

Catalyst

NEWS AND REFLECTIONS FROM THE CENTER FOR SOCIAL CONCERNS



Rooted In Community

Teaching, research, and volunteer service helps community partners weather challenging times »p4



Going green

Greetings friends! I hope this letter finds you well.

This is a very exciting time for the Center for Social Concerns, especially as we consider the ways our new space in Geddes Hall will enable us to work with partners worldwide to address pressing social concerns. As the first LEED certified building to open on campus, Geddes Hall itself provides an educational moment as it reminds us that we are all stewards of God's creation. In this beautiful green building, we will partner in exciting new ways with the other units of the Institute for Church Life and so many others as we respond to needs of the Church and the world. This is a moment of blessing beyond words.

As you know, community is at the heart of all we do at the Center, and the pages that follow highlight the ways we partner with the local community to address social issues through teaching, research, and service initiatives—the ways the Center puts hope in action.

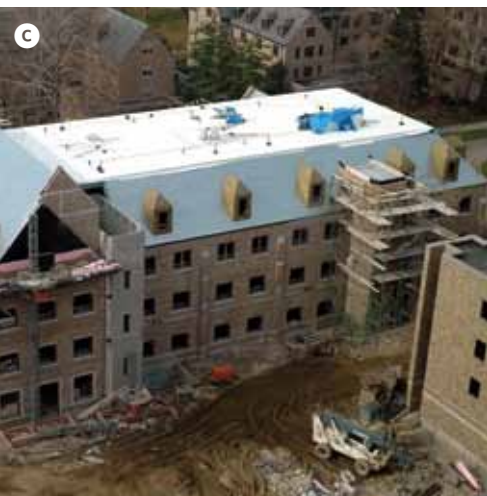
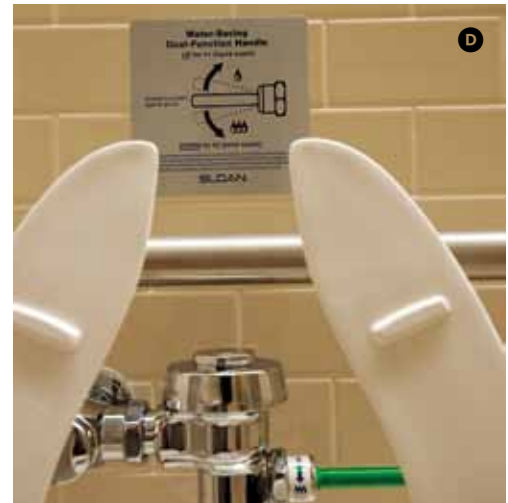
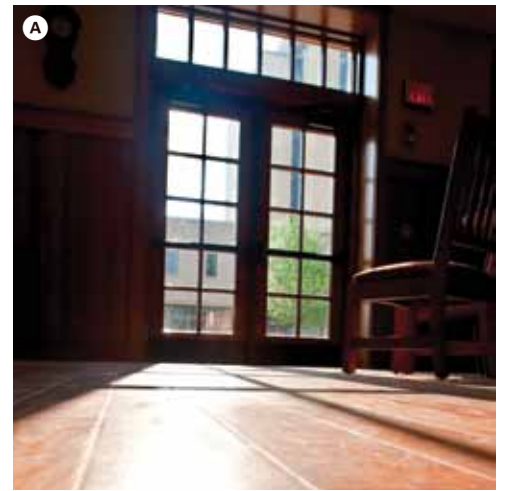
As I wander down the halls of our new space, I wonder how the spaces and initiatives housed within Geddes Hall will provide fertile soil for new ideas to serve humanity and the Church. I look forward to seeing how these ideas will take root in the faculty, staff, and students of our university, and I look forward to the fruit that these green shoots will produce.

Yours,
Fr. Bill
Fr. Bill Lies, C.S.C.
Executive Director



ABOUT LEED LEED is an internationally recognized green building certification system verifying that a building was **designed and built using strategies aimed at energy savings, water efficiency, CO₂ emissions reduction, improved indoor environmental quality, and stewardship of resources.** Projects are awarded points based on their potential environmental impact, and can receive a Certified (40+ points), Silver (50+), Gold (60+), or Platinum (80+) rating.

The University is pursuing a LEED certified rating for Geddes Hall. Some of Geddes Hall's key LEED construction features are outlined below.



INSIDE ▼

NEWS ④ Rooted in Community ⑤ Building Communitarity ⑥ Getting the Community Perspective ⑧ The Impact of School Switching ⑨ 2009 Ganey Mini-Grants ⑩ Social Concerns Seminars Reduce Carbon Footprint ⑭ Research Shows Seminar Impact ⑮ In Brief

REFLECTIONS ⑫ Finding a Path ⑬ Love is Little

LEARN MORE ABOUT LEED AT NDgreen.nd.edu



WATER-EFFICIENT LANDSCAPING
The weather station and sprinkler control system will work together to prevent the sprinkler heads from going off when the grass has already had enough water. Drip irrigation is being used in all landscaping beds. Expected reduction is 58.5% below baseline.

ALTERNATIVE TRANSPORTATION
Includes bicycle storage, changing rooms with shower, and designated parking for fuel efficient vehicles



“The environment is God’s gift to everyone, and in our use of it we have a responsibility towards the poor, towards future generations and towards humanity as a whole.”

—Caritas in Veritate (#48)

LOW-EMITTING MATERIALS

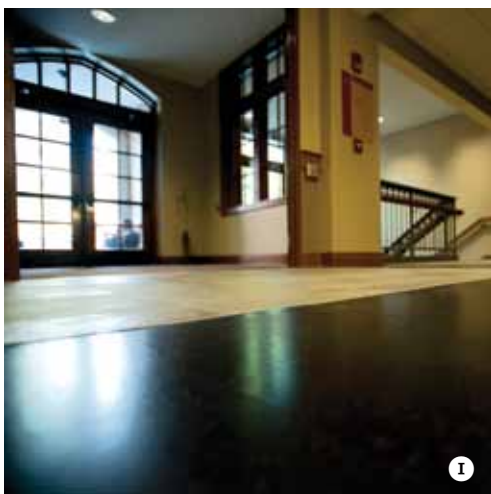
Adhesives, sealants, paints, coatings, and carpets must be low VOC (*volatile organic compounds*).

REGIONAL MATERIALS

10% extracted, processed, and manufactured regionally: The regional materials used include cast stone, brick, gypsum, concrete, and steel.

RECYCLED CONTENT

10% post-consumer + 50% pre-consumer content in building. The recycled materials used include cork, ceilings tiles, carpet, fly ash, gypsum wall board, and steel.



green guide | THE LEED FEATURES OF GEDDES HALL IN PICTURES

- A** Bamboo flooring
- B** Water-efficient landscaping
- C** Reflective roof membrane
- D** Dual flush toilets
- E** Highly controlled HVAC
- F** Increased bicycle storage
- G** Regional limestone
- H** Motion sensors for lights
- I** Cork floor tiles
- J** Low flow faucets
- K** High performance insulation



WATER USE REDUCTION

The use of low flow showers, sinks, urinals, and dual-flush toilets will result in a **45.6% reduction** below baseline.

OPTIMIZED ENERGY PERFORMANCE

Includes high performance wall and roof insulation, windows with low-E glazing, efficient fluorescent lighting, and the use of reflective white membrane on the flat portion of the roof, which reduces heat gain in the summer. Expected energy reduction is **approximately 24.5% below baseline.**



SEE GEDDES HALL › open house **09.03.09 / 4-6 PM** open house **10.03.09 / 10:30 AM-12:30 PM**

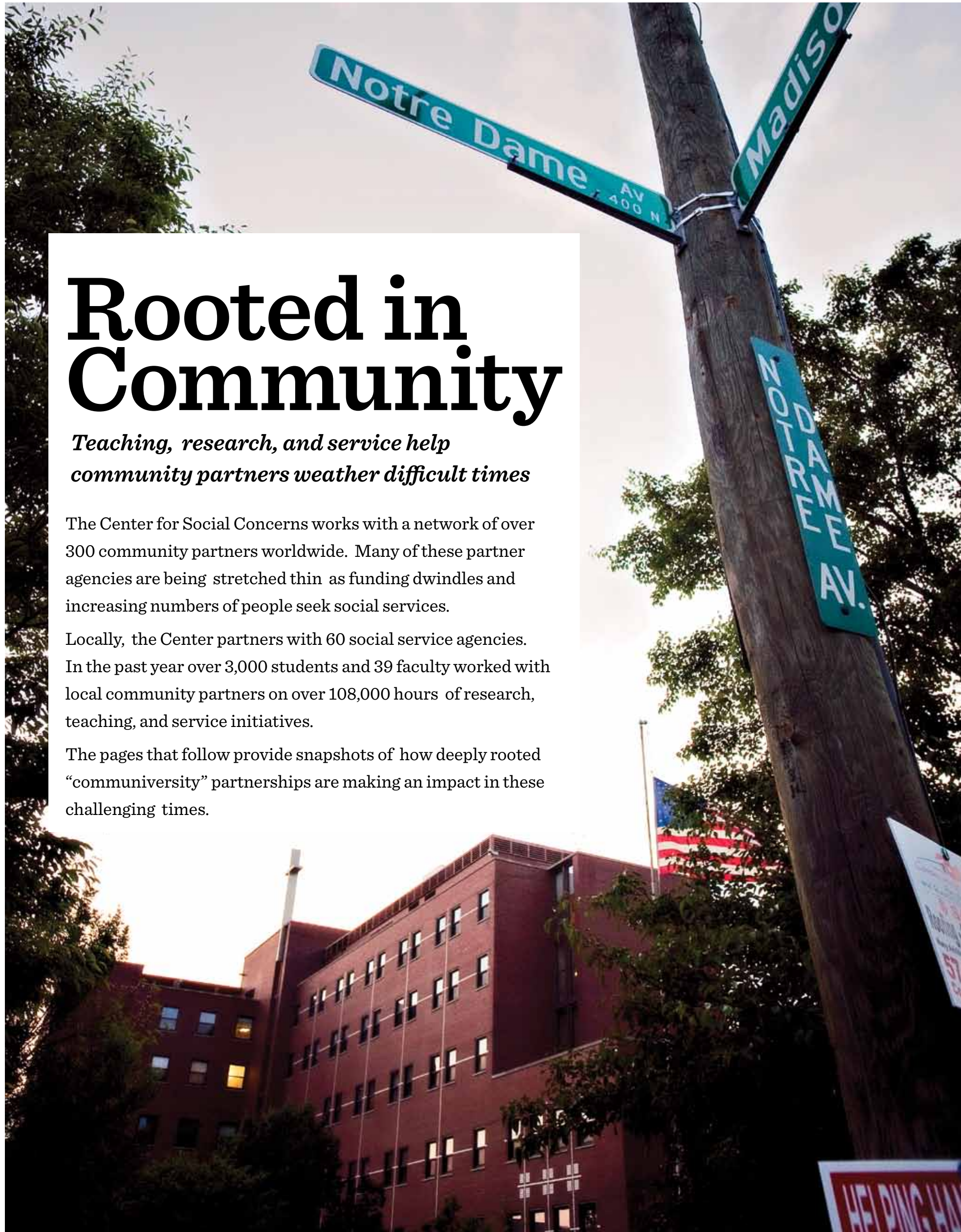
Rooted in Community

Teaching, research, and service help community partners weather difficult times

The Center for Social Concerns works with a network of over 300 community partners worldwide. Many of these partner agencies are being stretched thin as funding dwindles and increasing numbers of people seek social services.

Locally, the Center partners with 60 social service agencies. In the past year over 3,000 students and 39 faculty worked with local community partners on over 108,000 hours of research, teaching, and service initiatives.

The pages that follow provide snapshots of how deeply rooted “communiversity” partnerships are making an impact in these challenging times.



BUILDING CommUniversity



▲ Notre Dame students refresh the symbols hung on the exterior of the Robinson Community Learning Center on CommUniversity Day.

The 1st annual CommUniversity Day brought together residents of South Bend and students of Notre Dame this past spring for a day of fellowship. Sponsored by Student Government and the Center for Social Concerns, this day featured a host of service projects in the community undertaken by student groups as well as opportunities for residents to take part in activities on campus. While service commissioners and swim team members walked the neighborhoods collecting canned goods to restock the Food Bank of Northern Indiana, kids from St. Adalbert grade school scavenged campus grounds hunting Easter eggs. Students and community officials collaborated in park clean-up, house rehabilitation, technology tutoring, and dozens of other projects promoting the common good.

In all, over 700 students and 500 residents participated in the day's events,

which kicked off with breakfast at the Hesburgh Library and culminated in a cookout at the Robinson Community Learning Center. Community members and students shared stories and laughter over hot dogs and potato chips, while a resident applied the final touches of paint to the RCLC murals and the last of the students collecting canned goods arrived topping off the collection at 9,000 pounds! Though much work was accomplished, it was the fellowship that captured the spirit of CommUniversity Day. “We didn’t want this to be a service day,” stated Student Government organizer, Michelle Byrne. “We really wanted to form relationships with the

“We didn’t want this to be a service day. We really wanted to form relationships with the community.”

—MICHELLE BYRNE
Student Government Social Concerns Chair

community.” While Notre Dame students spend countless hours volunteering in South Bend each semester, this event gave them a chance not just to offer their talents but to join in solidarity with residents through conversation and collaboration. “The idea for the day is one body, many gifts,” said Byrne. Indeed, the University of Notre Dame and the city of South Bend demonstrated their shared responsibility to one another and celebrated this collaboration in a most successful CommUniversity Day.

Getting the Community Perspective

By PAUL HORN



**2009 GANEY AWARD
RECIPIENT DANIELLENDE**

Getting the community perspective may seem natural for an anthropologist conducting research. Requiring students to use this community perspective to form their research questions and shape their research reports is not so common.

Daniel Lende, assistant professor of Anthropology at the University of Notre Dame, would not settle for anything less.

“It means absolutely everything to have an individual that is so committed to community-based research.”

—Debra Stanley, Imani Unidad

In spring 2005, Dr. Lende took part in his first community-based research project, “Cultural Barriers and African-American Women in South Bend: Improving Breast Cancer Screening” with Notre Dame undergraduate Alicia Lachiondo, and Margaret McKinney-Arnold of African American Women in Touch. McKinney-Arnold had met with Lachiondo and informed her that one of the great problems facing African-American women was a reluctance to be screened for breast cancer. Dr. Lende encouraged Lachiondo to investigate this research question further, and from there the project took off.

Furthered by a Rodney F. Ganey, Ph.D. Mini-Grant, the study went on to become part of Lachiondo’s senior thesis, and was later published in *Qualitative Health Research*.

Lende also served as senior thesis advisor to Meg Towle as she conducted community-based research on HIV/AIDS with the organization Touching Tiny Lives in Lesotho, the findings of which were later published in the *African Journal of AIDS Research*.

Inspired by the positive impact community-based research had upon learning outcomes, student development, and a community organization’s capacity to improve its services, Dr. Lende sought to offer a community-based research course. In 2006, with a grant from the Center for Social Concerns, Lende first offered “Researching Disease: Methods in Medical Anthropology.” In this course, Dr. Lende and teams of Notre Dame undergraduates partnered with local community organizations including Imani Unidad, African American Women in Touch, Notre Dame Office of Alcohol and Drug Education, and a support group for veterans suffering with Post Traumatic Stress Disorder (PTSD). Their research has since enabled commu-

nity organizations to improve the conditions in hospital waiting rooms, educate the public about PTSD, provide better services to women living with HIV/AIDS, and more. Findings have been published electronically on Neuroanthropology.net, and one research project was turned into a guide book, *Underneath It All: Humor in Breast Cancer*, which has been used by McKinney-Arnold and Memorial Hospital in South Bend.

Lende has since become a leading advocate for incorporating community-based learning and research into courses. He helped form a Faculty Learning Community on community-based research at the Center for Social Concerns, and has presented on the subject at a Corporation for National and Community Service annual meeting and at Indiana University.

Dr. Lende received his Ph.D. in anthropology from Emory University in 2003 and a BA in anthropology from Harvard in 1991. His work focuses on medical anthropology, the synthesis of biological and cultural anthropology, and applied anthropology, with a particular research emphasis on substance use and abuse. Prior to his graduate studies, Dr. Lende served in various roles as an administrator, counselor, and research director in rehabilitation centers in Nigeria and Colombia. It was in these rehabilitation centers that he began to realize the importance of listening to the community perspective when conducting research. ■



2009 GANEY AWARD

BACKGROUND TIMELINE

SPRING 2005

▶ Center for Social Concerns puts Dr. Lende in touch with Debra Stanely of Imani Unidad

▶ Alicia Lachiondo, Margaret McKinney-Arnold (African American Women in Touch) and Lende develop the research project: "Culture Barriers and African-American Women in South Bend: Improving Breast Care Screening"

▶ Ganey Mini-Grant for "Culture Barriers and African-American Women in South Bend: Improving Breast Care Screening" supports further research by Alicia Lachiondo and Margaret McKinney-Arnold

SUMMER 2005

▶ Alicia Lachiondo carries out the bulk of the breast cancer research

FALL 2005

▶ Community-based research/teaching begins in ANTH 35210 "Health, Healing, and Culture" with community partner Debra Stanley

SPRING 2006

▶ Alicia Lachiondo completes senior thesis on breast cancer screening, embodiment, and prevention

▶ Center for Social Concerns provides course development grant for ANTH 45820 "Researching Disease: Methods in Medical Anthropology"

SUMMER 2006

▶ Dr. Lende suggests formation of Faculty Learning Community for community-based learning and research

FALL 2006

▶ ANTH 45820 "Researching Disease: Methods in Medical Anthropology" begins with four community-based research projects: two with Debra Stanley at Imani Unidad, one with Margaret McKinney-Arnold at African American Women in Touch, and one with the Notre Dame Office of Alcohol and Drug Education

▶ Dr. Lende, Mary Beckman, and Debra Stanley present "Community-Based Research and Teaching at Notre Dame" at the inaugural National Community Based Research Networking Initiative conference

SPRING 2007

▶ Publication of community guide book: Bouskill, K., Pelligra, S., Nally, M., Carroll, K. and Lende, D. 2007. *Underneath It All: Humor in Breast Cancer*. South Bend, IN: African American Women in Touch. Community-based guide used in Memorial Hospital, South Bend, Indiana

▶ Presentation of "Designing and Teaching Community-Based Research" at the Faculty Learning Community lunch

▶ "Leading the Scholarship of Engagement in a Research Institution," keynote address presented at the Fourth Annual Summer Institute on Service-Learning and Community-Based Research, Indiana University-Bloomington

SPRING 2009

▶ Electronic publication of student projects on PTSD, HIV/AIDS and Women, and the Breast Cancer Waiting Room

▶ Publication of the breast cancer mini-grant research: Lende, D.H., and Lachiondo, A. (2009). "Embodiment and breast cancer among African-American women." *Qualitative Health Research* 19(2): 216-228

SUMMER 2008

▶ Electronic publication: Casey Bouskill and Daniel Lende. 2008. "When Pink Ribbons Are No Comfort: On Humor and Breast Cancer." *Neuroanthropology.net*: <http://neuroanthropology.net/2008/07/08/when-pink-ribbons-are-no-comfort/>

FALL 2008

▶ ANTH 45820 "Researching Disease: Methods in Medical Anthropology" offered again, with community-based research projects at Imani Unidad, African American Women in Touch, the Notre Dame Office of Alcohol and Drug Education, and the Veterans' Post-Traumatic Stress Disorder (PTSD) support group





▲ Jennifer Warlick (center) addresses a group of Notre Dame faculty and local school administrators about her research.

The Impact of Switching Schools

By CAROL BRADLEY

2008 GANEY MINI-GRANT FINDINGS

Picture a kindergarten classroom of 20 students. By the time that class finishes fourth grade, only six students—30 percent—will have been continuously enrolled in the same school.

That kind of student mobility is creating academic problems for the students who move, but it's also a problem for those who remain, according to Jennifer Warlick, professor of economics and policy studies at the University of Notre Dame.

Warlick has been investigating the rate of school switching in South Bend—and the impact of changing schools on student achievement—with funding from a 2008 Rodney F. Ganey Collaborative Community-Based Research Mini-Grant, assisted by students in her “Economics of Education” class and her research assistant, undergraduate economics major Nick Krafft.

Using statistics the South Bend Community School Corp. (SBCSC) supplies to the Indiana Department of Education, a research analysis of data on 2,120 students has shown that of students who started kindergarten in 2003–04,

only 30 percent of the students remained at the same school through fourth grade.

“Just over 11 percent changed schools at least once, but only during the summer,” Warlick said. “The remaining 59 percent changed schools—during the school year—at least once over the five years.”

Additionally, some students have been identified as “frequent movers”—a first grader who's already been in three different schools, for example.

While students who change schools, especially frequent movers, can suffer psychologically, socially and academically, another important finding is that academic achievement of the “stable core”—the 30 percent of students who stay in one school—is also negatively affected by the school's mobility rate.

It's the result of what Warlick's students Claire Smither and Ben Clarke, in a paper published in the *Journal of Undergraduate Research*, identify as “the chaos factor,” a term borrowed from the research of Russell Rumberger from the University of California at Santa Barbara.

New students coming into the classroom require more time from the teacher, decreasing teacher availability for the rest of the class, they note; routines are disrupted as the pace of instruction slows to accommodate new students, who may be behind in the curriculum.

The negative correlation between academic achievement and school switching is crucial information, Warlick notes. The SBCSC has a significant number of schools that are in the fourth year of non-compliance with the No Child Left Behind Act because of low test scores.

“That pressure makes us interested not just at the individual level—we all want children to learn more,” she says. “The question is, if we reduce mobility, could we not only help students, but bring the schools into compliance?”

Warlick is working on a follow-up grant proposal that will potentially reduce student mobility, but also will require a change in school corporation policy—the grant would guarantee transportation, so that any child who starts at a school could stay there, even if the family moves across district lines. Test scores will be compared with those at schools where students moved away to determine if reducing mobility increases test scores.

Based on the results of the Ganey Mini-Grant research, Warlick and SBCSC officials already are implementing strategies to reduce student mobility—the first steps being the establishment of uniform withdrawal and enrollment procedures across schools, and the creation of posters and brochures to educate parents, before they decide to move.

“We need to tell people how detrimental it is to switch schools,” Warlick says. “We want to let people know how much they may be hurting their children. It puts kids behind, and they may never catch up.”

Jennifer Warlick is the chair of Department of Economics and Policy Studies at the University of Notre Dame. Warlick also co-directs the Poverty Studies Interdisciplinary Minor with Mary Beckman, the associate director for Academic Affairs and Research at the Center for Social Concerns.



2009 GANEY MINI-GRANT

Building Leaders, Framing Injustice

RELIGIOUS NETWORKS, GRASSROOTS ORGANIZING, AND LATINO INTEGRATION

Social movements, aimed at positive social change, usually form within existing networks, especially religious networks. Yet, it is not clear the steps that people within religious networks should take to foster such movements.

This study will look at a local movement, made up of a network of churches in South Bend referred to as TAP (*Transforming Action through Power*), to identify specific pathways toward social justice leadership and integration for Latinos in South Bend. Researchers will conduct “before” interviews with four emerging civil rights leaders, engage in participant observation in “fellowship” meetings participated in by the emerging leaders at seven local churches, and conduct “after” interviews when the leaders have returned from a leadership training experience in Chicago.

The investigation will be able to target the key processes that facilitate Latino leadership and general integration in the South Bend-Mishawaka micropolitan region, as well as provide the area with trained Latino leaders. The study will make critical contributions to social movements literature.

COMMUNITY PARTNER

Transforming Action through Power (TAP)

Rev. Christopher Cox, C.S.C.
Jesusa Rodriguez
Laura Vasquez
Pat Frazier
Rev. John DeRiso, C.S.C.
Rev. Nathan Wills, C.S.C.

UNIVERSITY PARTNERS

Daniel J. Myers
Sociology
Juan Carlos Guzman
Institute for Latino Studies

STUDENT

Elizabeth E. Martinez
Graduate student, Sociology

2009 GANEY MINI-GRANT

Personalized Information Technology Interventions and Their Role in Teen Obesity Management

Obesity is a growing health epidemic among American teenagers. Twelve and a half million children are overweight, and at risk for adverse health effects including hypertension and diabetes.

The aim of this study is to determine the extent to which personalized information technology interventions can affect attitudes and behaviors about managing obesity and impact measured body mass index (BMI) in an underserved population of adolescents in the city of South Bend. A selection of underserved adolescents who either have a high BMI (considered obese) or are “at-risk” of obesity will be obtained from Memorial Family Medicine. Over six months, researchers will collect self-report and clinically measured data from subjects who have been randomly assigned to a treatment or control group. Interventions are text messaging, text and social network invitation, and traditional brochure-based obesity management literature.

The results of the project will help Memorial Family Medicine and the St. Joseph County Health Department to discover which programs would best serve their adolescent population. They will also enable further insight into the role that technology can play in community based health care.



COMMUNITY PARTNERS

St. Joseph County Health Department
Lesley Craft
Memorial Family Medicine
Dr. Kenneth Elek

UNIVERSITY PARTNERS

Corey Angst
Management
Joyce Dunfee
Psychology
Elizabeth Moore
Marketing
Bethany Cockburn
Data Management Center, Psychology

STUDENT

Lauren Gamboa, '09



40 students_{DCTRAIN} - (40 trees * 25 years) = 0CO₂

Social Concerns Seminars Reduce Carbon Footprint

Center for Social Concerns and city of Mishawaka partner to improve parks, offset emissions, and educate students about their environmental impact.

This year, as 300 students set forth to spend their fall break to address some of the nation's most pressing social concerns, some made less of an impact.

SMART TRAVEL The 36 students traveling to Washington D.C. for the Center for Social Concerns' Washington D.C. Seminar, Gospel of Life Seminar, and Energy Policy and Social Change Seminar reduced their environmental impact by taking the train, shrinking their carbon footprint by 43%.

PLANTING TREES This carbon footprint was further reduced on Arbor Day when the Center partnered with the Mishawaka Department of Parks and Recreation, and Transpo bus service to offset carbon dioxide emissions by planting 40 maple trees. If the trees live for 25 years they will offset the emissions produced by the 2008 seminar participants who traveled to Washington, D.C.

LOCAL TO GLOBAL The trees will be registered with the United Nations Environment Programme (UNEP) Plant for the Planet: Billion Tree campaign, a program where every tree registered is matched by the planting of another tree in the developing world.

The new initiative has been pioneered by Cynthia Toms Smedley, the director of the Center's educational immersion seminars, and comes as part of the Center's response to the moral questions raised by the Notre Dame Forum on Sustainable Energy. Toms Smedley sees this initiative as the first step in a larger Center plan to increase efficiency and decrease the Center's global environmental impact. "Tree planting is not a perfect way to offset carbon production," Toms Smedley said. "It's a start."

2009 GANEY MINI-GRANT

Reaching Out to Urban Adolescents through Sports

A COLLABORATION WITH THE SOUTH BEND POLICE DEPARTMENT

How can urban neighborhood-based sports programs foster adolescents' character development and promote their vocational plans? Notre Dame's Institute for Educational Initiatives' Play Like A Champion Today program and the Notre Dame Athletic Department will collaborate with South Bend Police Chief Darryl Boykins' local sports outreach program to investigate how participation in the Boykins' program influences the participants' plans and preparation for post-secondary education and character development.

A team of approximately 10 Notre Dame students and student-athletes will serve as participant-researchers coaching and mentoring approximately 100 youth as they make observations and collect interview data with the youth served by the programs as well as with their parents, program leaders, coaches, and program graduates. The interviews will assess the perceived benefits and challenges of involvement in the Boykins' program as well as the opportunities that the program provides for personal and vocational development. With the research and mentoring assistance that this collaborative project will provide, Chief Boykins' character-oriented program will become a model for youth sports in South Bend and in distressed urban neighborhoods across the country.



COMMUNITY PARTNER

**South Bend Police
Boxing Club**
Chief Darryl Boykins

UNIVERSITY PARTNERS

F. Clark Power
Program of Liberal Studies
Psychology

Kristin Sheehan
Play Like a Champion Today
(PLC) Sports Unit

Harold Swanagan
Athletic Department

About the Ganey Award & Mini-Grants

In March, 2002, local entrepreneur and former associate director of Notre Dame's Laboratory for Social Research sociologist Rodney F. Ganey, Ph.D. committed \$100,000 for a five-year period to give an annual award to a Notre Dame faculty member for research that contributed to the South Bend area and mini-grants for faculty, student, and community research teams addressing the community partner's information needs.

Today Ganey's support has acknowledged the work of eight faculty across diverse disciplines, and brought together more than 20 groups of researchers seeking greater insight into issues of lead poisoning, obesity, HIV/AIDS predatory lending, immigration, water quality, cancer, education, justice, and more.

Ganey Mini-Grant Criteria

The Center offers three Rodney F. Ganey, Ph.D., Collaborative Community-Based Research Mini-Grants in the amount of **\$7,000** each to support joint faculty-student-community research partnerships addressing a social challenge articulated by a community organization.

These may support the planning and development of new projects, the expansion of existing ones, the assessment of projects, or the dissemination of findings from projects that are ongoing or in final stages.

The purposes of the grants are to foster faculty-student-community partnerships that 1) result in measurable, positive impact in the South Bend area, 2) reflect the investment of faculty expertise in the local community; and 3) offer students community-based learning opportunities that promote civic responsibility.



Ganey Award Criteria

The Rodney F. Ganey, Ph.D. Faculty Community-Based Research Award is a **\$5,000** prize presented annually to a regular faculty member who has completed at least one research project that addresses a need within South Bend or the surrounding area.

In order to be considered, projects must 1) address a question raised by a local community group; 2) involve collaboration with a local organization; and 3) include graduate or undergraduate students.

In addition, the nominee should have a record of publication in his or her field, or other forms of evidence of work valued in his or her area of expertise.

Learn more:
socialconcerns.nd.edu/faculty

Executive director of Center for the Homeless reflects on community, self-gift, vocation, and faith in trying economic times

Finding a Path

By STEVE CAMILLERI, '94

Walking through the halls

of the Center for the Homeless last week, I ran into a guest who was looking for an anger management class he was required to attend. I tried to point him in the right direction, and, seeing him later on that day, asked if he had found the class.

"I didn't find it," he stopped me; "it found me."

Since first becoming involved with the Center as an undergraduate at the University of Notre Dame, this was how I perceived the relationship between Notre Dame students and the Center for the Homeless. Now, having seen the incredible support that the Center receives from students and the University, I know it to be true. The Center didn't find its volunteers, they found us.

This has been a challenging time

for the Center economically. We have seen an increase in the number of people walking into our doors asking for help while at the same time experiencing a decrease in our staff. Two of our longest-term employees have recently retired. I have had numerous recent conversations with individuals and families who have not only become homeless for the first time, but who are new to financial instability. President Obama's recent visit to Elkhart bears testimony to just how hard our region has been hit by the economic downturn.

As our community struggles

with this financial burden, the Center is working harder than ever to continue to provide support and resources to the most vulnerable in our society. This can be a scary time, but we shouldn't lose hope. We at the Center have been inspired by the number of individuals and organizations who have made a special effort during this difficult time to donate money, volunteer hours, and items on our critical needs list. During this critical time, our level of support and volunteer dedication from the Center for Social Concerns has not flagged. If not for the partnership and support of the University, we would not be able to maintain the quality of our services, needed more now than ever before. Even though we are all struggling, compassion and generosity still abound in our community to help out our neighbors in their time of need.

Being found by the help we need is an experience we all share.

The timeless words of Jesus urge us to "seek and you shall find," but "seek first the Kingdom of God," through caring for the neediest among us. We at the Center are dedicated to providing this care at any cost, and we are aided in this process by support from my alma mater. Just as my friend here at the Center was found by his supportive class, we continue to be found by the volunteers from the Center for Social Concerns and by generous support from our community. We are thankful.

Steve Camilleri graduated from the University of Notre Dame in 1994. He currently serves as the executive director of the Center for the Homeless in South Bend, Ind.



COMMUNITY PARTNER PROFILE

Center for the Homeless

OVERVIEW: The Center for the Homeless provides over 200 in-residence guests with education, training, rehabilitation, and job placement opportunities. Since the Center for the Homeless opened its doors 20 years ago, it has provided support to over 44,000 people.

SERVICE OPPORTUNITIES: Notre Dame students can ① tutor adults seeking GED, improved literacy and math, ② assist in job retention programs, ③ help at the front desk and exercise room, or ④ read to, play with, and mentor children.



119 students

took part in courses or service opportunities at the Center for the Homeless

2,850⁺ hours

given in service, learning, and research at the Center for the Homeless

6 faculty

taught courses at, or offered research expertise to the Center for the Homeless

(ABOVE) A Notre Dame student tutors a child at the Center for the Homeless. (LEFT) Steve Camilleri, executive director of the Center for the Homeless, talks with a guest after a community meeting.

research shows seminar impact

By NICK BOWMAN

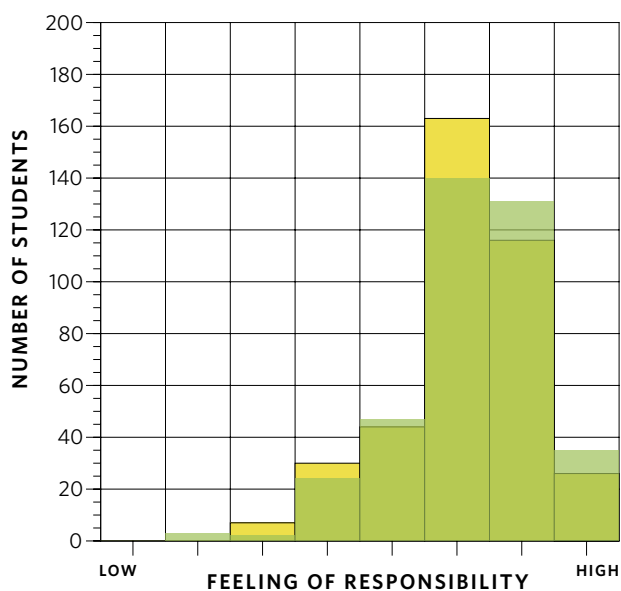
Three of the primary learning goals for students who take the Center's Social Concerns' seminars are cited in the University's mission statement: Students should develop a disciplined sensibility to poverty and injustice, a sense of human solidarity, and a concern for the common good. To assess these learning goals, the Center for Social Concerns administered a survey to students who participated in a one-credit seminar during the 2008–2009 academic year. A total of 387 students completed surveys at the beginning and the end of the semester.

KEY FINDINGS

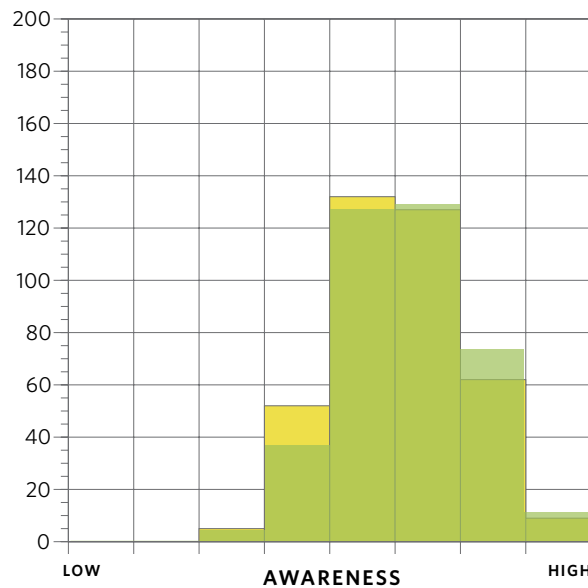
- 1 INCREASED AWARENESS** of structural and societal causes of poverty
- 2 INCREASED SENSE OF PERSONAL RESPONSIBILITY** for working to improve society
- 3 GREATER OPENNESS TO DIVERSITY**, including differences in race, culture, and values
- 4 DECREASED BELIEF THAT INDIVIDUALS WERE SOLELY RESPONSIBLE** for overcoming their obstacles in life

Over the course of the semester, students gained on several desirable outcomes; for instance, students were more aware of structural/societal causes of poverty and held themselves more personally responsible for working to improve society. Students also became more open to various forms of diversity, including differences in race, culture, and values. In addition, students' views of helping changed significantly. After participating in the seminar, students were more likely to believe that people could overcome their problems with the assistance of others, and they were less likely to believe that individuals were solely responsible for overcoming their obstacles in life. All of these changes in beliefs and values are consistent with an enhanced orientation for working toward equality and social justice.

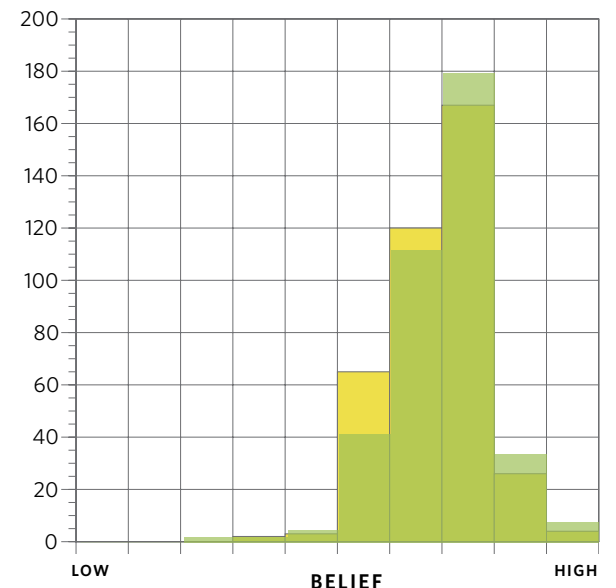
A Feeling of personal responsibility for working to improve society



B Awareness of structural and societal causes of poverty



C Belief that people can overcome their problems with the assistance of others



■ BEFORE SOCIAL CONCERNS SEMINAR

■ AFTER SOCIAL CONCERNS SEMINAR

faculty fellows

2009–2011



► **Kasturi Haldar**
Center for Rare and Neglected Diseases

Kasturi Haldar holds the Julius Nieuwland Chair of Biological Sciences and is the director of Notre Dame's Center for Rare and Neglected Diseases. As a Fellow, she and Mary Beckman, Center for Social Concerns associate director, in collaboration with the Ara Parseghian Medical Research Foundation, are in the beginning stages of developing a health network to provide services for families in the state and region affected by Niemann-Pick type C. This is a genetic disease that usually appears in early childhood for which no known cure currently exists. So far this initiative has engaged two undergraduates and two graduate students in a new course through which they are compiling information for several area families that will be useful to them as they work with physicians and other providers in the care of their affected children.

Professor Haldar's research seeks to understand the common principles of vacuolar biogenesis of emerging and re-emerging infections and their links to chronic disease pathologies in animal models and human populations.

► **Benedict Giamo**
American Studies

Benedict Giamo is an associate professor of American Studies. Giamo's interests include literary and cultural studies, poverty and homelessness, and creative nonfiction. As a Fellow, he will combine those interests by working with Connie Snyder Mick, Center for Social Concerns assistant director, to develop a creative nonfiction workshop for selected students enrolled in the Social Concerns Seminar on Appalachia. Giamo will mentor students on the art of interview and the genre of creative nonfiction as a mode of research, reflection, and response to the injustice they witness in Appalachia.

Giamo's most recent book, *Kerouac, the Word and the Way*, examines the prose art of Jack Kerouac as an expression of an ever shifting spiritual quest. He has recently completed a book-length manuscript in the genre of creative nonfiction entitled "Homeless Come Home: An Advocate, the Riverbank, and Murder in Topeka, Kansas."

Learn more:
socialconcerns.nd.edu/faculty

In brief

NEW SPACE

The Center for Social Concerns moved into its new space, on floors one and two of Geddes Hall on July 20, 2009. Geddes Hall is also home to the Institute for Church Life, the Poverty Studies Interdisciplinary Minor, the Minor in Catholic Social Tradition, and many other initiatives.

VISITORS

Center Justice Education events brought many notable visitors for lectures on campus including: **Chuck Kane**, of One Laptop Per Child; **Ishmael Beah**, former child soldier and author of *A Long Way Gone: Memoirs of a Boy Soldier*; and **Bill Purcell**, director of Harvard University's Institute of Politics at the John F. Kennedy School of Government.

The Center also hosted 14 faculty and staff from universities that are part of the **UK Regeneration Programme**, which links university and community expertise to address pressing community development concerns in the UK. The researchers were visiting a number of institutions with strong engaged scholarship/outreach centers, including IUPUI, Loyola Chicago, and Michigan State.

STAFF

Rachel Tomas Morgan has taken on a new leadership position as an assistant director at the Center for Social Concerns. Rachel will oversee the expansion of the Center's international community-based learning initiatives.

Mary Juckett joined the Center staff as an administrative assistant. Mary will support Bill Purcell and Cynthia Toms Smedley.



▲ Chuck Kane, of One Laptop Per Child, meets with students.



▲ Jay Brandenberger addresses visitors from the UK Regeneration Programme.

Rosie McDowell took up her new remote post in Angers, France to direct the Center's growing European Community-Based Learning initiative.

GRANTS

Jay Brandenberger and **Nick Bowman** received a research grant from the Higher Education Research Institute (HERI) to investigate the impact of religious and spiritual engagement on students' sense of compassion and social responsibility, including the impact of spirituality and religiosity on pro-social orien-

tations and behaviors such as compassion, caring, and social responsibility among college students; the extent to which these prosocial orientations and behaviors conversely influence spiritual and religious development among college students; and the impact of college experiences on pro-social attitudes and values.

Bowman also received a grant to examine the spiritual development and well-being of college students who identify with "marginalized religions."

COMMUNITY-BASED COURSE DEVELOPMENT

grants

► India Education

Action Research Seminar

This course will provide a unique experiential learning and action research opportunity for students in partnership with one of India's leading educators, Sister Cyril Mooney, Principal of Loreto Day School in Kolkata. The hallmark

of Sister Cyril's vision of social justice is the "Rainbow School"—an innovative education program whereby Lo-

reto School's students from fifth grade onwards are required to act as student-teachers for the underprivileged children (mostly street children, child laborers, and children of families in extreme poverty) who participate in non-formal education activities on the rooftop of the school building. The Rainbow model of school within a school has fundamentally challenged the class, religion, and caste divisions of the Indian society and has engaged young people across the social divide into empowering and mutually enriching teaching-learning experiences. Notre Dame students taking this course will conduct instructor-guided qualitative research studies of child poverty, adolescents' social exclusion, and innovative educational interventions targeted at the root causes of poverty and marginalization in India's increasingly prosperous and unequal society.

GRADUATE STUDENT RECIPIENT

Tamo Chattopadhyay

Institute for Educational Initiatives

FACULTY RECIPIENT

Marisel Moreno-Anderson

Romance Languages and Literature

► Beyond the Islands

U.S. Latino Caribbean Literature and Culture

U.S. Latinos/as from the Spanish-speaking Caribbean, have become a strong presence across the United States in the last century. This course examines literary works by Puerto Rican,

Cuban-American, and Dominican-American authors. Readings from various disciplines such as history, sociology, and

anthropology, along with two hours each week contributing with the local Hispanic community at Casa de Amistad, will help students understand the reasons behind the massive movements of peoples from the Hispanic Caribbean to the United States, as well as their current conditions in their new homeland. Issues of migration, trans-nationalism, biculturalism, poverty, gender, and racial and class discrimination will be central to our discussions. Knowledge of Spanish is required; class discussions and written work will be in Spanish. The course is cross-listed with Latino Studies and Latin American Studies.

FACULTY RECIPIENTS

James M. Frabutt

Anthony C. Holter

Mary Ann Remick Leadership Program Alliance for Catholic Education

► Leadership in Catholic Schools IV

Change Agents in Schools

This one-credit graduate course focuses on the broad-based dissemination of participatory, practitioner-driven action research and building strategies to sustain data-based inquiry in

Catholic schools. The course is open only to graduate students in the Mary Ann Remick Leadership Program and is required for completion of the degree require-

ments of the Master of Arts in Educational Administration. Each student will have completed a year-long, community-based action research project focused on an issue or phenomenon that is of particular importance in their school. This course aims to challenge students to maintain their momentum as powerful agents for change through action research.

Find out more:
socialconcerns.nd.edu/faculty

GRANT RECIPIENTS

(From left to right)

Tamo Chattopadhyay
Marisel Moreno-Anderson
James M. Frabutt
Anthony C. Holter





▲ Rev. John I. Jenkins, C.S.C. congratulates Joella Bitter '09 at the Senior Service Send-off: May 2009. ▲ Erin Ramsey at Finca del Niño

Love is Little

 Excerpt from the blog of
ERIN RAMSEY '09

So, you might be wondering exactly what will I be doing for the next 27 months of my life? And with a Notre Dame degree in hand, why would I want to spend two-plus years not only working for free, but actually raising all the funds I need so that I can do so? I guess I'll start with the supposedly easy part to answer: the what.

I've committed to a 27-month long term of volunteer service with the Farm of the Child (la Finca del Niño), a small Catholic orphanage just outside Trujillo, Honduras. I won't know my exact job placement until a few weeks after I arrive on-site, but chances are good that I'll either serve as a teacher, social worker, or community outreach coordinator. Although some people see it as strange to not know exactly what role I'll be playing in the project, I think it's actually one of the more beautiful aspects of what we're doing—my fellow volunteers and I don't sign on specifically to be a teacher, nurse, or community organizer—we sign on because we feel a sense of identification with the Farm's mission and are willing and open to offer our gifts however they're most needed to serve the kids and the community.

The Farm is a family-style orphanage, which means that our kids live in houses with Honduran house-parents and staff who raise them according to Honduran culture. In addition to family-style homes, the Farm offers our kids medical care at an on-site clinic, a great education at Escuela Catolica San Pedro, and the opportunity for spiritual development. Many of these services are available to our neighbors in local villages as well.

The volunteers live together in a beautiful, simple house on property. We live like the kids live, and they live relatively like our neighbors live. We have cold running mountain water and electricity, most of the time, but that's about where the luxury stops. We'll be sleeping on thin mattresses on wooden beds and eating a lot of rice and

beans. There are no cell phones or internet. I know I'll miss air conditioning, having a soft bed, and a good cup of coffee every once in a while, but I'm looking forward to learning how to incorporate simplicity into my life, which is one of the Farm's four pillars—the others are service, spirituality, and community.

Now for the more difficult question: the why. The answer begins in the summer of 2007, when I spent two months at the Farm of the Child as a summer volunteer as part of the Center for Social Concerns' International Summer Service-Learning Program—two sweaty, challenging, grace-filled months in which I fell in love with the Finca's mission and its adorable kids. After many, many months of discernment about where my path after Notre Dame would lead, I found myself continually drawn back to this place I have come to love deeply for its wonderful, hilarious, difficult children, the intentionality of its community life, and the seriousness with which it approaches simplicity and spirituality.

One of my models of faith, Fr. Michael Himes, writes that there are three questions we should ask of ourselves when discerning. First, is there a legitimate need? Second, do you have the gifts to fill that need and is there an opportunity for growth? Third, is it a source of joy for you? When I think about the Finca, my answer to all three of these questions is a resounding yes. In short, I believe it is the place where I can best make love visible—where I can best live out with joy my gratitude for all I have been given.

“...I'll miss air conditioning, having a soft bed, and a good cup of coffee every once in a while, but I'm looking forward to learning how to incorporate simplicity ...into my life.”



erinramsey.blogspot.com

BY THE NUMBERS CLASS OF 2009

10% of the graduating seniors will spend a year or more in postgraduate service.

10th Notre Dame's rank nationally in the number of seniors from mid-sized colleges and schools who join Teach for America after graduation.

18 different countries will be home for graduates engaged in service.