



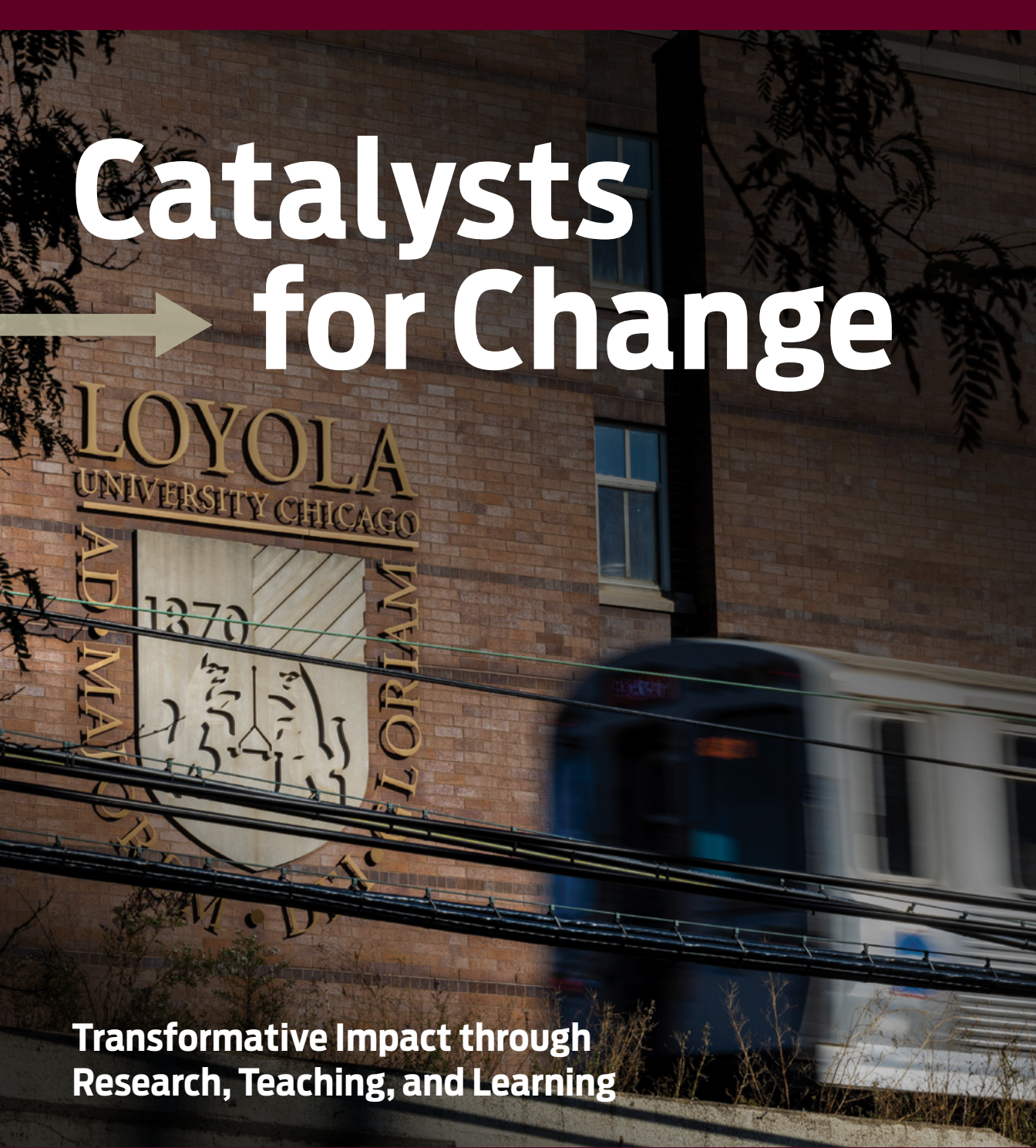
2024–25 IMPACT REPORT

Center for Engaged Learning, Teaching, and Scholarship

Catalysts for Change: Transformative Impact through Research, Teaching, and Learning



LOYOLA
UNIVERSITY CHICAGO



Catalysts for Change

Transformative Impact through
Research, Teaching, and Learning

INSIDE

2	Our Commitment	12	Community-based Learning Courses	22	Experiential Learning Opportunities
4	Engaged Learning at Loyola	14	Student Engagement around Chicago	24	Faculty Development Programming
6	Community Partnerships	16	Learning Portfolio Program	26	Faculty Fellowships
8	Undergraduate Research Program	18	Undergraduate Research and Engagement Symposium	28	Engaged Scholarship Initiative
10	Academic Internship Courses	20	Social Justice Internship Program		

LETTER FROM THE EXECUTIVE DIRECTOR

As Pope Francis frames education as the triple language of mind, heart, and hands, Loyola's Jesuit education "brings students into contact with realities around them, so that . . . they learn to change the world." In truth, a Jesuit education is rooted in transformation because such education changes us -- how we think, act, dream, and choose to live. Simply put, Jesuit education is a catalyst for change. In Loyola's Center for Engaged Learning, Teaching, and Scholarship (CELTS), we facilitate engagement to transform research and learning into the meaningful activities of students, faculty and community partners that impact not only their education, but the local and global communities in which we live.

CELTS serves as a catalyst for change 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 critical reflection, they learn in novel, deep, and transformative ways. CELTS supports students, connecting them to robust experiential opportunities and bringing their learning to life through Engaged Learning courses across the curriculum. CELTS builds capacity of community partners as they supervise students, sharing their knowledge, skills, and experiences, and becoming co-educators and co-creators of learning in the community. CELTS enhances the development of faculty as they recast their teaching and learning approaches and develop courses to engage students in real-world problems and field experiences.

Through the work of CELTS, faculty, students, and community partners become co-learners and co-teachers in shared spaces. In this annual report, we elevate the voices of students, faculty, and community partners, as they share how education serves as a catalyst for change through experiential learning courses and programs at Loyola University Chicago. CELTS serves as a facilitator of Jesuit education for how learning is a catalyst for change -- it transforms us and has the potential to transform our communities

In service to the transformative impact of research, teaching, and learning,

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



"Listening to each other, reflecting on dialogue: this is the way of education.... First, education programs should bring students into contact with the realities around them, so that, starting from experience, they learn to change the world not for their own benefit, but in a spirit of service.... Second, Catholic education should promote a culture of curiosity. Let us support young people in this exploration of themselves and the larger world.... Education is not only through the mind, but through the heart and the hands. We must learn to think what we feel and do, to feel what we do and think, to do what we feel and think. This is education: it is a triple language."

POPE FRANCIS, NOV. 9, 2024 ADDRESS OF THE HOLY FATHER FRANCIS TO PARTICIPANTS IN THE UNISERVITATE GLOBAL SYMPOSIUM, "SERVICE-LEARNING AND THE GLOBAL COMPACT ON EDUCATION"

Our Commitment

Catalysts for... Research, Community Engagement, High Impact Learning, and Engaged Scholarship

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 contributes through a nationally-recognized undergraduate research program, Carnegie-designated community engagement programs, and high-impact learning center.

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. Through this collaboration, each participant serves as a co-educator, developing creative pedagogical approaches and producing scholarly initiatives focused on teaching, learning, and community engagement.

"The values and methods of Loyola's Jesuit mission are clearly reflected in the work fostered by University Libraries and the Center for Engaged Learning, Teaching, and Scholarship. In these collaborations we embed experiential learning into the academic curriculum. Working with our partners to meet the needs of communities, we continue to deepen the rich and reciprocal relationships Loyola has forged with the city and region."

Engaged learning partnerships help address some of the most complex issues of our time: disparities in income, education, individual and community well-being, and access to services. By its very nature, engaged scholarship is inclusive. The Jesuits talk about being persons for and with others. This type of work brings to life that very phrase. It is reciprocal, interdisciplinary work in which scholars learn from the community as the community benefits from the scholarship."

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



Build

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



Expand

faculty capacity across CELTS programs in community-engaged and high-impact learning, critical reflection, and research.



Create

new and maintain existing community partnerships to both connect community-based learning opportunities for faculty and students and catalyze capacity-building programs for partners.



Deepen

teaching and learning experiences and expand opportunities for Loyola faculty and students through engaged learning courses, undergraduate research opportunities, community-based learning opportunities (service-learning and academic internships), and digital learning portfolios.



Encourage

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



By its very nature, engaged scholarship is inclusive. The Jesuits talk about being persons for and with others. This type of work brings to life that very phrase."

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



ENGAGED LEARNING COURSES AT LOYOLA

Catalysts for... Hands-on, Experiential Learning

All undergraduate students are required to complete a three-credit course, as part of the Engaged Learning University Requirement, which involves a structured learning experience integrated into a course that engages students in learning outside the classroom. This happens through 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. CELTS connects students and community partners to opportunities, while facilitating resources for critical reflection on their experiences. The CELTS team connects faculty and students to community partnerships and opportunities, critical reflection resources, research opportunities, and teaching and learning strategies for Engaged Learning course development.

"This experience strengthened my ability to analyze issues from multiple perspectives, integrate interdisciplinary knowledge, and approach problems with greater intellectual curiosity and ethical awareness. Ultimately, it enhanced my skills in critical thinking, research, and reflection-tools that have become essential to my academic growth and future work."

KELLY GRIMSLEY, POLITICAL SCIENCE, COMMUNICATION '25

"It was incredibly fulfilling to combine my skills in math, economics, and sustainability into one comprehensive project. This project helped me see how interdisciplinary approaches can lead to more nuanced insights, and it deepened my interest in pursuing research that bridges mathematical analysis with social and environmental concerns."

ITZEL ROSAS, ECONOMICS, '25

5 CATEGORIES OF ENGAGED LEARNING COURSES AT LOYOLA

- Service-Learning Courses
- Academic Internship Courses
- Undergraduate Research Courses
- Fieldwork Courses
- Public Performance Courses

6,910

LOYOLA STUDENTS PARTICIPATED IN ENGAGED LEARNING COURSES ACROSS SUMMER 2024, FALL 2024, AND SPRING 2025.

591

ENGAGED LEARNING COURSES WERE OFFERED ACROSS SUMMER 2024, FALL 2024, AND SPRING 2025

COMMUNITY PARTNERSHIPS

Catalysts for... Collaborative, Co-Educational Partnerships

This year's theme, "Catalysts for Change: Transformative Impact through Research, Teaching, and Learning," invites us to reflect on how community partnerships shape Loyola student's learning experiences. Through a co-educator framework, CELTS aims to transform the way research, learning, and teaching take place both in and beyond the classroom, and with community partners. Our community partners bring essential real-world expertise, hands-on insight, and field-based perspectives grounded in transformative community work. CELTS continues to strengthen long-standing partnerships and pursue new collaborations locally and beyond, despite challenges and times of uncertainty. These sustained, intentional engagements ensure that all students have access to meaningful, applied learning opportunities. As co-educators, community partners prepare students to be critical thinkers, problem solvers, and effective communicators, preparing them for academic and professional success.

“Our Loyola student interns were excellent representations of the quality, conscientiousness, and thoughtfulness of Loyola students. We were fortunate to have them.”

— COMMUNITY PARTNER SURVEY FEEDBACK



Josh Zepeda, MSW ('15), a social worker at Sullivan High School who supervises many Loyola student interns, received the Community Partner for Co-Education award, presented by Jorion Tucker, CELTS Community Partnerships Coordinator.



850

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

99%

OF SUPERVISORS WERE SATISFIED WITH THEIR LOYOLA STUDENTS

% OF SUPERVISORS USING VARIOUS CO-EDUCATIONAL APPROACHES

87% Facilitate student reflection

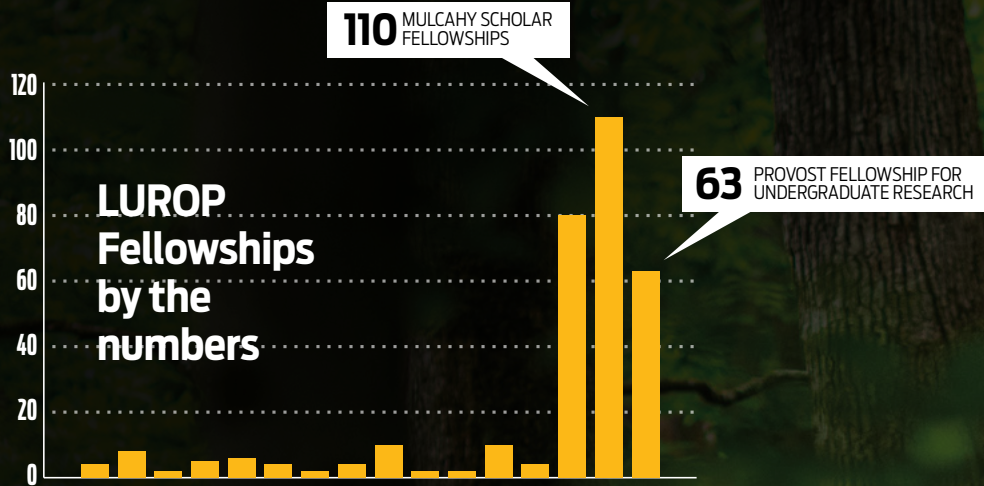
80% Provided professional development opportunities

71% Invited students to professional events

79% Presented foundational theories or concepts

95%

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



- 4 Baum Research Fellowships in Environmental Sustainability
- 8 Biology Summer Research Fellowships
- 2 Biology Research Fellowships
- 5 Carbon Undergraduate Research Fellowships
- 6 Center for Urban Research and Learning Fellowships
- 4 John Grant Research Fellowships in Bioethics
- 2 Hank Center for Catholic Intellectual Heritage Fellowships
- 4 Carol and Adelaide Johnson Fellowships
- 10 Research Mentoring Program Fellowships

- 2 William and June Pizzi Undergraduate Research Fellowships
- 2 Rudis Scholarships in Political Science
- 10 Social Justice Research Fellowships
- 4 Women in Science Enabling Research (WISER)
- 80 College of Arts and Sciences Summer Research Experience
- 110 Mulcahy Scholar Fellowships
- 63 Provost Fellowship for Undergraduate Research

297 LUROP FELLOWSHIP RECIPIENTS AWARDED
316 FELLOWSHIPS GUIDED BY **113** FACULTY MENTORS

1,924 STUDENTS ENROLLED IN **222** VARIOUS UNDERGRADUATE RESEARCH COURSES

UNDERGRADUATE RESEARCH PROGRAM

Catalysts for... Mentored Research and Critical Inquiry

Undergraduate research is an essential high-impact learning experience for many students at Loyola University Chicago. Through the Loyola Undergraduate Research Opportunities Program (LUROP), Loyola students from across the university engage in mentored research with a faculty, staff, or graduate student mentor through a variety of funded fellowships. During the summer of 2024 and the academic year of 2024-2025, 297 students engaged in research-across campus and throughout the community.

“CELTS allowed me to integrate our research into the curriculum, enriching our students' understanding of biomedical engineering.”

— VINCENT CHEN, PHD, ASSOCIATE PROFESSOR, ENGINEERING

"Helping others and making a beneficial impact on the world will always drive my future goals, which was reaffirmed while being in Kiribati. I would recommend a research project to others. It allows you to truly take a deep dive into a subject that you want to explore more, and beyond that, teaches you so much about yourself."

TAYLOR ZIELENBACH, HR MANAGEMENT '27



Loyola students Taylor Zielenbach and Mike Rogowski filming an abandoned war tank from the WWII Battle of Tarawa located on the shore of Kiribati.

Directing my own research project and leading my own team has taught me a lot about managing timelines, the benefits of leaning on teammates, and acceptance when projects do not turn out the way you initially planned."

BRADLEY ORZADA, PSYCHOLOGY AND SOCIAL WORK, '26



I really think this project has been invaluable so far, both in expanding my understanding of academic research and clarifying future directions I want to go. I love the interdisciplinary nature of my research, and it has only enhanced my passion about the intersection of language and Politics."

HAILEY GATES, JOURNALISM, '26



ACADEMIC INTERNSHIPS

Catalysts for...Real-World,
Pre-Professional Experiences

Learning comes to life through academic internships, which pair courses with the practical application of learning through an internship with a professional organization. Students connect theory in the real world by interning with non-profit organizations, government agencies, and for-profit companies while conducting meaningful and relevant work in their chosen fields and industries. In the 2024-2025 academic year, 1,243 Loyola students interned at 510 different organizations, exploring their career aspirations and passions post-Loyola.

MORE THAN
155,375
HOURS OF CAPACITY-BUILDING
WORK AROUND CHICAGO

510
ACADEMIC INTERNSHIP
ORGANIZATIONS HOSTED
LOYOLA STUDENTS

"During my internship at Apple, I was able to connect the skills and knowledge I have gained through my academic studies at Loyola with real-world experiences in a fast-paced and customer-focused environment. My courses in Information Technology helped me understand the technical aspects of troubleshooting and diagnosing device issues, while my time at Apple allowed me to apply this knowledge in practice."

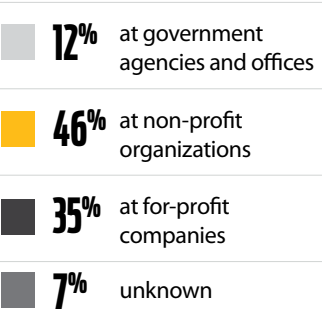
SARA ODISH, INFORMATION TECHNOLOGY, '25
Technical Support Intern, Apple

"Through this internship, I also connected with Loyola's mission of service to others. The work I did helped the Marine Corps maintain a secure and efficient network, which is vital for ensuring that Marines are ready for operations. My contributions, though behind the scenes, supported the mission of national security, which ultimately serves the greater good. This experience reaffirmed my commitment to using my talents in technology to improve the world around me, whether in the public or private sector."

KELLY McCABE, COMPUTER CRIME & FORENSICS
| CYBERSECURITY, '25, Network Administration
Intern, United States Marine Corps



Academic Internships by the numbers



1,243
LOYOLA STUDENTS
COMPLETED ACADEMIC INTERNSHIPS

43 UNIQUE ACADEMIC
INTERNSHIP COURSES

134 SECTIONS
OFFERED

28% PAID
62% UNPAID

60% REPORTING





Through my work at CRA, I witnessed how community-driven initiatives can create lasting improvements in individuals' lives..."

— ITZEL FLORES, HEALTHCARE ADMINISTRATION, '27

OVER

85,000

HOURS OF WORKING AND LEARNING IN THE COMMUNITY

2,257

STUDENTS PARTICIPATED

136

SECTIONS OF SERVICE-LEARNING COURSES IN 33 DEPARTMENTS

COMMUNITY-BASED LEARNING

Catalysts for... Community and Classroom Connections

Service-Learning is a teaching and learning practice that provides a community-based experience integrated into traditional academic coursework. All service-learning courses involve two common elements: 1) Student engagement in a service experience that is responsive to community priorities and aligns with course outcomes; and 2) Structured opportunities for reflection embedded in the course that help students make meaning of their community-based experiences connected to course content.

Service-Learning is facilitated by CELTS through the following hallmarks:

Encounter: Students build relationships with the residents of our communities beyond merely completing a task or project; it is about honoring and appreciating the history, knowledge, and assets of that community and its members.

Engaging the Material: Students think critically about how their academic course material interplays with their service-learning and lived experiences.

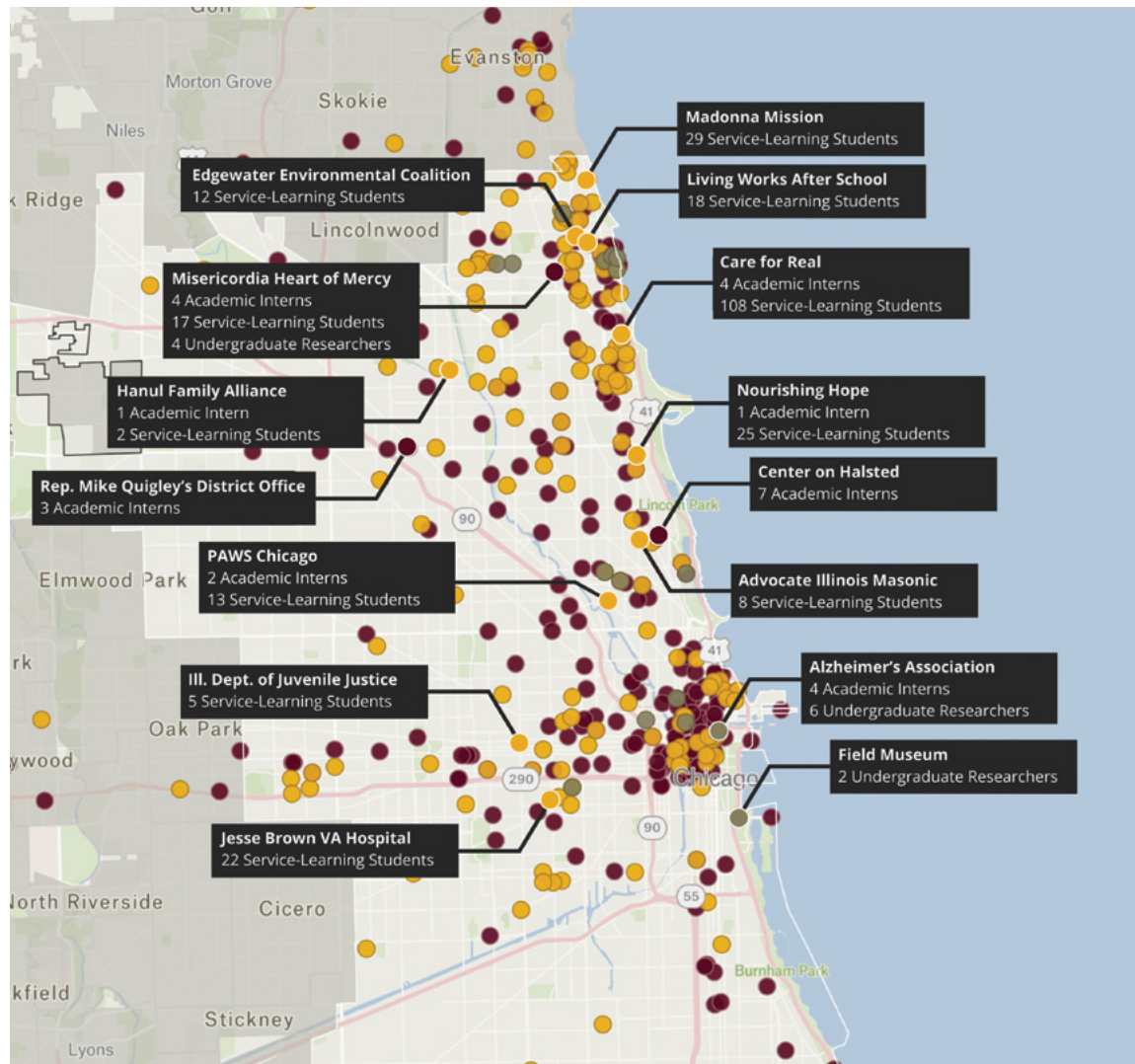
Common Good: Students consider their actions in the community in the context of building toward the common good.

"[My service-learning experience] inspired me to think critically about my role in creating a thriving community- one where dignity and compassion are at the forefront of service. Moving forward, this experience has reinforced my commitment to integrating service into my career and personal life."

SHUBHAM PATEL, BIOLOGY, '25, COMMUNITY ENGAGEMENT AWARD RECIPIENT

"I really enjoyed my experience doing engaged learning. It gave me a wonderful opportunity to work at a refugee center in Rome. The experience taught me the importance of the hidden minority and that they need help in ways besides donating money. It also forced me to use my Italian language skills outside of the classroom in a professional setting."

CALEB HAM, INTERNATIONAL BUSINESS, '28



STUDENT ENGAGEMENT AROUND CHICAGO

- Academic Internships
- Service-Learning
- Undergraduate Research



“

With my academic internship, I felt like my identity changed from being just a Loyola student to being a contributing member of the Rogers Park community and of the greater Chicago community. My entire perspective of Rogers Park and Chicago shifted because I had the opportunity to immerse myself in the community in a deeper, more meaningful way.”

— MAURA GREEN, SOCIAL WORK, '25
Unpaid Academic Internship Award Recipient, Fall 2024

LEARNING PORTFOLIO PROGRAM

Catalysts for... Critical Reflection through Digital Pedagogy

The Learning Portfolio Program aims to provide resources and support for faculty, staff, and students so that they may receive the maximum benefits of learning portfolios.

Holistic

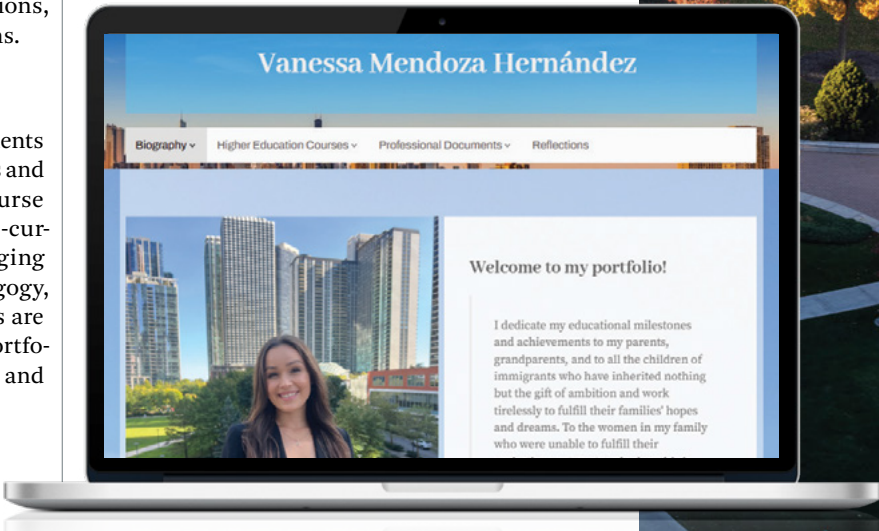
A learning portfolio is a digital collection of students' demonstrated knowledge, competencies, and skills represented through learning artifacts. These artifacts are evidence of student learning and growth over time. They may include writing samples, research papers, reflections, photos, videos, or presentations.

High Impact

Learning portfolios assist students in deepening critical reflections and integrate learning across course concepts, disciplines, and co-curricular experiences. By engaging in multi-modal, digital pedagogy, students' knowledge and skills are made visible through their portfolios and experiences in unique and enriched ways.

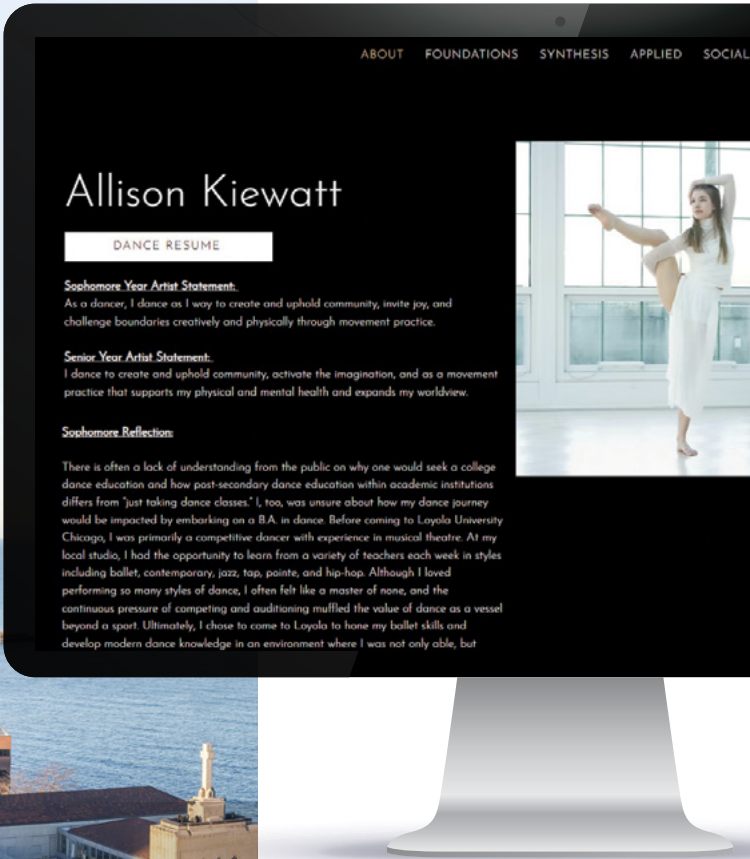
"Before having a tangible way of looking at all of the work I have done it was easy for me to downplay the effort I have put in throughout my Master's program. This experience gave me the platform to critically reflect and take ownership of the knowledge I have gained at Loyola. Being able to personalize my learning inspired me to showcase who I was in the past, who I am now in the present, and who I would like to become in the near future."

VANESSA MENDOZA HERNÁNDEZ, GRADUATE HIGHER EDUCATION PROGRAM, '25



"Developing a learning portfolio has been integral to my Jesuit education, helping me draw connections between diverse learning experiences and clarify my goals as a liberal arts student and aspiring professional."

ALLISON KIEWATT, DANCE & VISUAL COMMUNICATION, '25 (2025 LEARNING PORTFOLIO AWARD WINNER)



923

LEARNING PORTFOLIOS WERE CREATED IN DIGICATION DURING THE 2024-2025 ACADEMIC YEAR.



Our use of ePortfolios as a reflective learning tool has spurred more documentation of coursework and more reflective engagement with course content."

— **SANDRA KAUFMANN**, ASSOCIATE PROFESSOR, DIRECTOR OF DANCE



466

PRESENTATIONS
REGISTERED

867

INDIVIDUAL STUDENTS
PRESENTED AT THE
SYMPOSIUM

51

VOLUNTEERS PROVIDED
LEARNING-CENTERED FEEDBACK
TO STUDENT PRESENTERS

UNDERGRADUATE RESEARCH AND ENGAGEMENT SYMPOSIUM

Catalysts for... the Co-Creation
of Knowledge

The Center for Engaged Learning, Teaching, and Scholarship (CELTS) hosted the university-wide Undergraduate Research and Engagement Symposium in the spring of 2025. At this annual event, students displayed their research and community engagement presentations in various formats, including research posters, oral presentations, learning portfolios, and creative performances. For the third consecutive year, CELTS saw record registrations for the event and added a third poster session to accommodate growing participation.

Students demonstrated their learning, creative works, research, and scholarship as culminating projects guided by faculty mentors and course instructors. Faculty, staff, alumni, graduate students, and community partners evaluated the students' work, offering yet another opportunity for feedback and learning.

To see the variety of student presentations in the symposium online repository, visit:
ecommons.luc.edu/ures/



"My engaged learning experience through the Provost Fellowship enriched my Loyola education by providing first hand research experience in developmental biology. I had the opportunity to apply theoretical knowledge from my classes to real-world experiments, such as conducting histological staining. This hands-on work reinforced my classroom learning and helped me understand complex topics like gene expression and molecular signaling more deeply. Additionally, the experience allowed me to develop technical lab skills and introduced me to a network of researchers and mentors at Loyola."

NATASHA OLIVARES, CHEMISTRY, '27

"I never expect every research question to be a success, but the process of failure and being able to adapt my research to still provide something of value has been one of the greatest skills that I have been able to apply beyond school or work. Being able to take highly critical feedback from complete strangers was also something new to me that has surely made me a stronger presenter and more confident in my research abilities."

LUKE CESICH, POLITICAL SCIENCE, '25

SOCIAL JUSTICE INTERNSHIP PROGRAM

Catalysts for... Advocacy
and Justice Work

AVERAGE OF

260

HOURS COMPLETED
BY EACH INTERN

A TOTAL OF

2,860

INTERNSHIP HOURS
COMPLETED



"This has been my favorite course at Loyola. Not only did it allow me to apply what I've learned from life experience and in the classroom to life, but I was able to grow in my personal and professional development."

AMÉLIE MALONE, PSYCHOLOGY AND AFRICAN STUDIES, '26

The Social Justice Internship Program provides a select group of Loyola students with the opportunity to gain hands-on learning experience, through a two-semester internship with a chosen Chicago non-profit, focused on community service, advocacy, and equity. In addition to valuable real-world experience, participants receive a tuition scholarship for the academic year.

Throughout the internship, students are supported by a unique two-semester Social Justice course that explores topics such as civic engagement, community leadership, asset-based community development, and social justice frameworks. Over the academic year, students build community through a cohort model, while reflecting on the impact of their unique internship experience.

Over the academic year, students also have the chance to build a shared sense of community within their cohort while striving diligently to create a transformational impact both during and after their internship. This past year, interns worked with organizations including Catholic Charities of Chicago, Misericordia Heart of Mercy, Girlforward, ONE Northside, and Forging Opportunities for Refugees in America (FORA).

“

This has been the most impactful internship I've ever done, and I look forward to carrying these skills onto my future academic and professional pursuits.”

— KYLEE DAVIS, PHILOSOPHY AND LAW, '27

\$52,000 IN TUITION
SCHOLARSHIP
FUNDS FOR
LOYOLA STUDENTS





It pushed me to take a more active role in my learning by connecting theory to practice, encouraging reflection, and challenging me to think critically outside the traditional classroom setting.”

— PRECIOUS MALUNGA, BIOCHEMISTRY, '26, ASPIRE RECIPIENT, FALL 2024

18 STUDENTS AWARDED A TOTAL OF

\$27,000

WITH ASPIRE SCHOLARSHIP

33 STUDENTS AWARDED

\$49,500

WITH UNPAID ACADEMIC INTERNSHIP AWARD

“My engaged learning experience significantly enhanced my education at Loyola by providing the opportunity to work on a research project. This experience allowed me to apply what I learned while collaborating with my mentor, which deepened my understanding of the scientific field. Working alongside my mentor helped me develop critical thinking, data analysis, and effective communication skills. Additionally, this experience enriched my understanding of the research process, honed my problem-solving abilities, and fostered my collaboration skills.”

ANAYATZI VELAZQUEZ, COGNITIVE NEUROSCIENCE, '25

EXPERIENTIAL LEARNING OPPORTUNITIES

Catalysts for... Expanding Access to Opportunities

The Center for Engaged Learning, Teaching, and Scholarship offers a series of transdisciplinary Engaged Learning courses for undergraduates of any class level and any school to engage in academic internships, service-learning, and undergraduate research experiences rooted in the community. Taught by professional members of the CELTS team, courses offered this past academic year included:

EXPL 290

Seminar in Community-Based Service and Leadership

EXPL 291

Introduction to Research

EXPL 390

Internship Seminar: Organizational Change and Community Leadership

EXPL 391

Seminar in Undergraduate Research Methods and Practice

Funding Opportunities for Students

CELTS awarded nearly \$80,000 to more than 50 students in the 2024-2025 academic year through two funding opportunities that aim to ensure all students have equitable access to experiential learning at Loyola.

All Students Prosper If Resources Exist (ASPIRE) Scholarship

In collaboration with the Office of Financial Aid and Student Government of Loyola Chicago, the The Center for Engaged Learning, Teaching, and Scholarship awards a scholarship to up to 20 students each academic year to lessen the financial burden of these often unpaid opportunities, expanding access to students. ASPIRE is awarded in the summer, fall, and spring semesters to students participating in undergraduate research, fieldwork, and academic internships.

Unpaid Academic Internship Award

The Unpaid Academic Internship Award grants funding to students participating in academic internships across disciplines who are completing internships that are unpaid or underpaid. The funding is awarded to more than 30 students across the fall and spring semesters. Through the distribution of funding to students, CELTS aims to increase equity and access for students to participate in Engaged Learning opportunities.



“My experience at the Administration for Community Living (ACL) reshaped the way I engaged with my education at Loyola by providing a transformative educational experience for practice-informed social work. Instead of approaching coursework as purely academic, I began to see it as directly connected to the lives of people, specifically those who ACL serves. The experience also made me more proactive and curious in the classroom. I found myself asking deeper questions and drawing on internship experiences during class discussions. This experience helped me become a more engaged, mission-driven student and intern by learning with a clearer purpose through internship and coursework connections.”

SOPHIE BOTZET, SOCIAL WORK & POLITICAL SCIENCE, '25

Unpaid Academic Internship Award Recipient, Spring 2024 | EXPL 390 Spring 2024, Community Engagement Award Recipient, 2024-2025

FACULTY DEVELOPMENT PROGRAMS

Catalysts for... Building Faculty Capacity for Teaching and Learning Practices

"My goal was to create a course that helps students understand the importance of supporting marginalized communities. With assistance from the Center for Engaged Learning, Teaching, and Scholarship (CELTS) at Loyola University, I designed a course combining Italian language instruction, cultural context, and service-learning. This gives students insight into migration and refugee crises through direct experience. My experience with these courses aided me in writing an article for the online magazine Best Practices in Jesuit Higher Education, discussing how Service-Learning can be an effective practice to raise awareness and solidarity with migrants and refugees."

NIVES VALLI, ITALIAN

"The certificate made me think more about my strengths and passions as a researcher and how I can incorporate that into my course"

RACHEL ROGERS, SCHOOL OF ENVIRONMENTAL SUSTAINABILITY

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

Educational Development Programs offered in 24-25

Faculty Certificate in Experiential Learning

This faculty certificate program is an educational development program for Loyola's faculty to build strategies in teaching experiential learning courses. The program offers workshops focused on integrated course design, theory and practice of experiential learning, working with community partners, and facilitating critical reflection.

Engaged Learning Community of Practice

Instructors teaching Engaged Learning courses discuss different pedagogical approaches, creating engaged teaching and learning spaces, working with community partners, and developing robust techniques for teaching their courses.

Grading for Growth Workshop

Over 50 faculty came together for a full day workshop that focused on implementing the practices in Grading for Growth around specification and mastery grading, an assessment strategy that emphasizes mastery, clarity, and student agency.

STEM Faculty Learning Community

STEM Faculty gathered to discuss and explore active learning strategies and challenges unique to their classrooms.

Active Learning Book Group: Small Teaching

The Active Learning Book Group brought together faculty from across disciplines to explore evidence-based strategies for increasing student engagement and success.



Every semester I have been at Loyola, CELTS has provided invaluable resources in connecting me to other educators, expanding my horizons and teaching me new tips and tricks, and offering me professional development opportunities with very low entrance and inconvenience barriers (such as traveling elsewhere or securing funding.)"

— BBRIAN CAMPBELL-DEEM, PHD, PHYSICS



OVER

85

FACULTY ENGAGED IN FACULTY DEVELOPMENT PROGRAMMING OFFERED BY CELTS

OVER

100

FACULTY ENGAGED WITH CELTS FOR ENGAGED TEACHING AND LEARNING STRATEGIES AND RESOURCES



Thanks to various meetings with and resources provided by CELTS, I was able to put together materials for two Engaged Learning courses. The provided resources were very helpful in bringing together groups of students in their research activities; it was pivotal to building a research community."

— XIANG WAN, PHD, MATHEMATICS AND STATISTICS

12

ENGAGED SCHOLARS FACULTY FELLOWS FOR 2024-26

8

NEW CULTURALLY AWARE MENTORING IN UNDERGRADUATE RESEARCH (CAMUR) FACULTY FELLOWS AWARDED FOR 2025-2027

\$63,350

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



FACULTY FELLOWSHIPS

Catalysts for... Enhancing Faculty Experiences with Community, Training, and Resources

The CELTS team offers faculty development through structured faculty fellowship programs that offer educational development, resources, and funding. The faculty fellows meet regularly, share resources and practices, and develop new strategies for engaged teaching and learning and engaged scholarship.

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.

"CELTS provided me with general encouragement but more specifically with development of robust assessment approaches, thoughtful and iterative reflection ideas, and resources to link the coursework to vocational planning."

CATHERINE NICHOLS, PHD, ANTHROPOLOGY

CELTS provided a lot of guidance on course design and followed up during the semester to answer questions and concerns."

NATALIA VALENCIA, PHD, MODERN LANGUAGES AND LITERATURE

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 will 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.

The following faculty have been awarded the Culturally Aware Mentoring for Undergraduate Research (CAMUR) Faculty Fellowship:

DeRon Williams

Fine and Performing Arts

Christopher Hernandez

Anthropology

Gabriela Buitrón Vera

Modern Languages & Literatures

Carmen Rovi

Math and Statistics

Chris Yim

Communications

Michael Burns

Biology

Lidia Monjaras Gaytan

Psychology

Teresa Gonzales

Sociology



ENGAGED SCHOLARSHIP INITIATIVES

Catalysts for... Public Scholarship and Community-Engaged Research

In addition to supporting faculty in their research endeavors, the CELTS programs connect faculty to resources on engaged scholarship. The CELTS professionals build capacity for faculty to explore their teaching and learning practice and connect it to community engagement through research, publishing in scholarly journals, and disseminating their work at professional conferences. In collaboration with Loyola University Libraries, the CELTS team launched several engaged scholarship programs and resources. In fall 2024, University Libraries and CELTS implemented the Celebration of Engaged Scholarship, featuring a faculty panel discussing their scholarly work in the community. At this event, an engaged scholarship toolkit resource was launched for faculty to support the development and execution of community-engaged research and scholarship (see QR code). In spring 2025, another program featuring faculty engaged scholarship created a community of practice for Loyola scholars interested in developing and continuing this work, through collaboration with University Libraries and CELTS.

Engaged Scholarship Library Toolkit



"Many Loyola faculty and staff publish, disseminate knowledge, and develop multimedia outlets. These efforts go beyond traditional scholarly publishing and offer an opportunity for applied research to be better understood and more valued. St. Ignatius is credited with saying that "love is shown more in deeds than words." For Ignatius, reflection, education, and action are all integral to becoming people for others. These threads come together in engaged scholarship, where faculty, students, and community accompany one another to 'expand knowledge in service to humanity through learning, justice, and faith.' "

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



Engagement in CELTS encouraged me to develop a research manuscript based on the course. The manuscript is being developed collaboratively with the community partners who I worked with and co-taught the course."

— LARA SMETANA, PHD, SCHOOL OF EDUCATION



80+

FACULTY ATTENDED ENGAGED SCHOLARSHIP PROGRAMS

12

ENGAGED SCHOLARS FACULTY FELLOWS FUNDED BY CELTS WORKING ON SCHOLARLY PROJECTS

**CENTER FOR ENGAGED LEARNING,
TEACHING, AND SCHOLARSHIP**
GLOBAL AND COMMUNITY ENGAGEMENT
OFFICE OF THE PROVOST

1032 W. Sheridan Road • Chicago, IL 60660
773.508.3366 • CELTS@LUC.edu • LUC.edu/CELTS/



LOYOLA
UNIVERSITY CHICAGO