



TRANSFORMATION

THROUGH LEARNING, RESEARCH, AND TEACHING



CE LTS facilitates **4**
high-impact learning programs:

- academic internships
- learning portfolios
- service-learning
- undergraduate research



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LETTER FROM
THE EXECUTIVE
DIRECTOR

Transformation through...
Learning, Research, and Teaching

“Through discernment in common, we propose to animate institutions that are excellent because the people who work, do research, teach and study in them find the conditions to lead lives with meaning, lives that advance toward fullness.”

Fr. General Arturo Sosa, SJ
4 August 2022

As Fr. Sosa, SJ discusses the future of Jesuit higher education, he reminds us that Jesuit education provides us with the opportunity “to lead lives with meaning, lives that advance toward fullness.” In truth, a Jesuit education is rooted in transformation because such an education changes us in numerous ways, how we think, act, and live. At its most basic definition, transformation means the process of being changed. In Loyola’s Center for Engaged Learning, Teaching, and Scholarship (CE LTS), we facilitate engaged learning, teaching, and scholarship in order to transform education into the meaningful activities of students, faculty, and community partners.

CE LTS serves as a catalyst for transformation of learning and teaching through community-based learning courses and research. As one of the teaching and learning centers on campus, as well as a community partnership center, CE LTS often serves at the intersection of faculty, students, and community partners actively engaging together toward a public good and a more just society. In addition to implementing the Engaged Learning curricular requirement, CE LTS facilitates four (4) high-impact learning programs, specifically academic internships, learning portfolios, service-learning, and undergraduate research, connecting faculty, community partners, and students.

In the Ignatian tradition, learning is both connected to the community and experiential. As students engage in hands-on experiences through community-based learning, research, and critical reflection, they learn in new, deep, and

transformative ways. CE LTS supports faculty as they recast their teaching and learning and develop courses to engage students in real-world problems and experiences. CE LTS supports community partners as they supervise students, sharing their knowledge, skills, and experiences, becoming co-educators and co-creators of learning in the community. CE LTS supports students by connecting them to robust experiential opportunities and bringing their learning to life through Engaged Learning courses across the curriculum.

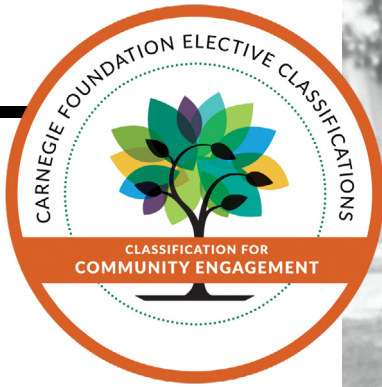
In these CE LTS programs, teaching and learning transforms faculty, students, and community partners, as they become co-learners and co-educators in shared spaces. In this annual report, through the voices of students, faculty, and community partners, you will find samples of community-engaged teaching and learning, as well as high-impact learning courses and programs. Reflective narratives, coupled with featured highlights, reveal the breadth and depth of engaged teaching and learning at Loyola University Chicago. CE LTS serves as a reminder of how, in Jesuit education, learning transforms us and has the potential to strengthen our communities.

Inviting you to experience transformation through learning, research, and teaching,

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

“Loyola’s application demonstrates institutional commitment, depth and breadth of partnership, commitment to place-based community engagement and attention to processes that are exemplary...”

American Council on Education and the Carnegie Foundation for the Advancement of Teaching



Transformation through... A Commitment to Community Engagement

During 2022-2023, the CELTS team led a university-wide task force in an institutional self-study and assessment of community engagement at Loyola University Chicago. The CELTS team then synthesized data from across the institution and submitted a detailed application in spring 2023 for a comprehensive review. In January 2024, Loyola University Chicago was selected as having met the criteria for the 2024 Carnegie Elective Classification for Community Engagement from the the American Council on Education and the Carnegie Foundation for the Advancement of Teaching.

The Carnegie Community Engagement Classification, awarded following a self-study by each institution, has been the leading framework for institutional assessment and recognition of community engagement in U.S. higher education for the past 19 years. Loyola was one of 40 institutions classified in the 2024 cycle, and joined a total of 368 campuses who currently hold this important designation.

Feedback from the American Council on Education and the Carnegie Foundation for the Advancement of Teaching:

“Loyola’s application demonstrates institutional commitment, depth and breadth of partnership, commitment to place-based community engagement and attention to processes that are exemplary... Areas of strength include: centralization of community engagement efforts; responsiveness to national and global events; the development of a community partnership framework that guides partnership development and management; compensation of community partners for their work; strategic plan with a strong focus on community engagement and social justice; funding directed toward community engagement; professional development opportunities for faculty related to community engagement; course designation process for service-learning/engaged learning courses; and strong co-curricular service program.”



CELTS MISSION

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

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

CELTS Goals

-  **Build** capacity of faculty, staff, students, and partners to generate engaged research and engaged scholarship.
-  **Expand** faculty development across CELTS programs to foster capacity in community-engaged and high-impact learning, critical reflection, and research.
-  **Create** new and maintain existing community partnerships to provide community-based learning opportunities for faculty and students, and 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, academic internships, and research), and digital learning portfolios.
-  **Facilitate** the development of engaged learning course opportunities for faculty, students, and partners.

ENGAGED LEARNING COURSES AT LOYOLA

Transformation through... Creative, Experiential, Hands-on Teaching and Learning

All students complete a three hour Engaged Learning course, a University requirement which includes 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, interning at a professional organization, or delving into a research project.

opment of Engaged Learning courses, and CELTS connects students and community partners to opportunities, while facilitating critical reflection on their experiences. The CELTS team provides resources for faculty and students to identify community partnerships and opportunities, as well as critical reflection resources, research opportunities, and teaching and learning strategies for Engaged Learning course development.

The Center for Engaged Learning, Teaching, and Scholarship (CELTS) supports faculty in the creation and devel-

“It is a great joy to work with undergraduates on research projects... It helps me to understand issues when I try to explain them to students, their questions sometimes force me to enhance my knowledge of a topic or keep up to date on developments in research, and the engagement keeps me focused on my own research path.”

Dr. Tim Classen, Economics, Quinlan School of Business

“This contributed to my Loyola education as it allowed me to focus on a more interdisciplinary approach to research which allowed me to further pursue the liberal arts curriculum that Loyola strives for. Bringing learning from inside a classroom into actual practical application was immensely helpful.”

Lisa Gallo, Cognitive and Behavioral Neuroscience, '26

“This experience changed my mindset when thinking about public health, but also health in general. Going to classes in public health every week after working in a public health internship onsite at a hospital allowed me to apply my learning.”

Olivia Ossola, Public Health, '25

6,368

Loyola students participated in Engaged Learning courses across summer 2023, fall 2023, and spring 2024

“This engaged learning course has allowed me to gain further insight into the non-profits that aid in the Roger’s Park community, which directly correlates to how I learn about the world around me through the course I take in the classroom.”

Anna Hartmann, Political Science and English, '26

569

Engaged Learning courses offered across summer 2023, fall 2023, and spring 2024

5 CATEGORIES

of Engaged Learning Courses at Loyola

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



“I was able to take some of the learnings and get a clear picture on how the engagement impacts the students. It also allowed me to make the classes more interactive.”

Dr. Sean Leahy, Management, Quinlan School of Business



“The STEM faculty learning community is a great space to talk with other STEM faculty about best practices for our teaching. Just getting folks out of their silos and into a room together for some lunch is really helpful in sharing ideas and growing as an instructor.”

Dr. Greg Palmer, School of Environmental Sustainability



FACULTY DEVELOPMENT PROGRAMS

Transformation through... Building Capacity of Faculty Teaching and Learning Practices

The Center for Engaged Learning, Teaching, and Scholarship (CE LTS) 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, international speakers to faculty panels, and faculty learning communities to communities of practice, CE LTS facilitates a variety of teaching and learning programs for educators.

STEM Faculty Learning Community

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

Faculty Certificate in Experiential Learning

Faculty Certificate in Experiential Learning is a development program for all Loyola faculty to build strategies in teaching

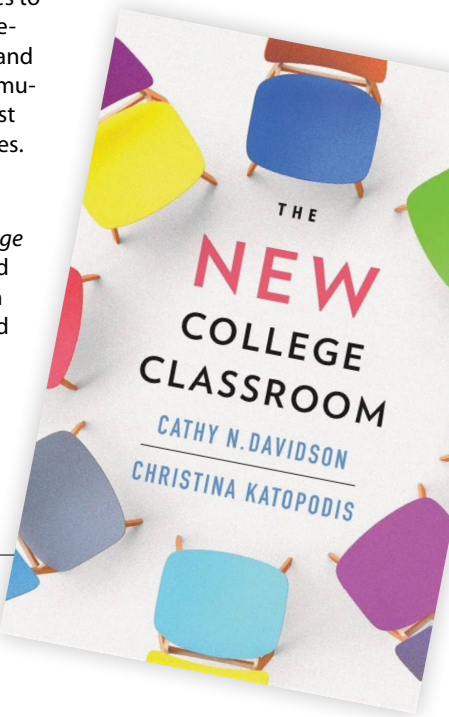
experiential learning courses. This educational development program provides workshops focused on integrated course design, implementing experiential learning, working with community partners, and facilitating critical reflection.

Engaged Learning Community of Practice

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

Active Learning Book Group

This book group read *The New College Classroom* by Cathy N. Davidson and Christina Katopodis and focused on empirically driven, classroom-tested techniques of active learning.



50 HOURS

of workshops and programming for instructors at LUC provided by CE LTS staff during 2023-24

Programs in 2023-2024

- STEM Faculty Learning Community
- Active Learning Book Group
- Faculty Certificate in Experiential Learning
- Engaged Learning Community of Practice

625

Community Partners hosted Loyola students in service-learning, academic internship, and research experiences

98%

of supervisors were satisfied with their Loyola students

% of supervisors using various co-educational approaches

- 83% Facilitate student reflection
- 80% Provided professional development opportunities
- 89% Had conversations with students about their performance
- 78% Presented foundational theories or concepts

97%

of partners hosting Loyola students reported organizational growth in areas such as program expansion, enhanced staff development, and increased services for clientele.

“Through CELTS, we have been paired with some of the most exceptional young adults I have encountered in my decades-long career. They are truly top-notch: hard-working, reflective, and astoundingly accomplished. I’ve been enlivened as a result of working with these incredible individuals.”

Verdant Tutoring and Coaching Community



COMMUNITY PARTNERSHIPS

Transformation through... Collaborative, Co-Educational Partnerships in the Community

This year’s theme of, “Transformation through Learning, Research, and Teaching,” allows us to critically examine how we approach community partnerships. CELTS community partnerships are fundamental to transforming the way our students learn, faculty teach, and research is conducted. By approaching community partners as co-educators, we tap into a wealth of hands-on expertise, knowledge, and field-based perspectives that our partners have cultivated throughout their service to the community.

CELTS has taken great strides in cultivating and curating deep partnerships in the community. Not only has CELTS nurtured existing relationships with local organizations, but CELTS also reached out to forge connections with new partners, both within our local community and beyond. This commitment to collaboration ensures that our students have access to a diverse range of engaging,

complex, and robust learning opportunities. These opportunities address real-world issues and challenges, allowing students to develop critical thinking, problem-solving, and communication skills that are essential for success in their academic and professional lives.



Don Jackson accepts the Community Partner Award for Coeducation on behalf of The Jesse Brown VA Medical Center, pictured with CELTS staff Jorion Tucker (left) and Dr. Patrick M. Green (right)

“Our partnerships with Loyola students, the Work Study program and Engaged Learning allow us to ensure over 100 refugee youth received individualized tutoring on a daily basis. FORA always appreciates the advocacy of Loyola students, faculty and staff for refugee youths’ access to equitable education.”

Forging Opportunities for Refugees in America (FORA)

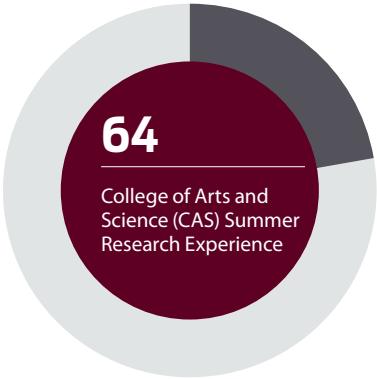
UNDERGRADUATE RESEARCH PROGRAM

Transformation through... Mentored Research toward 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 2023 and the academic year of 2023-2024, 288 students engaged in research across campus and throughout the community.

“This project has made me more confident in my skills and abilities, especially when it comes to academic writing and taking a complex research question and creating a step-by-step action plan to address it. Doing this project has encouraged me to not only apply to another fellowship next year, but also to feel confident in my ability to pursue a master’s or PhD in the future.”

Jameson Walker,
Environmental Policy, ‘25



“Supervising/mentoring student projects with LUROP is always valuable, especially since it helps students take part in the research process and develop research skills and competencies in practical ways.”
Dr. Noah Butler, Anthropology

288 STUDENTS

participated in 16 different funded fellowships

LUROP Fellowships by the numbers:

2	Biology Research Fellowships
6	Biology Summer Research Fellowships
4	Carol and Adelaide Johnson Scholarships
5	Carbon Undergraduate Research Fellowships
6	Center for Urban Research and Learning (CURL) Fellowships
64	College of Arts and Science (CAS) Summer Research Experiences
3	Hank Center for Catholic Intellectual Heritage Fellowships
4	Interdisciplinary Research Fellowships
2	John Grant Research Fellowships in Bioethics
98	Mulcahy Scholar Fellowships
67	Provost Fellowships for Undergraduate Research
8	Research Mentoring Program (RMP) Fellowships
2	Rudis Scholarships in Political Science
5	Social Justice Research Fellowships
6	School of Environmental Sustainability Fellowships
6	Women in Science Enabling Research (WISER) Fellowships

19
majors represented

58
faculty mentors

“Engaged learning at Loyola challenged me to apply classroom knowledge to real-world situations. For instance, my participation in a community service project allowed me to directly impact marginalized populations while deepening my understanding of social issues. One standout concept is the power of active listening in fostering meaningful communication.”

Zefan Amare, Computer Science, '24



2,314

students enrolled in service-learning courses

120 SECTIONS

of service-learning courses in 32 departments

OVER 87,000

hours of working and learning in the community

COMMUNITY-BASED LEARNING

Transformation through... Community in the Classroom and Classroom in the Community

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.

“It allowed me to really relate this to my future career in healthcare. I realized that to be a good healthcare provider you have to understand people of all types of religions because they make decisions based on their beliefs.”

Erik Polik, Chemistry, '25

“A new light was shined on my civic development by seeing how the use of my strengths for the good of my community gives me both valuable engagement with my neighbors that I will remember for a lifetime, and a new appreciation for speaking up on important subjects when a voice is needed. It engaged me as a citizen and made me realize that there was a whole city full of stories that needed to be told.”

Robert Kennedy, International Affairs, '25

ACADEMIC INTERNSHIPS

Transformation through... Professional, Skill-Building Experiences in a Real-World Context

Academic Internships are deep learning experiences, integrating what students learn in the classroom with practical, real-world applications. Students intern at non-profit organizations, government agencies, and for-profit companies that are relevant and meaningful to their fields of study, career aspirations, and passions. In the 2023-2024 academic year, 1,266 Loyola students completed academic internships at 485 community organizations.

1,266

Loyola students completed academic internships

158,250

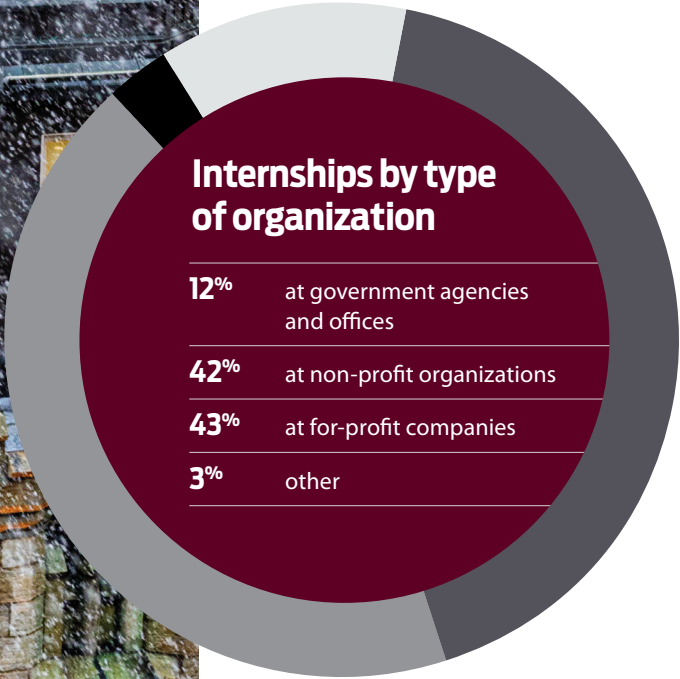
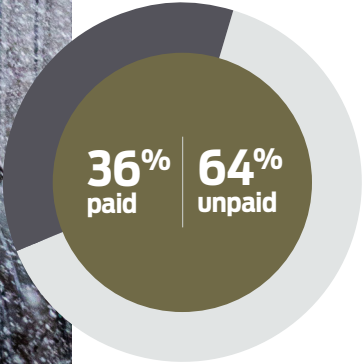
hours of capacity-building work

“My internships this past year completed my Loyola education full circle by providing me with real people, real events, and real responsibilities to grapple with daily!”

Eleanor Craig, Human Services, '24

“My internship gave me a deeper understanding of the criminal juvenile system. I was able to support it with the knowledge I had gained from my classes at Loyola. It gave me a great balance of in-class and out-of-class knowledge.”

Annakarina Gonzalez, Criminal Justice & Art History, '24



36

academic internship courses

110

sections offered

1,060 Learning portfolios were created in Digication during the 2023-2024 academic year.

“Learning about digital learning and ePortfolios as a high impact practice was exciting because this experience introduced me to a new avenue of learning and showcasing how I have made meaning of my learning journey both at Loyola and at my alma mater.”

Vanessa Mendoza Hernández, Graduate Higher Education Program, '25

LEARNING PORTFOLIO PROGRAM

Transformation through... Digital Pedagogy and Critical Reflection

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.

“Creating a learning portfolio provided me with an opportunity to reflect on all the hard work I have done for both my majors.”

Bianca Loglisci, Dance and Environmental Science, '24



“My project spanned over a significant period of my academic career, and now I am super confident in conducting future qualitative research! Qualitative data analysis as a whole will be very applicable to my future career and experience in graduate school.”

Sophia Grippo, Psychology, '24

UNDERGRADUATE RESEARCH AND ENGAGEMENT SYMPOSIUM (URES)

Transformation through... the Co-Creation of Knowledge

The Center for Engaged Learning, Teaching, and Scholarship (CELTs) hosted the university-wide Undergraduate Research and Engagement Symposium (URES) during the spring 2024 semester. At this annual event, students displayed their research and community engagement presentations in a variety of formats, including research posters, oral presentations, learning portfolios, and creative performances.

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 all of the students' work, offering yet another opportunity for feedback and learning.

To see the variety of student presentations in the symposium online repository, scan the code or visit <https://ecommons.luc.edu/ures/2024URESarchive/>.



74

Evaluators provided learning-centered feedback to student presenters

689

students/student groups presented

138	Presentations Poster Session 1
88	Oral Presentations
144	Presentations Poster Session 2
17	Dance Performers

“The most rewarding and fulfilling experiences I've had this year have included ... preparing to present material for the Undergraduate Research Engagement Symposium at the end of the Spring.”

Grace Elizabeth Mealy, Theater, Art History, and Shakespeare Studies, '25

“By emphasizing real-world applications of ethnographic research methods, it transformed my approach to learning, encouraging me to embrace curiosity, critical inquiry, and cultural sensitivity in all aspects of my education at Loyola.”

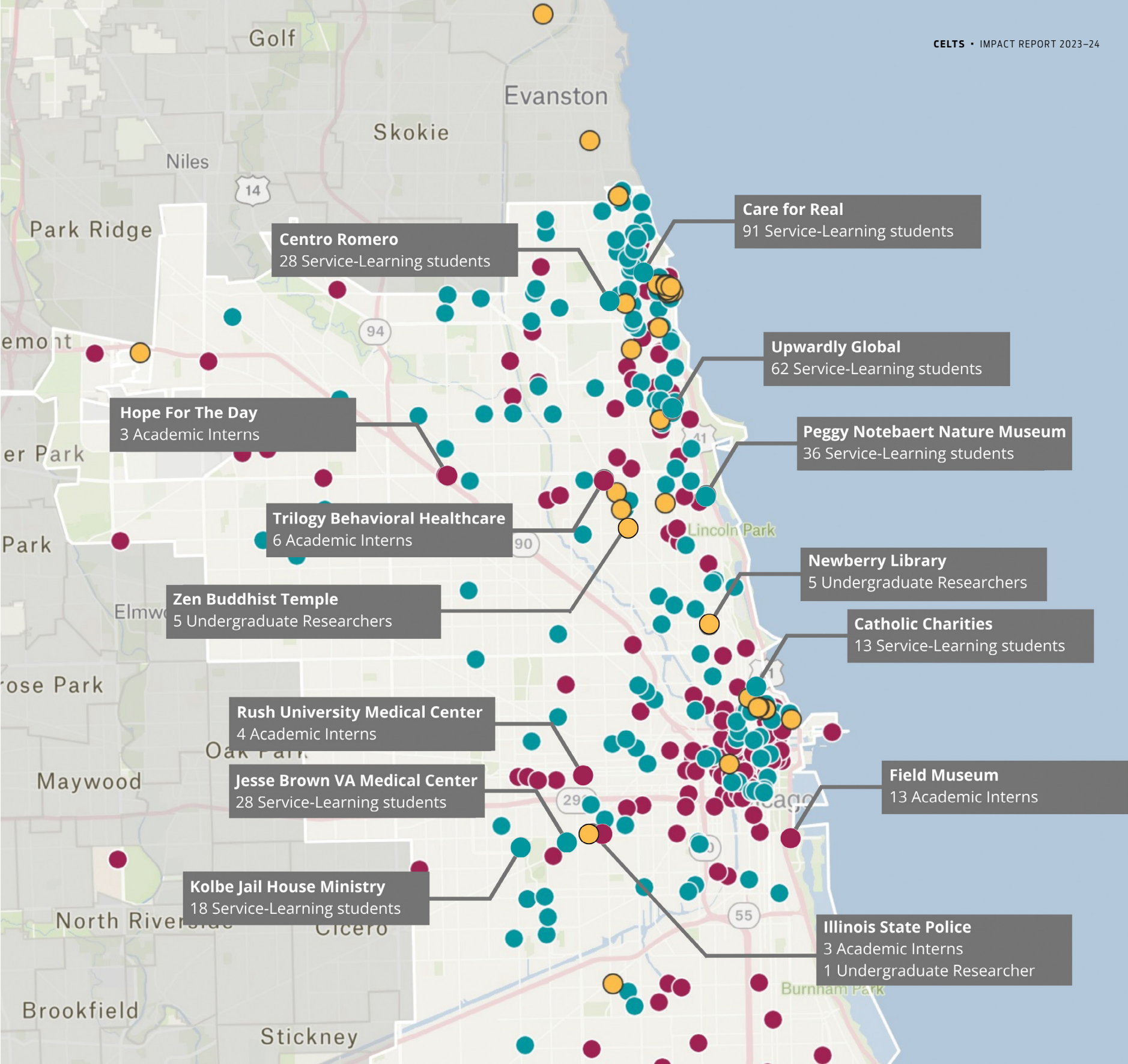
Alexandra Daher, Communications, '24

STUDENT ENGAGEMENT AROUND CHICAGO

- Service-Learning
- Academic Internships
- Undergraduate Research

“My internship assignment was a meaningful and rewarding experience that aligned with the Loyola Mission’s focus on social justice and service to others. My duties as an intern provided me with valuable hands-on experience in leading women abroad in technology and contributed to my computer science and information technology education by creating resources and opportunities for me to develop the careers and education of women in Pakistan.”

Ammarah Mansoor, Information Technology, '24



EXPERIENTIAL LEARNING OPPORTUNITIES

Transformation through... Equitable Access to Experiential Learning Opportunities

“My engaged learning experience gave me first-hand knowledge of what working in the field is like, and helped me apply the things I was learning in the classroom to real-life casework.”

Elizabeth Gonzalez-Abarca, Social Work, '24

Experiential Learning Courses

The Center for Engaged Learning, Teaching, and Scholarship offers an array of transdisciplinary Engaged Learning courses for all undergraduate students, providing students from any major or program to engage in academic internships, service-learning opportunities, and undergraduate research experiences. Each course requires the curation of a learning portfolio as a culminating project for the course. Courses offered this past year include:

EXPL 290
Seminar in Community-Based Service and Leadership

EXPL 390
Internship Seminar: Organizational Change and Community Leadership

EXPL 391
Seminar in Undergraduate Research Methods and Practice

Funding Opportunities

CELTS was able to award nearly \$80,000 to more than 50 students in the 2023-2024 academic year through two funding opportunities to ensure all students have 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 Center for Engaged Learning, Teaching, and Scholarship awards a scholarship to 20 students each academic year to aid in increasing access to Engaged Learning courses and lessen the financial burden of these often unpaid opportunities. 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. 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.

CELTS was able to
award nearly

\$80,000

to more than 50
students in the 2023-
2024 academic year

“By actively engaging with communities outside the university, I was challenged to think critically and creatively about how to address complex social issues. This hands-on approach provided me with a deeper understanding of course material and its relevance to the world beyond academia.”

Melissa Wojcik, Psychology, '24

3,300

internship hours completed by 13 interns,
serving in a year-long internship

\$76,690

estimated value of students’
internship hours completed

“This experience will help me to ensure that, moving forward, I will always keep social justice at the core of my work in various communities, and I will consciously engage with the people around me.”

Elle Laurencelle, Public Health, '24

SOCIAL JUSTICE INTERNSHIP PROGRAM

Transformation through... Learning, Advocacy, and Justice Work

The Social Justice Internship Program provides a select cohort of Loyola students with the opportunity to complete a two-semester internship experience with a premier Chicago non-profit organization that specializes in community service, advocacy, and equity for all. In addition to gaining a full academic year internship experience, students receive a scholarship award which is applied to the cost of tuition. While gaining an impactful, community-based internship experience, students are supported by a unique two-semester Social Justice course, focusing on civic engagement, community leadership, asset-based community development, and social justice frameworks.

Over the academic year, students build community within the cohort, while exploring what it means to make an impact in their communities throughout and beyond their internship experience. This past year, students interned with the following community partners: Catholic Charities of Chicago, Misericordia Heart of Mercy, Girlforward, ONE Northside, and Forging Opportunities for Refugees in America (FORA).



“The Social Justice Internship experience has equipped me with more tools, such as patience, empathy, and adaptability, that cannot be achieved solely in the classroom.”

Anna Hartmann, Political Science and English, '26

“I am already applying things that I learned about or thought more about through CELTS' programming in my teaching. Connecting with other faculty and learning about their teaching is so valuable and helpful.”

Dr. Leanna Boychenko, Classical Studies, Brackley Fellow

\$23,350

Funding for Loyola Faculty to support Engaged Teaching and Learning and Engaged Scholarship

- 11 Faculty awarded the Dean Brackley SJ Faculty Fellowship for Vocational Discernment
- 8 Engaged Scholars Faculty Fellows for 2022-24
- 12 New Faculty Fellows awarded for 2024-2026

“As an Engaged Scholars Faculty Fellow, CELTS helped as I implemented a study to determine how to improve curriculum to include information about reducing bias in healthcare. Meeting with other faculty fellows was helpful to move the project forward and problem-solve in the process.”

Dr. Mary Byrn, School of Nursing, Engaged Scholar Faculty Fellow

FACULTY FELLOWSHIPS AND FUNDING

Transformation through... 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.

Dean Brackley SJ Faculty Fellowship for Vocational Discernment

As a result of a partnership with the Forum for Theological Exploration, CELTS offered over ten faculty fellowships in the 2024 calendar year to faculty who are interested in developing and deepening language of vocational discernment in their courses. This new fellowship offered faculty \$1,000 in funding to support their course development and teaching and learning strategies.

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.

Engaged Teaching and Learning Faculty Funding

In order to support Engaged Learning courses and the instructors, faculty could apply for up to \$500 per semester for their class to better support activities for Loyola students to connect with and learn from the community.



ENGAGED SCHOLARSHIP

Transformation through... Collaborating to Publish and Disseminate Knowledge

In addition to supporting faculty in their research endeavors, the CELTS faculty development programs promote 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.

Scholarly Publications from CELTS Professionals

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

12 Number of scholarly articles published by CELTS practitioner-scholars

7 Number of faculty who wrote different scholarly articles supported by CELTS professionals

Dr. Patrick M. Green, Executive Director of CELTS, serves as the Editor of *Metropolitan Universities* journal, the premier journal of the Coalition of Urban and Metropolitan Universities

METROPOLITAN*Universities*

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Productive Tensions and Uncomfortable Conversations

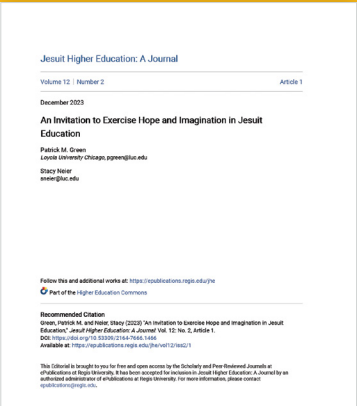
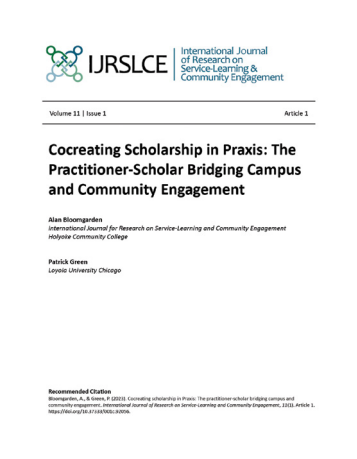
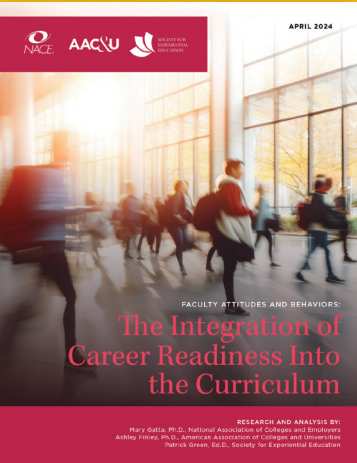
CUMUONLINE.ORG/MUJ

Dr. Stacy Neier Beran and Dr. Patrick M. Green served as Guest Editors for *Jesuit Higher Education: A Journal* for a special issue on hope and imagination in Jesuit Teaching and Learning



“My scholarly project was an entry into the engaged learning world with the opportunity to attend the International Association for Research on Service-Learning and Community Engagement (IARSLCE) Conference. I am planning to submit a proposal to present at the next conference and to publish in their journal.”
Dr. Eilene Edejer, School of Education, Engaged Scholar Faculty Fellow

“My engagement with CELTS sparked my creativity and made me feel connected to a group of like-minded educators looking to continuously improve and evolve in the way we approach our teaching.”
Dr. Natalia Valencia, Modern Languages and Literatures, Engaged Scholar Faculty Fellow



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



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