

Center for Engaged Learning,  
Teaching, & Scholarship

# Catalyzing

Learning, Teaching,  
and Research

2022-2023  
ANNUAL IMPACT  
REPORT



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Creating means understanding. Creation is an arduous intellectual process. We need to understand what is happening in today's world and in today's church in order to understand faith. That will give us the keys for focusing the mission on the areas where we have found great consensus, and it will help us find the most effective ways to make it reality."

FR. ARTURO SOSA, SJ

## FROM THE EXECUTIVE DIRECTOR

# Catalyzing Learning, Teaching, and Research

AS FR. SOSA, SJ reminds us, our role as educators at a Jesuit institution involves the act of creation, an "arduous intellectual process," in order to understand today's world. In this regard, teaching and learning requires creativity, imagination, and connection with the world around us. In Loyola's Center for Engaged Learning, Teaching, and Scholarship (CELTS), we operate at the intersection of engaged learning, teaching and scholarship in order to transform education into the creative activity of students, faculty, and community partners.

CELTS serves as a catalyst for innovation in 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 partnerships center, CELTS 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, CELTS facilitates high-impact learning programs, including academic internships, learning portfolios, service-learning, and undergraduate research, with faculty, community partners, and students.

In the Ignatian tradition, learning is both experiential and connected to the community. As students engage in hands-on experiences through community-based learning, research, and reflection, they learn in deep, transformative, and new ways. CELTS supports faculty as they recast their teaching and

learning to engage students in real-world problems and experiences. CELTS supports community partners to share their knowledge, skills, and experiences with Loyola students, as they both become co-educators and co-creators of learning in the community. CELTS offers students robust experiential opportunities to bring their learning to life through Engaged Learning courses across the curriculum.

Through CELTS, teaching and learning transforms faculty, students, and community partners, as they become co-learners and co-teachers 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 and quotes, coupled with featured highlights, reveal the breadth and depth of engaged teaching and learning at Loyola University Chicago, reminding us how learning transforms us and has potential to strengthen our communities.

In service,

**Patrick M. Green, EdD**

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

## FACULTY, STUDENTS, AND COMMUNITY PARTNERS



# Catalyzing Connections among Faculty, Students, and Community Partners

THE PROGRAMS, courses, and initiatives emerging from the Center for Engaged Learning, Teaching, and Scholarship (CELTS) sit at the intersection of three constituencies: faculty instructors, undergraduate and graduate students, and community partners. We connect faculty, students, and community partners together, and our work with each of these three audiences fosters unique teaching and learning experiences, as well as research and scholarship opportunities.

Through a variety of Engaged Learning courses and high-impact learning programs, the CELTS team links faculty and students with community partner organizations and experiences throughout the Chicago community and beyond. We promote community opportunities to students, and we facilitate faculty programs to support their teaching and learning in the context of Engaged Learning courses.



Today's prime educational objective must be to form men-and-women-for-others... who cannot even conceive of love of God which does not include love for the least of their neighbors."

**PEDRO ARRUIPE, SJ**



I really value this connection; the students that have come to us from Loyola have been a great help. I definitely will be sad to have some of them leave at the end of the semester, as they've all been a joy to work with!"

**INDO-AMERICAN CENTER**



My engagement with CELTS gave me a new perspective on solidarity, charity, and justice."

**TISHA RAJENDRON, THEOLOGY AND HONORS 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.



## ENGAGED LEARNING COURSES AT LOYOLA

# Catalyzing the Creation of Innovative Teaching and Learning

ALL UNDERGRADUATE STUDENTS are required to complete a three-credit 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.

The Center for Engaged Learning, Teaching, and Scholarship (CELTs) supports faculty in the creation and development of Engaged Learning courses, connecting students and community partner 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.

### ADOLFO NICOLAS, SJ AWARD FOR EXCELLENCE IN ENGAGED LEARNING AND TEACHING AWARD

CELTs developed this award to recognize an instructor who brings imagination and dedication through teaching an Engaged Learning course in the spirit of former Superior of the Jesuits Adolfo Nicolas, SJ, as he stated "Depth of thought and imagination in the Ignatian tradition involves a profound engage-

ment with the real, a refusal to let go until one goes beneath the surface." The award honors excellence in incorporating and centering the Engaged Learning experiences in the curriculum and leveraging it to impact student learning.

#### 2023 ADOLFO NICOLAS, SJ AWARD RECIPIENTS

**STACY NEIER BERAN**  
QUINLAN SCHOOL OF BUSINESS

"Hands-first action normalizes how students metabolize uneasy tensions in learning by doing. Engaged Learning is not a red carpet to instant mastery, but an active practice. Eventually, our hands reach our heads and hearts."

**TANIA SCHUSLER**  
SCHOOL OF ENVIRONMENTAL SUSTAINABILITY

"The rewards far outweigh the challenges due to the increased relevance of the learning experience, practical opportunities for students to apply knowledge and skills, and tangible impacts contributing towards sustainability."

## 5 CATEGORIES OF ENGAGED LEARNING COURSES AT LOYOLA

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



The engaged learning experience contributed to my Loyola education in a variety of ways. This experience helped round out the skills and knowledge I have developed over my coursework and allowed me to apply them in a tangible way through the completion of my capstone project."

**TIERNEY GRABOWSKI,**  
INFORMATION TECHNOLOGY, '23

# 6,693

Loyola students participated in Engaged Learning courses across summer 2022, fall 2022, and spring 2023

# 581

Engaged Learning courses offered across summer 2022, fall 2022, and spring 2023



I learned how to effectively conduct research on a single topic spanning decades and synthesize the results into an academic paper and presentation. My work on this project helped me identify the track I want to pursue in the future, which will pull heavily on the skills developed here. The experience made a significant contribution to my Loyola education"

**ADDISON EMIG, POLITICAL SCIENCE AND GLOBAL STUDIES, '23**



My students loved to see how the theoretical lessons they learned earlier in the semester unfold in various communities and how they organize and advocate for themselves.”

MINWOO JUNG, SOCIOLOGY

**45** hours of workshops and programming to instructors at LUC by CELTS staff during 2022-23

## PROGRAMS IN 2022-2023

- STEM Faculty Learning Community
- Grading and Assessment Innovation Praxis Group
- Faculty Certificate in Experiential Learning
- Engaged Learning Community of Practice



## FACULTY DEVELOPMENT PROGRAMS

# Catalyzing Capacity in Faculty Pedagogy and Practice

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.

### STEM FACULTY LEARNING COMMUNITY

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

### FACULTY CERTIFICATE IN EXPERIENTIAL LEARNING

is a development program for Loyola’s 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.

### 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 to connect with and learn from the community.

*Examples:*

- John Stys’ Healthcare Administration course was able to purchase library passes for residents of The Clare, the local living facility with which most of them volunteered with.
- Minwoo Jung’s Sociology of Globalization course used the funds to invite five Chicago-based community partners to come speak to class. They worked for various communities connected to or affected by globalization, such as community centers for immigrant women and refugees.

## COMMUNITY PARTNERSHIPS

# Catalyzing Community Co-creation, Collaboration, and Co-education

THE ROLE THAT COMMUNITY partners play in the Engaged Learning experience of our students is that of a co-educator. As we serve to transform the learning experience of students, we realize the presence and impact of our partner organizations is key to a hands-on, real world experience, where students can bring their learning to life.

Over the past year, we have continued to foster fruitful partnerships with both new and familiar faces in our community and beyond. Through effective partnering, our students find engaging, complex, and robust learning opportunities right at their fingertips. With Engaged Learning at the forefront of CELTS work, we are committed to deepening our relationships with our partners in learning – our community partners.



We averaged 20-30 LUC students in the fall and just about 20 during the spring semester. We're so grateful for our partnership with CELTS and LUC and we look forward to next year."

MADONNA MISSION

### % OF SUPERVISORS USING VARIOUS CO-EDUCATIONAL APPROACHES

- 87% Facilitated student reflection
- 77% Provided professional development opportunities
- 92% Had conversations with students about their performance
- 80% Presented foundational theories or concepts

## 725 COMMUNITY PARTNERS

who hosted our students in service, internship, and research experiences

## 96%

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

## 99%

of supervisors were satisfied with their Loyola student(s)



Overall, the Loyola students are amazing and not only help our students succeed academically but also ensure our students feel included and like they belong!"

FORGING OPPORTUNITIES FOR REFUGEES IN AMERICA (FORA)

## ENGAGED SCHOLARSHIP

# Catalyzing Community-Engaged Scholarly Inquiry and Research

IN ADDITION TO supporting faculty in their research endeavors and connecting them to the undergraduate research, the CELTS faculty development programs promote engaged scholarship. We build capacity for faculty to connect their teaching and learning practice with community engagement through research, publishing in scholarly journals, and disseminating their work at professional conferences. The CELTS team facilitates faculty fellowship programs, communities of practice, and research writing programs, out of which scholarly endeavors grow.

### FACULTY FELLOWS PROGRAMS

Working with a cohort of faculty, the CELTS team facilitates a learning community in which the members develop scholarly projects related to teaching and learning along with community engagement. They meet to provide feedback to each other, as well as to develop innovative approaches to their scholarly work. What emerges from these projects vary from new publications and conference presentations to new community projects and new courses.



As a recipient of the Engaged Scholars Faculty Fellowship, I have resources to explore student engagement data in new ways – linking these data to post-graduate experiences. I am excited to continue this study . . . “

**EILENE EIDEJER, SCHOOL OF EDUCATION, ENGAGED SCHOLAR FACULTY FELLOW**



I received wonderful mentorship and feedback related to my scholarship.”

**MARY BYRN, SCHOOL OF NURSING, ENGAGED SCHOLAR FACULTY FELLOW**



### CELTS SCHOLARLY PUBLICATIONS FROM CELTS PROFESSIONALS

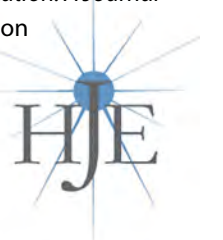
The CELTS team continues to publish and contribute to the field of teaching and learning, as well as community engagement, through various educational journals and publication outlets:



**Dr. Patrick M. Green** and **Dr. Susan Haarman** served as Guest Editors of *Metropolitan Universities* Journal's special issue on Place-Based Pedagogy (February 2023) and published an article on place-based pedagogy:

Haarman, S. & Green, P.M. (2023). Does Place Actually Matter? Searching For Place-based Pedagogy amongst Impact and Intentionality. *Metropolitan Universities*, 34(2), 1-12. DOI: 10.18060/27203

**Dr. Stacy Neier Beran** and **Dr. Patrick M. Green** are co-editing the *Jesuit Higher Education: A Journal* special issue on hope and imagination in the Jesuit context of teaching and learning.



The Engaged Scholars Faculty Fellows helped and supported me in building a framework for considering engagement and social justice in teaching advertising. Patrick Green and discussions in our group meetings guided more understanding of the concepts. Through much encouragement, a colleague and I applied the thinking to a principles of advertising course, analyzed student feedback, and created a paper that won top teaching paper in advertising at AEJMC's 2023 annual conference.”

**PAM MORRIS, SCHOOL OF COMMUNICATION, ENGAGED SCHOLAR FACULTY FELLOW**

## COMMUNITY-BASED LEARNING

# Catalyzing Community in the Classroom and Classrooms in the Community

SERVICE-LEARNING IS A PEDAGOGY and 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 draw meaning from their community-based experiences and connect them to course content.

Service-Learning is facilitated by the Center for Engaged Learning, Teaching, and Scholarship (CELTs) through the hallmarks of encounter, engaging the material, and the common good.

### 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.



My service-learning experiences helped broaden my world-view as it introduced me to people from diverse backgrounds and enhanced my communication skills. It was extremely valuable to meet people who could speak about their lived experiences that were related to the topics we were learning in class.”

**NAAZ KHAN, BIOLOGY, '23**



It got me out of my bubble, focusing on unimportant things, and it opened my eyes to what really matters in the world. It let me go out into a unique community and learn about it.”

**MARIA BAYRON, COGNITIVE AND BEHAVIORAL NEUROSCIENCE, '23**

**140 SECTIONS**

of service-learning courses in

**31 DEPARTMENTS**

**89,000+**

hours of working and learning in the community

**2,354**

Loyola students participated



Even though marketing is my major, this was the first time I was exposed to the different aspects that encompassed the field and got to apply what I was learning to a real-life situation.”

**MAYA ROSENFELD, MARKETING, '24**



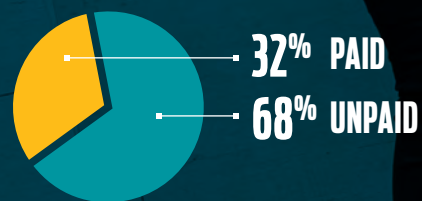


**39**

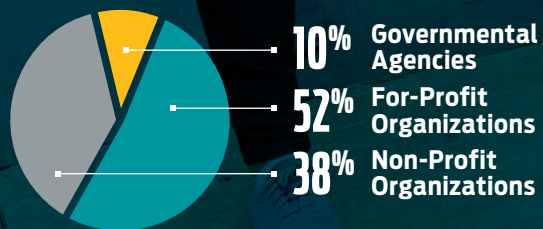
different academic internship courses

**140**

different academic internship sections



**INTERNSHIPS BY TYPE OF ORGANIZATION**



## ACADEMIC INTERNSHIPS

# Catalyzing Professional Experiences in a Real-World Context

AT LOYOLA, ACADEMIC INTERNSHIPS offer students the chance to combine theoretical knowledge with practical application in a professional environment, including for-profit companies, non-profit organizations, and government agencies. Students gain valuable experience in the community while reflecting on their work with peers in the classroom. This past academic year, 1,488 Loyola students completed academic internships—researching, learning, and contributing at over 600 organizations.

### STUDENT REFLECTION

“Going into the internship as a senior, I was not yet sure about what kind of career I wanted to go into after graduation, but my experience helped me figure out what I was truly interested in. PSYC 390, the course I took along with my internship, was incredibly helpful for me because my professor provided me the space and encouragement to reflect on my experience throughout the semester, leading me to stay engaged in my journey.”

**RENEE SOLIS, PSYCHOLOGY, '23**

INTERNEED AT STEP UP FOR MENTAL HEALTH

“I was able to gain hands-on experience compared to academic readings I was usually assigned in my classes. I was able to apply what I learned in previous classes and turn it into tangible action!”

**ALEX GIANNESCHI, POLITICAL SCIENCE AND PSYCHOLOGY, '23,**

INTERNEED AT HOWARD BROWN HEALTH BROADWAY YOUTH CENTER

**180,000+**

internship hours completed by Loyola students

**1,488**

Loyola students completed academic internships

# LEARNING PORTFOLIO PROGRAM

## Catalyzing Digital Pedagogy and Critical Reflection

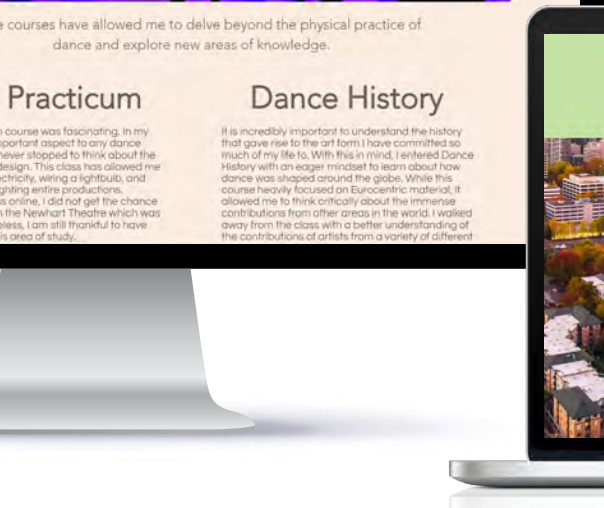
THE LEARNING PORTFOLIO PROGRAM aims to provide resources and support for faculty, staff, and students so that they may receive the maximum benefits of learning portfolios. Digication is the University's official learning portfolio platform.

### 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, blogs, 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.



I have done so much work, had so many experiences, and have demonstrated so much growth! I see this concretely in my learning portfolio.”

NINA JACKSON, DANCE AND BIOLOGY, '23

Learning portfolios created in Digication during the 2022-2023 academic year: **630 TOTAL**

**566** Created by students

**64** Created by faculty



It was fun for me to work on the ePortfolio, adding colors and artistic elements to my school work. The final product is something that I look forward to sharing with others and that I love to look back on.”

AUDREY MEYERSIECK, HIGHER EDUCATION, '23



# UNDERGRADUATE RESEARCH PROGRAM

## Catalyzing Research Mentoring and Critical Inquiry

UNDERGRADUATE RESEARCH is an integral 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 academic year 2022-2023, 253 students engaged in research across campus and throughout the community.



This experience forced me to use knowledge gained in the classroom to problem solve and answer the thesis I was working on. Overall it made me a more critical thinker and a better scientist.”

SANDRA JABLONSKI, BIOLOGY AND BIOINFORMATICS, '24

### 14 LUROP FELLOWSHIPS BY THE NUMBERS

- 3 BIOLOGY RESEARCH FELLOWSHIP
- 15 BIOLOGY SUMMER RESEARCH FELLOWSHIP
- 5 CARBON UNDERGRADUATE RESEARCH FELLOWSHIPS
- 6 CENTER FOR URBAN RESEARCH AND LEARNING (CURL) FELLOWSHIP
- 48 COLLEGE OF ARTS AND SCIENCE (CAS) SUMMER RESEARCH EXPERIENCE
- 3 INTERDISCIPLINARY RESEARCH FELLOWSHIPS
- 3 JOHN GRANT RESEARCH FELLOWSHIPS IN BIOETHICS
- 90 MULCAHY SCHOLAR FELLOWSHIPS
- 54 PROVOST FELLOWSHIPS FOR UNDERGRADUATE RESEARCH
- 9 RESEARCH MENTORING PROGRAM (RMP) FELLOWSHIPS
- 2 RUDIS SCHOLARSHIPS IN POLITICAL SCIENCE
- 6 SOCIAL JUSTICE RESEARCH FELLOWSHIPS
- 5 SCHOOL FOR ENVIRONMENTAL SUSTAINABILITY FELLOWSHIPS
- 4 WOMEN IN SCIENCE ENABLING RESEARCH (WISER) FELLOWSHIPS



Applying for and receiving a LUROP research fellowship allowed me to pursue my interests in molecular biology beyond the text. Ultimately, this experience allowed me to expand my knowledge of cellular and molecular biology beyond what I was learning in my classes and showed me the passion I have for scientific inquiry and discovery. I am now attending graduate school this fall to earn my Ph.D. in Microbiology!”

CHRISTOPHER PETIT, BIOLOGY, '22





Completing interdisciplinary research was something that was always very important to me. My research that bridges the essential gap between the fields of Neuroscience and Computer Science and having the opportunity to work on Artificial Intelligence at a time when it is such a growing topic has been incredible. This has made me so grateful to be at Loyola University Chicago because I do not think I would have had this opportunity at many other universities.”

**LUKE BAUMEL, COGNITIVE/BEHAVIORAL NEUROSCIENCE, '24**

**611**

students/student groups presented

**87**

Evaluators provided learning-centered feedback to student presenters

## UNDERGRADUATE RESEARCH AND ENGAGEMENT SYMPOSIUM

# Catalyzing the Generation and Co-Creation of Knowledge

THE CENTER FOR ENGAGED Learning, Teaching, and Scholarship (CELS) hosted the Undergraduate Research and Engagement Symposium in person during the spring 2023. 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 and scholarship from the past year 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.



I believe that my engaged learning course/experience has pointed me towards the right direction and has brought me a step closer to figuring out my career goals.”

**LOGAN PHENGSONMPHONGE, PSYCHOLOGY, '23**

**144** presentations in Poster Session 1

**68** oral presentations

**134** presentations in Poster Session 2

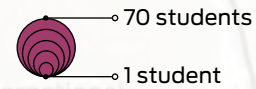
**12** students performed in the dance performance

To see the variety of student presentations in the symposium online repository, visit: <https://ecommons.luc.edu/ures/2023/>

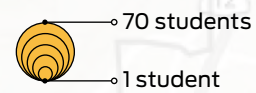


# STUDENT ENGAGEMENT AROUND CHICAGO

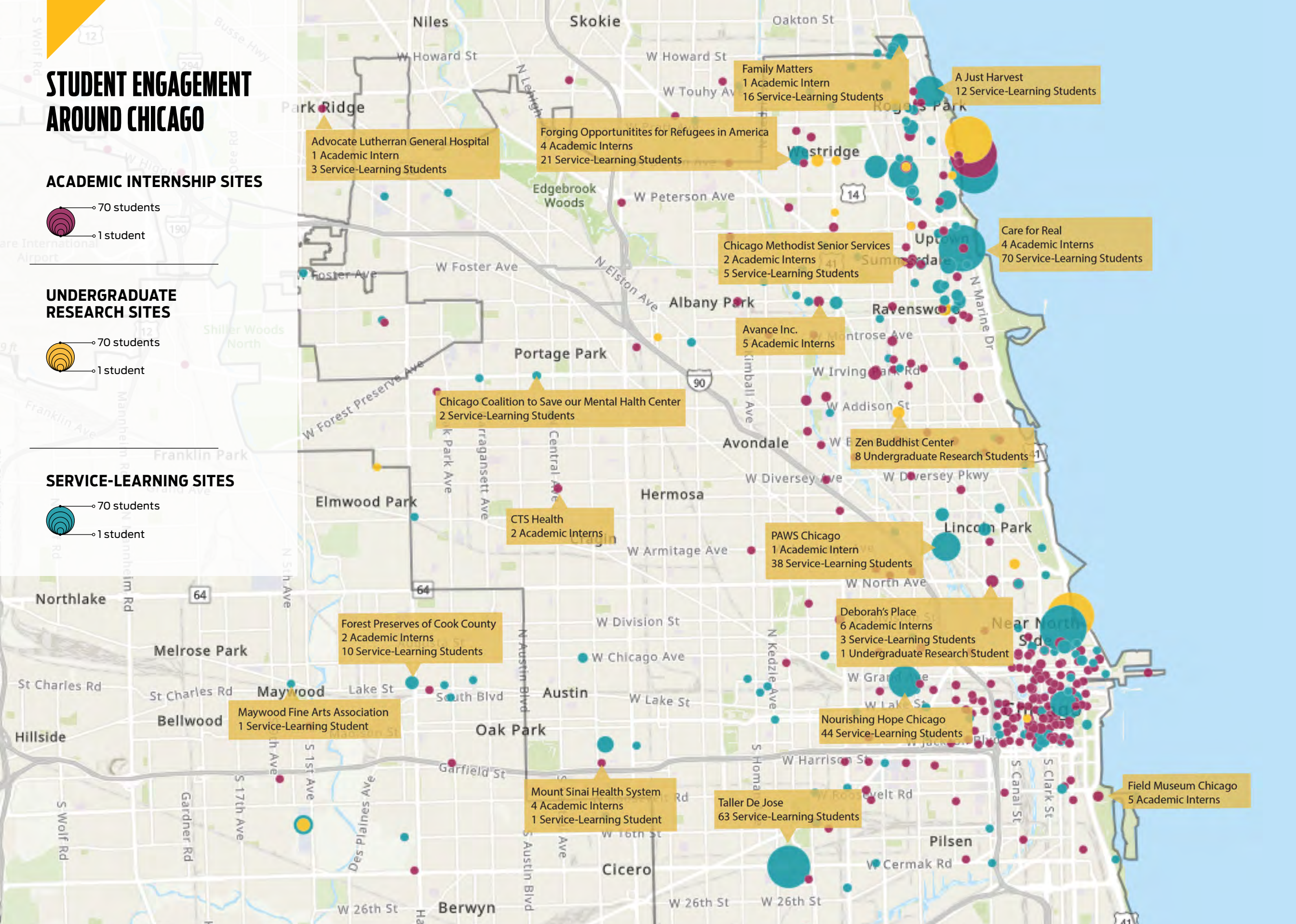
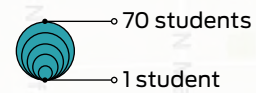
## ACADEMIC INTERNSHIP SITES



## UNDERGRADUATE RESEARCH SITES



## SERVICE-LEARNING SITES



# SOCIAL JUSTICE INTERNSHIP PROGRAM

## Catalyzing Advocacy, Equity, and Justice Work

THE SOCIAL JUSTICE Internship Program provides a select cohort of students the opportunity to complete a year-long 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. While gaining an impactful and service-centered internship experience, students are supported by a unique year-long Social Justice course, focusing on civic engagement, community leadership, asset-based community development, and more.

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

### STUDENT REFLECTION

“From my experience as a Social Justice intern, I have three takeaways:

1. Feeling more comfortable working in or with organizations to bring effective change
2. Engaging in collaborative creative thinking
3. I have gained insight in how an organization utilizes assets and organizes its leadership structure in order to promote social justice change”

### ROHAN SETHI, BIOINFORMATICS, '24

INTERNEED AT MISERICORDIA



This experience has shown me how to take my values and passions, turn them into action, and fight for development, change, and equity. Overall, I feel much more confident in my ability to be a leader, listener, and activist, who uplifts and empowers other voices as well.”

**ANGELICA LUSZCZ, HISTORY, '24**

INTERNEED AT GIRLFORWARD



## ACCESS TO OPPORTUNITIES

# Catalyzing Access through Funding Possibilities



PARTICIPATING IN UNPAID opportunities, such as research or internships, can be a financial burden to students. Through the distribution of scholarship and fellowship funds, CELTS aims to alleviate that burden and increase equity and access to opportunities for students. In conjunction with University and external partners, this year CELTS distributed \$612,500 to 316 students in Engaged Learning courses and undergraduate research work. In addition to the Loyola Undergraduate Research Opportunities Program (LUROP) and the Social Justice Internship Program, CELTS offers funding with ASPIRE and Mellon scholarships.

### ASPIRE

In collaboration with the Student Government of Loyola Chicago (SGLC) and the Office of Financial Aid, the CELTS team facilitates the All Students Prosper If Resources Exist (ASPIRE) Scholarship for students engaged in unpaid opportunities connected to their Engaged Learning course.

### MELLON

Through a grant from the Andrew W. Mellon Foundation, CELTS supports students in unpaid academic internships.

### STUDENT REFLECTION

"[The internship] brought me out of the classroom and into the workplace. You have this aha moment of, 'oh man, I actually know what I'm talking about! I'm doing it.' And that is a pretty incredible feeling."

**ALICIA MARTINEZ, FORENSIC SCIENCE, '24**  
INTERNEED AT COOK COUNTY MEDICAL EXAMINER'S OFFICE



### SELECT SCHOLARSHIP WINNER WORK SITES

- World Relief
- National Youth Advocate Program
- Council of International Programs Chicago
- Japan America Society of Chicago
- Chicago Volunteer Legal Services
- City of Chicago- Department of Planning and Development
- Kane County State's Attorney's Office
- Family Empowerment Center
- U.S. House of Representatives
- U.S. District Court
- Chinese Mutual Aid Association
- Bear Necessities Pediatric Cancer Foundation
- Chicago Council on Global Affairs
- Cook County Medical Examiner's Office
- Chicago Methodist Senior Services
- Illinois Perinatal Quality Collaborative
- Deborah's Place
- Rainbows for All Children

**20** ASPIRE SCHOLARSHIPS  
\$1500 scholarships awarded (\$30,000)

**33** MELLON GRANTS  
\$1500 scholarships awarded (\$49,500)

**10** SOCIAL JUSTICE INTERNSHIPS  
students awarded \$4,000 (\$40,000)

**253** LUROP FELLOWSHIPS  
funded fellowships awarded (\$493,000)

## EXPERIENTIAL LEARNING (EXPL) COURSES

# Catalyzing Leadership in the Community and Classroom

THE CENTER FOR ENGAGED Learning, Teaching, and Scholarship (CELTs) offers a number of Engaged Learning courses for undergraduate students, which provide students from any major the opportunity to engage in 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.

### EXPL 390 INTERNSHIP SEMINAR IN ORGANIZATIONAL CHANGE AND COMMUNITY LEADERSHIP

EXPL 390 is a seminar course that focuses on organizational and community leadership through an internship. Students work a minimum of 100 hours over the semester in a professional role at their

organization, while reflecting on their work experience in the context of organizational and community leadership, civic engagement, and community development. Students construct a learning portfolio to document and present their learning, growth, and connection between course content and their internship experiences.

### EXPL 391 SEMINAR IN UNDERGRADUATE RESEARCH

This seminar course offers undergraduate students the experiential opportunity to engage in research while building a foundation in research methods. As an Engaged Learning course students conduct original research with a faculty mentor and reflect on the research experience in the context of various research paradigms, application of research methodologies, and implications for ethical research. This course provides students the opportunity to develop a formal written research paper, project, and/or poster, preparing to present their research in a professional setting.



I truly believe I would not have taken as much out of this experience without constant reflection on the lessons taught and my practical experiences at the workplace.”

**MICHELLE DOLECKI, PHILOSOPHY, '23**  
INTERNEED AT THE CAPPS LAW FIRM



The class assignments encouraged me to not only reflect on my experience but approach the whole experience with different perspectives.”

**ZIFA IKROMOVA, ACCOUNTING, '23**  
INTERNEED AT BAKER TILLY



EXPL 391 has an inclusive environment that allows students to speak freely and ask for help when needed. The class provides materials that I would otherwise not have known about or have access to. The class teaches students about the varying types of research, what good research is, and ultimately how to produce your own “good research.”

**SUE RIEGER, POLITICAL  
SCIENCE, '23**







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