At the Intersection

Center for Engaged Learning, Teaching, & Scholarship
As Fr. Adolfo Nicholas, SJ, describes the Ignatian imagination, he states: “Real creativity is an active, dynamic process of finding responses to real questions.” Learning requires such creativity, and our center with its new name – the Center for Engaged Learning, Teaching, and Scholarship (CELTS) – is a center of creativity and action. As our name suggests, we exist at the intersection of learning, teaching, and scholarship as learning transforms into the creative action of students, faculty, and community partners.

At the intersection of... catalyzing innovation
CELTS serves as a connector, convener, and catalyst for innovation in learning and teaching through community-based learning courses and high-impact learning programs. As a teaching and learning center on campus, as well as a community partnerships center, Loyola’s CELTS often serves at the intersection of students, faculty, and community partners actively engaging together toward a public good and a more just society. CELTS facilitates high-impact learning programs with faculty, community partners, and students through academic internships, learning portfolios, service-learning, and undergraduate research.

At the intersection of... transformative learning and teaching
Through experiential, community-based work, learning and teaching changes. We certainly experienced this through the global pandemic and the national reckoning with racial injustice throughout 2020 - 2021, during which CELTS became a thought-leader for all of our educational partners as we delved into creative practices involving community-engaged learning and virtual work. Community partners, students, and faculty become co-learners and co-teachers in this shared space, and the walls of the classroom break down barriers opening up learning and teaching into the community. Learning happens in and with the community—sometimes in person and sometimes virtually. In this annual report, you will find some of the learning featured through community-engaged teaching and learning, as well as high-impact learning - through the voices of students, faculty, and community partners. Reflective narratives, coupled with featured highlights, reveal the breadth and depth of engaged teaching and learning at Loyola University Chicago. These reflections remind us not only of the power of such learning, but also how learning transforms us and strengthens our communities.

Inviting you to this intersection,

Patrick M. Green, EdD
Executive Director, Center for Engaged Learning, Teaching, & Scholarship (CELTS)
Clinical Assistant Professor, School of Education
CELTS Mission

Advancing Loyola’s Jesuit, Catholic mission of “expanding knowledge in the service of humanity through learning, justice, and faith,” the Center for Engaged Learning, Teaching, and Scholarship (CELTS) is a teaching and learning center that sits at the intersection of innovative experiential learning pedagogy, community-engaged learning, and the scholarship of engagement.

The goal of CELTS is to foster community-engaged, high-impact experiential learning in collaboration with undergraduate and graduate students, faculty, staff, and community partners. Through this collaboration, each participant serves as a co-educator, developing creative pedagogical approaches and producing scholarly initiatives focused on teaching, learning, and community engagement.

Introducing … the Center for Engaged Learning, Teaching, and Scholarship!

The Center for Experiential Learning has become the Center for Engaged Learning, Teaching, and Scholarship (CELTS)! We facilitate experiential learning at the intersection of faculty, community partners, and students, and this change celebrates and elevates our emphasis on community-engaged teaching and learning, while also prioritizing engaged scholarship.

CELTS (pronounced “selts”) articulates how we have emerged into a teaching and learning center that supports students, faculty, and community partners in high-impact learning. Positioned in the Office of the Provost under Global and Community Engagement, CELTS facilitates programs, training, and the development of scholarship in Engaged Learning, community-based learning, and reflective practice and learning in the Ignatian tradition. Community partnerships remain central to our work, and the name CELTS represents our ongoing commitment to the shared goals of our communities.

We continue to support the nationally-recognized, University-wide programs of academic internships, learning portfolios, service-learning, and undergraduate research. Finally, we encourage and create opportunities for a variety of scholarship around high impact practices, community-engaged scholarship, and the practice of teaching and learning.

The CELTS team commits to expanding our services and resources to better support faculty, community partners, and students with engaged learning, teaching, and scholarly opportunities that contribute to the transformative Jesuit education provided at Loyola University Chicago.

“I like the name change and believe that it better reflects the programming and resources of the Center.”

MARIA VIDAL DE HAYMES, PROFESSOR, SCHOOL OF SOCIAL WORK

At the intersection of

celebrating and elevating engaged learning, teaching, and research...

“The name change is reflective of all that you do. Engagement takes it a step further than experiential learning. While this was inherent in the programs, oversight, and experiences for students, the new name spelling this out is a positive change.”

SHARON KEANE, COMMUNITY PARTNER, MISERICORDIA HEART OF MERCY
ENGAGED LEARNING COURSES AT LOYOLA

“...The starting point, then, will always be what is real: what is materially, concretely thought to be there; the world as we encounter it; the world of the senses so vividly described in the Gospels themselves; a world of suffering and need, a broken world with many broken people in need of healing. We start there.” ADOLFO NICHOLAS, SJ

At Loyola University Chicago, engaging in the community and research outside the classroom is part of the curriculum. All undergraduate students are required to complete a three-credit Engaged Learning course, which includes a structured learning experience integrated into the course that engages students in learning outside the classroom. This learning happens through community-based learning, engaging with a non-profit community organization, interning at a professional organization, or delving into a research project. The Center for Engaged Learning, Teaching, and Scholarship (CELTS) supports faculty in the creation and development of Engaged Learning courses, connecting students and community partner opportunities while facilitating critical reflection opportunities on their experiences.

“At the intersection of the real world and experience...”

“After going through some recent job interviews, I have noticed how this research project has shaped me and will potentially help me in my future employment.” KATIE SMET, ART HISTORY, ’21

Each year, new Engaged Learning courses are offered to students, and the CELTS team promotes and assists with the development of the new courses to create new opportunities for Loyola students. From promoting courses to answering questions and connecting to experiences, CELTS is the faculty and student resource for the Engaged Learning University requirement. The CELTS team provides resources for faculty and students to identify community partnerships and opportunities, as well as critical reflection resources, research opportunities, and teaching and learning strategies for Engaged Learning.

“I think my engaged learning experience has contributed to the “well-roundedness” of my Loyola education. I was able to connect our Jesuit heritage and see where it applies in my internship. Overall, my engaged learning experience encouraged me to dig deeper into my internship.” ALEX HARMAN, MATHEMATICS, ’20
**Faculty Development Programs**

The Center for Engaged Learning, Teaching, and Scholarship offers a variety of educational development programs for faculty to enhance their teaching and learning strategies, to train them in experiential learning strategies, and support their high-impact learning courses. From book groups to seminar series of workshops, from speakers to faculty panels, from affinity groups to communities of practice, the Center for Engaged Learning, Teaching, and Scholarship facilitates numerous teaching and learning programs throughout the year.

The Faculty Certificate in Experiential Learning is a development program for Loyola’s faculty to build strategies in teaching experiential learning courses. This educational development program provides workshops focused on integrated course design, implementing experiential learning, working with community partners, and facilitating critical reflection.

"They have been the best faculty development programs I have experienced at Loyola. The reading groups, in particular, are excellent - both in terms of material and engagement."

**Pat Mooney-Melvin, Associate Professor, History**

Because of the group, I added a unit on the Neuroscience of Racism to my Intro to Neuro course – focused on what we understand about the neural mechanisms underlying prejudice and discrimination. The majority of my students during the fall semester said this was the most impactful unit of the course.

**Elizabeth Wakefield, Assistant Professor, Psychology**

The Social Justice Pedagogy Group provides a forum where faculty can learn from each other and engage in conversations about teaching social justice and pedagogy in the classroom. Participants share their experiences and strategies for incorporating social justice into their courses.

"I've learned so much from interacting with our colleagues in a structured way the groups provide. Largely, I'd say hearing what other folks do in their classes has helped me acquire some new best practices that have improved my own teaching."

**Gregory Palmer, Instructor, School for Environmental Sustainability**

At the intersection of pedagogy and practice...

**Social Justice Pedagogy Group**

As conversations around social justice intensify on the national level, faculty gathered to take some time to think about how they cultivated a just classroom environment through how they teach, as well as what they teach.

**Active Teaching Online Reading Group**

In the wake of the University’s transition to online learning throughout the year, the CELTS offered a reading group on the text *Small Teaching Online*. Small teaching is a methodology that focuses on small changes you can make and immediately implement in class rather than full syllabus or course overhaul.

**Specification Grading and Assessment Innovation**

Faculty discussed innovative approaches to grading that are best practices in experiential learning, retain rigor, connect to learning outcomes, address issues of implicit bias, and motivate students to learn and excel. The group engaged with approaches to grading such as Specifications Grading, anti-racist grading, and peer review.
COMMUNITY-BASED LEARNING

At the intersection of community and classroom...

Service-Learning is a pedagogy and practice that provides a community-based experience integrated into traditional academic coursework. All service-learning courses involve two common elements: 1) Student engagement in a service experience that is responsive to community priorities and aligns with course outcomes; and 2) Structured opportunities for reflection embedded in the course that help students draw meaning from their community-based experiences and connect them to course content. These experiences and critical reflection become an “integrated text” for the course and assist with making learning the subject matter even more dynamic, integrated, and relevant.

Service-Learning is facilitated by the Center for Engaged Learning, Teaching, and Scholarship through the following hallmarks:

**Encounter:** The opportunity to build relationships with the residents of our communities is taken seriously. Service-learning is more than completing a task; it is about honoring and appreciating the history, knowledge, and assets of that community and its members.

**Engaging The Material:** We want students to think critically about how their academic course material is interplaying with their service-learning and lived experiences.

**Common Good:** We ask students to consider their actions in the community in the context of building toward the common good.

“My group’s project (from ENVS 283 Environmental Sustainability) focused on creating sustainable business guides for businesses in Chicago’s 47th Ward. This project helped enhance my knowledge on specific avenues one can take to incorporate sustainable practices into their business or even just their personal life. Understanding that both big changes as well as small ones can have very positive environmental impacts made me much more optimistic about the future of environmental sustainability…” **TIM VENTRELLA, ENVIRONMENTAL POLICY, ’23**
ACADEMIC INTERNSHIPS

Academic internships at Loyola provide students with the opportunity to integrate academic knowledge with practical application in a professional setting, whether in a for-profit organization, government agency, or non-profit organization. Students benefit from dual structure and supervision, obtaining experience in the community doing meaningful work for their organization and critically reflecting on it in the classroom with their peers.

“At the intersection of professional experience and learning…”

“I connected what I was learning with the experience that I was gaining in my internship site. I learned the value of receiving feedback because it is important to continue improving.”

PERLA SOLANO, MARKETING AND ADVERTISING, ’23

“This experience allowed me to organize my tasks better through prioritizing immediate action items first. I also improved my communication skills, as I worked remotely from home. The connections, mentors, and learning opportunities have allowed me to truly grow and learn. I was also able to hone in my academic knowledge of programming and IT infrastructure through learning about real-world methodology such as iterative programming.”

ANISH KAPOOR, SOFTWARE ENGINEERING, ’22

1,327 Students completed academic internships
159,240 internship hours completed

23% PAID
77% UNPAID

8% GOVERNMENTAL
54% FOR-PROFIT
38% NON-PROFIT

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37 different academic internship courses

37 different academic internship courses
UNDERGRADUATE RESEARCH

LUROP Fellowships by the numbers

- 61 Provost Fellowships for Undergraduate Research
- 4 Women in Science Enabling Research (WISER) Fellowships
- 5 Social Justice Research Fellowships
- 2 Interdisciplinary Research Fellowships
- 5 Carbon Undergraduate Research Fellowships
- 2 Rudis Scholarships in Political Science
- 4 Institute for Environmental Sustainability Fellowships
- 7 Research Mentoring Program (RMP) Fellowships
- 37 Mulcahy Scholar Fellowships
- 2 Hank Center Fellowship for Catholic Intellectual Heritage
- 6 Center for Urban Research and Learning Fellowship

For more information about LUROP Fellowships, visit LUC.edu/LUROP.

At the intersection of critical inquiry and mentoring...

Undergraduate research is an integral high-impact learning experience for many students at Loyola University Chicago. Through the Loyola Undergraduate Research Opportunities Program (LUROP), Loyola students from across the university engage in mentored research through a variety of funded fellowships. Despite challenges caused by the context of a global pandemic, over 150 students engaged in hands-on research through 11 different fellowships this past year. Through a competitive application cycle and nearly 400 applications, over 200 students were awarded funded fellowships for the 2021-22 summer and academic year.

“I have always seen research as a great vector of social justice, and it has been such a joy to integrate this passion into my academic work.”

AUDREY HARRIS, PSYCHOLOGY, WOMEN STUDIES & GENDER STUDIES, ’21

“As a senior, doing this fellowship has really given me the opportunity to practically apply everything I have learned from classes and research labs over the last four years. I also feel that this has been very useful preparation for graduate school.”

TORI ROBERTS, COGNITIVE & BEHAVIORAL NEUROSCIENCE, ’21

“This project has changed my life in more ways than I can count. Not only have I learned the principles of the research process such as writing a proposal, applying to the IRB, drafting survey questions, distributing to diverse populations, and analyzing the results, but I have also grown tremendously as a person.”

SARAH STROM, PUBLIC HEALTH, ’21

155 total undergraduate research fellowships over 11 programs
27 majors represented
50 faculty mentors
A learning portfolio (ePortfolio) is a digital collection of students’ demonstrated knowledge, competencies, and skills represented through learning artifacts. Learning artifacts are documents or multimedia that are evidence of student learning and growth over time, such as writing samples, research papers, reflections, photos, videos, blogs, or presentations. Learning portfolios assist students in deepening critical reflections and integrate learning across course concepts, academic disciplines, and co-curricular experiences.

While the circumstances of the last academic year have truly been a hardship of a generation, the thread that held many of us together was the connectedness provided through technology. We launched a new portfolio platform, Digication, in the midst of the pandemic. As community-based learning, internships, research, courses, meetings, and general workflows were forced to change, portfolios became a more recognized model of reflective learning practices and assessment. The new portfolio platform, Digication, became a highly utilized tool for courses, capstones, and programs serving academic, professional, and personal uses. By engaging in multi-modal, digital pedagogy, students’ knowledge and skills are made visible through their portfolios and experiences in unique and enriched ways.

“The learning portfolio for the dance major senior capstone allowed me to synthesize and reflect on all of my in-class and out-of-class experiences throughout my undergraduate career. Ultimately, all of my in-class experiences, whether they were reflections, technique classes, or presentations, pushed me to go out into the Chicago community and create innovative initiatives that stayed true to my values.”

MASHA BANDOUIL, BIOLOGY, DANCE, ’21

At the intersection of digital learning and critical reflection...
In collaboration with University Libraries and their eCommons platform, the Center for Engaged Learning, Teaching, and Scholarship once again hosted a virtual Undergraduate Research and Engagement Symposium in the spring. Students displayed their research and community engagement presentations in a variety of multimedia formats. From video presentations and narrated slideshows, to research posters and learning portfolios, students demonstrated their learning from the past year guided by faculty mentors and instructors. Faculty, staff, alumni, graduate students, and community partners evaluated all of the students’ work, offering yet another opportunity for feedback and learning.

To see the variety of student presentations, visit ecommons.luc.edu/ures/2021/
COMMUNITY PARTNERSHIPS

“This past year illustrated how truly interconnected our society is and how we can work together to lift each other up. That was no different for our students. The pandemic presented new challenges but also new opportunities to get creative about partnerships. Whether it was virtual internships, project-based work done off-site, or finding safe ways to engage the community in person, hundreds of community partners made it possible for our students to serve, to grow, and to learn.

We have gotten students who have been people of great character, who have really come to learn and grow and inspire the younger generation of students. We have gotten students who really believe in our mission. Who have come to understand a lot about the critical issues that certain communities face and how they can be a part of helping to make things better for the community.”

PRECIOUS WADE, COMMUNITY PARTNER, OUTREACH COMMUNITY MINISTRIES

At the intersection of co-educating and creative community work...

% of supervisors reporting student growth in various areas:
- Values-based leadership 93%
- Critical reflection 91%
- Justice-orientation 76%
- Global awareness 71%

% of supervisors using various co-education approaches:
- Provided professional development opportunities 85%
- Invited students to professional events 72%
- Had conversations with students about their learning 95%

99% of supervisors reported satisfaction with their Loyola students.

568 community partners
6 virtual capacity-development workshops and panels offered for partners
CULTIVATING PARTNERSHIPS

The CELTS team works with various community organizations to curate opportunities for Loyola students, from academic internships to research and community-based projects. Working behind the scenes to support the development of these opportunities not only creates robust learning experiences in the community for Loyola students, but also supports the capacity of many non-profit organizations who host our students. Multiple meetings, phone calls, emails, and group meetings with faculty and students allow the CELTS team to foster deeper relationships with community organizations across Chicago, nationally, and internationally.

Examples of partnerships with many community organizations around Chicago

- Shedd Aquarium
- Chicago Children’s Museum
- Catholic Charities of the Archdiocese of Chicago
- Misericordia Heart of Mercy
- Taller de José
- Sacred Heart School
- GirlForward
- ONE Northside
- Step Up For Mental Health
- Upwardly Global
- Advocate Aurora Health
- Lakeview Pantry
- Offices of Chicago Aldermen
- Chicagoland Methodist Senior Services
- The Clare at Watertower
- House of Peace Shelter
- Living Works
- Madonna Mission

It is so important for the students to learn about this population who is very hidden in US society. There are many immigrants who come to the US with professional experience and training and they are not seen and struggle to find jobs in their professions. Especially in the public health world, it is important to know that these folks are here and that they want to contribute to the health of our country, but they face many obstacles.”

TAMAR FROLICHSTEIN-APPEL, COMMUNITY PARTNER, UPWARDLY GLOBAL

At the intersection of curating opportunities and community capacity-building...

Lakota People’s Law Project

“LPLP helped students develop educational projects that would provide practical aid to the Lakota community. As the students made clear in their evaluations, course content on the theories of environmental justice was linked to the service work they did for LPLP. Theory informed practice; practice informed theory. LPLP was an extraordinary partner to help make that happen. Transformations happened in students’ lives.” MICHAEL SCHUCK, PROFESSOR, THEOLOGY

Chicagoland Methodist Senior Services

“Thank you to Loyola’s Senior Connections Friendly Callers for building a friendship and enabling the Seniors in our community to maintain a sense of continued love and engagement with our world, in spite of heightened isolation… I’ve loved working through the service learning process with LUC students. I’ve been able to witness students’ solid, caring values for humanity and what’s important in life.” MARY ELLEN VISKOCIL, COMMUNITY PARTNER, CHICAGO METHODIST SENIOR SERVICES

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At the intersection of curating opportunities and community capacity-building...
Scattered around the country by the pandemic, Loyola students took the opportunity to complete their Engaged Learning in their home communities. Here is a snapshot of opportunities as students engaged in a variety of organizations.
SOCIAL JUSTICE INTERNSHIP PROGRAM

The Social Justice Internship Grant Program provides a select group of students the opportunity to complete a two-semester internship with a Chicago non-profit organization. Receiving a tuition grant from the Office of Financial Aid and supported by a unique two-semester course on organizational change and community leadership, students explore what it means to make an impact in their communities throughout and beyond their internship. This past year, students interned with Catholic Charities of Chicago, Misericordia Heart of Mercy, Girlforward, ONE Northside, Madonna Mission, CommunityHealth, and Loyola’s COVID-19 Care Team.

“At the intersection of advocacy and education in justice...

“Throughout the work I have done and the relationship with my supervisor, I learned the importance of leadership and power, community organizing and developing, and the role intersectionality plays in communities and my personal life.”

KARINA RODRIGUEZ, SOCIOLOGY & ANTHROPOLOGY, ’23

“Throughout the day, the student participants have presented me with the valuable opportunity to perform an introspection on my identity, and how social justice aligns with my passion for healthcare equity and wellness.”

MELISSA MADRANGCA, PUBLIC HEALTH, ’22

“I have not only learned about the ways in which the GirlForward community builds empowering relationships as the basis for their service work, but I have also learned about my own leadership style and the work that I am the most drawn to within the social justice arena.”

FRANCESCA MARCHESE GONZÁLEZ, GLOBAL & INTERNATIONAL STUDIES, WOMEN STUDIES & GENDER STUDIES, ’21

3,018
hours completed by 13 Social Justice Interns

$88,639
estimated value of students’ internship hours

LOYOLA UNIVERSITY CHICAGO

CELTs | IMPACT REPORT 2020–2021
ACCESS TO OPPORTUNITIES

The Center for Engaged Learning, Teaching, and Scholarship curates opportunities for students with community organizations, communicates various experiences with partners to students, and connects students, faculty, and partners together. From unique courses to funding opportunities and exciting experiences, the CELTS team creates new opportunities and paves new pathways for students to gain experience in the real world. Developing internships and community-based learning opportunities, as well as research and project-based learning experiences, Loyola students have ample connections to professional and community-based organizations.

Opportunities Newsletter
Students may choose to receive the Opportunities newsletter published every other week to learn about new internships, volunteer opportunities, research fellowships, funding opportunities, and other possibilities to enhance their learning.

ASPIRE Scholarships
In collaboration with the Student Government of Loyola Chicago and the Office of Financial Aid, the CELTS team facilitates the All Students Prosper If Resources Exist (ASPIRE) Scholarship of $1500 for students engaged in unpaid opportunities connected to their Engaged Learning course. This funding opportunity supports students who may have financial needs or whose unpaid opportunity causes a financial burden.

Mellon Foundation Award for Engagement for Unpaid Academic Internships
Loyola University Chicago undergraduate students enrolled in an Academic Internship course where the internship is unpaid are eligible to apply for $1,500 funding. This award addresses the financial burden that unpaid internships may cause students.
EXPERIENTIAL LEARNING (EXPL) COURSES

At the intersection of forming leaders and developing persons for others...

The Center for Engaged Learning, Teaching, and Scholarship offers a number of Engaged Learning courses for undergraduate students, which provide students from any major the opportunity to engage transdisciplinary courses focused on service-learning, academic internships, and/or undergraduate research. Each course requires students to complete a learning portfolio as the capstone project for the course. The courses offered this past year include:

EXPL 290 Seminar in Service-Learning and Leadership
EXPL 291 Seminar in Community-based Research
EXPL 390 Seminar in Organizational Change and Community Leadership
EXPL 391 Seminar in Undergraduate Research

EXPL 390 Internship Seminar in Organizational Change and Community Leadership

EXPL 390 is a 3-credit seminar course that focuses on organizational and community leadership through an internship. Students work a minimum of 100 hours over the semester in a professional role at their organization, while reflecting on their work experience in the context of organizational and community leadership, civic engagement, and community development. Students construct a learning portfolio to document and present their learning, growth, and connection between course content and their internship experiences.

EXPL 391 Seminar in Undergraduate Research

This seminar course offers undergraduate students the experiential opportunity to engage in research while building a foundation in research methods. Students may be part of the Loyola Undergraduate Research Opportunities Program (LUROP) through a funded fellowship, or students may be working independently with a faculty mentor (volunteering in a lab or working on a research team). As an engaged learning course, students conduct original research with a faculty mentor and reflect on the research experience in the context of various research paradigms, application of research methodologies, and implications for ethical research. This course provides students the opportunity to develop a formal written research paper, project, and/or poster, preparing to present their research in a professional setting.

“This experience along with my internship I was able to learn about different perspectives, specifically in healthcare. Knowing what I know now from the course and my internship, I am making it my life-long mission to combat the inequalities and make healthcare available for all, because healthcare is a human right not a privilege.”

HANNA SHAWABKEN, CHEMISTRY, ’22

To view Hanna’s learning portfolio, visit LUC.edu/CELTS

“EXPL 391 gave me a new perspective and an understanding of application-based studies. I really enjoyed talking about our grant proposal writing skills. It gave me an upper hand in the research space. This course also let me connect with new people.”

TENZING SHERPA, NEUROSCIENCE AND PSYCHOLOGY, ’22

To view Tenzing’s learning portfolio, visit LUC.edu/CELTS

To view Hanna’s learning portfolio, visit LUC.edu/CELTS
EXPERIENTIAL LEARNING (EXPL) COURSES

At the intersection of global education and virtual experiences

“Completing a global, remote internship through this engaged learning course truly allowed me to build confidence in myself and in my strengths as an intern and student... By working with the Social Justice and Ecology Secretariat’s different networks, I learned how local advocacy efforts were combined with national and international advocacy efforts to have a greater impact. This experience has helped me to better understand the big picture or systems thinking and realize that we need all types of advocacy to make a difference in the world.”

SOPHIA BARNARD, HEALTHCARE ADMINISTRATION, ’21

To view Sophia’s learning portfolio, visit LUC.edu/CELTS

Although the context of COVID-19 may have created barriers for some internships, it opened up opportunities for students to work in virtual global internships. In spring 2021, the CELTS team worked closely with the Rome campus and Rome faculty member, Nadia Cristiani, Academic Internship Coordinator and Italian Language Lecturer, to develop a section of EXPL 390 in which students could connect with partners in Rome, Italy for a global experience while working virtually.

“One of the things I noticed is how students reinforced their willingness to engage with real-world issues, applying and supplementing what they learned both in EXPL390 and more widely in their college courses to their internship. Students truly identified themselves with the university mission of being (young) men and women for others.”

NADIA CRISTIANI, ACADEMIC INTERNSHIP COORDINATOR AND ITALIAN LANGUAGE LECTURER
At the intersection of scholarly inquiry and community-engaged practice...

In addition to supporting faculty in their research endeavors and connecting them to the undergraduate research program, the CELTS faculty development programs promote community-engaged scholarship in which faculty connect their teaching and learning practice with community engagement through research, publishing in scholarly journals, and disseminating their work at professional conferences. The CELTS team facilitates a number of communities of practice for faculty, out of which scholarly endeavors grow. In addition, the CELTS team contributes to the education field by publishing engaged scholarship on a variety of teaching and learning practices.

Community-Engaged Scholar Faculty Fellows Program

Working with a cohort of faculty, the CELTS team facilitates a learning community in which the members develop community-engaged scholarly projects. They meet to provide feedback to each other, as well as to develop innovative approaches to their scholarly work. What emerges from these projects vary from new publications and conference presentations to new community projects and new courses.

Publications


Conference presentations

Sandra Kaufmann, Professor of Dance, presented at the Loyola University Chicago Climate Change Conference this past year. After receiving a faculty research grant from the Hank Center for Catholic Intellectual Heritage to create a new work concerning Laudato Si’, she discussed the role of the arts in science and climate advocacy.

New Courses

Drs. Michael Burns and Joe Vukov have developed a new Engaged Learning course sequence, and will be teaching it for the first time in Fall 2021. The sequence — titled Philosophy and Science for the Future — pairs a core Philosophy course with an upper-division Biology elective. Student groups will be paired with community partners, and will work with these partners to develop learning modules for use in the community. The course has attracted funding from a Mellon Foundation grant through the University of Notre Dame and Loyola’s Hank Center for Catholic Intellectual Heritage. Burns and Vukov hope the courses — and community-developed learning modules — provide a model for fostering discussion about controversial topics, especially those at the intersection of science and religion.

Community Projects

Sasha Adkins, Instructor in the School of Environmental Sustainability, led students in the capstone engaged research course, while they worked with residents of frontline communities impacted by environmental pollution. Residents observed poor air quality and a high rate of illness and premature death, and they requested technical and material support from Loyola. Teams of residents and Loyola students have been monitoring air quality with handheld devices provided by the Environmental Law and Policy Center.

CELTS Scholarly Publications

The CELTS team continues to publish and contribute to the field of teaching and learning, as well as community engagement, through various educational journals and outlets:


