CURL Celebrates Five Years

On November 14, 2001, over 150 community partners and university colleagues gathered to celebrate the 5th Anniversary of the Center for Urban Research and Learning. To commemorate the founding in January, 1996, with a $1.5 million endowment and operational grant from the McCormick Tribune Foundation, the festivities included comments from **Fr. Michael J. Garanzini, S.J.**, Loyola's president. In addition, a panel of CURL partners spoke of their experiences with CURL and directed attention to CURL's importance in extending the resources of the university into the community.

Because the presentations reflect the state of university/community collaborative research, CURL has chosen to dedicate this issue of the newsletter to the proceedings of the anniversary celebration. Fr. Garanzini's remarks edited from transcribed tapes appear below; edited comments of the panel (transcribed from video tapes) begin on page 2. Due to space considerations this is a condensed version of the newsletter. **A full version can be accessed on CURL's web page:** *www.luc.edu/curl/*

Fr. Garanzini Praises CURL's Community/ University Role

Fr. Michael J. Garanzini, S.J., elected president of Loyola University Chicago in June, 2001, provided a warm welcome to friends and colleagues gathered for CURL's Fifth Anniversary celebration. Director Phil Nyden introduced Fr. Garanzini as an educator and administrator who brings "a serious commitment to linking the talents and expertise within the university to community."

In his remarks, Fr. Garanzini said, "CURL is characteristic of the ideal way a university ought to function *vis a vis* the community." He elaborated by saying that the characteristics of CURL are also those of an ideal university. According to him, a Latin phrase, *sapientia edificavit sibi domum* ("wisdom has built herself a home") summarizes five values of a great university, and in this case, CURL.The following is excerpted from Fr. Garanzini's presentation:

1. What is done is pragmatic and serves a practical purpose. Educating students serves a practical purpose; it puts well-trained people out there in the work force. The research that a place does, the research that CURL does, has a practical value as well. It is not just esoteric; it is not just coming from someone's head about the way they think the frontiers of knowledge ought to be pushed back. Instead there is a concrete way in which the research will help people, will make the community a better place.

2. The work done here involves the institutions and people where solutions are needed. It brings people into part of the whole process and breaks down the wall, the citadel image we have of universities being separate from people.

3. It provides an opportunity for people to reflect, to take the time out to think. Political institutions, for example, have to act and have to produce. They do not have the luxury of spending time to reflect on what we are doing. At a Jesuit Catholic university, we try to reflect out of a particular value system. That value system not only puts a high premium on people, but it puts a high premium on helping the less advantaged. It puts a high premium on those that need more, that deserve more in our society. That's part of the reflection process that a group like CURL engages in.

4. The knowledge being generated and the process itself are humble. There is a certain humility knowing that what we know now and the truth we think we are discovering may not be the full truth. It may only be part. Let us not rush to congratulate ourselves to think we have a handle on the whole thing. A humble attitude is part of a great academic institution; it is certainly part of CURL.

5. Implicit in what I have been saying, and what is implicit in CURL and any great institution, is that there is a stress on community. Learners in the institution resource outside the institution. Everyone comes together. We are not segregated by titles, degrees, pedigrees; we are all one community. We are about the community, we are for the community, and it has to benefit the community or it really isn't worth that much.

Those are the values, the ways of proceeding, that are characteristic of CURL. These are the characteristics of a great place. I think we have to hand it to people like Phil Nyden and his staff for keeping that foremost. It is difficult to find places even in our own institution that understand that this is what constitutes real academic greatness.

Fr. Garanzini addresses the meeting

CURL Awards   *see page 8*

Panel Presentations

Five panelists joined Director Phil Nyden in commenting on CURL's work over the past five years at the 5th Anniversary Celebration.

From left to right: **Yolanda Suarez-Balcazar**, *Ph.D., Associate Professor, Department of Psychology;* **Steven Redfield**, *Executive Director, STRIVE;* **John Lukehart**, *Vice-President, Leadership Council for Metropolitan Open Communities;* ***Philip Nyden,*** *Ph.D., Director of CURL;* **Aparna Sharma**, *CURL Graduate Fellow; and* **Nicholas Goodban**, *Vice-President, McCormick Tribune Foundation. Their edited comments follow on pages 2-7.*

Weaving Partnerships: Characteristics of University/ Community Collaborations
Yolanda Suarez-Balcazar, Ph.D., Department of Psychology

The last ten years have been marked by a new vision of how universities and communities work together. Within the traditional view, university researchers identified themselves as experts or consultants when working in the community. The community was seen as an extension of the laboratory experience and often treated as such. However, traditional roles are changing to that of collaborators and partners. These partnerships are the coming together of two sectors — academia and community — to collaborate in promoting human welfare. In university/community partnerships, faculty and students work in collaboration in a variety of community settings. Individuals in these partnerships join together to study a social issue; address a community concern; design, plan and evaluate community programs; and influence social policy.

Guiding Principles

Three principles guide these partnerships: First, the principle of **empowerment** speaks to citizens' opportunities to influence decisions that affect their lives and increase their access to relevant resources (Fawcett et al., 1994). Second, **adding chairs to the research table** implies forming collaborative research teams with community leaders, and community organization who become part of the research team (Nyden, 1995). The research agenda is decided in collaboration with and guided by the needs of the community, and not the needs of the researcher (Selener, 1997). Third,

Participatory Action Research (PAR) is a powerful strategy to advance science and practice in which research and action are closely linked (Whyte, 1991). Action research involves putting into practice principles and procedures to address socially relevant issues and using the results to further refine theory, method and practice (Dalton, Elias, & Wandersman, 2000). From the Participatory Action Research perspective, knowledge accumulation and learning take place through participation in change of social systems (Whyte, 1991). Within this approach, both qualitative and quantitative research methods provide multiple levels of analysis.

Characteristics of University/Community Partnerships
The following are characteristics of university/community partnerships which I feel are essential:

1. A relationship is developed based on trust and mutual respect.

Community/university partnerships occur when university researchers work together in collaboration with community. Establishing trust involves developing entry into the setting, taking time to get to know the setting and the different stakeholders, and identifying a common vision and goals for the partnership (Suarez-Balcazar & Orellana, 1999). Establishing trust also involves laying down all expectations, working towards a common agenda, and clarifying values from the beginning of the process. Developing trust takes time and commitment.

2. Build a two-way learning relationship.

Building collaborative relationships is a two-way street. We as researchers come to the partnership ready to learn as well as to guide (Nyden, Figert, Shibley, & Burrows, 1997). University partners should not assume that they are needed to improve the social condition, address the social problem, or that they have the answers to pressing social issues. Instead, both partners come together to understand and address a social concern.

3. Exchange and cycling of resources.

In university/community partnerships, partners exchange resources and engage in the process of reciprocity, the "give and take" typical of ecological systems (Kelly, Ryan, Altman, & Stelzner, 2000). Faculty and students bring access to resources, knowledge of research literature and research methods, and in some instances, access to technology. Our community partners bring knowledge of the specific area or population, experiential knowledge of the issues involved, as well as awareness of the cultural and contextual characteristics of the setting and community in which they work. They also provide access to key informants, community leaders, and networks in the community and program participants.

4. Community determines the research agenda.

University/community partnerships work on issues identified by the community and of importance to participants (Suarez-Balcazar, Harper & Lewis, 2001). This is consistent with a Participatory Action Research (PAR) approach. In PAR, community partners are involved in every step of the research process. The problem originates in the community and is defined, analyzed, and solved by the community (Selener, 1997).

5. Establish adequate communication patterns.

Establishing a good communication system is at the heart of these partnerships. This implies being careful about using jargon. Being sensitive to the communication style of the setting may imply using modes of communication that work for the setting including memos, periodic meetings, email notes, frequent updates, phone calls, and one-on-one visits.

6. Understanding and respecting diversity and the culture of the organization.

It is important to embrace diversity by respecting the culture of the organization and understanding its history and vision for its future. For instance, within the organizational culture there are practices and dimensions of time, space, and resources, which have a different meaning for academic institutions and community settings. As an example, university timeframes are based on semesters or quarters, concepts that for community organizations are meaningless. Moreover, at organizations with a predominantly African American population, most meetings are likely to begin and end with a prayer. Working in partnership with communities requires respect for these differences and the use of culturally sensitive approaches, utilizing a strengths approach to research. Forming an ethnically diverse research team usually helps, but does not guarantee success.

7. The multidisciplinary nature of partnerships.

In university/community partnerships, individuals coming from the community bring different experience, disciplinary backgrounds, and skills from those of the researchers. Community residents and agency staff have the experiential knowledge that we lack. In addition, community leaders bring years of experience with the social and political impact of the issue of interest. In our many partnerships, we have found

> "In our partnerships, it is the community that helps pressure the university to cross disciplinary boundaries inside our institution. Since community issues are broad society issues, they don't define themselves along academic boundaries. It's the partnership that brings to the university the need for interdisciplinary work.."
>
> — Phil Nyden, Director, CURL

university partners with a variety of backgrounds and experiences, including education, urban planning, social work, and public health.

Benefits and Implications

University/community partnerships bring benefits for both partners. Together in partnerships, we, along with the community, can produce relevant knowledge that non-academics can use with policymakers, decision makers, and funders. Benefits of these partnerships include producing research knowledge that facilitates and promotes individual, agency, neighborhood, or community change. Also, the altruistic value of doing research benefits the community, building the capacity of all involved. In addition, there are opportunities for students and community partners to document their impact. Building and sustaining partnerships take time and are not without limitations and challenges. However, benefits outweigh the potential challenges.

After five years of collaborating with CURL staff in a number of research projects, I believe that CURL's model of weaving partnerships and building communities is at the forefront of a new emerging field.

Collaborative Research: Advancing Graduate Education
Aparna Sharma, CURL Graduate Fellow

In 2001, four CURL fellows and I participated in a large capacity building evaluation project working with 25 organizations around the city to teach protocols necessary for beginning institutional evaluation. This extensive project was funded by BP (formerly the Amoco Foundation) to enhance the capacities of former recipients. The organizations were very different, ranging from a multi-service youth organization and a welfare-to-work organization to a large arts institution and a state-based child advocacy organization. While very different, all had similar needs to develop a knowledge base for evaluation.

The experiences at CURL have helped immensely in advancing my graduate education. I came to Chicago for a degree in applied social psychology as Chicago is a hub for social psychology; I wanted to be part of the hub. Social psychology deals with relationships between individuals and community and those of communities to society. It is through collaborative research and action that we begin to understand how to enhance the quality of life for individuals and their communities. That is reason I chose to become a social psychologist, to work with Dr. Suarez-Balcazar, and to work at CURL.

It is important for me to look at the principles of applied social psychology and to tie the research I am doing to my future career. The principles include: fostering sense of community, equitable distribution of resources (social justice), citizen participation, utilizing

collaborative processes to make decisions, collaboration and community strengths emphasis, and empirical grounding through qualitative and quantitative research. At the beginning of my studies, the principles were abstract, but in the last few years I have been able not only to work with these principles, but also to challenge them. The principle of collaboration has challenged me. I have learned that collaboration is an ideal not suited for all situations. Sometimes organizational politics come into play and not everyone wants to collaborate with a bright, shiny-faced graduate student.

Aside from learning a whole new skill set, these types of experiences working with community partners have advanced my graduate academic experience. There isn't a class I go into now – there is a running joke – without carrying my 'context' soapbox. Anytime a topic is raised, I immediately say: 'What about the context? What about disenfranchised populations?' So it has become a running joke among my peers.

By incorporating this community perspective into my academic work, it has given me an amazing perspective. I believe both undergraduates and graduates can benefit from the collaborative university/community experience. This kind of experience not only provides opportunity to apply academic knowledge, but also connects me with other students and faculty with similar interests. All the while, I am learning the value of communities and garnering a heightened respect for human diversity.

> *"When students-- particularly under- graduates--see research in which they are involved reported upon in the Chicago Tribune that adds signifi- cance to their work. This recognition and their contact with community leaders and elected officials helps to demystify the policy-making process. Students see that they can have an impact on the world around them."*
>
> *— Phil Nyden Director, CURL*

Often working with community organizations is one way to reflect values of social justice and research. For me, I am involved with various causes, and working at CURL and doing community research is a wonderful, natural extension of my personal values and beliefs. This, to me, is the highlight of action research. Working at CURL in these various community partnerships has enhanced my academic experience and has facilitated my becoming an active member of my community and it has given *context* to my values.

From the Community's Point of View
Steven Redfield, Executive Director, STRIVE

Yolanda has given a perfect encapsulation of CURL's view toward action and participation research. The only thing she missed, in my estimation, is how hard it is to pull this off. If men are from Mars and women from Venus, then community organizations are from Mercury and universities are from Pluto. We at community organizations are often accused of zipping around and are always at risk of plunging into the furnace of politics or controversy.

Left to Right: **Louis Delgado**, *CURL Staff and Director of Philanthropy & Non-Profit Sector Graduate Certificate Program*, **Michael Bennett**, *Director, Egan Center, DePaul University and* **Steven Redfield**, *Executive Director, STRIVE*

We move so fast that we can't keep track of where we've moved from and if you look for very long, we're moving around in a tight little circle.

If you look at the other side of this partnership, universities might be viewed as way out there, cold, aloof, barely visible from the community, moving at glacial speed. Moving? You can hardly tell sometimes. So, with those two stereotypes, where we each come from and, to some extent, reflections of the environments in which we work, getting things to happen is sometimes a chore.

You say research to a community organization and we have one of two reactions: The first is always, "We don't need research; we need money." Then when we get over that, the next thing we say is, "We don't need research; we know what to do. We need a program." And so already, we are speaking different languages.

Community organizations are also suspicious of universities, and Yolanda and Aparna both touched on this question of who are the experts. Our knee jerk reaction is, "Who are you to come in and judge our work? You don't know where we live everyday and what it takes to pull off opening the doors, never mind what our clients' true needs are." And communities themselves are frustrated with universities many times. They say, "We're going to be studied again? Why do we need to be told one more time why we are poor?" So, you get collaboration starting, not from a

neutral ground, but really from a ground of tension and very 'armed guards', if you will. STRIVE provides employment services to chronically unemployed low skilled adults throughout Chicago to get them into the workforce, build careers, and achieve career advancement over time. Groups like ours have had very unfortunate experiences with research and collaboration with universities. So, with that said, why am I sitting at this table? The reason is that this has been different. I think CURL starts from two fundamental vantage points that make the partnerships different and a 'fit' with STRIVE's mission.

The first thing that CURL brings to the partnership is a world view, a philosophy. Yolanda talked about participatory research, and when someone talks about 'participatory' you have our attention. Then, the word that so few universities will use – 'action' – you have our attention a little bit more. The third part of that philosophy became clear in everything that CURL established, that the name was not 'CUR'; there was an 'L' at the end for 'learning.' The learning was intended to go both ways. That worked for us.

The second thing that makes a program work is the people and the relationships they establish. When CURL was first getting started and I heard they were bringing Lin Von Dreele [Associate Director] on board, I said, "This could work." The university was going to have its view of the world and the very first decision they made was to bring a professional from the community side into a key leadership position, someone that knew how to establish partnerships and knew what it was like to keep the lights on and pay the bills. Everyone said, "This was going to be different." Then as we had the opportunity to meet Yolanda and Christine George [CURL Faculty Fellow], all the rhetoric played out. They took the time to build relationships and understand the culture at STRIVE, those things went from being words written on a page into being deeply established relationships.

It's all well and good that I like it, but what has it done for us? Our longest involvement with CURL was a participatory evaluation of our Career Path project and how we were making a difference in individuals lives of those who were trying to get from entry-level work to higher-paying work. Chris George came in with a team to see what we were doing. How do you measure the difference in individual lives? How do you tell they are getting ahead while they are waiting for those successful earnings? That first research led to very direct program improvement. In house, we were able to do our work better. Now, there is a nice action result.

Secondly, we have clients who benefit from those improved services, so we can see more clients overcoming more barriers because we have information about what to do. Maybe not important, but in some ways the more gratifying, was watching our own staff shoulder-to-shoulder with the people at Loyola. We learned how to spell 'protocol'; we learned about research methods. They

gained skills they never imagined they would have. Their new repertoire strengthens every project they go into and gives us a whole new platform to launch other projects. It's been a widely different experience for us, and I'm looking forward to the 10th anniversary and hope we are still at the table.

Collaboration at the Regional Level
John Lukehart, Vice-President, Leadership Council for Metropolitan Open Communities

Other speakers have done a good job laying out the value and importance of collaborative research between universities and communities. I am to bring a regional perspective to this discussion. For those that do not know, the Leadership Council for Metropolitan Open Communities is a Chicago area fair housing organization that has been around since the mid-60s. We have been one of the few long time organizations that has always been regional, metropolitan in orientation, working on issues around social and economic justice. Particularly in these days, we need to understand that we operate within a regional economy.

We have always appreciated the importance of activist research. We have had opportunities to work with a number of groups, especially CURL and its antecedent and continuing partner, the Policy Research and Action Group (PRAG) and its director, Maureen Hellwig. Over the years we worked with researchers including Gary Orfield, who was at the University of Chicago and now at Harvard; Doug Massey, who was at the University of Chicago and now at the University of Pennsylvania; Bill Peterman at Chicago State University, formerly at the University of Illinois at Chicago; and Jim Lewis, who was at the Urban League and now at Roosevelt University. These would be names connected to action-oriented, social change research. That has become more formalized with a center like CURL. There is a real recognition that the community and university both bring important contributions to the table in terms of doing research that has an "actionable" outcome. There is recognition that the rigor associated with the research is important if you are going to rely upon it to advocate for social change. But, I think from the community standpoint, the issues of experience and the kind of knowledge that is present are important parts of the equation as well. It is bringing together the rigor, along with the community-based interaction, that results in the kind of products we talk about. Very briefly, I would like to share several of our experiences with CURL to illustrate this kind of work.

In the mid-90s, there was a very large collaboration that came together that resulted in a book called "Building Community: Social Science in Action. " This book of case studies related to aspects of community life and projects, including fair housing, that in fact were and are replicable in other communities.

Again in the mid-90s, with Phil Nyden and Bill Peterman, together

with a number of graduate students (especially Mike Maly, who then was a Ph.D. candidate at Loyola and who now teaches at Roosevelt University), we organized a collaborative research project. At the end, it involved teams of researchers and community activists in 14 different neighborhoods in 9 cities around the country. The point was to look at the experience of long-term stable, racially and ethnically diverse communities. The point was to account for why they had been successful in contrast to most communities that are formed and maintained as segregated communities. This was published originally by the Fannie Mae Foundation in their policy journal and then in its entirety by *CityScapes*, HUD's policy journal. The findings of this report are still relevant. In fact, in the fall 2002 there will be a major national conference on diverse communities in Cleveland, Ohio, based in part on the research in this publication, as well as other related community experiences and work.

In 1998, there was another project that had real value for us and for the issue of fair housing in the region. As conceived, it was interactive in nature and led to a publication entitled "Black, White, and Shades of Brown: Fair Housing and Economic Opportunity in the Chicago Region." Commissioned by the Leadership Council, Phil Nyden and Bill Peterman took the lead, although the Leadership Council was part of the collaboration. This report was important in a variety of ways. First, the study continued to point out the "coincidence" between the issue of race and the growing number of disparities that exist within the region – those having to do with where jobs are being created, where economic development is occurring or not occurring, and the relationship between economic development and the tax base. It was an important piece of research in terms of identifying for us as a region these issues and challenges. It is a document that continues in helping us keep these issues on the agenda of such regional bodies as the Metropolitan Planning Council, the Northeastern Illinois Planning Commission, and Chicago Metropolis 2020.

Finally, one current collaborative effort is informally being called the Regional Equity Initiative. Those involved include the Leadership Council, CURL, PRAG, and several other community-based and regional organizations that are concerned about affordable housing, transportation, employment, and the ways those issues intersect with one another from the perspective of equity. Currently, CURL is surveying community organizations to assess their experience and notion of regionalism. This is an effort to engage community organizations in understanding the importance of thinking of their work in a regional context. The research will include a set of case studies to track the experience of research people working with policy advocates and community organizations to effect legislative and regulatory outcomes.

Where we sometimes fall short, even when it has been done in collaboration with community, is taking the findings to the next step. We have lots of reports out there that have policy recommendations associated with them. The hard work comes in organizing. That needs to be community-based where a variety of constituencies are engaged in effecting legislative or administrative changes. From our standpoint such efforts will help influence more balanced development patterns in the region and a more equitable allocation of resources. The challenge for all of us is to make sure our work moves forward to the next step of implementation.

The Role of Foundations
Nicholas Goodban, Vice-President, McCormick Tribune Foundation

I am going to talk in a general way about the role of foundations. Going back to what Steve was saying, I'm sure the perception of some of you is that foundations are so far away they are not even in the same galaxy. We are *there*, but we are *here* primarily, as some of you would tell us, to provide financial resources. We're like banks in that we provide dollars. We're better than banks in

Left to Right: **John Lukehart,** *Vice-President, Leadership Council for Metropolitan Open Communities;* and **Nicholas Goodban,** *Vice-President, McCormick Tribune Foundation*

some ways in that we don't charge interest, and we don't demand the return of principal. On the other hand, we're also worse than banks because it is much more difficult to get a grant than get a loan. You really have to balance the two things. Is it better to go to bank where you have some certainty of getting money, or is it better to go for the 'big kahuna' and try to get a good grant?

We have to do a number of things besides giving away money. First, we have to learn. We are for the most part not single-minded specialists. Rather, we are mostly generalists. I'm sure many of you would be surprised to know that we go to non-profit organizations to learn. I will give you an example. When we started our early childhood education program in 1993, we had some preconceptions of what we might do. The person who was the program director, however, went out and talked with different people in the field, including some people in universities. The director also talked to people in non-profit organizations who were dealing with the problem on a day-to-day basis. That made all the difference in our guidelines. We had started out with the assumption that we would provide delivery of services for all children not participating in early childhood education in the 0-5 age range. We discovered the expense of doing that would be astronomical. Instead, we decided to focus on improving the quality of childhood education because we learned from the non-profit community that they felt that was the most important thing to do.

The second thing is that we are interested in making things happen. To do that, we have to select the organizations that have the ability to do the job. In terms of universities, we want to get the brains out of the ivory tower and into the real world. That is no disparagement of the ivory tower. The ivory tower is very important, but for us, we want to see things happen. One way is to harness the skills and services that a university provides so that they can bring these things to non-profits while at the same time bringing it with the respect and mutual learning that Steve was talking about. It is not for the university to come in and say, "We know everything that needs to be done."

Universities, however, do have certain things that they do extremely well. They can provide analytical skills to evaluate the effectiveness of non-profit organizations in a variety of different ways – their programs, making decisions about prioritizing, and cost-effectiveness of an organization. Then, too, universities can facilitate the sharing of knowledge between non-profit organizations. One of the great virtues that CURL brings is the ability to share knowledge and experience gleaned from a whole variety of community organizations. There is probably a great deal of cross-fertilization that comes from people learning about what other organizations are doing. I think another thing that happens is the breaking down of a lot of turf barriers. We've certainly discovered this in our early childhood education program when we get our grantees together once a quarter with the people who are doing the evaluation for them and for us. It has resulted in a tremendous amount of sharing of information and mutual respect as well as a desire to get things done and see that we are all trying to move towards the same thing.

That brings me to the third point, which John alluded to, i.e., getting the knowledge from the ivory tower out into the mass media, not just into academic journals. I will use early childhood education as an example. We were interested in seeing early childhood education featured much more in the mass media, yet we didn't want to write stories. We wanted people to pay attention to this problem. How to do that? One way is to go to a university and provide some resources so they can focus on that problem. We went to the University of Chicago with our early childhood education and part of the stipulation was to get their findings into the mass media. This is so important to build a critical mass. We copied a model of a program, the Center for the Study of Gun Violence, that the Joyce Foundation established a number of years ago at Johns Hopkins University. They attracted attention from the media and heightened visibility of the program. In the case of early childhood education, our foundation along with other foundations like Carnegie and Harris, which have long led the way in this area, have succeeded in drawing attention in such publications as *Newsweek* and *Time* so that more and more people understand it. It is when you get that level of understanding that things start to happen.

Finally, I would just say that interdisciplinary approaches to problems are a way to go. In the old days, all due deference to you, Phil, sociologists looked at all the urban problems. Nobody else got much of a look, but now there are some great advantages to having people in business and accounting, arts and theater, medicine and health involved. All of those people bring a lot to the table. All of them can learn a lot from community organizations.

This is a wonderful example here of a great partnership between the university and community. We are very proud to be a associated with it and very grateful to all of you for all that you have done. Thank you.

CURL Fellows Return

Former CURL Graduate Fellows, *Siobhan O'Donoghue (Left)* and *Jacqueline Beale-Del Vecchio (Right)* catch up with one another at the celebration.

One of CURL's first Graduate Fellows, *Denise Rose (Right),* chats with *Christine George (Left),* current Faculty Fellow.

*Can foundations afford to give more $ than they do?*
A Forum Sponsored By
The Philanthropy & Nonprofit Sector Program
Read more at www.luc.edu/curl

CURL Recognizes Community/University Partners

Since its founding in 1996, CURL has worked with hundreds of individual and organizational partners in collaborative research that impacts Chicago's neighborhoods. In recognition of some important partnerships over the past five years, a number of individuals who have worked closely with CURL were given awards by Philip Nyden and Fr. Garanzini. Recipients included:
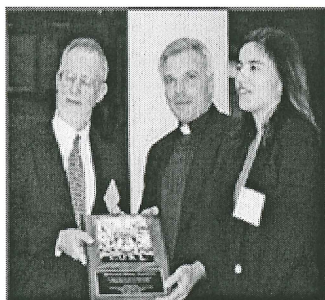
Left to Right, Nicholas Goodban, Fr. Garanzini, Alicia Menchaka de Cerda

Left to Right, John Fitzgerald, Roberta Buchanan, Philip Nyden, Fr. Garanzini

Left to Right, Yolanda Suarez-Balcazar, Rene Luna, Fr. Garanzini

Foundation Awards:

McCormick Tribune Foundation
Nicholas Goodban
Alicia Menchaka de Cerda

John D. and Catherine T. MacArthur Foundation
Susan Lloyd

BP (formerly BP Amoco Foundation)
Doris Salomon

Community Awards:

Howard Area Community Center
Roberta Buchanan
John Fitzgerald

Bethel New Life
Mary Nelson
Steve McCullough

Organization of the NorthEast
Sarah Jane Knoy

STRIVE
Steven Redfield
Erika Dudley
Stephanie Bolden

Faculty Fellow Award:

Yolanda Suarez-Balcazar, *Department of Psychology*

Community Fellow Award:

Rene Luna, *Access Living*

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