departmental and University planning.

This Report—answering a request for more accurate reports—examines overall trends in Notre Dame student participation, situating findings in historical and national contexts. Future reports will examine motivations for service participation, situating findings in historical and national contexts. Future reports will examine motivations for service participation, situating findings in historical and national contexts.

The Center’s data are significantly engaged in service and social-action initiatives. The College of Arts and Letters; the College of Business Administration; the College of Engineering; the College of Law; the College of Science; and the College of Continuing Studies.

SERIAL INDEX

Service • Learning • Civic Engagement

Percentage of Notre Dame undergraduate students who volunteer at least 20 hours annually

Student Participation in Service and Community-Service Learning: A Response to Multiple Requests

Jay W. Brandenberger, Series Editor

Debra, Experiential Learning & Developmental Research

Mary P. Beckman, Ph.D.

Director, Experiential Learning & Developmental Research

Jay W. Brandenberger, Ph.D.

SERIAL INDEX

Volunteer rates have increased on Notre Dame across all domains. Compared to a national sample (see Rothman), students at Notre Dame volunteer more frequently and for longer periods.

The Center for Social Concerns and its partners at the University of Notre Dame developed a variety of initiatives to enhance student involvement and social responsibility. The Center for Social Concerns, a vista of the University’s commitment to “create a sense of human solidarity and concern for the common good” that will bear fruit as learning becomes service to justice” (University Mission Statement). This Report—a response to multiple requests—examines overall trends in Notre Dame student participation, situating findings in historical and national contexts. Future reports will examine motivations for service participation, situating findings in historical and national contexts.
RESEARCH REPORT 5

Community involvement continues a trend begun for additional years, with many students in high school 96.4% of those attending Notre Dame, in the fall of 2002 (and 96.2% of first year students nationally) indicated volunteering to the community in some form of volunteer or service activities, by undergraduates who participate in service.

Females show greater service involvement on many indica- tors, consistent with national trends (see Figures 2 and 3). By college of enrollment, Arts and Letters students show more frequent involvement, followed by the College of Science.

In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. In recent years, summer service internships focus- ing on not-for-profit business initiatives, minority lead- erships. 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While interest may begin to some students through extracurricular opportunities, the University’s diverse student organizations and Catholic missions offer unique opportunities for faculty and students to integrate service within the curriculum for specific educational purposes. This is indeed a growing trend in higher education, one that Notre Dame is at the forefront of.

The Center’s Summer Service Learning course (see Figure 7) offers eight-week sessions for credit 3. Some groups have less intense service opportunities that provide participants with the skills and knowledge necessary to meet real change.

— Rev. Edward A. Malloy, C.S.C., University President

Two principles have guided the development of service programs at Notre Dame. First, the service project or program must be meaningful to the community, state or nation. Second, we expect that service be integrated with learning. Meaningful community service must provide opportunities for faculty and students to reflect on their experiences and to explore the next caus of social problems. It is in this critical think- Ing that provides a vehicle for skills and a rights necessary to meet real change.

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Excerpts from Regarding National and Community Service to the United States Senate Com- mittee on Labour and Human Resources (June 8, 1995)
Students participate in service activities on a weekly basis. Figure 3 shows that 22% choose tutoring, 14% exercise, 10% work, and 10% take part in socialization activities. Volunteering from 1 to 2 hours in a typical week, with 15% in 2001.

Figure 2: Frequency of service participation at Notre Dame during the senior college year.

In addition, students participate in occasional events such as Christmas in April, a one-day large-scale initiative that involves over 1000 students each year in repairing homes in the local community. Often fast during one lunch period weekly in an effort to raise consciousness and funds for world hunger, additional data on service contexts is available from the Center for Social Concerns.

Residential halls also facilitate service and social action activities. A social action coordinator in each hall coordinates a variety of opportunities, from tutoring to weekly service immersion during summer vacations.

Academic Opportunities: Courses and Seminar Opportunities

While an immersion may begin for some students through extramural opportunities, the University’s diverse centers, resources and initiatives offer unique opportunities to integrate service within the curriculum for specific educational purposes. This is indeed a growing trend in higher education, one that Notre Dame is at the forefront of.

The Center’s Summer Service Learning course initiative (see Research Report 7) provides eight-week academic experiences for over 250 students annually. Since 1998, over 2,400 students have participated in over 250 cities and 20 countries. In summer, service internship opportunities focusing on social justice, law, poverty, the role of not-for-profit organizations in social change, international development, and the complex AIDS prevention issues.

Curricular Integration

Given the increase in academic service-learning and curricular opportunities, how can we understand the locus of service performed by Notre Dame students documented in Figures 2 and 3? A 1999 survey showed that most respondents reported that their community service was performed at least monthly. In 2003, 315 students applied for 283

Two principles have guided the development of service programs at Notre Dame. First, the service project or program must be meaningful to the community, state or nation. Second, we expect that service be integrated with learning. Meaningful community service must provide opportunities for faculty and students to reflect on their experiences and to explore the root causes of social problems. It is in this critical thinking that provides the skills and values necessary to lead real change.

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Female students show greater service involvement on many indica- tors, consistent with national trends (see Figures 2 and 3). By college of enrollment, Arts & Letters students reported participation at a higher rate than students in any other college. Class of 2001 Seniors 60.0% Participate a few times a year 50.0% Participate a few times a month 40.0% Participate once a month 30.0% Participate less than once a month 20.0% Never participate


Residences halls also facilitate service and social action activities. A social concerns commissioner in each hall coordinates a variety of opportunities, from tutoring to occasional service immersion during the summer. Residents are encouraged to integrate service into the curriculum for specific educational purposes. This is a growing trend in higher education, one that Notre Dame is at the forefront of nationally.

An increasing number of courses (see Figure 6) at the University, from approximately 20 in 1994 to over 70 currently, incorporate a service-learning or community-based component. In 2001, over 41% of seniors note that a course or service-learning experience was meaningful to the community. Such courses are considered as one of the key strategies of the Center for Social Concerns, which instills a set of service-learning initiatives coordinated by the Center for Social Concerns.

In addition, the Center collaborates with the Department of Theology and others to offer a unique series of one-hour seminars that model service-learning and a focus on justice.

Curricular integration

Given the increase in academic service-learning and curricular opportunities, how can we understand the locus of service performed by Notre Dame students documented in Figures 5 and 6? At Notre Dame, from approximately 20 in 1994 to over 70 currently, incorporate a service-learning or community-based component. In 2001, over 41% of seniors note that a course or service-learning experience was meaningful to the community. Such courses are considered as one of the key strategies of the Center for Social Concerns, which instills a set of service-learning initiatives coordinated by the Center for Social Concerns.

In addition, the Center collaborates with the Department of Theology and others to offer a unique series of one-hour seminars that model service-learning and a focus on justice.
In collaborating with governmental agencies, regional associations, and other universities, whether public or private, Catholic universities seek to promote social teaching and social principles consistent with the contemporary need for increased social responsibility and social action. The Center, in cooperation with other offices of the University and the University’s national and international partners, has developed a variety of initiatives to enhance student involvement and social responsibility. The University’s commitment to “create a sense of human solidarity and concern for the common good” (Ex Corde Ecclesiae: The Application to the United States (Rev.) William M. Lies, C.S.C., Ph.D.) will bear fruit as learning becomes “service to justice” (University Mission Statement).

For more information, contact Jay Brandenberger, Director, Experiential Learning & Developmental Research, or George Howard, Department of Psychology.

The Center for Social Concerns, celebrating its 20th anniversary in 2003, is a visible sign of the University’s commitment to “create a sense of human solidarity and concern for the common good” (Ex Corde Ecclesiae: The Application to the United States (Rev.) William M. Lies, C.S.C., Ph.D.) will bear fruit as learning becomes “service to justice” (University Mission Statement).  

Student Involvement

Notre Dame students are significantly engaged in service and social action initiatives. Figures 1 and 2 show that in 2001, approximately 22% indicated significant engagement in volunteer work, compared to 16% in 1980. Studies in Social Responsibility, 2001, p. 20.

Figure 1. Frequency of service participation of Notre Dame seniors and national comparison group (in percentages)

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<tr>
<th>Year</th>
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<tr>
<td>1980</td>
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Summary and Conclusions

The data above suggest that Notre Dame students demonstrate consistent service and civic engagement with respect to the national sample. Whereas 37% of Notre Dame students surveyed (compared to 45% at colleges and universities nationwide) indicated that they have deepened their understanding of social issues or that they have developed a more critical perspective on social issues, 57% of Notre Dame students consider civic engagement a part of their personal values (compared to 45% at colleges and universities nationwide). The data above suggest that Notre Dame students demon- strate consistent service and civic engagement with respect to the national sample. Whereas 37% of Notre Dame students surveyed (compared to 45% at colleges and universities nationwide) indicated that they have deepened their understanding of social issues or that they have developed a more critical perspective on social issues, 57% of Notre Dame students consider civic engagement a part of their personal values (compared to 45% at colleges and universities nationwide).  

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In collaborating with government agencies, regional associations, and other universities, whether public or private, Catholic universities have played a great role in teaching and in teaching moral principles in areas such as the fostering of peace and justice, respect for all human life, the eradication of poverty and unjust discrimination, the development of all peoples and the growth of human culture.

— United States Conference of Catholic Bishops, Ex Corde Ecclesiae: The Application to the United States

### Summary and Conclusions

The data above suggest that Notre Dame students demonstrate consistent and service-learning oriented practices toward the values and interests of the United States Conference of Catholic Bishops (1988). The Censor Social Concerns provides mini-grants for community-based research addressing local needs.

Postgraduate Service

The Center for Social Concerns in the Peace Corps from its founding in 1961. Many participants in faith-based initiatives for a year or two after graduation, including "The Urban Plunge." The Center for Social Concerns provides mini-grants for community-based research addressing local needs.

Postgraduate Service Trends

The data above suggest that Notre Dame students demonstrate consistent and service-learning oriented practices toward the values and interests of the United States Conference of Catholic Bishops (1988). The Censor Social Concerns provides mini-grants for community-based research addressing local needs.

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