

Center for Engaged Learning,
Teaching, and Scholarship

illuminating Learning that Transforms You

2025–26 IMPACT REPORT



LOYOLA
UNIVERSITY CHICAGO

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Letter from the Executive Director

Illuminating Learning that Transforms You

AS POPE LEO SHARES in his Apostolic Letter, *Drawing New Maps of Hope*, Catholic education is made up of a multitude of bright stars that charts a course. The Holy Father explicitly names service-learning among many education programs. At Loyola University Chicago, this type of engaged learning – working with the community and immersing yourself in society’s most complex issues through research and engagement – is at the heart of the Center for Engaged Learning, Teaching, and Scholarship (CELTs). It is quite simple – at Loyola, this is learning that transforms you.

CELTs serves as a catalyst for this transformation through community-based learning courses and research. As the experiential, high-impact learning center on campus, as well as a community partnerships center, CELTs often serves at the intersection of students, community partners, and faculty actively engaging together toward a public good and a more just society. In addition to implementing the Engaged Learning curricular requirement, CELTs facilitates numerous high-impact learning programs, including undergraduate research, academic internships, learning portfolios, and service-learning, connecting community partners, faculty, and students.

In the Ignatian educational tradition, learning is both connected to the community and experiential. As students engage in hands-on experiences through community-based learning, course-based internships, research experiences, and digital portfolios, they learn in novel, deep, and transformative ways. CELTs supports students, connecting them to robust experience-based opportunities in the community and bringing their learning to life through Engaged Learning courses across the curriculum. CELTs builds capacity of community partners as they supervise students, share their knowledge, skills, and experiences, and become co-educators and co-creators of knowledge in the community. CELTs enhances the development of faculty as they recast their teaching and learning to develop courses that engage

students in real-world problems and community-based field experiences.

In this annual report, we share the stories of students, faculty, and community partners, as they emphasize how education serves as a catalyst for transformation through experiential learning at Loyola University Chicago. CELTs serves as a facilitator of Jesuit education for how learning is a catalyst for change – learning that transforms us and has the potential to transform our communities.

In service,

Patrick M. Green, EdD,

*Executive Director, Center for Engaged Learning, Teaching, Scholarship (CELTs)
Director, Engaged Learning University Requirement
Clinical Assistant Professor, School of Education*

““

...the world of Catholic education is a living and pluralistic network: parish schools and colleges, universities and institutes of higher education, professional training centres, movements, digital platforms, service-learning initiatives and school, university and cultural pastoral programmes. Each “star” has its own brightness, but together they chart a course. Where in the past there was rivalry, now we ask the institutions to converge: unity is our most prophetic strength.”

POPE LEO XIV, *DRAWING NEW MAPS OF HOPE: ON THE 60TH ANNIVERSARY OF THE CONCILIAR DECLARATION GRAVISSIMUM EDUCATIONIS* (HOLY SEE, OCTOBER 27, 2025)

Commitment

to Research, Community Engagement, High-Impact Learning, and Engaged Scholarship



Each year, we recognize outstanding undergraduate scholarship in research and community engagement, as well as the faculty mentors and community partners who support and facilitate undergraduate learning during the academic year through community-based learning (service-learning), academic internships, undergraduate research, and learning portfolios.”

DOUG WOODS, PHD. PROVOST AND CHIEF ACADEMIC OFFICER,
LOYOLA UNIVERSITY CHICAGO

“**MY RESEARCH EXPERIENCE** allowed me to live the Loyola mission more clearly than anywhere else on campus: expanding knowledge in the service of humanity through learning, justice, and faith. Our lab’s work centered on uplifting marginalized populations to receive representation within health research. Each lab meeting, project, and even the mundane tasks, all related back to this specific aspect of the mission.” stated senior Aidan Crawford (‘26). As a Molecular/Cellular Neuroscience major, Crawford served as an athlete on the Men’s Soccer team, volunteered in the community, started a Special Olympics student organization, and engaged in research with Dr. Amy Boehnert in Psychology, funded by one of many undergraduate research fellowships at Loyola University Chicago. At Loyola, students engage in research that impacts the community.

At Loyola University Chicago, CELTS is committed to connecting, convening, and catalyzing students, community partners, and faculty to facilitate research, community engagement, and high-impact learning experiences together. The partnerships developed through engaged learning help bring Loyola’s mission to life. Given our Carnegie Research 1 status at Loyola University Chicago, CELTS engages this Jesuit mission through a nationally-recognized undergraduate research program, Carnegie-designated community engagement programs, and high-impact learning center.

CELTS Goals

► BUILD

Build capacity of students, faculty/staff, and community partners to generate engaged scholarship

► DEEPEN

Deepen teaching and learning experiences for high-impact practices and experiential learning for Loyola students and faculty

► CREATE

Create new and maintain existing community partnerships

► FACILITATE

Facilitate the development of engaged learning course opportunities for students, faculty, and community partners



Loyola men’s soccer player Aidan Crawford and students in Special Olympics LUC create banners and messages of encouragement for Special Olympics participants from Misericordia in Rogers Park.

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 an educational research, 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. 📍



My experience has changed my passion for learning, through finding a love for research itself and turning that love into scholarship, presentations, and a guiding light to my true career goals. I have been able to really invest myself into the classes I love and even engage with professors much more.”

TAYLOR STENZEL, BIOLOGY, ‘27



Engaged Learning at Loyola

“THIS EXPERIENCE LED ME to not only learning more about myself, but also about the world around me. It allowed me to fully understand the way research plays a key role in advancing society, while also growing my knowledge and research skills. These skills have now allowed me to use them outside of my education toward my career goals,” explained Anahi Rios ('26). As a Psychology major, Anahi Rios engaged in an academic internship, service-learning, and undergraduate research experience at Loyola University Chicago. When asked about one idea she learned from her engaged learning experiences, she stated: “Research is attainable for people like me. I am smart enough, but most importantly I am resilient enough to push myself towards my goals and aspirations.”

Program Overview

All undergraduate students are required to take three-credits of Engaged Learning, although many Loyola students take more than three credits. The Engaged Learning University Requirement involves courses with a structured learning experience integrated into a course that engages students in learning both inside and outside the classroom, such as community-based learning and research, engaging with a non-profit community organization, delving into a research project, or interning at a professional organization. The Center for Engaged Learning, Teaching, and Scholarship (CELTS) provides resources, training, and consultation for faculty in the creation and development of Engaged Learning courses. The CELTS team connects students and faculty to community partner opportunities, critical reflection resources, and research opportunities, offering a variety of engaged learning course experiences at Loyola. 📍



This engaged learning course gave me more space to explore what I'd like to do in the community and raised awareness of the immediate needs of people living near Rogers Park.”

LIZ- ANNE DE BEAUVILLE- JONES,
PHILOSOPHY, '26

7,307

LOYOLA STUDENTS
PARTICIPATED IN ENGAGED
LEARNING COURSES ACROSS
SUMMER 2025, FALL 2025,
AND SPRING 2026.

903

ENGAGED LEARNING
COURSES WERE OFFERED
ACROSS SUMMER 2025, FALL
2025, AND SPRING 2026

5 CATEGORIES OF ENGAGED LEARNING COURSES AT LOYOLA

- ▶ ACADEMIC INTERNSHIP COURSES
- ▶ SERVICE-LEARNING COURSES
- ▶ UNDERGRADUATE RESEARCH COURSES
- ▶ FIELDWORK COURSES
- ▶ PUBLIC PERFORMANCE COURSES

Connecting Partners to Faculty and Students

450

LOYOLA STUDENTS CONNECTED WITH COMMUNITY PARTNERS AT THE NON-PROFIT OPPORTUNITIES FAIR

340

LOYOLA FACULTY OFFERED ENGAGED LEARNING COURSES THROUGHOUT THE YEAR

“THE CONNECTIONS CELTS HAS with a wide variety of community partners also is helpful for connecting students to appropriate opportunities.” shared Dr. Ronald Greenberg of the Department of Computer Science. CELTS supports Loyola faculty and students by connecting them to community partnerships and community-based organizations. Whether faculty are hoping to work with community organizations on real-world class projects or students are seeking internship and volunteer opportunities, the CELTS team curates community experiences and connects them to Loyola faculty, students, and staff.

In January of each year, CELTS hosts a Spring Non-Profit Opportunities Fair, bringing community partners to campus to connect directly with students and faculty. This past year, the Non-Profit Fair hosted 35 Chicago-based organizations who reached more than 450 students. At this event, and at CELTS’ annual summer Community Partner Gathering, faculty and community partners connect over shared work, course-based project ideas, and countless collaboration opportunities to connect students to the community and those doing the work. 📍

The CELTS team curates community experiences and connects them to Loyola faculty, students, and staff.

35

COMMUNITY PARTNER ORGANIZATIONS RECRUITED STUDENTS AT THE CELTS NON-PROFIT OPPORTUNITIES FAIR

55

COMMUNITY PARTNER ORGANIZATION REPRESENTATIVES ENGAGED IN CAPACITY DEVELOPMENT DURING THE COMMUNITY PARTNER GATHERING

“

As a small nonprofit, the Center for Engaged Learning, Teaching & Scholarship allows our team to significantly expand our bandwidth while also bringing in fresh perspectives and technical expertise that we wouldn't have otherwise. Partnering with Loyola students has brought a critical technical skill to our organization AND to the small businesses we serve every day. We are so grateful for the partnership!”

UPTOWN UNITED



Community Partnerships at Loyola



Heather Ferguson and Adriana Gracia from GirlForward accept the Community Partner Award for Coeducation from Jorion Tucker, CELTS Community Partnerships Coordinator

99%

OF SUPERVISORS WERE SATISFIED WITH THEIR LOYOLA STUDENTS

% OF SUPERVISORS USING VARIOUS CO-EDUCATIONAL APPROACHES

58% Facilitate student reflection

58% Provided professional development opportunities

81% Provided feedback and evaluation to students about their learning and performance

“OUR COLLABORATION with Loyola University has created meaningful opportunities for students to connect academic learning with real-world experience. These experiences deepen students’ understanding of systemic challenges while strengthening critical skills like empathy, communication, leadership, and adaptability. At the same time, their contributions enrich our programs, creating a mutually beneficial partnership that supports both student growth and the communities we serve.” explained Adriana Gracia, Director of Programs at GirlForward. As a longtime partner of CELTS at Loyola University Chicago, GirlForward, among many other community partners, has embodied the role of a co-educator of Loyola students. When reflecting on the experiences of Loyola students, she shared that “Through their service, Loyola students engage directly with refugee and immigrant girls, applying concepts from their coursework—such as social justice, education, psychology, and cultural studies—in a hands-on, impactful way.”

CELTS community partners provide authentic, real-world expertise, hands-on insight, and field-based perspectives grounded in transformative community work. CELTS continues to strengthen long-standing partnerships while also pursuing new collaborations, both local and distant. Reciprocal and transformational partnerships help to ensure that all students have access to meaningful, high-impact learning opportunities. CELTS strives to transform the way teaching, learning, and research take place both within and beyond the classroom setting.

As co-educators, community partners prepare students to be critical thinkers, problem solvers, and agents of change, preparing them for academic and professional success as they go and set the world on fire. 🚀



860

COMMUNITY PARTNERS HOSTED LOYOLA STUDENTS IN SERVICE-LEARNING, ACADEMIC INTERNSHIP, AND RESEARCH EXPERIENCES

99%

OF PARTNERS HOSTING LOYOLA STUDENTS REPORTED ORGANIZATIONAL GROWTH IN AREAS SUCH AS PROGRAM EXPANSION, ENHANCED STAFF DEVELOPMENT, AND INCREASED SERVICES FOR CLIENTELE.

“

Students from LUC met the social, emotional, and academic needs of our clients - deepening our sense of community, connection, and learning.”

COMMUNITY PARTNER SURVEY FEEDBACK

Above: Loyola University Chicago engineering students partner with the Brookfield Zoo for their senior capstone project of installing an automatic bird feeder for ground-feeding birds at the zoo.



OVER
90,000

HOURS OF WORKING AND
LEARNING IN THE COMMUNITY



I was placed in a fast-paced, real-world environment where I had to respond to immediate community needs ...”

ADDY MCCONVILLE, PSYCHOLOGY, '26

Community-based Learning

SPRING 2026 GRADUATE, Addy McConville, shared that her service-learning experience, “deepened my understanding of what a Loyola education truly means.” In connection with her HSM 110 course, Addy volunteered at Care For Real, a longstanding community partner of Loyola University Chicago, located in the Edgewater neighborhood. She shared, “Through my service-learning work at Care for Real, I was placed in a fast-paced, real-world environment where I had to respond to immediate community needs, especially during a time when SNAP benefits were cut. What stood out most was seeing how the community came together during a difficult moment. It showed me that learning is not just about gaining knowledge, but about applying it in meaningful ways to support others. This experience made my education feel more immediate and impactful, and it challenged me to be more present, responsive, and committed in my learning.”

The service-learning program connected 2,210 students to community partners in and around Chicago and around the world and encouraged deep reflection, like Addy’s, of their community-based experience in one of more than 135 courses across the curriculum. **1**



Loyola School of Social Work student Nick Bollinger interns with Care For Real, helping with their food pantry distribution in Rogers Park.

2,210

STUDENTS
PARTICIPATED

136

SECTIONS OF SERVICE-
LEARNING COURSES IN
38 DEPARTMENTS

Opposite: Loyola School of Environmental Sustainability student, Niamh Nugent sells produce from Loyola’s Urban Agriculture program at the Edgewater Farmer’s Market

Academic Internships



[My academic internship] has opened doors to new interests and career opportunities for me to pursue after graduation.”

ALLISON WICKS,
PSYCHOLOGY, '28

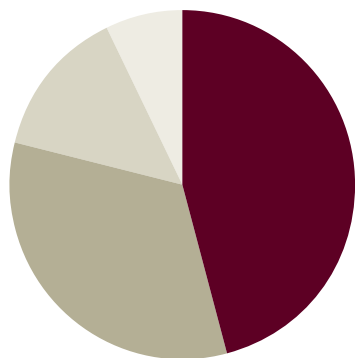
“**MY ACADEMIC INTERNSHIP** forced me to challenge notions and ideas created in the classroom and see how they apply in real-world contexts. It has opened doors to new interests and career opportunities for me to pursue after graduation,” shared Allison Wicks ('28). Allison completed her internship at the Jesuit Refugee Service in Rome, Italy, in connection with ROST 370, one of over 208 academic internship courses taught in the 2025-2026 academic year.

Students like Allison pair courses with real-world, on-the-job learning through academic internships with professional organizations, conducting meaningful work in their chosen fields and industries. This year, 1,229 students interned at over 360 different non-profit organizations, government agencies, and for-profit companies, exploring their career aspirations and passions post-Loyola. 📍

Opposite: School of Environmental Sustainability student Emma Pierce works in the garden at First Presbyterian Church in the Woodlawn neighborhood as part of her internship.

Internships by type of organization

- 46%** at non-profit organizations
- 33%** at for-profit organizations
- 14%** at government agencies and offices
- 7%** unknown



1,229

LOYOLA STUDENTS
COMPLETED ACADEMIC
INTERNSHIPS

MORE THAN

153,625

HOURS OF CAPACITY-
BUILDING WORK

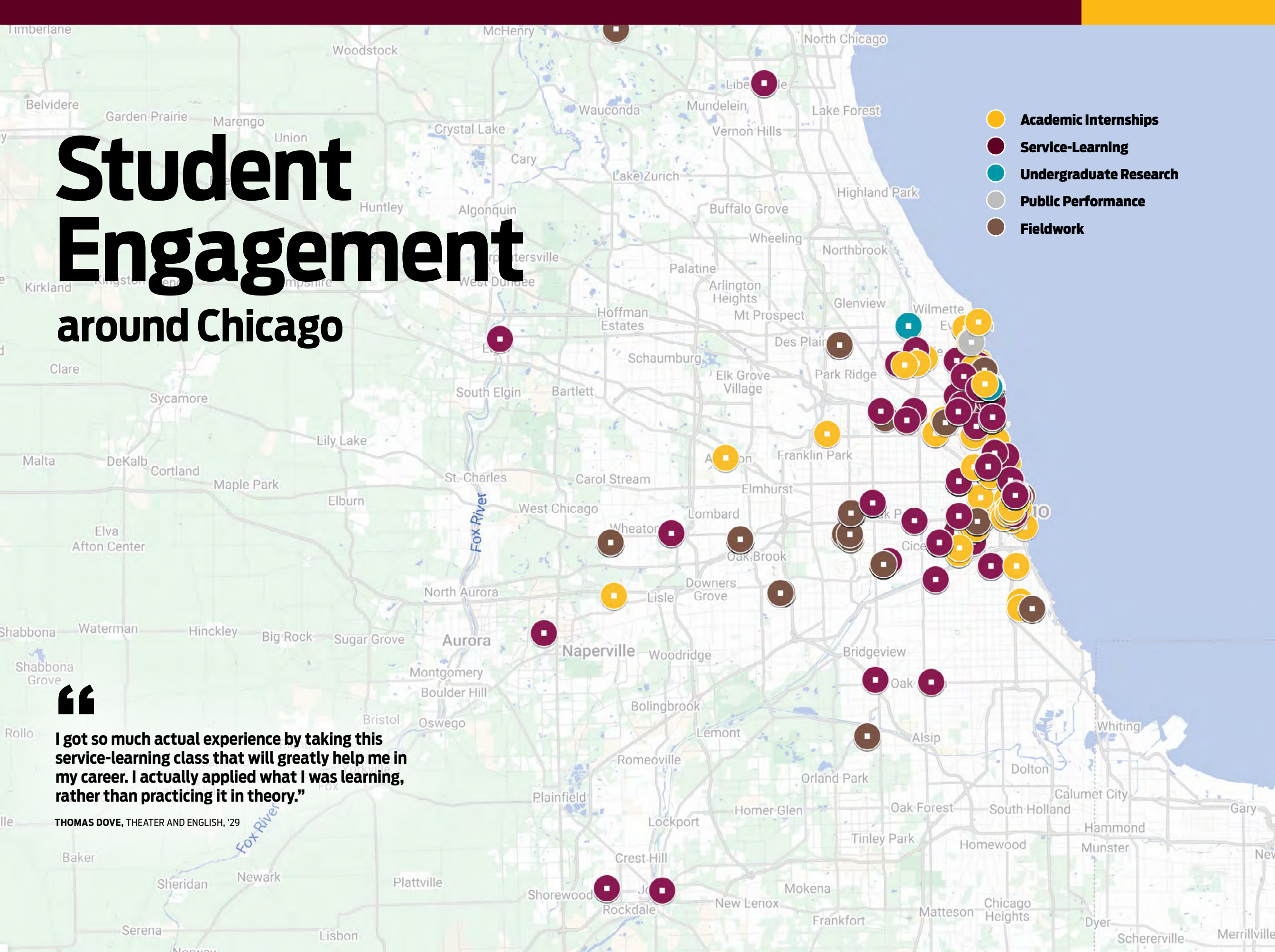
47 UNIQUE
ACADEMIC
INTERNSHIP
COURSES

208 SECTIONS
OFFERED

38% PAID **62% UNPAID**

Student Engagement around Chicago

- Academic Internships
- Service-Learning
- Undergraduate Research
- Public Performance
- Fieldwork



I got so much actual experience by taking this service-learning class that will greatly help me in my career. I actually applied what I was learning, rather than practicing it in theory."

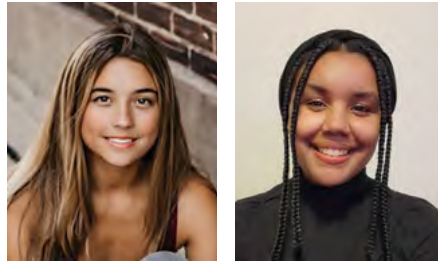
THOMAS DOVE, THEATER AND ENGLISH, '29

Undergraduate Research

BRIDGET BAUMBACH ('26), working on a project with Dr. Rodney Dale in Biology, entitled, “Elucidating the Genetic Regulation of Type II Collagen alpha 1 in Vertebrates” shared, “I have found this project to be extremely influential to me as a person. Working on this project has shown me that I do want to continue doing research, so I am applying to graduate school. This project has also allowed me to better understand what I was learning in class by giving me the opportunity to apply the concepts I was learning to the experiments I am conducting.”

Arianna Bucholz ('26) working on a project studying a self-empowering curriculum for incarcerated Black women shared about her experience, “My first deep dive into qualitative research has been a valuable and challenging experience. I would recommend that students take the opportunity to conduct undergraduate research because there are no limitations to what you can achieve.”

Undergraduate research is a transformative experience for many students at Loyola



Bridget Baumbach ('26) and Arianna Bucholz ('26)

University Chicago. Through the Loyola Undergraduate Research Opportunities Program (LUROP), Loyola students from across the university engage in mentored research with a faculty, staff, or graduate student mentor through a variety of funded fellowships. During the summer of 2025 and the academic year of 2025-2026, 298 students engaged in research with funded fellowships across campus and throughout the community. In addition, numerous students enroll in undergraduate research courses throughout the year. 📖



If I am being honest, I originally got involved in research just to satisfy the “pre-med” requirement, but since starting this project, I have fallen in love with it. It has steered me toward an MD/PhD rather than just an MD, and I couldn’t be more excited.”

JOE STACK, PSYCHOLOGY, '27

2,108

LOYOLA STUDENTS ENROLLED IN AN UNDERGRADUATE RESEARCH COURSE

399

UNDERGRADUATE RESEARCH COURSES OFFERED



Thomas Sanger, biology professor, works with students in his lab in the Quinlan Life Sciences building

LUROP by the Numbers

325 FELLOWSHIPS AWARDED

298 STUDENTS AWARDED

2	Baum Research Fellowships in Environmental Sustainability	2	William and June Pizzi Undergraduate Research Fellowships
5	Biology Summer Research Fellowships	4	Ricci Scholars
2	Biology Research Fellowships	2	Rudis Scholarships in Political Science
5	Carbon Undergraduate Research Fellowships	8	Social Justice Research Fellowships
6	Center for Urban Research and Learning Fellowships	4	Women in Science Enabling Research (WISER)
2	John Grant Research Fellowships in Bioethics	100	College of Arts and Sciences Summer Research Experience
2	Hank Center for Catholic Intellectual Heritage Fellowships	110	Mulcahy Scholar Fellowships
4	Interdisciplinary Research Fellowships	63	Provost Fellowships for Undergraduate Research
4	Carol and Adelaide Johnson Fellowships		

387

PRESENTATIONS
REGISTERED FOR URES

312 Poster
Presentations

69 Oral
Presentations

6 Student groups
performed
in the dance
performance

714

STUDENTS
PRESENTED AT URES

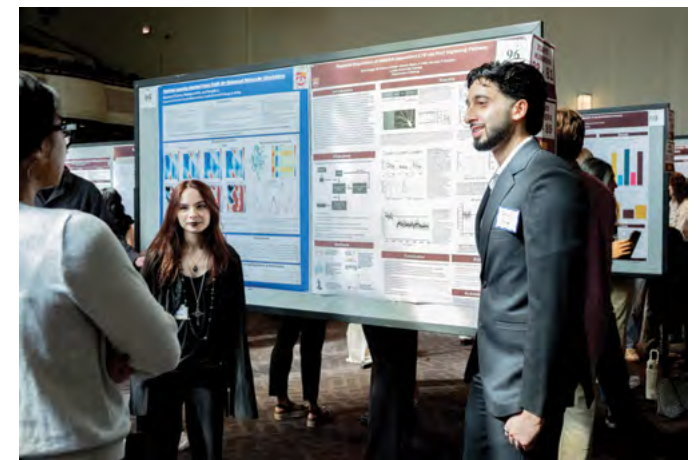
42

VOLUNTEERS
(FACULTY, STAFF,
GRADUATE STUDENTS,
AND COMMUNITY
PARTNERS) SUPPORTED
STUDENT LEARNING
AT URES



Undergraduate Research and Engagement Symposium (URES)

“IT WAS MY FIRST ever symposium, so I was very nervous. I thank my mentor, Dr. Degado, and lab mate, Taran, for guiding me through the process of adding figures and practicing what I’d say. In the end, I had a lot of fun and am glad I gained some experience presenting research I’d seen from its developing stages to the final product. I am equally excited for the future directions we will take with our research” explained Kaetlyn Khoury (‘26), a cellular/molecular neuroscience major at Loyola. Khoury was one of over 700 students who presented at the Undergraduate Research and Engagement Symposium (URES) facilitated by CELTS. This annual event celebrates students who participated in undergraduate research, community engagement projects, and engaged learning courses. Students shared their work through research posters, oral presentations, learning portfolios, art, and creative performances. 📍



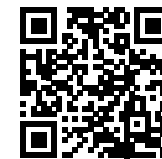
Kaetlyn Khoury, a cellular/molecular neuroscience major, presents her research poster at the Loyola Undergraduate Research and Engagement Symposium.

“

This experience allowed me to extend myself beyond the classroom and its structured assignments. Instead, I was deeply involved in forming research questions, hypotheses, procedures, and in conducting the research. This experience allowed me to better engage myself in the writing process, as well as taught me to think critically about the analyses.”

LISA GALLO, COGNITIVE AND BEHAVIORAL NEUROSCIENCE, '26

To see the variety of student presentations in the symposium online repository, visit:





I was not just experiencing growth, I was actively recognizing and understanding it.”

KELLIE WU, NURSING, '28



Learning Portfolios

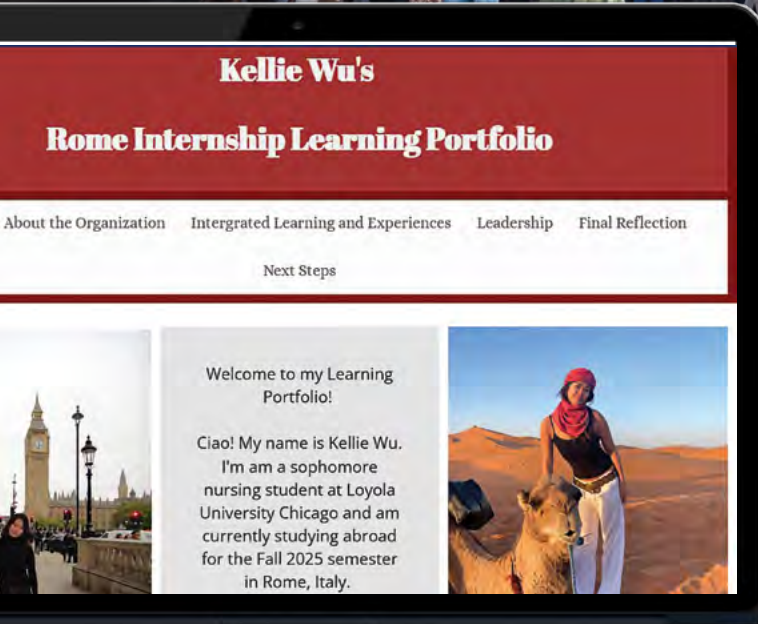
KELLIE WU ('28), a Nursing major, spent a semester studying at Loyola University Chicago's John Felice Rome Center. As part of her experience, Kellie created a digital learning portfolio to reflect on and make meaning of her academic and personal growth abroad. She shared, “Through this process of reflection, my portfolio helped me recognize that my learning was not just about gaining scientific knowledge but also about developing as a whole. It strengthened my ability to think critically about complex social issues, improved my communication in diverse settings, and developed a greater sense of empathy and respect for others. I was not just experiencing growth, I was actively recognizing and understanding it.”

Learning portfolios are self-curated collections of work that include writing, research, reflections, photos, videos, and other learning artifacts. Through this reflective practice, students connect ideas across courses and experiences, demonstrate learning over time, and make their growth visible and more meaningful. 📄



Real-world application was a concept that stood out to me through this experience. I was able to learn how making portfolios like this can help me in the work force.”

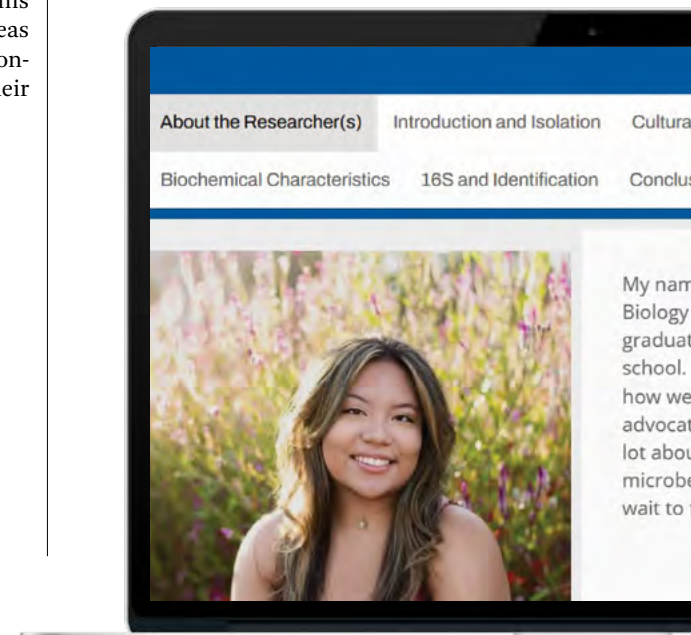
LIA ANTOINETTE VIOLAGO, BIOLOGY, '26



To view Kellie's learning portfolio and other examples, visit our learning portfolio gallery.

1,140


LOYOLA STUDENTS
CREATED LEARNING
PORTFOLIOS IN DIGICATION
DURING THE 2025-2026
ACADEMIC YEAR.



Social Justice Internship Program

“**THIS PROGRAM AND EXPERIENCE** contributed to my overall Loyola education by providing me with more knowledge regarding social justice, leadership development, and community involvement. It also allowed me to make lasting friendships with classmates, mentors, and teachers,” declared Jasmyn Maldonado ('28). Maldonado, a sophomore at Loyola, was just one of the ten cohort members who had a year-long Social Justice Internship experience. When asked about her participation in the program, she stated: “This experience was able to engage me with Loyola’s community partner non-profit organizations and communities, which was something I

was never able to previously engage with. It allowed me to work directly with residents from Misericordia, which is a population I never had previous experience with.”

The Social Justice Internship Program provides a selected cohort of Loyola students with the opportunity to gain hands-on learning experience through a two-semester academic internship with a Chicago-based nonprofit community partner focused on community service, advocacy, and equity. In addition to gaining valuable real-world experience, participants receive a tuition scholarship for the academic year and are supported by a two-semester Social Justice-themed course exploring civic engagement, community leadership, asset-based community development, and social justice frameworks. Throughout the year, students build a shared sense of community through a cohort model, while reflecting on their internship experiences and striving to create transformational impact both during and after the program. Current internship partners have included Catholic Charities of Chicago, Misericordia Heart of Mercy, GirlForward, ONE Northside, and Forging Opportunities for Refugees in America (FORA). 



250+

HOURS COMPLETED BY EACH INTERN

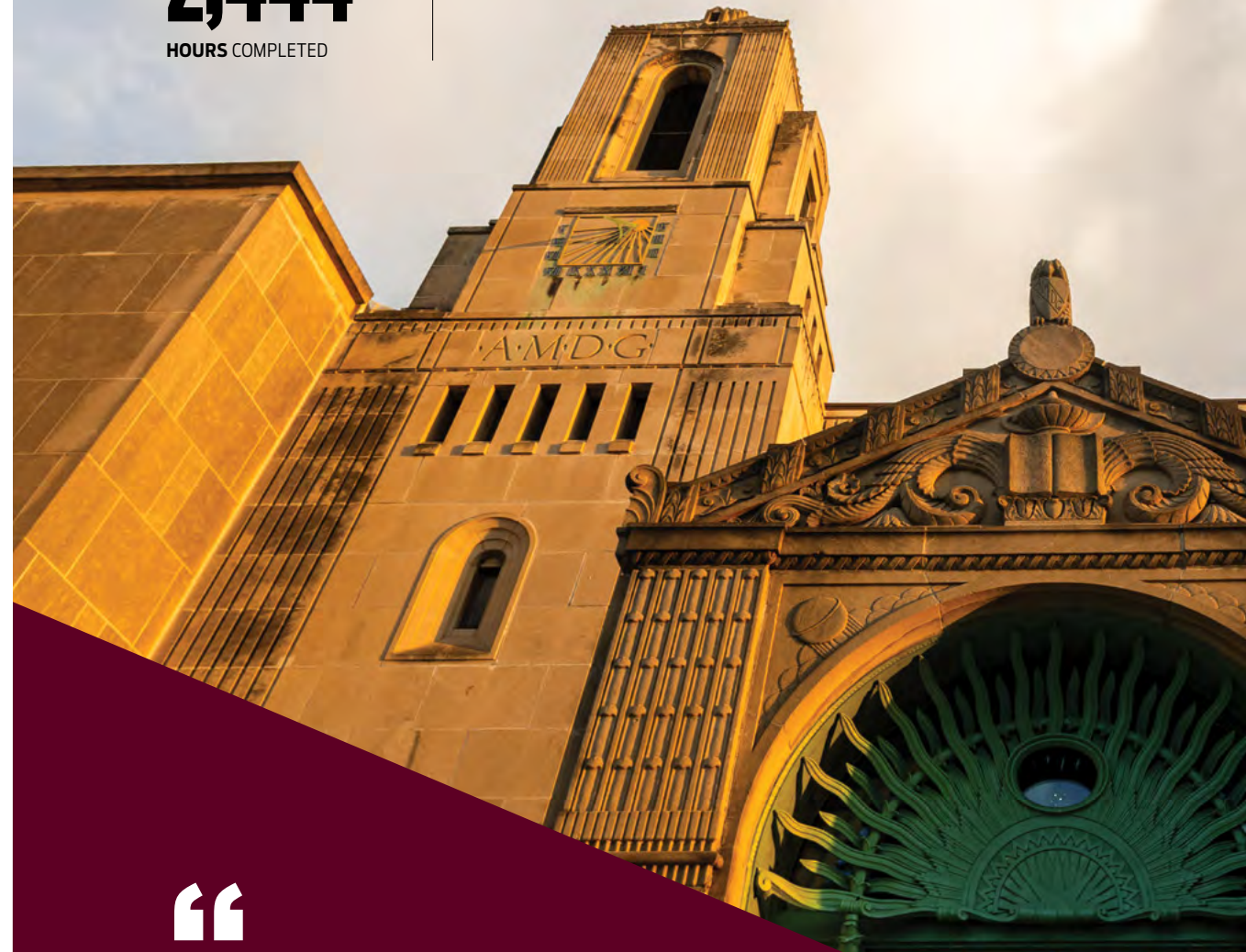
A TOTAL OF

2,444

HOURS COMPLETED

\$40k

IN TUITION SCHOLARSHIP FUNDS FOR LOYOLA STUDENTS



I learned about various types of work cultures and the importance of using my time/ talents/ skills to serve the community. Having an instructor throughout, with content that was relevant, also served as a guide.”

LIZ-ANNE DE BEAUVILLE JONES, PHILOSOPHY, '26

Public Scholarship and Community- Engaged Research



Through CELTS, I was reminded of the core purpose of education—not just to prepare students for jobs, but to help them build meaningful, thoughtful lives.”

PATTI LAMBERTI, SCHOOL OF COMMUNICATION, ENGAGED SCHOLAR FACULTY FELLOW 2024-2026

“My engagement with the Center for Engaged Learning, Teaching, and Scholarship strengthened the integration of my teaching, research, and leadership. This model advances my scholarship by positioning the classroom as a site for data generation, applied research, and institutional impact around resilience and student retention.

SPARKLE SPRINGFIELD, PARKINSON SCHOOL OF HEALTH SCIENCES AND PUBLIC HEALTH, ENGAGED SCHOLAR FACULTY FELLOW 2026-2028



Engaged Scholarship Initiative

IN COLLABORATION WITH University Libraries, CELTS launched several engaged scholarship programs and resources. In fall 2025, University Libraries and CELTS implemented a Lunch 'N Learn program connecting faculty to resources on engaged scholarship. At the annual Celebration of Engaged Scholarship event sponsored by University Libraries in spring 2026, engaged scholarship was featured as many Loyola faculty shared research publications, scholarly endeavors, and creative works. “I was honored to have my book designated as engaged scholarship by CELTS,” shared Dr. Seungho Moon, School of Education.

Engaged Scholar Faculty Fellows Programs

Working with a cohort of faculty, the CELTS team facilitates a learning community in which faculty members develop scholarly projects related to teaching and learning along with community engagement. Faculty identify their preferred modes of engaged scholarship, provide feedback to each other, and develop innovative approaches to their scholarly work. Scholarly projects emerge that vary, including new publications and conference presentations, new community projects, and new engaged learning courses:

12

CELTS ENGAGED SCHOLAR FACULTY FELLOWS COMPLETED THE 2024-2026 COHORT

10

NEW CELTS ENGAGED SCHOLAR FACULTY FELLOWS SELECTED FOR THE 2026-2028 COHORT



The University Libraries and CELTS have a long history of collaboration to advance Loyola’s research and scholarship through community-based learning. Together, we provide the resources and support critical to faculty and students as they work in service to our broader community.”

JAMIE WITTENBERG,
DEAN OF UNIVERSITY LIBRARIES



Loyola faculty gather in fall 2025 to discuss their engaged scholarship and connect to resources from CELTS and University Libraries.

Faculty Fellowships

Enhancing Faculty Experiences with Community, Training, and Resources



CELTS created a space for me to be more intentional and reflective about how I mentor both undergraduate and graduate students in research settings. Through their programming, I was able to strengthen my mentoring practices and think more critically about how to support students' development as emerging scholars."

LIDIA MONJARAS GAYTAN, PSYCHOLOGY,
COLLEGE OF ARTS & SCIENCE



DR. GAYTAN SERVES as a Culturally Aware Mentoring in Undergraduate Research (CAMUR) faculty fellow through 2027 with other Loyola faculty, participating in an educational development program sponsored by CELTS enhancing faculty capacity for research mentoring. "CELTS also provided valuable training opportunities that helped me refine my approach," Gaytan continued. "In addition, their financial support made it possible for me to engage undergraduates more meaningfully in research-related activities, which has been especially impactful for expanding access to hands-on learning experiences."

Culturally Aware Mentoring for Undergraduate Research Faculty Fellowship (CAMUR)

In order to build capacity around culturally aware mentoring and help center the importance of diversity, equity, inclusion, and belonging in undergraduate research, CELTS in partnership with the Office for Institutional Diversity, Equity, and Inclusion, created the Culturally Aware Mentoring for Undergraduate Research Faculty Fellowship (CAMUR). Faculty fellows engage in training on research mentoring and cultural awareness strategies, serving as facilitators and champions of these techniques in their respective departments with faculty peers. 📌



8 CAMUR FACULTY FELLOWS AWARDED FOR 2025-2027

\$68,000

CELTS FUNDING FOR LOYOLA FACULTY TO SUPPORT ENGAGED TEACHING, UNDERGRADUATE RESEARCH, AND ENGAGED SCHOLARSHIP

“

During the Community of Practice meetings, I always read the articles/materials and shared with others, bookmarking as much as possible for references in both presentations and ideas for future writing.”

STACY NEIER BERAN, MARKETING,
QUINLAN SCHOOL OF BUSINESS

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YEAR-LONG
PROGRAMS IN
2025-2026

Active Learning Book Group:
Small Teaching

Engaged Learning
Community of Practice

Faculty Certificate in
Experiential Learning

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NEW FACULTY
DEVELOPMENT PROGRAMS
LAUNCHED IN 2026-2027

Faculty Certificate in Critical
Reflection and ePortfolios

Faculty Certificate in
Undergraduate Research
Mentoring



Faculty Development Programs

DR. SÁNCHEZ-PERRY teaches multiple engaged learning courses in Theology, providing undergraduate research opportunities for Loyola students as well as connecting them with research institutions across the city of Chicago, such as the Newberry Library. These engaged learning courses offer unique experience-based opportunities for Loyola students. “Since I teach a Theology engaged learning course, all students who took my engaged learning course have applied for and received the Provost Fellowship for Undergraduate Research and some received the outstanding research award.” Dr. Sánchez-Perry was nominated and awarded for the Engaged Scholars Faculty Fellows program in CELTS for 2026-2028.

The Center for Engaged Learning, Teaching, and Scholarship (CELTS) offers numerous educational development programs for faculty, beyond the faculty fellowship programs, to enhance faculty teaching, train them in experiential learning strategies, and support their high-impact learning courses. From book groups to seminar series of workshops, from faculty learning communities to communities of practice, CELTS facilitates a variety of teaching and learning programs for educators at Loyola University Chicago. 📖

“

The lessons of the certificate program have carried over into all of my teaching. I have restructured my courses to enable more feedback and more reflection.”

KATHERINE SCHARFENBERG, ENGLISH,
COLLEGE OF ARTS AND SCIENCES



Dr. Josefrayn Sánchez-Perry works with students in his engaged learning course in Theology at the Newberry Library in Chicago.

“

I took the Faculty Certificate in Experiential Learning (my second time), and I loved revisiting the material, as well as learning about new approaches and theories.”

JOSEFRAYN SÁNCHEZ-PERRY, THEOLOGY,
COLLEGE OF ARTS AND SCIENCES

**CENTER FOR ENGAGED LEARNING,
TEACHING, AND SCHOLARSHIP**

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