The Carnegie Elective Classification for Community Engagement

2010 Documentation Reporting Form

Introduction

This documentation framework is intended to gather information about your institution's commitments and activities regarding community engagement.

For application submission guidelines, click here.

Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

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I. Foundational Indicators

A. Institutional Identity and Culture

**Required Documentation** (Complete all 5 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

   ✓ Yes    ☐ No

   Quote the mission (vision):

   "Loyola University New Orleans, a Jesuit and Catholic institution of higher education, prepares students to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Through teaching, research, creative activities and service, Loyola strives to educate the whole student and benefit the larger community." Loyola's Vision Statement adds "by thinking critically, and acting justly, students are to embody the Ignatian ideals of faith, truth, justice, and service." Loyola's Values Statement further clarifies that "we value responsible stewardship, service, engagement with the world, and preparing our graduates to live ethical and productive lives."
2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

☑ Yes ☐ No

Describe with examples:

The Integritas Vitae Award, the university’s highest honor, is given to individuals who possess high moral character in a lifetime of unselfish service without expectation of material reward or public recognition. Recipients must exemplify the qualities Loyola seeks to instill in its students. The Adjutor Hominum Award is the highest honor bestowed by the Loyola Alumni Association. It is given to alumni who demonstrate selfless dedication to the poor. The Ignatian Awards for Outstanding Senior and Outstanding Graduate Student are presented annually. Commitment to the integrity of life, demonstrated service to others, potential for contributions to chosen field or profession, and contributions to the advancement of religion and citizenship are important criteria for these awards. The Rev. Louis J. Twomey, S.J. Award is given to a senior who, in the service of faith and the promotion of justice, has demonstrated exceptional concern for socially and economically deprived citizens of the city of New Orleans. The Pedro Arrupe Awards for Social Justice recognize individuals and organizations that exemplify a commitment to serving others and to increasing awareness and sensitivity to issues faced by marginalized communities. The Gillis Long Public Service Award is given by the Law School to a student, faculty/staff member, or alumnus for outstanding service in the community. The Loyola Law Clinic Award is bestowed annually on a senior student who provides outstanding service to the community. Social Justice Scholarships are awarded to 30 incoming students who exhibit high academic promise as well as an outstanding commitment to service and activism. Cardoner Leadership Fellowships are awarded to 20 incoming students who were active community leaders in high school. These students take a political science class on New Orleans and plan and participate in a variety of service projects. The Student Affairs Awards Reception honors over 100 students annually for their leadership and service on and off campus.
3. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community?

☑ Yes ☐ No

Describe the mechanisms:

We value community feedback at Loyola. While the level of formality in assessing community perceptions varies by program, the emphasis is invariably on listening carefully to community needs and enhancing the mutuality of our partnerships.

The Office of Service Learning (OSL) convenes the Community Partners Council quarterly. The CPC is made up of representatives from 8 partner agencies. CPC members advise OSL about how it can collaborate most effectively with other stakeholders to contribute to positive social progress in New Orleans. In addition, OSL conducts formal annual surveys of community partners. These 58-question surveys assess areas such as communication, trust, impacts and benefits of partnerships, and administrative effectiveness.

The Law School has a large number of community engagement initiatives, most notably its clinics, which address workers’ rights, immigration, homelessness, housing and other issues. Clinic staff meet regularly with clients and partner entities (including courts, churches, nonprofits, and government agencies), soliciting feedback during the process. Clinic staff use this feedback to modify partnerships and expand services.

World renowned jazz musicians offer master classes and workshops in local schools through the Thelonious Monk Institute. Music Education students are also frequently placed in local schools for field education and student teaching. Both programs seek community feedback through regular surveys of students and schools.

For 40 years, the Twomey Center for Peace through Justice has incubated many substantial community initiatives. Its main method for assessing community perceptions is simple: work side by side with community groups at every stage of every project. Community partners are colleagues and co-leaders in Twomey Center projects, internal rather than external to planning and implementation. University and community participants assess the success of collaborative projects using a variety of tools (formal evaluations, research, reports).

The Martin Luther King, Jr. Day of Service, an annual collaboration among several local universities, engages students in one-day projects with approximately 30 community partners each year. Partners complete surveys assessing the performance of student volunteers, benefits and challenges of hosting projects, and effectiveness of project coordination.

Student internships, field work placements, clinical experiences, and practica regularly take place at community sites such as small businesses, government agencies, schools and nonprofit organizations. Many sites have long histories with Loyola. Typically, site supervisors assess student performance and program effectiveness every semester. For instance, field supervisors for music therapy interns assess students’ skills, contributions, and overall learning. These assessments inform students’ grades and help the internship director evaluate partnerships.
b. Does the institution aggregate and use the assessment data?

☑ Yes  ☐ No

Describe how the data is used:

Assessment data on community perceptions is primarily used to inform programming decisions and enhance mutuality and reciprocity between institutional and community partners. For example, the Office of Service Learning recently used CPC input and aggregated survey data to re-configure the process of proposing service learning course projects. Community partners now propose most course projects, which are then considered for adoption by service learning faculty. Student project leaders in LUCAP (Loyola University Community Action Program) meet with community partners regularly. Feedback from these meetings is used to improve the effectiveness of LUCAP projects (attendance, productivity, community impact, times/days, long-term sustainability). The process of gathering this feedback also serves to build mutual commitment, assess student leadership capabilities, and select future project leaders. The Loyola Immigration Law Clinic has a long history of using information compiled from clients and partners to expand its services to address evolving immigrant needs. The clinic was opened in 1978 to aid Nicaraguan and Salvadoran asylum seekers fleeing savage wars. Since 2002, its services have expanded in response to feedback from clients and partners. The clinic now specializes in long-term detention and legal issues surrounding children of detainees. Assessment data received from internship and service learning supervisors also informs the grades issued to participating students.

Aggregation happens mostly informally through regular meetings between staff members in community engagement programs across campus. Program leaders share assessment data and discuss what it reveals about how our community partners perceive our engagement efforts. The forthcoming Center for Volunteer and Public Service (see I.B.1) will employ a research coordinator to aggregate data more formally and share it with university and community stakeholders in meaningful and useful ways.
4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

☑ Yes  ☐ No

Describe the materials:

“Loyola at a Glance,” the annual president’s report sent to key marketing influencers, touts Loyola’s community collaboration, including staff/faculty involvement in civic groups; sponsorships and partnerships within the New Orleans community; advocacy events hosted by Loyola; and student outreach efforts.

Loyola University New Orleans Magazine, sent to 45,000 alumni, and Loyola Executive and Loyola Lawyer, sent to specific college constituents, feature recent articles on Ignacio Volunteers’ partnerships with churches and schools in Jamaica and Belize and the Center for Spiritual Capital, which provides training and resources to the New Orleans business community to help strengthen ethical business practices.

“Student Organizations at Loyola” is a recurring brochure that promotes student involvement, with a section highlighting student engagement programs such as Ignacio Volunteers and Loyola University Community Action Program.

“Service Learning Brought to Life,” sent to key marketing influencers nationwide, describes Loyola’s unique service learning program and identifies first-year interdisciplinary seminars that include service learning projects in the community.

“Help Loyola Help New Orleans” is a fundraising brochure that was sent to alumni to highlight Loyola’s key engagement initiatives in post-Katrina New Orleans, including the university’s involvement in the New Orleans Ethics Review Board, a civic body that works to create transparency in city government; Market Umbrella, a community partnership incubated in the Twomey Center for Peace through Justice which now provides farmers’ markets four days a week in neighborhoods across New Orleans and offers residents a wealth of local, organic food; and the Thelonious Monk Institute of Jazz Performance, which began its partnership with the university in 2007 (see II.B.3).

Loyola’s website and two weekly electronic newsletters prominently feature Loyola’s outreach and advocacy programs and reach thousands of Loyola students and employees and hundreds of journalists from around the country.
5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

☑ Yes ☐ No

Describe examples such as annual address, published editorial, campus publications, etc.

Loyola’s president, Rev. Kevin Wildes, S.J., Ph.D., has served as the chairman of the New Orleans Ethics Review Board since its establishment three years ago and was instrumental in establishing the Office of the Inspector General, which examines city processes and contracts to ensure transparency.

Fr. Wildes addressed benefactors in 2006, saying “We have the chance, rarely given, to renew the city and the region. We ought not seek to rebuild it. Rather we seek to renew it. We seek to build on the strengths, culture, and diversity of New Orleans and build a more humane city where all men and women can flourish. The work of Loyola is to help transform the dreams for a new New Orleans into a reality.”

Fr. Wildes hosts several “President’s Forums” each year on current issues with internationally-renowned speakers. The forums are free, widely-publicized, well-attended and meant to promote community dialogue. Past President’s Forums include “Election 2008: Faithful Citizenship: A call to political responsibility”; “To protect and serve: How police departments affect the well-being of communities,” presented by a key player in the Northern Ireland peace process; and “Transforming Health Care in the 21st Century,” a forum featuring a former FDA Commissioner.

Loyola employees are encouraged to participate in community boards and commissions, and many recently served on new mayor Mitch Landrieu’s transition teams. For example, Michael Cowan, director of Common Good, served on the NOPD task force and the search committee for a new chief of police. Additionally, Vice Provost for Institutional Effectiveness George Capowich and Criminal Justice department chair Ed Thornton served on the criminal justice transition task force for Mayor Landrieu. Numerous alumni and current and former members of the university’s board of trustees also served on transition teams.
B. Institutional Commitment

Required Documentation (Complete all 6 of the following)

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?
   
   ✔ Yes  ☐ No

   Describe with purposes, staffing:

   Course-based and other academic engagement efforts are centralized within the Office of Academic Affairs. The Office of Service Learning (OSL), staffed with a full-time director and program coordinator, supports the development and implementation of community-based learning experiences in academic courses and programs of study. OSL works with faculty members from all departments and over 40 community partners to facilitate service learning experiences for hundreds of students per year. In addition, staffed centers across the university address systemic social issues using institutional resources and expertise. For example, The College of Social Sciences (CSS) houses several key centers employing Loyola’s resources for targeted social change, including: Shawn M. Donnelley Center for Nonprofit Communications, Twomey Center for Peace Through Justice, Center for Environmental Communication, Institute for Quality and Equity in Education, Lindy Boggs National Center for Community Literacy, and the Jesuit Social Research Institute. In addition, CSS administers academic programs offering degrees in sectors addressing social needs, such as criminal justice, counseling and nursing. These academic engagement efforts are focused on enriching student learning, broadening faculty teaching and scholarship, and working alongside community partners to address complex social issues.

   Co-curricular engagement efforts are coordinated by the Office of Mission & Ministry and the Office of Student Affairs, which together have 4 full-time professional staff focused on community engagement. Programs include Ignacio Volunteers (international and domestic service and immersion trips); LUCAP, a student-run service and activism group; campus-wide days of service (Into the Streets, Wolves on the Prowl, and the Martin Luther King, Jr. Day of Service); and service initiatives undertaken by registered student clubs and Greek organizations.

   Community partners and key contacts are often shared among coordinating entities for curricular and co-curricular engagement efforts. Staff meet regularly to discuss best practices and share strategies for effective engagement. An informal referral system has developed which helps community partners network with the various engagement programs at Loyola and connect with the ones which match their needs. One current strategic priority is the establishment of a new Center for Volunteer and Public Service. Slated to open in Fall 2011 with 5 professional staff, CVPS will bring a greater degree of centralization to Loyola’s community engagement efforts. The Center will be equipped with the technological and financial resources to track and assess co-curricular as well as academic engagement. CVPS will serve as a connecting entity, giving student leaders, faculty, staff and community partners more opportunities to support one another and increase the impact of their work.
2. a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

☑ Yes ☐ No

Describe source (percentage or dollar amount), whether it is permanent, and how it is used.

In 2009-10, Loyola spent $8,450,047 on community engagement. 65% was permanent funding from our internal budget. 35% came from grants and donations. Funding supports centers addressing social issues, faculty scholarship of engagement, student engagement activities, legal clinics for low-income populations, and institutes to improve community capacity.

b. Is there external funding dedicated to supporting institutional engagement with community?

☑ Yes ☐ No

Describe specific funding:

Loyola’s accounting system tracks funding sources and types of expenditures rather than recipients or intended uses of purchased goods and services. Several departments and centers regularly spend significant portions of their budget to fund community projects and collaborations. In 2006, the Office of the President pledged $530,000 to create Common Good, a partnership of community organizations dedicated to building consensus and promoting action for the rebuilding of New Orleans. Loyola continues to support both Common Good and the Lindy Boggs National Center for Community Literacy by taking no overhead from grants received by each initiative. In addition to supplying space, infrastructure, and back office needs, Loyola recovers none of its expenses for these entities. In addition, it has been standard practice for Ignacio Volunteers to bring about $20,000 in supplies to their immersion partners annually. Supplies include mosquito nets, nutrition and first aid supplies, clothing and shoes. Certain departments and centers, such as the Shawn M. Donnelley Center for Non-Profit Communication and the Small Business Development Center, spend their entire operating budget on goods and services that directly benefit the community, at a minimum total of $165,000 in the most recent academic year alone.
c. Is there fundraising directed to community engagement?

☑ Yes  ☐ No

Describe fundraising activities:

Loyola’s leadership places a high priority on fundraising for community engagement and has a generous and willing group of alumni and other donors to support such projects. Since 2005, Loyola donors have given over $5 million to programs that connect students and faculty to the wider community. Two of the four largest gifts Loyola solicited and received went to The Jesuit Social Research Institute (JSRI) and the Stuart H. Smith Law Clinic and Center for Social Justice. JSRI focuses on research and advocacy related to race, poverty and immigration in the Gulf South region. The Law Clinic provides free legal assistance to underserved populations who could not otherwise obtain adequate representation in the justice system. Donor mailings educate donors about Loyola’s social justice-infused mission and about the direct community effects of donors’ gifts to the university.

In addition to internal fundraising, Loyola also raises money specifically for the use of community organizations. Since 2003-04, Loyola employees and students have raised more than $175,000 for United Way through an annual on-campus campaign. Pledges are collected and employees are educated about their option to donate regularly through payroll deductions.
3. a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

☑ Yes ☐ No

Describe:

In December 2009, the Office of the President introduced a new data collection tool designed to capture details about community engagement activities across the university. The Office of Mission and Ministry consolidates this data, which is submitted annually by designated representatives from each vice presidential office. In the future, the process will be managed and expanded by the Center for Volunteer and Public Service.

Faculty community engagement activities are tracked through annual reports and vita updates submitted to chairs, deans and the provost. Grant records are also an important tracking mechanism for faculty engagement activities. The Office of Grants & Research tracks external grants and the Committee on Grants and Leaves tracks internal grants. According to their records, 2/3 of all current external grants support projects which serve the public good or directly involve community-based research or engagement. Of 45 internal research grants and Marquette fellowships awarded to faculty over the past 4 years, 12 met the same criteria.

Student community engagement activities are tracked primarily by two offices: the Office of Service Learning and the Office of Mission & Ministry. OSL tracks extensive information each semester on designated service learning courses (code, title, professor, location, meeting time, roster, syllabi, SL time requirement, community partners, project agreements) and the students enrolled those courses (name, contact information, SL agency, documented SL hours, SL course, professor, major, year). OSL works with Student Records to enter service learning transcript notations to ensure an accurate, permanent record of student service learning activities. Supervisor evaluations, timesheets, and placement confirmation forms, which document each student’s service learning performance, are permanently kept on file. Extensive electronic and paper files document the history of each of OSL’s past and present community partnerships. The Office of Mission & Ministry tracks the following information for LUCAP projects: community partners, total number of outings per project, participants and hours per project, per outing and overall. For international service-immersion trips through Ignacio Volunteers, the following information is tracked: numbers of applicants and selected participants, participant category and total hours. Mission & Ministry also tracks participation levels in campus-wide days of service. The Office of Alumni Relations collaborates in tracking alumni participation in Wolves on the Prowl.

Other departments offer a wide array of community engagement programs. Records on these are specific to the needs of the sponsoring department. A recent survey of tracking & documentation practices showed that most programs typically document numbers of participants, hours committed, and information on community partners.
b. If yes, does the institution use the data from those mechanisms?

☑ Yes  ☐ No

Describe:

Loyola uses tracking data in a variety of ways. At the macro level, chairs, deans and VP's consult tracking data to monitor progress toward Loyola’s strategic goals, many of which are aligned with community engagement. The Senior Vice Provost for Academic Affairs recently introduced a set of Key Performance Indicators (KPIs) which will be given regularly to key committees which formulate, review, and fund Loyola’s strategic priorities. Among other measures, these KPIs contain 7 measurable community engagement indicators which incorporate tracking data. At the university and department level, tracking data routinely informs staffing and budget decisions. Data on faculty community engagement activities are critical to promotion, tenure and reappointment decisions, salary adjustments, performance reviews, and decisions about grant support. Tracking data is also used to seek and renew accreditation for individual programs and for the university as a whole. Finally, tracking data is used extensively in the university’s publicity, advancement and fundraising efforts, and in faculty and student recruitment.

At the micro level, program directors routinely consult tracking data to review and assess partnerships, plan and improve future activities, and collaborate across the university. For example, when tracking data showed a dramatic increase in service learning activity among Spanish faculty and students over the last 2 years, OSL prioritized outreach to Latino-focused community groups and developed special supports for these partnerships. Individual program directors also use tracking data in their publicity and communications efforts to quantify and convey the scope and nature of their work. Some tracking data on student community engagement activities is used to verify that students have met graduation requirements within their program of study. Finally, departments and programs use tracking data in internal and external reporting (annual and on-demand).

c. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

☑ Yes  ☐ No
d. If yes, indicate the focus of those mechanisms:

- Impact on students

Describe one key finding:

The Office of Institutional Research annually administers the National Survey of Student Engagement. Compared to Jesuit and Carnegie peer institutions, Loyola students respond more positively to questions about whether they feel their college experience helped them contribute to the welfare of the community and learn to solve complex real-world problems. They also report higher levels of participation in service learning courses and community-based projects.

The Office of Service Learning administers a 36-question survey to service learning students each semester. Results show that participation in academic service learning has the following impacts: (1) it significantly increases students’ interest in continued community involvement (68% agreed or strongly agreed that they want to stay involved after their class is over); (2) it significantly increases students’ interest in taking more service learning courses (81% A/SA that they want to take another service learning course in the future); (3) it increases students’ understanding of social problems (83% A/SA); (4) it gives students a better idea how to work for social justice (73% A/SA); (5) it strongly increases their sense of connection to the larger community (85% A/SA).

- Impact on faculty

Describe one key finding:

Each semester, OSL administers a 26-question survey to all faculty teaching designated service learning courses. The most frequently reported positive outcomes are that faculty members 1) get new teaching ideas and new ideas for scholarly work; 2) develop community connections which will be valuable to them even after the class is over; and 3) are recognized among colleagues and professional peers for their service learning efforts. They also report that students learn more about the topic of the class and are more interested and engaged overall. Biology professor Patricia Dorn has worked on Chagas prevention in Guatemala for 18 years as the centerpiece of her teaching and research. She reports that the primary impact of this engagement work on her is the satisfaction of using her specialized skills to promote meaningful social change in the area of public health, thus realizing Loyola’s Jesuit mission in her professional life.

Public relations professors Cathy Rogers and Valerie Andrews have developed cutting-edge methods for selecting community partners in their classes in the School of Mass Communications. The primary impact of their engagement work on them is the development of new collegial networks and increased opportunities to present results of their work to national audiences such as the Association for Education in Journalism and Mass Communication.
✔ Impact on community

Describe one key finding:

The Office of Service Learning annually administers a 58-question survey to all community partners. Partners report that their collaborations with Loyola students and faculty have the following positive impacts: increasing the number of people that community partners are able to serve; increasing the number of services they are able to offer; producing new materials and developing new programs; growing organizational capacity; completing strategic projects; identifying sustainable sources of volunteers and potential new staff; increasing access to university resources; and increasing visibility and networking among university stakeholders and community partners. 77% of partners report that their service learning partnership with Loyola helped their agency achieve strategic goals.

Other programs at Loyola also assess the community impact of their engagement efforts. For example, the Twomey Center for Peace Through Justice offers free or low-cost diversity, anti-racism and conflict resolution trainings to community organizations. Post-training surveys show significant increases in participants' knowledge and skill-level in the training areas. Surveys also indicate that the Twomey Center’s trainings provide a crucial service which often exceeds the budgetary constraints of many community nonprofits.

✔ Impact on institution

Describe one key finding:

In the wake of Hurricane Katrina, SCAP (the Standing Council for Academic Planning), which is charged with periodically reviewing every existing academic program at Loyola as well as reviewing proposals for new programs, revised its criteria to include “impact on the community and the recovery of New Orleans.” Programs under review were asked to provide evidence of the “extent to which groups in the community call upon the program for assistance, the extent of outreach by the program within the community, and the proclivity of graduates to remain and work within the community.”

In light of this SCAP change, many centers, departments and programs at Loyola became more aware of and sensitive to community impact in assessment and planning. It also spurred the development of new programs. For example, a proposal to SCAP for a new interdisciplinary minor in New Orleans Studies notes in its “Justification” section that the minor “capitalizes on Loyola’s outstanding resources and its deep commitment to the community.” One of the stated goals of this minor is to provide “knowledgeable graduates who will become vital contributors to the city’s future.” The new minor has already resulted in the development of new community-engaged courses and the recruitment of faculty with expertise in community work.
Data from university-wide assessment tools (NSSE and other surveys administered by Institutional Research, SCAP reviews, etc.) are used in many ways at Loyola, including: allocating human and financial resources; preparing for and issuing internal and external reports; guiding recruitment and retention efforts; offering targeted professional development opportunities; and developing, improving and reviewing programs. Data are also used in marketing and publicity, fundraising and accreditation.

To offer just one example, the Common Curriculum Task Force has spent the last 2 years considering significant revisions to our common curriculum. Assessment data on curricular engagement was a critical factor in CCTF’s decision about whether to make service learning a graduation requirement at Loyola. The data showed that our current approach (increase supports and incentives for service learning faculty and students without mandates) was enjoying considerable success and yielding impressive results. In its final report, CCTF retained this approach and designated service learning a non-mandatory but highly prioritized "area of special emphasis."

Individual programs and departments which administer their own assessment tools use the data in accord with their needs and plans. For example, the Office of Service Learning has used its survey results in the following four ways during the most recent academic year: (1) communicating service learning impacts transparently to all stakeholders as well as university leaders, including the Board of Trustees; (2) identifying feasible near-term improvements to policies and procedures; (3) identifying strategic long-term goals and mobilizing the resources needed to realize them; and (4) sharing assessment strategies with service learning professionals at Jesuit and peer institutions to build a network of colleagues interested in assessment.
4. Is community engagement defined and planned for in the strategic plans of the institution?

☑ Yes  ☐ No

Describe and quote:

The “Loyola 2012” strategic plan explicitly links community engagement to each of its three top priorities: 1) enhancing Jesuit values; 2) improving student retention; and 3) enhancing Loyola’s reputation and stature.

1) Efforts to enhance Jesuit values are focused on increasing support and resources for community-based learning and volunteer programs. One key priority is establishing and endowing a Center for Volunteer and Public Service, which will bring a greater level of centralization to Loyola’s community engagement efforts.

2) In order to increase student retention, Loyola 2012 calls for the development of programs which “foster student connectedness to the University and the New Orleans community.” Two highlights include the Ignatius Loyola Institute for Values Education, which “prepares students for civic-minded lives of purpose” and interdisciplinary first year seminars, 30% of which have included service learning.

3) Loyola 2012 states that strengthening the university’s national reputation will require reaching “beyond our campus in New Orleans and out to other communities.” Implementation efforts include internationalization and greater participation in programs which engage student and faculty with larger national and global communities.
5. Does the institution provide professional development support for faculty and/or staff who engage with community?

☑ Yes ☐ No

Describe:

The Office of Service Learning provides a regular program of faculty development events throughout the year. All events are designed to support and expand effective service learning among Loyola faculty. Events include: overview presentations to new faculty; training at the Faculty Academy tailored to first year seminar instructors; introductory workshops co-sponsored by the Center for Faculty Innovation; intensive stipendiary best practices workshops; and topical advanced workshops for experienced SL faculty.

The University Committee on Grants & Leaves regularly supports faculty engagement through research grants (up to $3,500), sabbatical leaves, and the Marquette Fellowship program ($8,000). See I.B.3.a. Many recent research grants and Marquette fellowships have supported community-based scholarly work and engaged research.

In addition, the Office of Mission and Ministry has offered university-wide training to faculty and staff on how vocations within the university relate to Jesuit mission, which is focused on service, solidarity and social justice.

Orientation for new employees includes an in-depth session centered on Jesuit mission and identity. Throughout the year, employees are afforded several opportunities to attend spiritual workshops or to participate in group retreats which allow for reflection and further commitment to our Jesuit mission ideals and values.

Within each college, professorships, fellowships, travel stipends, leaves and course releases are also utilized by faculty and staff to support their continued community engagement with the encouragement of the deans.

Professional staff are also eligible for travel funds to support professional development around community engagement. For example, our pre-law advisor in the College of Humanities and Natural Sciences received funding to attend a conference on pre-law advising by Equal Justice Works in 2008.
6. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?

☑ Yes  □ No

Describe:

The Office of Service Learning has an 8-member Community Partners Council that meets quarterly, comprised of a core group of representatives from partner agencies that provides advice and regular feedback to OSL on how it can make its service learning partnerships more effective and beneficial. Feedback from the CPC affects the whole university since Loyola’s service learning program engages students and faculty from all departments and colleges.

The Twomey Center for Peace through Justice has a circle of community partners whose input is regularly solicited and is critical in deciding how to apply the center’s resources to respond to community-identified needs.

The Lindy Boggs National Center for Community Literacy is itself the product of community voice in institutional planning for community engagement. An initial dialogue in 1996 between the resident leadership of a local public housing development and then-president James C. Carter, S. J. planted the seed for a response to the low-literacy epidemic in New Orleans that culminated in the establishment of the Boggs Center in 1999.

The Loyola University Community Action Program’s (LUCAP) peace, social, and ecological justice projects were originally created, and continue to be maintained, through a joint decision-making process between members of the university and the city.

The Jesuit Social Research Institute’s Board of Directors is comprised of community representatives from the non-profit, pastoral, business, government, and academic sectors across the Gulf Coast. They directly influence the planning of JSRI.

Community input has also shaped the development of The Stuart H. Smith Law Clinic, which originally provided only family law and criminal defense. As a direct result of needs voiced by clients and partners over the years, the Law School now offers the Homeless Clinic, the Immigration Clinic, the Workplace Justice Clinic, and the Community Justice Clinic, which began as the Katrina Clinic and dealt with issues involving FEMA claims, access to disaster relief funds and contractor fraud.

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 6 on pages 1-17 and determine whether Community Engagement is “institutionalized”--that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2015.
Search and recruitment policies are determined at the college and department level. In many cases, community engagement expertise is named an essential quality for faculty candidates. Recent postings have stated that candidates must “demonstrate the interest and commitment to…contributing to the re-emergence of New Orleans as a vital, exciting city in commerce, the arts, and intellectual endeavors.”

Service is required from current faculty in all colleges. In all job postings, the College of Social Science and the School of Nursing declare “community engagement” to be the responsibility of all Loyola faculty members, alerting candidates with such experience that their expertise will be welcome and their position will promote those activities.

The College of Humanities & Natural Sciences cites Loyola’s Jesuit values in all job announcements. Loyola’s website, where candidates are most likely to gather information about the institution, repeatedly refers to Jesuit education as “a holistic education that seeks to form men and women for and with others.” Loyola’s Statement of Educational Purpose reads, “The goal of a Loyola education is not mere technical competence but wisdom and social responsibility.”

The College of Music and Fine Arts specifically structures its adjunct faculty to be composed of highly accomplished musicians and artists that perform and engage with the local, national, and worldwide community, such as members of the New Orleans Opera, the Louisiana Philharmonic Orchestra, and local jazz and pop ensembles. Candidates’ expertise engaging the community artistically is given the highest consideration in hiring, contract renewal, and merit raises.

Announcements for Law Clinic faculty positions inform candidates that they are expected to “have a demonstrated commitment to social justice and working with low income people.”

A recent job posting for the Criminal Justice department stated “Our region is a laboratory for all aspects of relevant and practical research,” asserting that community engagement is an expectation.
2. a. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

☑ Yes ☐ No

Describe:

Promotion and tenure decisions are made at the college level and protocols are specific to each. Community engagement is critically important to promotion and tenure decisions in all colleges and is integrated into each of the three main criteria: teaching, research, and service. The Faculty Handbook states, in "Norms for Granting Tenure," that "the qualifications of the applicant include: educational background; performance as a teacher; research; publications; and contributions to students, department or College, the University, the profession and the community at large."

Faculty members who use service learning or other community-based pedagogical methods in their courses receive special consideration for innovative pedagogy in their scores in the teaching category. Faculty members who engage in community-based research, or research designed to support or benefit the community, may receive, in addition to their scores in the research category, credit toward the service category of their scores. The service category is critically important to promotion and tenure protocols in all colleges. In addition to service to the university, definitions include:

"Service to the community at large through volunteer work, civic engagement, community service, etc" in the College of Business;

"Service to the New Orleans community and beyond" in the College of Humanities and Natural Sciences;

"Service that has benefited the profession and the community, such as membership in community groups, performances, lectures, or adjudication for local clubs, businesses, organizations, and community-sponsored activities, advising or consulting for community organizations" in the College of Music and Fine Arts;

"Contribution to the general welfare of the community through active involvement in civic and cultural life" in the College of Social Sciences; and

"Significant service to the community and the legal profession, which may be met by participation in governmental, charitable, or other community service activity" in the College of Law.
b. If yes, how does the institution classify community-engaged scholarship? (Service, Scholarship of Application, other)

Explain:

As noted above, community-engaged scholarly activities can be categorized as teaching, research, or service. When the scholarly activities are course-based, enhance existing courses, or result in new courses, they tend to be included in the teaching category. When the engagement results in publications, presentations, or other professional and creative works, it tends to be categorized as research. When faculty members contribute their general expertise or specific technical or professional skills to boards, nonprofit organizations, government agencies and other public entities, the activities tend to be categorized as service.

b (cont’d). If no, is there work in progress to revise promotion and tenure guidelines to reward the scholarship of community engagement?

☐ Yes  ☐ No

Describe:

not applicable
3. Do students have a leadership role in community engagement? What kind of decisions do they influence (planning, implementation, assessment, or other)?

☑ Yes ☐ No

Examples:

Students take an active leadership role in a variety of community engagement programs.

The Loyola University Community Action Program (LUCAP) gives students the opportunity to develop ongoing community service and advocacy projects from the ground up. Working with LUCAP advisors, students are involved in conceiving projects, searching for community partners, recruiting and managing volunteers, and assessing partnerships. Students also coordinate events, speakers and reflections throughout the year.

The Office of Service Learning has a Student Leadership and Advisory Board (S-LAB) made up of 6 experienced service-learners. Each S-LAB member serves as a liaison to 3-5 partner agencies per year. S-LAB members provide support to Loyola students serving at those agencies throughout the semester, including facilitating reflection groups. S-LAB members exert substantial influence on planning and implementation decisions, particularly on community partnerships and student services.

The Student Government Association is actively involved in planning, executing and leading several days of service throughout the year, including Into the Streets during orientation; Wolves on the Prowl, our annual alumni-sponsored day of service in November; and the national Martin Luther King, Jr. day of service. Student organizations also frequently plan and implement their own engagement projects, such as organizing events to raise money for Haiti earthquake survivors, collecting musical instruments for youth marching bands, mentoring public school students, and volunteering to rebuild homes for Hurricane Katrina survivors.

The Ignacio Volunteers international service immersion program selects students as team leaders. These students assist in extensive preparations for the trips (leading meetings and reflections, coordinating logistics, etc.) and exercise a leadership role on the trips. They are also involved in the assessment process with staff.
4. Is community engagement noted on student transcripts?

☑ Yes ☐ No

Describe:

Students who successfully complete course-based service learning activities receive a notation on their transcripts. Next to the name of the course and their final grade in the course, the notation reads: “Service Learning: [Name of partner agency].” SL transcript notations have been in effect at Loyola since 2002. In 2009-2010, Loyola students earned over 800 SL transcript notations.

A select number of Loyola’s study abroad programs also qualify as forms of community engagement. Study abroad has been noted on students’ transcripts consistently since 2003. International service-immersion trips through Ignacio Volunteers have also been noted on students’ transcripts consistently since 2003.

5. Is there a faculty governance committee with responsibilities for community engagement?

☑ Yes ☐ No

Describe:

The Office of the Provost recently approved a standing Faculty Advisory Committee for Service Learning. This committee meets twice per semester. Members include full-time faculty members from each undergraduate college and the Director of Service Learning. The FACSL reviews service learning policy, makes recommendations to the Provost and faculty senate, and exercises general oversight. Items on the FACSL agenda include reviewing course designation processes and reviewing faculty incentives for community engagement work.

Award committees, rank & tenure committees, and faculty handbook committees at the university, college, and department level govern how community engagement is recognized and rewarded among faculty members.

In addition, many faculty members serve on advisory boards and steering committees for programs at Loyola that undertake significant community engagement, including the Twomey Center for Peace through Justice, the Lindy Boggs National Center for Community Literacy, and the Jesuit Social Research Institute. These roles are governance-related in that they help determine community engagement agendas within these centers.
II. Categories of Community Engagement

A. Curricular Engagement

Curricular Engagement describes the teaching, learning and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

NOTE: The terms community-based learning, academic service learning, and other expressions are often used to denote service learning courses.

1. a. Does the institution have a definition and a process for identifying Service Learning courses?

☐ Yes  ☐ No

Describe requirements:

Service Learning (SL) courses are defined as credit-bearing courses with disciplinary content (i.e., not internships or clinical courses) in a regular academic department or interdisciplinary major/ minor. In SL courses, the faculty member chooses to incorporate a service learning placement or project as an optional or required element of students’ overall coursework. In order to be designated as SL courses in LORA (Loyola’s online registration and course management system), course titles must be submitted to the Office of Service Learning prior to registration for the upcoming semester. Criteria for designation include: (1) service activities and learning goals must be demonstrably integrated; (2) students’ SL performance must be evaluated; (3) students’ SL performance must count toward their course grades; (4) community partners must be identified in advance; (5) if not chosen from a list of pre-approved agencies, partners must be vetted by OSL and the professor; (6) if the faculty member chooses a project, a detailed written agreement outlining expectations, timelines, and expected outcomes must be approved by all parties prior to the beginning of the semester; (7) feedback from community partners must be incorporated at several levels; and (8) students and faculty must engage in some form of reflection.

b. How many formal for-credit Service Learning courses were offered in the most recent academic year? 66
What percentage of total courses? 4.5

c. How many departments are represented by those courses? 14
What percentage of total departments? 50
The following university-wide learning outcomes are inspired by Loyola’s Jesuit tradition and deeply connected to students’ curricular engagement with community: education of the whole person for social justice and solidarity; development of men and women for others; critical thinking and analytical acumen; courage to act justly; and ethical behavior in professional and civic life.

The University’s Identity Statement explains that Loyola students “should develop a determination to work for justice and to preserve God’s creation for the benefit of present and future generations. They should experience a growing resolve to offer their gifts and talents in service to the world around them, especially in working for the poor, the forgotten, and the marginalized around the world. They should have a developing sense of global solidarity: an educated awareness of society and culture, a sense of being interrelated and interconnected, and a commitment to act for the rights of others, especially the disadvantaged and the oppressed.”

Curricular engagement and service learning are crucial to the achievement of these learning outcomes. In Spring 2010, 83% of students enrolled in service learning courses reported that their experience gave them a better understanding of social problems and 85% said it increased their sense of connection and responsibility to the larger community.
b. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community?

☑ Yes  ☐ No

Provide specific learning outcome examples:

Curricular engagement in the College of Business aims to help students become “effective and socially responsible business leaders” and develop the “courage to act justly in a global business environment.” Similarly, curricular engagement in the College of Humanities and Natural Sciences is tied to the following learning outcome: “commitment to the Ignatian tradition of a life of justice and service to others.” Curricular engagement in the College of Social Sciences supports the goal of teaching students to “think critically and act ethically and morally” and “use their knowledge and abilities in the service of others.” The following learning outcomes have been identified for community engagement efforts in the College of Law: “commitment to ethical norms in pursuit of dignity for all, ethics and professionalism, and a commitment to serve the community of the 21st century.” In the School of Mass Communications, the following are especially related to curricular engagement: “understanding the social purposes of the work of communications within the democratic society”; “understanding the right to monitor and criticize power”; and “understanding the diversity of groups in a global society in relationship to communications.” In Theater Arts & Dance, engagement helps students “understand the social phenomena of theatre and how it imparts knowledge, values, and insight through feeling.”
c. Are those outcomes systematically assessed?

☑ Yes ☐ No

Describe:

NSSE is administered annually to Loyola freshmen and seniors. AJCU institutions have collaboratively developed a suite of NSSE questions designed to measure the extent to which students are achieving institutional learning outcomes associated with the Jesuit tradition in higher education. Items include:

- Devoting efforts to help others in need
- Actively working to further social justice
- Actively working toward a more inclusive community
- Ability to look critically at society and its institutions
- Understanding the Jesuit principle of being “men and women for others”

Annual Senior Exit Surveys ask students to rate their level of agreement with the statement, “I intend to engage my community in a way that expresses the Ignatian value of becoming a woman or man for others.” It goes on to ask, “To what extent did your Loyola experience develop your abilities in the following areas? Global/justice awareness; Social/civic responsibility; Multicultural awareness; and Ethical awareness and understanding.”

OSL surveys ask students to rate their level of agreement with the statements: “The service learning was connected to course content and helped me achieve learning goals in the course”; “My service learning experience gave me a better understanding of social problems”; and “I have a better idea about how to work for social justice because of my service learning experience.”
Individual faculty members use assessment data to inform revisions of course syllabi and formulate proposals for new courses. Deans and departments use learning outcomes assessment data during promotion and tenure decisions and also during internal program reviews conducted by the Standing Council on Academic Planning. The Office of Service Learning uses the data to gauge the viability of its partnerships, train faculty, and plan workshops to strengthen curricular engagement efforts.

At the university-wide level, assessment data is used to apply for and renew accreditation. Also, over the last two years, assessment data on learning outcomes has been critical to revising the university’s common curriculum (see I.B.3.e). The Office of Institutional Advancement uses assessment data on learning outcomes to demonstrate Loyola’s unique characteristics and its embodiment of the Jesuit educational mission. Data is also used to recruit students and faculty who value community engagement.

Finally, our strategic plan states that "community-based learning and volunteer service are essential elements" to enhancing our Jesuit values, which is our top strategic priority. Learning outcome data is used by the Office of the Provost to monitor progress toward and alignment with this priority.
3. a. Is community engagement integrated into the following curricular activities?

- ✔ Student Research
- ✔ Student Leadership
- ✔ Internships/Co-ops
- ✔ Study Abroad

Describe with examples:

| Loyola’s Biology department has a strong tradition of encouraging undergraduates to undertake original research or serve as co-investigators on faculty research projects. Students have co-authored peer-reviewed journal articles with biology faculty members. Other biology students have received Public Health Research Scholarships to travel to Guatemala to collaborate with the Laboratory of Applied Parasitology at the University of San Carlos in researching Chagas disease prevention. Cardoner Leadership Fellows have a record of community service leadership when they arrive as freshmen and receive a scholarship upon admission. Cardoner Fellows live together in a residential learning community and take a first year seminar together. In the seminar, Cardoner Fellows take policy research requests from appointed and elected officials, such as City Council members, Recovery School Board members, and the Mayor’s Office, and devote a large part of their coursework to researching the requested topics and publicly testifying to the officials about their findings. Sociology, Communications, and Music Education majors complete at least 100 hours of active community-based learning, such as internships or field work, before graduating. Graduate programs in counseling, nursing, law, music therapy, pastoral studies, and business administration similarly require at least one (and often more) internship experience in community-based settings, often with nonprofit organizations and under-served or at-risk populations. The Center for International Education runs a popular month-long study abroad program in Dharamsala, India, the center of India’s Tibetan refugee community and the seat of the Tibetan government in exile. In partnership with the Louisiana Himalaya Association, students are paired with Tibetan “mutual learning partners” in a refugee camp. Partners exchange messages before departure and during the trip, students spend 25 hours helping their Tibetan partners practice reading, writing and speaking English. |
b. Has community engagement been integrated with curriculum on an institution-wide level?

✔ Yes  □ No

If yes, indicate where the integration exists:

✔ Core Courses  ✔ Graduate Studies
✔ First Year Sequence  ✔ Capstone (Senior level project)
✔ In the Majors  ✔ General Education

Describe with examples:

Loyola freshmen take an interdisciplinary First Year Seminar as part of a holistic First Year Experience program. 2009-10, the inaugural year of this requirement, 10 of 34 First Year Seminars were designated as service learning courses and incorporated placement work or group projects in the community. For instance, students in the communications seminar “Innocence Behind Bars” worked on a project with two local organizations: Innocence Project and Resurrection After Exoneration. Students researched exonerees’ stories and arranged an on-campus fundraising production of RAE’s award-winning theatrical performance “Voices of Innocence.” In addition, each semester approximately 20% of the sections of required introductory common curriculum English and natural science courses have incorporated service learning. The following majors include required courses which consistently incorporate service learning or other community-based work: Accounting, Spanish, Latin American Studies, Biology, Chemistry, Sociology, Communications, and Music Education. These majors all encounter a significant curricular engagement experience. For instance, Accounting majors are required to take “Government and Nonprofit Accounting” and “Advanced Accounting,” which build upon one another in a continuous service learning project with Good Work Network, a local nonprofit helping entrepreneurs and small businesses learn basic accounting procedures. 15 of the 17 graduate degrees offered at Loyola are in human or social services fields, such as Counseling, Nursing, Pastoral Studies, Music Therapy, JD/MPA, etc. For instance, law students have to satisfy a Law and Poverty requirement, which they do by teaching high school students about legal issues in Street Law; representing low income people in the Clinical Seminar; or performing 50 hours or volunteer pro bono legal services to the poor. Capstone courses, such as those taken by Sociology, Masters of Business Administration, and Doctor of Nursing Practice students, include a hands-on field experience designed to incorporate community engagement.
4. Are there examples of faculty scholarship associated with their curricular engagement achievements (action research studies, conference presentations, pedagogy workshops, publications, etc.)?

☐ Yes  ☐ No

Provide a minimum of five examples from different disciplines:

Schwartz, Janelle and Underwood, Joelle. “Lessons from a Dirty Coast.” Chronicle of Higher Education, June 29, 2010. This article is about the Foundations in Environmental Studies class, which was taught for the first time in Spring 2010. The Deepwater Horizon oil rig exploded on the day of the final class meeting. The article addresses the pedagogical challenges that arose in the class as a result of the disaster.

Rogers, Cathy. “Social Justice, Public Relations and Service Learning in the Classroom Linked to Professionalism in the Workplace.” Paper presented at Media & Communication Programs in Catholic Higher Education conference, Marquette University, Milwaukie, Wis., July 19-21, 2010. This paper links Dr. Rogers’ extensive service learning experience to her new RFP process for identifying appropriate community partners for SL courses.


Gendusa, C. Patrick. “The Laramie Project,” November 2-11, 2007 and “The Laramie Project: 10 Years Later,” October 12, 2009. Creative works and productions are considered an important form of scholarly activity for Loyola faculty in the College of Music and Fine Arts. Last year, on the anniversary of Mathew Shepard’s death, Loyola theater students joined more than 100 other companies to raise awareness about hate crimes.

B. Outreach and Partnerships
Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.

1. Indicate which outreach programs are developed for community:

- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (specify)

Describe with examples:

The Lindy Boggs National Center for Community Literacy provides organizations devoted to increasing adult literacy with professional development, technical assistance, evaluation support, and networking opportunities. It creates and maintains an information services network for local, state, national, and international providers, focused on the relationship between adult literacy, racism and poverty.

Computer literacy tutoring and outreach is provided by students to immigrants and homeless men at Casa Opportunidades Nola and at Ozanam Inn.

Loyola offers evening degree programs to working adults and nontraditional students in liberal studies, nursing, and criminal justice. The Loyola Institute for Ministry Extension Program makes graduate degrees in Pastoral Studies and Religious Education available to students in more than 40 dioceses around the country and the world.

The Institute of Politics is a leadership training seminar providing new and seasoned politicians with a practical education in politics and elections. The Institute has been completed by judges, mayors, council persons, civil sheriffs, US Representatives and Senators.

The Institute for Quality and Equity in Public Education works to provide the data necessary to assess the success of sweeping public education reforms in New Orleans post-Katrina.

The Twomey Center for Peace through Justice provides workshops for community groups and businesses on conflict resolution and diversity appreciation.

The Center for Arts and Music Entrepreneurship helps musicians, artists, arts educators and arts entrepreneurs create sustainable careers. The center offers clinics and tutorials in management, business, and marketing.

The Law School provides free Continuing Legal Education to public interest lawyers and outreach to the community through the Homeless Clinic, the Workplace Justice Clinic, the Immigration Clinic, and the Community Justice Clinic.
2. Which institutional resources are provided as outreach to the community?

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

Describe with examples:

LUCAP is a student-initiated, student-led service and advocacy organization. LUCAP offers students opportunities for direct service, reflection on social justice issues, advocacy, and community organizing. Projects include rebuilding, tutoring, mentoring, environmental work, and solidarity with workers. Work/study placements include Start the Adventure in Reading, Freret Neighborhood Center, and North Rampart Community Center off campus and The Lindy Boggs National Center for Community Literacy and Upward Bound on campus. The Montage Fine and Performing Arts Series offers some of the top arts events in the region. The series provides educational and entertaining programs including concerts, guest performances, master classes, jazz, dance, art exhibitions, and theatre productions. Coaches and student athletes participate in the Champions of Character program through NAIA. Events include: Coaches vs. Cancer, Pink Zone, and Race for the Cure. Coaches also invite youth sports teams to attend athletic events for free and provide free use of recreational facilities to the US Coast Guard and Navy. The library provides lending privileges to community members, free research skills classes for local high students, and meeting space for community partners. The library is open to the public for the use of print materials. Library faculty and staff answer reference questions online, in person, and over the phone for the public. Science labs are used in summer intensive programs for high school students in both the Upward Bound and The Pre-college Incubation Experience for Majoring in Math and the Natural Sciences (PRIEMMANS) program. Crude Awakenings: Loyola’s Gulf Disaster Response is a section of our website devoted to providing the public with access to facts about the oil spill and contact information for Loyola faculty who are expert consultants on 18 aspects of the disaster, including its impact on fishing and the seafood industry, environmental ethics and politics, health concerns, liability, dispersants, chemicals, and BP’s escrow fund.

3. Describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Use the attached Excel file to provide descriptions of each partnership.
4. a. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

✔ Yes  ❌ No

Describe the strategies:

In some cases, grant funding is shared and partners incorporate one another when drafting grant proposals. For example, the Boggs Center shares grant funding with its partner, the Greater New Orleans Literacy Alliance. Also, a recent NIH grant received by Loyola faculty members to research interruption of Chagas disease in Guatemala is being shared among five partners, both in Latin America and around the US.

Sharing of expertise or consultation between Loyola and its partners is also a common strategy. In several partnerships involving public schools, Loyola faculty provide support to teachers in the classroom or help generate lesson plans. Because we know that this expertise goes both ways, community partners often visit service learning courses and address on-campus audiences to share their on-the-ground wisdom with students and faculty members. For example, 7 community partners from Latino-serving organizations addressed an audience of 200 in March 2010 for a campus-wide forum on Latino New Orleans.

Students experience mutuality and reciprocity when they receive valuable experience, professional connections, and networking in exchange for their commitment to community partner agencies. This occurs routinely in community engaged courses like the Policy Research Shop and internship programs in key departments like Criminal Justice.

Another standard strategy involves sharing space and infrastructure. Loyola welcomes community partners on campus by providing office space and access to other facilities such as conference halls, meeting rooms and the recreational complex. Recognizing the important contributions made by non-profits like Court Watch Nola and the GNO Literacy Alliance and city officials such as New Orleans’ first Inspector General Robert Cerasoli, Loyola has hosted these organizations long-term or permanently on campus, in many cases incubating them until they are able to function autonomously.
b. Are there mechanisms to systematically provide feedback and assessment to community partners and to the institution?

☑ Yes ☐ No

Describe the mechanisms:

Feedback is exchanged between community and institutional partners on a regular basis. While this naturally happens in the course of any partnership, it often takes the form of an intentional conversation, using a “check-in” style format for updating one another about developments and discussing satisfaction with the partnership. For example, service learning staff conduct off-campus, in-person annual meetings with every community partner. The strength of these conversations is that they encourage candor and dialogue and allow partners to identify and address minor issues, preventing them from becoming larger problems.

A more formal mechanism to invite and share feedback is through the use of surveys or evaluation forms. Several programs use this with their community partners, faculty, and students. For example, the Office of Service Learning surveys all three parties to gauge the degree to which courses and projects achieve their objectives. Results from all surveys are shared widely among all campus and community stakeholders. Similarly, the Small Business Development Center sends regular reports and evaluations to the College of Business. These contain informational updates and summarize the partnership’s successes and challenges.

The third popular mechanism is reciprocal service on advisory boards, evaluation committees, or strategic planning bodies. For instance, in addition to populating its board with representatives from various community sectors, the Jesuit Social Research Center has invited community partners to participate in its upcoming strategic planning process. The director of the Lindy Boggs National Center for Community Literacy serves on the board and evaluation committee of the Greater New Orleans Literacy Alliance. By helping one another with advising and planning, we and our partners are able to receive constructive feedback in an environment that fosters critical reflection and enhances collaboration.
5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

☑ Yes ☐ No

Provide a minimum of five examples from varied disciplines:

Jesuit Social Research Institute, Loyola University. Just South Quarterly. Published quarterly, JSQ focuses on current events and initiatives dealing with poverty, race, and migration in the region, the nation, and in sending countries.


Dupuis, Erin C. “Brain and Behavior Course Syllabus.” Published on Society for the Teaching of Psychology website [www.teachpsych.org]. Dr. Dupuis’ syllabus was peer reviewed by experts and deemed an "exemplary syllabus." It incorporates appropriate service learning alternatives into an introductory neuropsychology course for freshmen.


Quesada, Uriel, ed. “Sexualidades en Centroamérica”. Istmo 19 (2009). Dr. Quesada’s editorship of this special edition of Istmo was informed by his collaboration with gay rights organizations in Latin America.

Barnes, P.W. “Our changing planet: A scientist’s call for environmental stewardship.” In The Gift of Creation, Images of Scripture and Earth, edited by N. Wirzba and T. Barnes. Acclaim Press, 2009. Dr. Barnes has been instrumental in establishing community partnerships for the environmental studies major at Loyola.

Clark, John P. “The Microecology of Community.” Capitalism Nature Socialism 15:4 (December 2004), 69-79. This article has recently been translated into several other languages, and grew out of Dr. Clark’s long history of collaboration with local grassroots activists.

Parham, Angel. “Internet, Place, and Public Sphere in Diaspora Communities.” Diaspora 14:2/3 (2009), 349-380. Dr. Parham works extensively with Haitian and other diaspora communities in her teaching and research.
III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

II.B.5 cont’d:
In the five years since Hurricane Katrina, many faculty and staff have researched the community impact of disaster and recovery. The following publications, creative works, and scholarly activities have resulted.

After Katrina, business management professor Michelle Johnston designed a research tool to collect data on the recovery needs of area businesses. After the catastrophic earthquake in Italy in 2009, L’Aquina University in Abruzzo faced similar dilemmas. L’Aquina faculty members visited Loyola to learn from Prof. Johnston’s data collection techniques. Johnston and Margherita Mori, associate dean and professor of finance at L’Aquina, are currently working on a cross-cultural analysis of disaster management, and Johnston has guest lectured at L’Aquina. The Center for International Education is also working with L’Aquina to create a student exchange program when they are able to accommodate exchange students.


Burns, Peter. “Community Organizations in a Non-Regime City: The New Orleans Experience.” In Transforming the City: Community Organizing and the Challenge of Political Change, edited by Marion Orr (Charlottesville, University of Virginia Press, forthcoming).


Loyola is commemorating the 5th anniversary of Hurricane Katrina as we submit this application. The pace of change has been unprecedented during this time. Below are some noteworthy post-Katrina developments which show how Loyola’s commitment to its community has evolved and expanded.

Loyola has been instrumental in visioning, leading and implementing several important changes in New Orleans’ city government. The creation of the Ethics Review Board and the Office of Inspector General resulted from the dedicated efforts of many champions of ethics, most notably President Wildes.

Loyola was recently named a 2011 Best College for Service Learning by U.S. World News & Report. Service learning at Loyola has grown dramatically since Katrina. Today, OSL coordinates community-based learning experiences for more students and faculty in more courses than ever before. Its philosophy of campus-community partnerships has matured to emphasize meaningful, sustainable relationships which exhibit mutual commitment and benefit.

The Center for the Study of New Orleans promotes research into the city’s history, culture and society. By integrating social justice and analytical thinking into courses, internships, research and public programs, the Center fosters critical understanding of New Orleans and opportunities to participate in its renewal. The interdisciplinary New Orleans Studies is the first academic program of its kind in the region and the nation.

The Katrina Law Clinic helped hundreds of clients with Road Home, DHAP and other FEMA claims, insurance compensation and contractor fraud. It has been renamed the Community Justice clinic and will permanently serve the region.

Finally, we have developed a new appreciation for the truly mutual, two-way nature of our partnerships. Because New Orleans was uninhabitable in Fall 2005, fellow Jesuit institutions enrolled and housed approximately 1600 Loyola students that semester. Many provided free or dramatically reduced tuition. This show of solidarity fostered collegial connections which continue today, including sharing of academic resources, cooperation and reciprocity on exchange, immersion and volunteer programs, and Jesuit-themed staff development events. As a final example, the Thelonious Monk Institute of Jazz launched its “Commitment to New Orleans” in 2007 and moved its program to Loyola. While the Institute has benefited enormously by having a home in New Orleans, we know that this internationally acclaimed program, with its outstanding array of jazz education programs, has also helped revitalize the university and the city.
3. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

The phrasing of some questions posed challenges. Our core team spent considerable time deciphering their meaning and distinctiveness and translating them into plain language. Several questions appeared to be repetitive or in need of clearer distinctions. For example, "mechanisms for systematic assessment of community perceptions of the institution’s engagement with the community" (I.A.3.a) is abstract, wordy, and unlikely to ring bells with staff who might otherwise have valuable input. Related questions which could benefit from clearer distinctions include I.B.6 and II.B.4. We recommend clearly distinguishing between "community voice," "promoting mutuality and reciprocity in partnerships," and "systematically assessing community perceptions."

Questions regarding assessment should be placed together and clearly distinguished from one another, as several of these appear to be repetitive and call for references to the same data. The distinction between "programs developed for community” and “resources provided to community” (II.B.2 and II.B.1) is unclear and should be specified further. The lists provided with II.A.3.a & b and II.B.1 & 2 seem limiting and arbitrary. Some of Loyola’s most valuable community engagement efforts do not fit neatly into any of these boxes, blur the lines between them, or fit into an unlisted box. We recommend eliminating the lists or providing them strictly as illustrative examples. Applicants could be asked to provide a list of 5 examples of outreach programs or institutional resources provided to community.

The wording and intent of the budget questions caused great confusion. We understood "internal" and "external" to refer to funding sources (university monies, including operating budgets, endowments, etc vs. grants, gifts and donations from non-university entities). This usage is the prevalent and, in our view, default understanding throughout academia. However, when we consulted with Carnegie/NERCHE representatives, we learned that these terms were meant to distinguish between ultimate uses or recipients of funds. When campus-community projects are truly mutual and collaborative, internal and external uses are not neatly distinguishable. Furthermore, as a procedural matter, most university accounting systems lack a systematic way to track the ultimate recipient expenditures. Instead, they tend to track the type of items, goods, or services purchased, regardless of use or ultimate recipient. Applicants cannot represent themselves accurately or comprehensively unless these questions are reworded and clarified.

In the PDF, it would be helpful if each page provided full section information and context for each question. For instance, page 26 reads only, “C. Are those outcomes systematically assessed?” It would be help to know that this question is under part II (Categories), item A (curricular), subquestion 2 (learning outcomes).

4. May we use the information you have provided for research purposes beyond the determination of classification (for example, conference papers, journal articles, and research reports), with the understanding that your institution’s identity will not be disclosed without permission? (Your answer will have no bearing on the classification decision.)

✔ Yes ☐ No

Thank you! Please remember to save and print this application for your records.
<table>
<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th>Number of faculty</th>
<th>Number of students</th>
<th>Grant funding</th>
<th>Institution Impact</th>
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<td>Deane R. Smith Law Clinic</td>
<td>-</td>
<td>To address systemic injustice toward immigrant populations in the legal system. This is achieved in the following ways: by providing expert legal information to immigrants detained in Louisiana detention centers through monthly “Know Your Rights” programs held at Loyola; by increasing full representation to indigent detained and non-detained immigrants, such as survivors of torture and domestic violence, who are facing deportation proceedings; and by addressing the most urgent need of assistance: mentoring law students in the skills and experience to actively work to correct injustices. The Immigration Law Clinic has provided comprehensive opportunities to law students, including exposure to needed legal services in underserved communities and the skills and experience to actively work to correct injustices. The Immigration Law Clinic’s graduates have significantly strengthened Loyola’s institutional connections to agencies and nonprofit engaged in related work.</td>
<td>4 years</td>
<td>6</td>
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<tr>
<td>Collaborative Research on Chagas Disease</td>
<td>Laboratory of Applied Parasitology, University of San Carlos, Guatemala</td>
<td>Biology department and Professor Patricia Duran</td>
<td>Chagas disease is a leading cause of heart disease in Latin America. This collaborative research partnership is dedicated to interrupting the transmission of Chagas, which results from a parasite bite, in endemic areas. The primary objective is to strengthen the region’s molecular biology research capacity. Through sharing of expertise and working together to secure grant funding. Additionally, by involving undergraduates from Loyola and the University of San Carlos, students are trained in scientific research. Public health approaches to transmission interruption are also addressed in the field work conducted through the partnership.</td>
<td>5 years</td>
<td>2</td>
<td>10</td>
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<tr>
<td>Policy Research Shop</td>
<td>New Orleans City Council</td>
<td>Political Science and Government department and Professor Peter Burns</td>
<td>To increase elected officials’ access to policy research tailored to their needs by improving their capacity to make informed policy decisions.</td>
<td>2 years</td>
<td>6</td>
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<tr>
<td>Greater New Orleans Criminal Justice Partnership</td>
<td>New Orleans Police Department, Sheriff's Office, St. Tammany Parish Sheriff's Office</td>
<td>Criminal Justice Department</td>
<td>To support one another in improving social conditions. To achieve this goal, the program requires that graduates have relevant, applicable experience. To share expertise, including research and evidence about working trends and themes in the criminal justice sector.</td>
<td>60 years</td>
<td>15</td>
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<td>Loyola Small Business Development Center</td>
<td>Louisiana Small Business Development Center</td>
<td>College of Business</td>
<td>To enhance the economic well-being of the citizens of the community by promoting the technical assistance to existing and potential small businesses. To foster the employment of management employment and economic diversification and diversify the Louisiana economy. To promote the integration of new business and create a stronger Louisiana's master plan for economic development.</td>
<td>25 years</td>
<td>6</td>
<td></td>
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<tr>
<td>Commitment to New Orleans</td>
<td>Thelma Morris More Music Performance</td>
<td>College of Music and the Arts</td>
<td>To enhance ongoing educational efforts in music and the arts through a series of events and performances, guided by a common interest in jazz music. Educational and cultural programs are intended to provide a national and international focus for the teaching of jazz that ensures a strong, living pedagogical lineage from the great artists of the past and present to new generations. To enable a select group of the world’s most gifted young musicians to study with legendary jazz musicians and educators.</td>
<td>4 years</td>
<td>0</td>
<td></td>
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<tr>
<td>Partnership Name</td>
<td>Community Partner</td>
<td>Institutional Partner</td>
<td>Purpose</td>
<td>Length of Partnership</td>
<td>Number of faculty</td>
<td>Number of students</td>
<td>Start funding</td>
<td>Institution Impact</td>
<td>Community Impact</td>
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<td>Loyola Institute for Ministry Extension Program</td>
<td>45 sponsoring agencies (dioceses, parishes, retired priests, and concomitant facilities)</td>
<td>Loyola Institute for Ministry</td>
<td>Through partnerships with local sponsoring agencies (dioceses, parishes, retreat centers, and correctional facilities), the Loyola Institute Extension Program (LIMEX) brings educational opportunities to populations who are underserved by Catholic institutions of higher education. The degree program is practical and offered at a dramatically reduced tuition rate, making it widely accessible. LIMEX students are able to join a network of other adult learners and pastoral studies graduates from around the United States and internationally from Canada, Belize, Scotland, England, Switzerland, and Nigeria.</td>
<td>4 years</td>
<td>Currently 300</td>
<td>none</td>
<td>Over 1,000</td>
<td>None</td>
<td>Over 1,000</td>
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<tr>
<td>Teaching American History Summer Institute</td>
<td>Nigret Charter School Association</td>
<td>College of Humanities and History department</td>
<td>To advance the teaching of American and Louisiana history in public schools. To provide public school teachers with intellectual stimulation, help them integrate historical materials into classroom lesson plans, and increase public school students’ engagement with history lessons.</td>
<td>3 years</td>
<td>5 years</td>
<td>5 years</td>
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<tr>
<td>Ignacio Volunteers</td>
<td>10 community organizations (including health care facilities, schools, parishes, and hosipitals) in Jamaica and Belize</td>
<td>Office of Mission &amp; Ministry</td>
<td>To expose students to urgent human needs around the world, giving them the opportunity to grow in solidarity and sharpen their understanding of social justice by interacting with individuals facing suffering and/or marginalization, while framing the immersion experience in a Jesuit context.</td>
<td>3 years</td>
<td>None</td>
<td>150 service hours</td>
<td>None</td>
<td>None</td>
<td>Over 1,000</td>
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<tr>
<td>Jesuit Social Research Institute</td>
<td>New Orleans Province of the Society of Jesus</td>
<td>Office of the President and College of Social Sciences</td>
<td>To improve social and economic conditions in the Gulf South states and in select countries of the Caribbean and Latin America, with a particular focus on issues of migration, poverty, and race. To provide participatory research, social analysis, theoretical reflection and practical solutions based on the principles of Catholic social thought.</td>
<td>3 years</td>
<td>3 years</td>
<td>3 years</td>
<td>3 years</td>
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<td>3 years</td>
<td>3 years</td>
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Pre-college Incubation Experience for Majoring in Math and the Natural Sciences (PRIEMMANS)

Recovery School District and Orleans Parish School District

Departments of Math and Natural Sciences, Tunsey Center for Pre-college Justice

Students most likely to major in STEM fields in college and persist to earn their degrees are those who become interested in STEM careers in high school and take challenging classes that prepare them for college-level science and math coursework. Those opportunities have been rarely available to minority students in Louisiana. PRIEMMANS seeks to instill in the minds and hearts of a highly diverse group of public high school students a fascination with the fields of mathematics and the natural sciences, increasing their ability to pursue these fields in college and adult careers. 4 years

The program receives regular funding from several key city offices (Ethics Review Board, Office of the Inspector General, NOPD Independent Police Monitor) are also critical collaborators and stakeholders to develop the first ever comprehensive, collaborative literacy plan for the five-parish area of Orleans, Jefferson, Plaquemines, St. Bernard, and St. Tammany parishes.

Loyola students have done internships with the PRIEMMANS program. In addition, there are currently three PRIEMMANS graduates who are now Loyola students. Next year, seven students will graduate from PRIEMMANS and all have applied to Loyola. The university also benefits from word of mouth publicity generated by PRIEMMANS students and their parents, teachers and classmates.

Louisiana ranks last among US states on the following indicators: percentage of high school students at or above proficiency in math; numbers of students taking AP math and science exams; and state average scores on the science and math portions of the ACT. PRIEMMANS has increased access among public school students in the greater New Orleans area to positive learning experiences around math and science. Participants develop a fascination with STEM fields and increase their likelihood of successfully pursuing these fields in college and careers. Participants also increase their cross-cultural and collaborative skills through class projects.

Common Good Network

Office of the President

Common Good is a partnership of religious, nonprofit, neighborhood and educational organizations dedicated to building consensus and promoting action for the rebuilding of New Orleans after Hurricane Katrina across the lines of religion, ethnicity and class. The network’s primary objectives are to promote ethical governance and public institutions with integrity, build social trust, and increase economic opportunity in the region. 4 years

A $561,000 was awarded to the Common Good Network national Loyola’s cash contribution ($50,000). Significant grant support has been received from Baptist Community Ministries Foundation, Rosary Foundation, and the Zemurray Family Foundation.

Through the establishment of Common Good Network and the President’s personal role in creating and leading the city’s first Ethics Review Board, Loyola has assumed a leadership role in building consensus and stakeholder consensus-building and convener. Loyola employees, students and community members see the university as a leader in the future of the region and the city.

Common Good Network was directly responsible for the creation of two important bodies in the City of New Orleans: the Office of Inspector General and the Independent Police Monitor. It was also responsible for the creation of the city’s first Ethics Review Board, which has been chaired by Loyola’s president since its inception. Loyola provided infrastructure and office space to the first Inspector General (Robert Ceravolo), who was denied office space and access to officials in city hall. The president and senior administrators have also connected the OIG to important networks in government, business, media, religion and civic life. CGN has recently created EngageNOLA, a new network of young civic leaders. Loyola led CGN’s efforts to lobby for permanent funding in the City Council budget for the Office of the Inspector General. Through CGN, Loyola has let the effort to build a strong community among champions of ethics in a city notorious for its long tradition of political corruption.

Greater New Orleans Literacy Initiative

Lindy Boggs National Center for Community Literacy

To bring together funders, literacy providers and community stakeholders to develop the first ever comprehensive, collaborative literacy plan for the five-parish area of Orleans, Jefferson, Plaquemines, St. Bernard, and St. Tammany parishes.

The Greater New Orleans Literacy Initiative has combined research and practice to enhance the quality of service delivery. Participants have promoted policies impacting literacy individuals and supported the establishment of new adult literacy providers. The initiative has built capacity for over 50 adult education providers in a five parish area and provided professional development, training and technical assistance to over 300 adult education providers nationwide and over 1,000 adult learners in the New Orleans area. It has also generated over $2 million dollars in funding for adult education.

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2008 CE Partnership Grid