Intersections of Engagement

Center for Experiential Learning
As Fr. Arrupe states in his poem, “… what seizes your imagination, will affect everything…” Loyola’s Center for Experiential Learning (CEL) as a teaching and learning center on campus, as well as the community partnerships center, often serves at the intersection of three constituencies – captured by the imagination of faculty, students, and community partners working together toward the public good and a more just society.

The CEL exists at the intersection of engagement – in the middle of the tripartite populations we serve. We facilitate high-impact learning programs with faculty, community partners, and students through academic internships, learning portfolios, service-learning, and undergraduate research. We serve in various roles as connectors, conveners, and catalysts of learning and community change.

In the Ignatian tradition, learning is both experiential and connected to the community. Working closely with faculty and community partner organizations, we help students connect their learning to their passions, lines of inquiry, justice issues, and community opportunities. We encourage students to explore how their passions intersect with community priorities, in order to impact and transform society. These intersections matter.

In this annual report, you will find some of the learning featured in community – through the voices of students, faculty, campus partners, and community partners. Brief narratives, coupled with featured highlights, will reveal the breadth and depth of the intersections of engagement at Loyola University Chicago. The reflections of faculty, students, campus partners, and community partners remind us not only of the power of learning in community and through experience, but also how learning strengthens our communities and changes us.

In community,

Patrick M. Green, Ed.D.
Executive Director, Center for Experiential Learning
Clinical Instructor of Experiential Learning
Engaged Learning at Loyola University Chicago

All undergraduate students are required to complete a three-credit Engaged Learning course, which includes a structured learning experience integrated into a course that engages students in learning outside the classroom, through working with a community agency, professional organization, or in a research setting. The Center for Experiential Learning supports students, faculty, and staff with the Engaged Learning University Requirement.

Each year, Engaged Learning courses are offered to students who have numerous options from which to choose. From answering questions to connecting students with engaged learning course options, the CEL is the go-to Engaged Learning resource for students in the areas of service-learning, academic internships, and undergraduate research. In addition, faculty who transform their courses into Engaged Learning courses work closely with the CEL to identify teaching and learning resources, strategies, and potential community partnerships.

The CEL builds relationships with hundreds of community organizations, and we connect students, faculty and staff to non-profit organizations across the city of Chicago.

Sarah Alharsha
MOLECULAR/CELLULAR NEUROSCIENCE AND BIOETHICS, ’20

“I feel that I have learned the value and necessity for active community building and engagement. I will always appreciate the intentionality of CEL partnerships, where students like myself have the opportunity to work a moral compass, exercise a balance between professionalism, humility, and unity with community stakeholders, and engage with matters of social justice head-on.”

NUMBER OF ENGAGED LEARNING COURSES: 280 summer 353 fall 386 spring

NUMBER OF STUDENTS
696 summer
2641 fall
2951 spring
Service-Learning

Service-Learning is a pedagogy and practice that provides a community-based service experience integrated 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.

Here at LUC, 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.

“**This course gave me a sense of community within Loyola and in the Edgewater neighborhood. It allowed me to establish connections with local organizations, as well as individuals. This experience was the perfect platform for bridging students with their community, while allowing us to offer our knowledge and skills.”**

LIA TSIKRETSIS, BIOLOGY, ’19

86% of respondents indicated that they were better able to understand and apply academic course content to their service experience in meaningful ways.

2,995 students participated

147 sections of service-learning courses

104,825 hours of working and learning in the community

Kendall Brenneman
SOCIAL WORK, ’22

“I am a hands-on and visual learner, so I got so much out of this experience that I never would have in a classroom setting. I was able to work with my hands and work in the field doing home visits and physically helping out patient families. I never would have been able to do that or feel as valued in the classroom.”

63% of respondents indicated that fulfilling a major requirement or Engaged Learning requirement is the primary reason students took service-learning courses.
Academic Internships facilitate three significant aspects of a student’s development: personal, professional, and civic learning. The internship is a coeducational opportunity to develop knowledge, skills, and values that will help students participate fully and productively in a community. Students enroll in an academic internship course that provides experiential learning through critical reflection, applied theory, and addressing community and organizational development. Students engage in a variety of internships around the Chicagoland area, Loyola’s Washington D.C. Program, Vietnam Center, and John Felice Rome Center.
Learning Portfolios

Learning portfolios assist students in deepening critical reflections and integrating learning across course concepts, academic disciplines, and co-curricular experiences. A learning portfolio 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 like research papers, reflections, photos, videos, blogs, or presentations.

DEMIAINA AGAIBY  DANCE, ’19
CRITICAL REFLECTION LEARNING PORTFOLIO AWARD WINNER

“...I found myself seamlessly making cross-connections between different subject topics and academic languages, which furthered my understanding of those fields. Within my learning portfolio, I showcase the multifaceted components of my education and experiences and how they intersect with one another... Representing the numerous components of my identity, each section elaborates upon the most pertinent and relevant experiences I have had throughout my collegiate career. Ranging from dance performance to internships and leadership, the content within my learning portfolio is an extremely thoughtful and descriptive summary of the intersections between my fields of interest and how those findings can better support my personal trajectory, the fields themselves, and the greater good.”

ALEX MINTON  BUSINESS, ’19
Learning Portfolio Creativity and Innovation Award winner

To view Alex’s learning portfolio, visit LUC.edu/CEL
Undergraduate Research

Undergraduate research is an integral, high-impact learning experience for many students at Loyola. Through the Loyola Undergraduate Research Opportunities Program (LUROP), Loyola students from across the University engage in mentored research through a variety of fellowships. Over 250 students engaged in hands-on research through 15 different fellowships this year.

“It has impacted my education at Loyola by giving me the opportunity to learn hands-on. I have gained so much knowledge on the research process, academia, grants and proposals, as well as knowledge in the area of research.”

ANDY SOTO, SOCIOLOGY AND POLITICAL SCIENCE, ’19

228 total fellowships
Undergraduate Research and Engagement Symposium

Critical Inquiry and Engagement was the theme of the 2019 Undergraduate Research and Engagement Symposium. The symposium, part of Loyola’s Weekend of Excellence, showcased student scholarly work through poster presentations, oral presentations, learning portfolios, and performance. Throughout the event, students continued to develop many professional skills, including public speaking and visual and verbal communications. The variety of presentations demonstrated the diversity of student experiences and achievements in the high-impact practice of research. Faculty, staff, alumni, and community partners evaluated all of the student work, moving beyond presentation and offering another opportunity for learning.

WHAT SKILLS DID YOU BUILD UPON FROM YOUR SYMPOSIUM EXPERIENCE?

- 49% Public Speaking
- 64% Professional Skills
- 64% Communicating with Populations Outside Field or Discipline
- 52% Visual Communication
- 52% Verbal Communication

502 total number of students who presented at the 2019 URES

254 poster presentations

46 oral presentations

11 oral presentations from Learning Portfolios

1 public-led research in dance performance
Community Partnerships

Community partnerships lay at the heart of our students’ academic internship, service-learning, and community-based research experiences. This past year, Loyola students worked with 892 different organizations throughout Chicago, across the United States, and around the world.

As part of our efforts to make these partnerships mutually beneficial, the Center for Experiential Learning hosted seven different capacity-development workshops and panels for partners, welcoming over 100 organizations to campus during this past year.

“All of the Loyola students have been a huge asset to our organization. Each member has contributed ideas, policies, and recommendations that have helped improve the work we do.”

% OF SUPERVISORS REPORTING STUDENT GROWTH IN VARIOUS AREAS:

- 94% self-efficacy
- 80% project management
- 71% justice-orientation

99% of supervisors reported satisfaction with their Loyola students

892 organizations hosted students
48 site visits conducted by CEL staff
7 capacity-development workshops and panels offered
“It gave me and my fellow Social Justice Interns the opportunity to exchange ideas and perspectives about major social issues facing campus, the city, and the world. Additionally, getting the opportunity to acquire work experience (with financial compensation through a scholarship) made it possible for me to know more about a very interesting field and help me in my professional preparation towards meaningful employment.”

MARIO GUERRERO, SOCIOLOGY AND ECONOMICS, ‘20

Social Justice Internship

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.

2,093
hours completed by 8 Social Justice interns

$56,281
estimated value of internship hours completed by Social Justice Interns

“This internship was a great experience. I learned so many practical skills as well as concepts about social justice that I wouldn’t have learned otherwise. Working hands-on in an office was a unique part of the program and allowed me to see a different side to class material.”

CLARISSA SCHOOLEY, ENGLISH, ASIAN LANGUAGE/LITERATURE MINOR, ‘19
“My Community Research Fellowship helped build my passion for educational equity for underrepresented populations, while also learning valuable research skills that I still use today. I never imagined going to graduate school was a possibility for me, so I’m thankful that this experience gave me the confidence to learn that graduate school was something I needed to do.”

ELIZABETH SALGADO, (ALUMNA, ’18)
ATTENDING GRADUATE SCHOOL IN FALL 2019

Community Research Fellowship

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. Working with the Chicago Children’s Museum, the community research fellows assessed the impact of the teacher-created “chaperone tool” for the Chicago Children’s Museum field trip for schools.

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

“What impact, if any, does the use of a chaperone tool have on the learning experience during a field trip at Chicago Children’s Museum?”

“Unlike many partnerships, this one was truly mutually beneficial; Joe and Daniela learned and grew through this experience, and so did we. Their outside perspective was invaluable as they were able to look at our exhibit spaces (and the visitors in those spaces) with new eyes. This was their first time working in an informal learning environment, and they were both intellectually curious about our approach. After their observations and analysis, they were critical in a way that has really shifted my thinking about the way we use our chaperone tool, and I am excited to enact lasting change based on our fellows’ findings.”

RAMONA RICHARDS,
EDUCATION PROGRAMS DIRECTOR,
CHICAGO CHILDREN’S MUSEUM

“I was able to get out of the comfort zone of my major and minors to explore a different field within museum education. I learned differently through this experience because the autonomy my partner and I had helped us to create a methodology with the help of our advisors to really answer our research question. I was connected to something completely outside of what I am learning in the classroom and thrown into it headfirst. The full in-person experience has given me so much new knowledge.”

DANIELA ZAVALA,
BIOPHYSICS,
MATHEMATICS AND THEOLOGY MINOR, ’20
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 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 Community-Based Service and Leadership

**EXPL 291** Seminar in Community-Based Research

**EXPL 390** Seminar in Organizational Change and Community Leadership

**EXPL 391** Seminar in Undergraduate Research

---

"The Loyola students were wonderful to work with – serious minded, respectful, and invested in doing good work. I felt like I had valuable partners in our pursuit of identifying cultural resources and learning about peer institutions’ approaches to diversity. It was a pleasure from beginning to end!"

**KAREN CARNEY, HEAD OF SCHOOL, CHICAGO FRIENDS SCHOOL**

---

"It made me engage with the Rogers Park/Edgewater community [in a way] that I would not have had the chance to if I did not [take the course]. This was a more personal type of class that helped me with my people skills. It provided great connections within and outside the classroom."

**TIM JOSEPH, BIOLOGY, ’21**

---

What are the current practices that CFS is already doing to promote inclusivity and diversity?

What practices does CFS need to increase to promote inclusivity and diversity?

**EXPL 291 COMMUNITY-BASED RESEARCH COURSE**

Working with Chicago Friends School, a local Quaker school in our Edgewater neighborhood, Loyola students in this course engaged with a community-based research project focused on diversity and inclusivity practices. Diversity and inclusivity practices in this community context meant increasing participation and enrollment of people of color and people from lower socio-economic backgrounds. The students conducted a three-part research project in collaboration with Chicago Friends School, including asset-mapping the local communities of Rogers Park, Edgewater, and Uptown, an organizational internal audit, and an external audit of practices that promote diversity and inclusivity. The students presented their research to Karen Carney, Head of School at Chicago Friends School, as well as to the larger community at Loyola’s Undergraduate Research and Engagement Symposium.
Loyola University Chicago 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, working with campus partners, co-lead Loyola's membership in the Higher Education Anchor Mission Initiative, a 33-member cohort of higher education institutions committed to exploring how to implement the anchor mission, collecting benchmark data to identify anchor mission strategies.

Throughout the year, Loyola's Anchor Mission Task Force, made up of university representatives from all sectors, met to discuss anchor mission strategies. Examples include a Go Local campaign and a list of local community restaurants/catering businesses to support Loyola events. Loyola committed to participating in the Anchor Mission Learning Network for the next three years, as we continue to dedicate our institution to the local community.

EXPL 390 SEMINAR IN ORGANIZATIONAL CHANGE AND COMMUNITY LEADERSHIP

Seminar in Organizational Change and Community Leadership is a 3-credit seminar course focused on organizational and community leadership within a non-profit organization, government agency, or business. Students work a minimum of 100 hours over a semester at their organization, and explore topics such as leadership, organizational theory, community engagement, as well as personal and professional development through course readings, directed discussion, critical reflection, and site visits.

“My classmates and professor supported me with challenges I faced at my site. I had the opportunity to discover my strengths and had time to reflect with others on my experience.”

ARIELLE KRAHENBUHL, HEALTH SYSTEMS MANAGEMENT, ’19, COOK COUNTY HOSPITAL HEALTH SYSTEM INTERNSHIP AND COMMUNITY ENGAGEMENT FOR SUSTAINABILITY AWARD WINNER

“As a philosophy major, the community ethics involved with working for a non-profit, service-focused internship site helped me connect my coursework to real-life experiences.”

MADELINE RYAN, PHILOSOPHY, ’21, THE HONEYCOMB PROJECT INTERN

Anchor Mission Initiative

Loyola University Chicago 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, working with campus partners, co-lead Loyola’s membership in the Higher Education Anchor Mission Initiative, a 33-member cohort of higher education institutions committed to exploring how to implement the anchor mission, collecting benchmark data to identify anchor mission strategies.

Throughout the year, Loyola’s Anchor Mission Task Force, made up of university representatives from all sectors, met to discuss anchor mission strategies. Examples include a Go Local campaign and a list of local community restaurants/catering businesses to support Loyola events. Loyola committed to participating in the Anchor Mission Learning Network for the next three years, as we continue to dedicate our institution to the local community.

“My classmates and professor supported me with challenges I faced at my site. I had the opportunity to discover my strengths and had time to reflect with others on my experience.”

ARIELLE KRAHENBUHL, HEALTH SYSTEMS MANAGEMENT, ’19, COOK COUNTY HOSPITAL HEALTH SYSTEM INTERNSHIP AND COMMUNITY ENGAGEMENT FOR SUSTAINABILITY AWARD WINNER

“Our Loyola intern showed me how to entrust her with leadership qualities, making an impact within our volunteer community. Always a pleasure to learn from Loyola interns.”

KANDIS HOWARD, VOLUNTEER PROGRAM COORDINATOR AND INTERNSHIP SITE SUPERVISOR, LAKEVIEW PANTRY
Faculty Development Programs

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 to 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.

“The course design workshops were the most impactful on my teaching as I was able to apply several of the concepts I had heard about to the courses I am currently teaching. For example, during our sessions I was able to write learning objectives for my course using the great framework provided. I also started thinking about how all of the activities in my course tie back to those objectives.”

JENNIFER ZITZNER, BIOLOGY

686 faculty interactions by CEL with
over 75 faculty participated in development events, reading groups, or the certificate program
247 unique faculty members

PROGRAMS

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

Write Now! Workshop Series
This writing workshop series provides faculty with dedicated time and space to develop engaged research and scholarship. Each workshop offers a supportive interdisciplinary atmosphere and guided writing sessions.

SERVICE LEARNING COMMUNITY OF PRACTICE
The Community of Practice is a space where Service-Learning practitioners meet once a semester to share strategies, talk about victories and best practices, and trouble-shoot any tensions. Participants read and discuss a cutting-edge scholar/practitioner in the field of community-based learning to inform their practice.

ACADEMIC INTERNSHIP AFFINITY GROUP
This affinity group consists of faculty internship coordinators and instructors, along with site supervisors, who discuss teaching and learning strategies working with students in an academic internship course or program.

READING GROUPS
Three distinct reading groups across the Lakeshore and Water Tower campuses allow faculty to discuss various topics, such as active teaching strategies and social justice pedagogy.
Campus Collaborations

Working across campuses to collaborate with other offices, centers, and campus partners to connect the community, faculty, and students is foundational work in the Center for Experiential Learning. Our roles as convener, connector, and catalyst facilitates campus collaborations in order to create more powerful outcomes.

“Our partnership with CEL has yielded tremendous opportunities for students seeking off-campus internships and first-year students presenting at the Undergraduate Research Symposium. Additionally, more students from diverse backgrounds are learning about and applying for a Social Justice Internship”

**JOE SAUCEDO, DIRECTOR, OFFICE FOR STUDENT DIVERSITY AND MULTICULTURAL AFFAIRS**

“Partnering with CEL on programming for faculty about responding to difficult conversations in the classroom has expanded the reach of Wellness Center violence prevention initiatives. This partnership has allowed us to connect and engage with faculty members about response to and care for their students in novel ways by connecting disclosure, critical reflection, and Ignatian pedagogy.”

**ROBIN BERMAN, SENIOR HEALTH EDUCATOR, ADVOCACY COORDINATOR WELLNESS CENTER**

**CO-SPONSORED EVENTS**

**Focus on Teaching and Learning (FOTL):** The CEL partners with several departments that support academic learning resources for faculty in a day-long educational development program offered in August and January, which includes facilitating workshops, leading faculty panels, and hosting speakers.

**Critical Reflection and Student Disclosure Lunch & Learn**

A joint program offered by the CEL, Wellness Center, and Dean of Students Office discussing how student disclosure fits into Ignatian pedagogy and what resources are available to faculty to support their students.

**Fall Job, Service, and Internship Fair** with the Career Development Center and Office of Community Service and Action.

---

**New Initiatives**

**INCREASED OUTREACH**

The Center for Experiential Learning enhanced its communications strategy and launched electronic newsletters for each of its main constituencies – faculty, students, and community partners – reaching thousands of people each semester.

**Opportunities** is the student newsletter which reached 9,465 individuals.

**Engaged Teaching and Learning** is the faculty newsletter which reached 456 faculty members.

**Partners in Learning** is the community partner newsletter which reached 335 community partners.

**NEW ADVISORY BOARD MODEL**

The Center for Experiential Learning launched a new advisory board structure in 2019, including constituency-based boards, such as the faculty advisory board, student advisory board, and community partner advisory board. The boards meet individually as a constituency-based board and as a whole, providing feedback, insight, and perspectives to inform Center for Experiential Learning programs, resources, and delivery of services.

**335** community partners

**456** faculty

**9,465** students