WE ARE CALLED TO...

INNOVATE

Center for Experiential Learning
“Creativity might be one of the most needed things in present times... Real creativity is an active, dynamic process of finding responses to real questions, finding alternatives to an unhappy world that seems to go in directions that nobody can control.”

ADOLFO NICHOLAS, S.J.

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Center for Experiential Learning Mission:
Advancing Loyola’s Jesuit Catholic mission of “expanding knowledge in the service of humanity through learning, justice, and faith,” the Center for Experiential Learning is a teaching and learning center that collaborates with community, staff, and faculty partners as co-educators, to coordinate, develop, support, and implement academic experiential learning for students.

LETTER FROM THE EXECUTIVE DIRECTOR

We are called to...Create
As Fr. Adolfo Nicholas, S.J., describes, “Creativity might be one of the most needed things in present times.” Loyola’s Center for Experiential Learning (CEL) is a center of creativity and action — where students put their learning into creative action, where faculty place creative action at the center of their teaching and learning, and where community partners invite us into the creative action of their organizations.

We are called to...Catalyze
The CEL serves as a connector, convener, and catalyst for innovation in learning and social change. As a teaching and learning center on campus, as well as a community partnerships center, Loyola’s CEL serves at the intersection of faculty, students, and community partners actively engaging together toward a public good and a more just society. The CEL facilitates high-impact learning programs with faculty, community partners, and students through academic internships, learning portfolios, service-learning, and undergraduate research.

We are called to...Engage
In the Ignatian tradition, learning is both experiential and connected to the community. As students engage in hands-on experiences through community-based learning, research, and reflection, they learn in new, deep, and different ways. As faculty recast their teaching and learning to engage students in real-world problems and experiences, they transform their classroom spaces. As community partners share their knowledge, skills, and experiences by providing supervision to our students, they become coeducators and co-creators of learning in the community.

We are called to...Transform
Through experiential community-based work, learning and teaching change. We experienced this first-hand during the global pandemic in spring 2020, during which innovation was a necessity, and the CEL became a thought-leader for our educational partners. Community partners, students, and faculty become co-learners and co-teachers in this shared space, and 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 in the community – through the voices of students, faculty, and community partners. Stories, coupled with featured highlights, will reveal the breadth and depth of engagement at Loyola University Chicago. These reflections remind us not only of the power of learning through experience, but also how learning transforms us and strengthens our communities.

In reflection,

Patrick M. Green, Ed.D.
Executive Director, Center for Experiential Learning
Director, Engaged Learning
Clinical Assistant Professor, School of Education
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 engagement with a community agency, professional organization, or in a research project. The Center for Experiential Learning supports faculty developing Engaged Learning courses, connecting students and community partner opportunities and facilitating critical reflection opportunities on their experiences.

Each year, new Engaged Learning courses are created to offer additional academic opportunities for Loyola students. The CEL team supports course development through one-on-one consultation with faculty and connecting faculty to partners within the community. The CEL is the faculty and student resource on Engaged Learning in the areas of service-learning, academic internships, and undergraduate research.
Service-learning is a pedagogy and practice that provides a community-based service experience embedded into traditional academic coursework. 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.

At Loyola, service-learning is facilitated by the Center for Experiential Learning and has 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.

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.

Students self-identified the area in which they saw the most personal growth as a direct result of their service-learning course.

"Until interacting with the data for the Homeless Prevention Center and discussing the data findings via Zoom it had never occurred to me how present racial injustice is in Chicago. The vast sums of data represented people seeking help from homelessness. This reality emphasizes the idea that God is in all things — even an Excel spreadsheet."

**AUDREY MARTICELLO, FINANCE, ’22**

**102,375**

hours of working and learning in the community

**154**

sections of service-learning courses

**2,910**

students participated
WE ARE CALLED TO…

DO

Academic Internships are opportunities for students to obtain a professional experience in a course that provides critical reflection and applied theory and addresses social issues within communities and organizations. The academic internship is a coeducational opportunity to develop knowledge, skills, and values that will help students participate fully and productively in a professional community. Students engage in a variety of academic internships around the Chicagoland area, including Loyola’s Washington D.C. Program, the Vietnam Center, and the John Felice Rome Center.

John Felice Rome Center

The John Felice Rome Center is a place many students have called home while studying abroad. Students have the city of Rome as their new classroom, where they take a plethora of courses as well as gain academic credit by interning in various parts of Italy for the semester. For more information on the program, go to www.LUC.edu/Rome.

Washington, D.C.

The Loyola Semester in Washington, D.C. Program is for any student of any major who can apply for a semester-long internship with governmental agencies, advocacy organizations, and other institutions in addition to taking courses. For more information about the program and to learn about student experiences, go to www.LUC.edu/politicalscience/dc/.

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“From the first day I stepped in the door to my last day of work, I felt like I was a part of something greater than myself and my John Felice Rome Center experience. As a JFRC student, my internship with KIM Association allowed me to engage with Rome and its people more intimately. I was able to commute to work, listen to Italian language, and observe cultural norms. I was challenged and grew every day I worked at KIM Association. That feeling of being challenged not only became familiar, but it became fun and comforting during such a crazy time in my life. KIM employees have a special way of making everyone feel welcome.”

MARGARET BRONEC, ENVIRONMENTAL POLICY, ’22

1,235
students completed academic internships

20,198
hours completed by student interns

254
students interning at non-profit organizations

374
students interning at for-profit organizations

98
students interning at government organizations

1,235
students completed academic internships

20,198
hours completed by student interns

254
students interning at non-profit organizations

374
students interning at for-profit organizations

98
students interning at government organizations
LEARNING PORTFOLIOS

Learning portfolios assist students in deepening critical reflections and integrate learning across course concepts, academic disciplines, and co-curricular experiences. 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 students’ learning and growth over time such as writing samples, research papers, reflections, photos, videos, blogs, or presentations.

"The eportfolios were fabulous. I was astounded at how well the students took to the assignment...In fact, it went so well, that I am planning on repeating this for the summer session as well."

REGINA CONWAY-PHILLIPS PHD, RN, SCHOOL OF NURSING

Innovating in a Changing World
The learning portfolio program at Loyola University Chicago embeds the high-impact practice of learning portfolios (eportfolios) in the curriculum, in order to:
1) Enhance teaching and learning strategies for faculty,
2) Provide integrative learning experiences (signature experience) for students, and
3) Develop teaching and learning assessment opportunities at the course, program, and institutional level.

71 Active Assessment Courses and/or Programs

WE ARE CALLED TO...
CREATE AND REFLECT

26 projects in Undergraduate Colleges, Programs, and Courses
17 projects in Graduate Programs and Graduate-level Courses
6 projects in the School of Medicine Programs and Courses

Tiana Thompson
SENIOR CAPSTONE IN DANCE, ’20
Learning Portfolio Creativity and Innovation Award winner
To view Tiana’s learning portfolio, visit LUC.edu/CEP

"The eportfolios were fabulous. I was astounded at how well the students took to the assignment...In fact, it went so well, that I am planning on repeating this for the summer session as well."

REGINA CONWAY-PHILLIPS PHD, RN, SCHOOL OF NURSING
Undergraduate research is an integral high-impact part of the college 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. Over 220 students engaged in hands-on research through 14 different fellowships this year.

“It pushed me to leave my comfort zone. I had to gain the trust of the community before I could gain the trust of the participants. Although it takes patience and persistence, I look forward to discovering new findings and growing as a researcher.”

NAYELI CERVANTES-JIMENEZ, PSYCHOLOGY, ‘21
The virtual symposium experienced global outreach as people downloaded and viewed students’ work all over the world.

238 total presentations
375 total contributors
138 total presentations sponsored by LUROP Fellowships
12 LUROP Fellowships represented

The 2020 Undergraduate Research and Engagement symposium went virtual. Responding to the quick transition toward remote learning, the Center for Experiential Learning team flipped the symposium to a digital format in a matter of a few weeks. In collaboration with University Libraries and their eCommons platform, 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 learning.

To see the variety of student presentations, visit ecommons.luc.edu/ures/
STUDENT ENGAGEMENT
AROUND CHICAGO

ACADEMIC INTERNSHIP SITES

- Catholic Charities: 70 students
- Northwestern Memorial Hospital: 15 students
- NBC Chicago: 1 student

SERVICE-LEARNING SITES

- Merrill Lynch: 70 students
- Housing Action Illinois: 70 students
- U.S. Hispanic Leadership Institute: 1 student

UNDERGRADUATE RESEARCH SITES

- Deloitte: 4 students
- Citadel LLC: 1 student
- Catholic Charities: 7 students
- U.S. Hispanic Leadership Institute: 3 students
- Deloitte: 4 students
Loyola students do a tremendous amount of engagement in the larger community, whether that’s in Chicago, Rome, Vietnam, or elsewhere. Every year, thousands of students leave campus to apply and expand their learning, broadening the circle of their education to include coeducators at hundreds of different organizations.

Examples of community organizations partnering with Loyola through Experiential Learning:

- Shirley Ryan Ability Lab
- Make A Wish Foundation
- Legal Aid Chicago
- Excel Academy of South Shore
- Madonna Mission
- Shedd Aquarium

To see more organizations, visit LUC.edu/CEL.

% of supervisors reporting student growth in various areas:

- 94% values-based leadership
- 80% project management
- 71% justice-orientation

“The students we had with us had experience, interests and passion for topics that helped us work together to create a learning and working environment that helped us both!”

COMMUNITY PARTNER SURVEY RESPONDENT

It was such a pleasure to have Loyola students in the office. Each person brought their unique talents and perspectives to the workplace and they will be deeply missed.”

COMMUNITY PARTNER SURVEY RESPONDENT

867 Community Partners

60 site visits conducted by CEL staff

7 capacity-development workshops and panels offered

99% of supervisors reported satisfaction with their Loyola students

77% of supervisors provided foundational theories or concepts to students.

94% of supervisors had conversations with students about their learning.”

COMMUNITY PARTNER SURVEY RESPONDENT

Community partners from various organizations discuss partnership during the workshop “Getting What You Want and What You Need” led by Dr. Mary Price, IUPUI.
WE ARE CALLED TO…

LEAD

Through funding from Financial Aid and the Center for Experiential Learning, The Social Justice Internship Grant Program provides the opportunity for a select group of students to complete a two-semester internship with one of Chicago’s premier non-profit organizations. 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 and how to put their values into action. This year, the program expanded to two new community partners — Girlforward and ONE Northside — in addition to Misericordia and Catholic Charities.

“I am who I always hoped I could be, a little more actualized, a creative and critical thinker with unique ideas, and overall far more confident in the value I have to contribute to the world.”

KIRA HUTSON, WOMEN STUDIES & GENDER STUDIES, ’20

“We are called to…”

LOYOLA UNIVERSITY CHICAGO
CENTER FOR EXPERIENTIAL LEARNING

SOCIAL JUSTICE INTERNSHIP PROGRAM

2,870 hours completed by 13 Social Justice Interns

$77,174 estimated value of students’ internship hours completed

“I learned how to be a leader who embraces her identity to uplift the community she identifies with. I learned what community organizing looks like in action. I learned about how organizational change takes time but is necessary to enact greater social change.”

VANESSA SANTAMARIA, COMMUNICATION, ENGLISH AND LATIN AMERICAN STUDIES MINORS, ’20

“Reflecting upon this experience is something that I will continue to do, as it has shaped my career plans and the way I view the world and my own role in it.”

MIKAELA MARINO, ANTHROPOLOGY, PEACE, JUSTICE, & CONFLICT STUDIES MINOR, ’20

“I learned to listen, to lead, to act, to listen again… Through the Social Justice Internship Grant Program, I grew in my ability to communicate ideas, to be an active listener, to question and be questioned. I learned to be a leader in the community and to see the impact of leadership in action.”

KORIN HENSON, COMMUNITY, FAMILY, & COMMUNICATION STUDIES, ’20

“Reflecting upon this experience is something that I will continue to do, as it has shaped my career plans and the way I view the world and my own role in it.”

MIKAELA MARINO, ANTHROPOLOGY, PEACE, JUSTICE, & CONFLICT STUDIES MINOR, ’20
A majority of undergraduate students completing their Engaged Learning University requirement through Academic Internships are working at nonprofit organizations, which are often unpaid. During the 2019–2020 academic year, funding opportunities were available for students to apply, if they were taking an academic internship course and working at an unpaid internship. More funding opportunities will be available for students taking Engaged Learning courses during the 2020–2021 academic year.

**Mellon Foundation Unpaid Academic Internship Funding**

During the Fall 2019 and Spring 2020 academic school year, undergraduate students were able to apply for a $1,500 stipend to decrease their financial burden. Each semester 10 undergraduate students were awarded the Mellon Foundation Funding for their unpaid academic internship.

**Fall 2019 Recipients and Internship Experiences**

Alejandra Portillo, Public Citizen Intern (D.C. Program)
Carillie Meeks, Truman College Wellness Center Intern
Celeste Martinez, Chicago Center for Cognitive Wellness Intern
Ethan Chiu, LUC, IG Design Intern
James Rubino, Loyola History Department Intern
Jane Miller, Brookings Institute (D.C. Program)
Kathryn Bennett, Congressman Michael Quigley Chicago Office Intern
Luis Contreras, United States Hispanic Leadership Institute Intern
MiaMone Garcia, Beyond Legal Aid Intern
Monika Czopek, Polish Saturday School Intern

**Spring 2020 Recipients and Internship Experiences**

Aldrin Jude (AJ) Panganiban, RefugeeOne Intern
Helen Tasho, LUC Community Literacy Center Intern
Lindsay Post, WorldChicago Intern
Mahima Verma, Institute of Medicine of Chicago Intern
Megan Delaney, WorldChicago Intern
Megan Frasik, PACTT Learning Center Intern
Patricia Hatzopoulos, Fabbrini Law Group Intern
Sophia Todorov, World Relief Chicago Intern
Tiffany Cervenik, Advocate Hospital Pediatric Development Center Intern

**The ASPIRE Scholarship**

For the 2020–2021 Academic School year, the Center for Experiential Learning in collaboration with the Student Government of Loyola Chicago (SGLC) and the Office of Financial Aid, are facilitating the ASPIRE Scholarship (All Students Prosper if Resources Exist). This scholarship was envisioned to fill a need on campus, led by students to increase access to important professional opportunities for undergraduate students.

ASPIRE aims to help financially in-need students complete their Engaged Learning University Requirement by lessening the financial burden of these often unpaid opportunities. A total of twenty $1,500 tuition-based awards are available for undergraduate students enrolled in qualifying Engaged Learning courses in the Fall 2020, Spring 2021, or Summer 2021 academic terms, and students are able to find more information and apply at www.LUC.edu/CEL.
Loyola students have the unique opportunity to partner with community organizations as co-researchers. Through the Community Research Fellowship, students participate in research with the community. Drawing from research questions generated by community organizations, students work in collaboration with them to co-design and implement a research project. As a team in conjunction with the Chicago Children’s Museum, the Community Research Fellows aimed to reassess the universality of Chicago Children’s Museum conceptual framework in order to interrupt biases, decenter whiteness, and include diverse perspectives during the exhibit planning process.

This fellowship encourages the use of creative methodological approaches that honor the experience of community members as a source of knowledge.

The fellows engaged the Chicago community across the city by conducting research at various branches of the Chicago Public Library system:
- Harold Washington Library (Downtown)
- Lozano Library (Pilsen)
- Edgewater Library
- Rogers Park Library

“The world was being impacted by COVID-19 and my team and I were no different. We held bi-weekly meetings with each other to ensure that our report and deep analysis of the Chicago Children’s Museum would arrive as scheduled. Although we would have preferred to present our findings in person, both at the symposium and directly to the staff and directors at the Chicago Children’s Museum, we did our best to provide an online presentation along with our report.”

MARELY GUZMAN, BUSINESS MANAGEMENT, ’20
EXPERIENTIAL LEARNING COURSES

EXPL 290
EXPL 290 is a seminar course exploring the theory and praxis of community engagement, active citizenship, and social change specifically through the lens of refugee issues and through service-learning.

During the fall 2019 semester, students worked with GirlForward and Madonna Mission, completing a project for GirlForward and direct service with the refugee community. At GirlForward, the students worked to create an online guide aimed to provide girls with the necessary resources to help with issues associated with assimilating to a new place and being a young woman in America.

“I think this opportunity really solidified my understanding of a reciprocal learning model where all parties are teaching and learning together. In particular, this partnership allowed for the participants at GirlForward to share their expertise and take on the role of the educator while working with students in our drop in center. Shifting the power dynamic allowed LUC students to approach their service not just as a service but truly as a learning experience. That can be incredibly humbling and teaches students to approach all interactions with a posture of listening and learning.”

ASHLEY MARINE, DEPUTY DIRECTOR OF GIRLFORWARD. SHE CO-TAUGHT THE COURSE, ALLOWING STUDENTS TO BENEFIT FROM HER YEARS OF EXPERIENCE WORKING WITH REFUGEES AND ASYLUM SEEKERS.

EXPL 292
EXPL 292 Seminar in International Service-Learning

EXPL 390
EXPL 390 Seminar in Organizational Change and Community Leadership

EXPL 391
EXPL 391 Seminar in Undergraduate Research

WE ARE CALLED TO...

QUESTION

The Center for Experiential Learning offers a number of Engaged Learning courses for undergraduate students, which provide students from any major the opportunity to engage in interdisciplinary and 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: Refugee Resettlement Issues
EXPL 292 Seminar in International Service-Learning
EXPL 390 Seminar in Organizational Change and Community Leadership
EXPL 391 Seminar in Undergraduate Research

“The experience of tutoring at the GirlForward program has helped me grow academically. These girls are so smart with the way they switch to three different languages within one conversation with one another. This is something that I was constantly amazed by because I’m also bilingual, but they motivated me to learn more languages. I decided to enroll in a French course next semester.”

ESTHER OLUWAPELUMI DUROSINMI, EXPL 290 STUDENT, POLITICAL SCIENCE, ’19

“I was brought into every meeting that took place, while I was there. The whole team regularly asked for my opinion on things they were working on or gave me important projects to help with.”

SARAH JANE CHRYSLER, EXPL 390 STUDENT, LYRIC OPERA OF CHICAGO INTERNSHIP, COMMUNICATION, ’20
EXPERIENTIAL LEARNING COURSES

EXPL 292 Seminar in International Service-Learning

EXPL 292 is a seminar course focused on an international service-learning experience in the context of community development, contemporary global issues, the impact of sports on culture, social justice, and global citizenship through the lens of sports. This spring, the students of the men’s soccer team took this course in conjunction with a trip to Peru over Spring Break. They worked with Universidad Antonio Ruiz de Montoya, the Jesuit university in Lima, to explore Peru, learning about its history and culture while participating in soccer camps with local children.

“It was an eye-opening experience to interact with all the different people we met and share our experiences with them, but most importantly learn from them.”

MARIUS KULLMANN, FINANCE AND INTERNATIONAL BUSINESS, ’20

EXPL 390 Organizational Change and Community Leadership

EXPL 390 is a 3-credit seminar course that focuses on organizational leadership through an internship or advanced student employment experience. Students work a minimum of 100 hours over the semester at their organization, while reflecting on their work experience in the context of organizational leadership, civic engagement, community development, and leadership in the community. Students construct a learning portfolio to document and present their learning, growth, and connection between course content and internship experience. This is an interdisciplinary course for undergraduate students from various academic departments.

“I was blown away by the quality of their internship program and the impact interns can have at the site.”

CHARLES FOAD, PSYCHOLOGY, ’21
**Faculty Development**

"Meeting regularly with other science faculty committed to a scientific approach to teaching was a great way to have an exchange of ideas and solutions while forming a support network and fostering relationships across departments. I look forward to continuing to be part of this community!"

**ERIC GOBEL, PHD, PSYCHOLOGY AND NEUROSCIENCE**

**Programs**

**Seminar Series on Experiential Learning**
A development program for Loyola’s faculty to build strategies in teaching experiential learning courses.

**Write Now! Workshop Series**
A writing workshop series provides faculty with dedicated time and space to develop engaged research and scholarship.

**Service-Learning Community of Practice**
Veteran service-learning practitioners share strategies, talk about victories and best practices, and trouble-shoot any tensions.

**STEM Faculty Learning Community**
STEM Faculty gather to discuss and explore active learning strategies in the classroom.

**Social Justice Pedagogy Group**
Faculty gather to think about how they cultivate a just classroom environment through how they teach, as well as what they teach.

**Active Teaching Online Reading Group**
Over 70 faculty gather to focus on creating a dynamic learning environment as LUC’s courses moved online for Spring and Summer.

**Diversity, Equity, and Inclusion Faculty Drop In Discussion Circle**
Faculty gather to share successes or challenges they experience with teaching diversity, equity, and inclusion issues.

The Center for Experiential Learning 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 Experiential Learning facilitates numerous teaching and learning programs throughout the year.

"It helped me connect current research about teaching strategies with my course. I immediately applied some of the principles in the research — with some success. More importantly, it really gave me a chance to speak with others about classroom strategies!"

**LAVAR POPE, PHD, ARRUPE COLLEGE**

Over 120 faculty participated in development events, reading groups, affinity groups, and the seminar series.
The Community-Engaged Scholars Faculty Fellows Program is a cohort-based faculty fellowship program for full-time faculty instructors at Loyola University Chicago, facilitated by the Center for Experiential Learning. The intent of this faculty development program is to create a community of scholars who will develop, build upon, or produce Community-Engaged Scholarship (CES).

“I am building relationships at Little Village Lawndale High School, where students and faculty have raised concerns about the indoor and outdoor air quality. In cooperation with LUC students Maddi Perdue, Natasha Gonzalez, and Vanessa Moro (who is herself an alum of the school) and [Loyola faculty member] Dr. Ping Jing, we are exploring how to put air quality assessment tools in the hands of the high school students, and how to mentor them through an experiment with plants known to remove volatile chemicals from the air, all in hopes of luring them into STEM professions.”

SASHA ADKINS, PHD, INSTITUTE OF ENVIRONMENTAL SUSTAINABILITY

“I am grateful for the support that CEL has given me to continue my engaged scholarship work through developing my research and pedagogical activities for my project ‘You Must Learn: Sampling Critical Hip Hop Pedagogy in Communication Education Spaces.’ Besides continuing to teach the course in the School of Communication, I’ve also developed an academic paper for the project and it was accepted in two conferences.”

GEORGE VILLANUEVA, PHD, SCHOOL OF COMMUNICATION
Seungho Moon, PhD

SUCCEED Lab (Schools, Universities, & Communities Collaborating for Equitable Educational Development) is led by Dr. Seungho Moon, an associate professor in the School of Education. He and his team are conducting research in some of our partner schools to demonstrate the efficacy of the University-Assisted Community Schools Initiative and the work of our team. Through qualitative and quantitative research studies, Dr. Moon’s team will examine the effectiveness of bringing the community into schools and providing supports for students and families. The research is being conducted over the course of the 2019–2020 school year.

“With the support of CEL’s Community-Scholar fellowship, I opened a research lab called, SUCCEED (Schools, Universities, & Communities Collaborating for Equitable Educational Development). Starting in the Summer of 2019, I initiated a research project as the principal investigator (PI), “Exploring the Emerging Paradigm of Teaching and Learning: Examining University-Assisted Community Schools Initiative (UACS).” Over the course of the 2019–2020 school year, the research team that is comprised of three graduate research assistants and five undergraduate research assistants conduct research in some of our partner schools to demonstrate the efficacy of the Community Schools Initiative (CSI) and the work of our team. CEL is the anchor so that I can continue to collaborate with the community. CEL supported me to advance university-community-school partnerships and to embody LUC’s mission to promote social justice. CEL helped me work further to provide solid research experiences for undergraduate and graduate students aligned with my Lab’s mission to advance community partnership through research.”

SEUNGHO MOON, PHD, SCHOOL OF EDUCATION

Michael Burns, PhD and Joe Vukov, PhD Interdisciplinary Collaboration

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SEUNGHO MOON, PHD, SCHOOL OF EDUCATION
Anchor Mission Initiative

Loyola University Chicago is part of a national coalition of colleges and universities called the Anchor Learning Network. Loyola has committed to serving as an anchor in its local community, contributing through economic development, local capacity building, neighborhood revitalization, and community partnerships. The Center for Experiential Learning has led this initiative, working closely with campus partners.

Leading the Anchor Mission Task Force at Loyola, the CEL worked with university representatives from across campuses and various departments, to discuss anchor mission strategies. This past year, they launched the local dining initiative in which we encouraged patronizing local community restaurants and catering businesses to support Loyola events.

For more information about Loyola’s anchor mission and commitment to the local community, visit LUC.edu/anchormission.

Edge of Sweetness

Kate Merrill, Loyola alumna and Rogers Park native, owns and operates Edge of Sweetness Bakery in the Edgewater neighborhood, a locally owned, community-centered establishment. The bakery serves as a neighborhood space where groups can conduct weekly meetings. As part of our anchor mission, the CEL committed to order food from locally-owned businesses like Edge of Sweetness Bakery to cater for faculty, student, and community partner programs and events.
WE ARE CALLED TO...
IMAGINE NEW SPACES

As Loyola University Chicago responded to the health crisis and moved to remote learning, the opportunity for learning moved closer to home. Through innovative approaches, Loyola faculty and students demonstrated their imagination moving learning into new spaces and into new depths.

Service-Learning Projects Transition to Local and Virtual

“The goal of my semester was to create a survival-level Italian course for refugees. I was to deliver this lesson in Italian at the Friendship Center in Rome. As I left Rome and came back home to Chicago, I learned about a parallel organization in my own city — Centro Romero. My semester project made me even more aware of how those without their own housing are absolutely crippled by their dependence on public place and what that means in the context of a global health crisis.”

KATHRYN BENNETT, ENGLISH, ITALIAN AND ART HISTORY MINORS, ’21

Site Supervisor Training Shifts to Virtual

The Center for Experiential Learning in collaboration with Career Services/Employer Relations had planned an on-campus, one-day training session for new, current, and potential community partners. We transitioned and implemented the first virtual training with 25 participants. The topics centered around recruitment, hiring, interviewing, supervision, handling issues and concerns, and best practices. Organizations ranged from social service centers and school programs to community/governmental agencies and other non-profit organizations.

Transitions

“The Ignatian imagination is a creative process that goes to the depth of reality and begins recreating it. ... Imagination grasps reality. In other words, depth of thought and imagination in the Ignatian tradition involves a profound engagement with the real, a refusal to let go until one goes beneath the surface.”

ADOLFO NICHOLAS, S.J.

Engaged Learning Experiences Shift to Remote Work

“I was able to continue with my project for my community partner.”

STEVEN J. WEITH, INFORMATION TECHNOLOGY, ’20

“I think it was a great experience, it taught me how projects are conducted in the real world.”

RIYA GHAI, INFORMATION TECHNOLOGY, ’22

“On site research ended but data was still collected virtually. It was a very smooth transition from in person to online.”

MARK MONTELLA, BUSINESS MANAGEMENT, ’20

Pivoting toward Learning Portfolios

More faculty embedded learning portfolios into their courses as they shifted to online learning, encouraging students to critically reflect on their learning. An increased number of students crafted portfolios with this shift as they connected their learning in the classroom with their experiences outside the classroom.

To view Emily’s learning portfolio, visit LUC.edu/CEL

To view a variety of student learning portfolios, visit LUC.edu/CEL