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The 2017-2018 academic year was one of refinement for the Office of Community Engaged Learning (OCEL). Our team spent significant energy in making the full shift to the new office name, including updating the website, creating a brochure, developing a banner to be utilized at public events, and changing existing documents that needed to be refreshed with the new logo and name. While we continue to educate the campus community about our change in identity, we have heard a lot of positive feedback from both on and off-campus partners about the shift in language and intention. This greatly affirmed the decision that we made with confidence and conviction last summer.

Of course, while these externally focused changes took place, we also moved ahead with many new and continuing initiatives that empower OCEL to partner in building transformational learning experiences. These included:

- The creation of an academic student leadership program for undergraduate students, called the Community Engaged Learning Facilitators program, which enrolls students in the Community Engaged Learning Leadership Seminar course,
- The development of two new De La Salle Medallions – an award for off-campus collaborators for excellence in community partnership and revised student awards for excellence in service and community engagement,
- Hosting the inaugural Celebration of Community Partnership, in association with other members of the Community Engagement Cooperative, at which the De La Salle Medallion for Excellence in Community Partnership was awarded,
- Reevaluating assessment tools and processes, and beginning to utilize Lewis’ new TK20 system,
- Reimagining ENGAGE! and hosting the first Faculty-Partner Roundtable event, bringing together on and off-campus constituents to explore opportunities for partnership,
- Expanding how we think about community engagement and considering how to implement community-based research at Lewis.

It was exciting to see all of these points of growth while also expanding community engaged learning across the institution. As seen in “By the Numbers” on page 22, OCEL saw an increase in the number of designated community engaged learning (CEL) courses to 36, up from 21 in the 2016-17 academic year. The result of this rise was that the total number of students participating in CEL – including both designated and pilot courses – was 817, up from 601 student participants last year and 447 in 2015-2016. This significant increase led to students engaging with the community for nearly 20,000 hours this year.

What a joy it has been to do this energizing work with two fabulous colleagues – Dr. Christie Billups and Jake Smith. This outstanding, dedicated, and hard-working team accomplished so much, especially given that we are three part-time staff members. Christie’s work with faculty, through which she constantly seeks to grow the understanding and practice of CEL pedagogy, has been essential to our office’s growth. Jake enabled us to make the pivotal shift in identity which I described above, taking on the challenge of implementing our re-branding on a broad scale. And, of course, this team couldn’t accomplish what we do without the support of Dr. Kurt Schackmuth, who connects us to the resources that empower our success.

Through this annual report, I hope you’ll enjoy learning about the exciting 2017-2018 academic year!

Laura Wilmarth, Ph.D.
### BY THE NUMBERS

#### 2016 - 2017 Courses
Total: 35

<table>
<thead>
<tr>
<th>Breakdown</th>
<th>Fall</th>
<th>Spring</th>
<th>Total:</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Numbers:</strong></td>
<td>Designated: 238</td>
<td>Designated: 242</td>
<td>Designated: 480</td>
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<tr>
<td></td>
<td>Pilot: 246</td>
<td>Pilot: 93</td>
<td>Pilot: 339</td>
</tr>
<tr>
<td><strong>Faculty Numbers:</strong></td>
<td>Designated: 15</td>
<td>Designated: 16</td>
<td>Unique Faculty: 30</td>
</tr>
<tr>
<td></td>
<td>Pilot: 8</td>
<td>Pilot: 3</td>
<td></td>
</tr>
<tr>
<td><strong>Course Breakdown:</strong></td>
<td>Designated: 14</td>
<td>Designated: 16</td>
<td>Designated: 30</td>
</tr>
<tr>
<td></td>
<td>Pilot: 10</td>
<td>Pilot: 7</td>
<td>Pilot: 17</td>
</tr>
<tr>
<td><strong>Courses by College:</strong></td>
<td>CAS: 14</td>
<td>CAS: 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COE: 4</td>
<td>COE: 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COB: 6</td>
<td>COB: 6</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage of Enrolled Undergraduate Students Participating:</strong></td>
<td>12%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td><strong>Hours Contributed:</strong></td>
<td>10700</td>
<td>9151</td>
<td>19851</td>
</tr>
<tr>
<td><strong>Unique Community Partners:</strong></td>
<td>52</td>
<td>35</td>
<td>70</td>
</tr>
</tbody>
</table>

#### 2017- 2018 Courses
Total: 48

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#### 2016 - 2017
- Participating Students: 601

#### 2017- 2018
- Participating Students: 819
The Office of Service Learning (now OCEL) began reviewing courses in the fall of 2014 to commence offering approved courses as officially reviewed, designated service learning courses in fall of 2015. We reviewed anywhere from two to seven courses each semester and grew the offerings steadily. This gave us an opportunity to notice those disciplines which were thriving via community engagement and target those departments which might be enriched by considering CEL opportunities.

In this past year, our third of offering designated courses, we began to see exceptional growth – a 50% increase from the year before in designated courses offered – as well as growing depth and consistency in application of best practices of community engagement. There are frequently offered designated courses in three out of four of Lewis’ current colleges and potential for further development in several disciplines, e.g., Art & Design, Social Work, and Occupational Therapy (OT). OT will enable us to grow our collaboration in the College of Nursing and Health Professions, something we have been hoping to do.

Overall, both quantity and quality of courses is heading in a promising direction. Given the current staff make-up of the OCEL, rather than attempting to grow course offerings too much more, our focus will be to ensure deepening quality of course offerings and the partnerships with which students and faculty engage, review of courses that have been designated for three years, and examining ways that the general education transition can illuminate the importance of CEL for enriching civic engagement at Lewis.
In an effort to continue ensuring the quality and high impact of community engaged learning (CEL) courses, the OCEL has begun to implement a three-year review process. Three years from the date of the original proposal submission for designation, faculty are being asked for three things to acquire re-designation:

1. An **updated designation form** with any changes in course number, course name, or faculty members teaching the course. This form includes the checklist for service learning (SL) excellence intended to prompt faculty to self-assess regarding their own course excellence and inclusion of key components of high impact SL/CEL courses, e.g., significant time with the community, integration of community engagement with other course materials, and intentional reflection processes throughout the semester.

2. A brief **explanation of any changes to the syllabus** over the three years of offering the course through community engaged learning.

3. A copy of the **most recent syllabus** for the designated course.

This process seeks to promote ongoing attention to quality and modifications that will enhance the faculty, student and community experiences of learning, partnership and collaboration.

After the first round of reviews in spring 2018, it appears that some faculty are truly strengthening the community engagement aspect of their SL courses, and some have discovered that SL designation is not necessarily the best fit for what they are doing with their classes and students.

There are ongoing challenges in offering **graduate, accelerated and online courses** via community engagement. Mature adult students struggle even more than Lewis traditional-aged students in balancing work, life and study. Accelerated courses do not allow sufficient time for true relationship building, and online courses also inhibit the establishment of meaningful relationships with community partners. The OCEL will continue to wrestle with these challenges so that SL/CEL can happen, where fruitful, through all forms of course delivery.
## Table of Courses Offered - Fall

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Instructor</th>
<th>Designated (D) or Pilot (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Infrastructure Capstone</td>
<td>Khaled Alzoubi</td>
<td>D</td>
</tr>
<tr>
<td>Practicing Faithful Justice</td>
<td>Christie Billups</td>
<td>D</td>
</tr>
<tr>
<td>Christianity &amp; World Religions</td>
<td>Christie Billups</td>
<td>P</td>
</tr>
<tr>
<td>Cultural Diversity and Intergroup Relations</td>
<td>Jennifer Buntin</td>
<td>D</td>
</tr>
<tr>
<td>Foundations of Peace Studies</td>
<td>James Burke</td>
<td>D</td>
</tr>
<tr>
<td>Field Experience 1: Special Education</td>
<td>Jen Buss</td>
<td>P</td>
</tr>
<tr>
<td>Advanced Computer Graphic Design</td>
<td>Kristin Callahan</td>
<td>P</td>
</tr>
<tr>
<td>Introduction to Professional Writing</td>
<td>Jennifer Consilio</td>
<td>D</td>
</tr>
<tr>
<td>American National Government</td>
<td>Justin Delacour</td>
<td>D</td>
</tr>
<tr>
<td>Managerial Communications</td>
<td>Marcelline Fusilier</td>
<td>P</td>
</tr>
<tr>
<td>ST: Community News &amp; Information</td>
<td>Tracy Hemmingway</td>
<td>D</td>
</tr>
<tr>
<td>Introduction to Social Work</td>
<td>Gretchen Hoge</td>
<td>D</td>
</tr>
<tr>
<td>Software Systems Capstone</td>
<td>Cynthia Howard</td>
<td>D</td>
</tr>
<tr>
<td>Principles of Environmental Science</td>
<td>Jerry Kavouras</td>
<td>P</td>
</tr>
<tr>
<td>Strategic Management Theories &amp; Application</td>
<td>Jim Krejci</td>
<td>D</td>
</tr>
<tr>
<td>Supervisory Management</td>
<td>Jim Krejci</td>
<td>P</td>
</tr>
<tr>
<td>State &amp; Local Government</td>
<td>Laurette Liesen</td>
<td>D</td>
</tr>
<tr>
<td>Introduction to Social Media Marketing</td>
<td>Shan Lin</td>
<td>P</td>
</tr>
<tr>
<td>Introduction to Social Work</td>
<td>Lorri McMeel</td>
<td>D</td>
</tr>
<tr>
<td>Marketing Strategy</td>
<td>Jim Oakley</td>
<td>P</td>
</tr>
<tr>
<td>Field Experience 1: Community &amp; School Immersion</td>
<td>Ann O'Brien</td>
<td>D</td>
</tr>
<tr>
<td>Foundations of Teaching Bilingual &amp; English Language Learners</td>
<td>Laura Quaynor</td>
<td>P</td>
</tr>
<tr>
<td>Healthcare Systems Dynamics</td>
<td>Jeff Trask</td>
<td>P</td>
</tr>
<tr>
<td>ST: Community Engaged Learning Leadership Seminar</td>
<td>Laura Wilmarth Tyna</td>
<td>D</td>
</tr>
</tbody>
</table>
### Table of Courses Offered - Spring

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Instructor</th>
<th>Designated (D) or Pilot (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Sociology</td>
<td>Tennille Allen</td>
<td>D</td>
</tr>
<tr>
<td>Computer Infrastructure Capstone</td>
<td>Khaled Alzoubi</td>
<td>D</td>
</tr>
<tr>
<td>Capstone: Peace Studies Seminar</td>
<td>Christie Billups</td>
<td>P</td>
</tr>
<tr>
<td>Lasallian Community &amp; Social Action</td>
<td>Christie Billups &amp; James Burke</td>
<td>P</td>
</tr>
<tr>
<td>Cultural Diversity and Intergroup Relations</td>
<td>Jennifer Buntin</td>
<td>D</td>
</tr>
<tr>
<td>Christian Social Teaching</td>
<td>James Burke</td>
<td>D</td>
</tr>
<tr>
<td>Graphic Design Internship</td>
<td>Kristin Callahan</td>
<td>P</td>
</tr>
<tr>
<td>Writing Digital Media</td>
<td>Jennifer Consilio</td>
<td>D</td>
</tr>
<tr>
<td>American National Government</td>
<td>Justin Delacour</td>
<td>D</td>
</tr>
<tr>
<td>Introduction to Social Work</td>
<td>Gretchen Hoge</td>
<td>D</td>
</tr>
<tr>
<td>Issues in Environmental Science</td>
<td>Jerry Kavouras</td>
<td>P</td>
</tr>
<tr>
<td>Rhetoric for Writers</td>
<td>Sheila Kennedy</td>
<td>D</td>
</tr>
<tr>
<td>Strategic Management Theories and Application</td>
<td>Jim Krejci</td>
<td>D</td>
</tr>
<tr>
<td>Supervisory Management</td>
<td>Jim Krejci</td>
<td>P</td>
</tr>
<tr>
<td>Software Systems Capstone</td>
<td>Michael Lewis</td>
<td>D</td>
</tr>
<tr>
<td>State &amp; Local Government</td>
<td>Steven Nawara</td>
<td>D</td>
</tr>
<tr>
<td>Marketing Strategy</td>
<td>Jim Oakley</td>
<td>D</td>
</tr>
<tr>
<td>Field Experience 1: Community and School Immersion</td>
<td>Ann O'Brien</td>
<td>D</td>
</tr>
<tr>
<td>Public Relations Writing</td>
<td>Lisa O’Toole</td>
<td>D</td>
</tr>
<tr>
<td>Methods and Content of Teaching Social Studies</td>
<td>Elizabeth Sturm</td>
<td>D</td>
</tr>
<tr>
<td>ST: Community Engaged Learning Leadership Seminar</td>
<td>Laura Wilmarth Tyna</td>
<td>D</td>
</tr>
</tbody>
</table>
Student Learning Outcomes and Assessment

The OCEL has articulated five outcomes which guide CEL curriculum and have been shown to make a difference in student learning. These outcomes are linked to the baccalaureate characteristics of the University. This year, the OCEL has undertaken efforts alongside the university to work on aligning these outcomes with student assessment or evaluation and the surveys with which the OCEL measures effectiveness.

Student Learning Outcomes 2018

1. Identify service and civic responsibility as personal and professional priorities.
2. Integrate academic course content with experience in an engaged, practical setting.
3. Demonstrate confidence that s/he can be an agent of change.
4. Exhibit effective, collaborative leadership.
5. Practice reflection of self and systems to develop an understanding of local and global communities.

Benchmarks Met: 2017 - 2018

Benchmarks are measured through the distribution of post surveys at the end of a given service learning designated course. Each question is linked to a designated outcome, and the benchmark is considered met when a student averages a "4" or higher when reporting.

<table>
<thead>
<tr>
<th>N = 353</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Scoring &gt;4</td>
<td>244</td>
<td>254</td>
<td>224</td>
<td>181</td>
<td>175</td>
</tr>
<tr>
<td>Percentage of Students Scoring &gt;4</td>
<td>69.12%</td>
<td>71.95%</td>
<td>63.46%</td>
<td>51.27%</td>
<td>49.58%</td>
</tr>
<tr>
<td>Percentage Increase from Pre-Surveys</td>
<td>3.29%</td>
<td>2.63%</td>
<td>5.35%</td>
<td>8.38%</td>
<td>1.45%</td>
</tr>
</tbody>
</table>

*Data is self-proclaimed
Engaged Leadership Program Launches

The Office of Community Engaged Learning (OCEL) spends significant time and energy developing relationships with off-campus partners as well as faculty at Lewis who are interested in exploring community-based learning experiences. Whether through site visits at non-profit organizations or faculty development sessions on campus, staff work to understand the priorities and goals of on and off-campus collaborators.

During recent years, it became evident that, while relationships with faculty members and community agencies were quite strong, the office did not have enough access to students or sufficient feedback about community-based experiences. Since most OCEL communication with students is through their community engaged learning (CEL) faculty member, it was clear that a new path for increased connections to and conversation with students was needed.

To achieve improved interaction with students in CEL courses, OCEL staff embarked on researching best practices and designing a student leadership program which would engage Lewis undergraduate students in learning about and facilitating high quality experiences. After over a year of planning, the Community Engaged Learning Facilitators (CELF) program was piloted during the fall 2017 term; it was a great success!

Selection for the pilot year was conducted during the spring of 2016 and two students, Cheyanne Lingo (sophomore, social work) and Alison Green (senior, marketing), stepped into the role. Lingo partnered with faculty member Dr. Jim Burke’s Foundations of Peace Studies course, while Green collaborated with Dr. Jim Oakley and his Marketing Strategy course. Each CELF had taken the respective course with their faculty partner before, so they brought unique insights and ideas to the table, collaborating with the faculty member to explore reflection techniques, improve partner communication, and brainstorm ways to continue making projects and assignments relevant.

While working to support the course with which they were paired, the CELFs also enrolled in the Community Engaged Learning Leadership Seminar (CELLS), a 3-credit course focused on exploring best practices in CEL and growing student leadership skills through hands-on experience and the study of historical leaders in social change.

After a great first term, another four students stepped into the CELF role during the spring semester, totaling six CELFs for the spring 2018 semester. It was an exciting first year with the CELF program and OCEL was thrilled with the result. The program has evoked a much more robust conversation with students across multiple disciplines about how best to facilitate CEL. Year two appears promising, as we move forward with 8 total CELFs, including three who are returning and a coordinator for the program going into the fall 2018 semester.
Started in the summer of 2016, the Lewis University Community Partner Advisory Board (CPAB) is a body of off-campus partners representing community-based organizations and representatives of the offices of the University’s Community Engagement Cooperative (CEC). The group, which gathers three times each year, discusses regional and local needs, Lewis’ role in the community, and generally guides the institution’s off-campus engagement with non-profit and social service agencies.

During the 2017-18 academic year, the CPAB made significant progress in the creation of a document intended to guide Lewis’ work in the local community. The document, called an Articulation of Partnership, is intended to provide organizations with a clearer understanding of the responsibilities of a Lewis University partner and what can be expected from collaborating with various University offices through community engaged learning (curricular), community service experiences (co-curricular), and internships.

Over the next few months, the drafted Articulation of Partnership will be reviewed by Lewis’ legal counsel and vetted with partner organizations. Upon its approval, the tool will be utilized to formalize relationships between the University and off-campus organizations, while also providing a space for regularly reviewing the status of these individual relationships. The Articulation has a three year review process that gives both parties a chance to determine if or in what capacity they want to continue working together.

A variety of accompanying documents will be created over the next year providing more targeted guidance to on-campus and off-campus partners about how to work together effectively, such as a check-list of steps to successfully implement community engaged learning, and a list of best practices in partnership.

It is hoped that this document will facilitate the growth of stronger campus-community partnerships and provide an intentional process for evaluating how well Lewis collaborates in the region.

Community Partner Advisory Board Member Organizations:
- Athletics (Lewis University)
- Career Services (Lewis University)
- Catholic Charities
- Community Lifeline Ministries
- Heart Haven Outreach (H20)
- Northern Illinois Food Bank
- Office of Community Engaged Learning (Lewis University)
- Student Activities (Lewis University)
- Student Senate (Lewis University)
- United Way of Will County
- University Ministry (Lewis University)
- Valley View School District
- Will County Habitat for Humanity
- Will County Land Use
- Will County Veterans Commission
At Lewis, students and faculty engage in dedicated service to the community through volunteerism, community service, and academic community engagement. In keeping with our mission, several university offices collaborate to support the growth of community engagement at Lewis University. The Community Engagement Cooperative (CEC) continues to work toward a three-pronged vision:

1. Cultivate and deepen community partner (CP) relationships to transform systems in order to foster greater social justice in the local community and beyond
2. Deepen the transformation and learning of students who engage with the community through courses, programs and initiatives
3. Grow a Culture of Service across the university

The makeup of the group working toward these goals has continued to evolve each year. Current offices in which our members work are as follows:

- Athletics
- Career Services
- Community Engaged Learning
- Student Activities
- Sustainability
- University Ministry

Together we have worked toward the above vision in a few ways, notably:

- Gathered with members of the Community Partner Advisory Board to strategize the way forward for Will County, our most dedicated partners, and students who engage with the community, both in curricular and co-curricular initiatives.

- Collaborated with each other and key community partners, with Laura’s leadership, on creating an Articulation of Partnership to ensure that the relationships we have in the community are clear and truly mutually beneficial.

- With the Office of Mission and Identity, re-examined, modified, and determined recipients of the annual De LaSalle Medallions for Excellence in Service. The CEC, as well as others invested in ensuring that students are recognized for their contributions to the surrounding community, identified four (4) areas in which to acknowledge exemplary accomplishments: 1) Promoting Intentional Faith, 2) Justice Advocacy, 3) Interfaith Cooperation, and Service & 4) Community Engagement. (Three of the four medallions were actually awarded in this inaugural year of the modified medallion event.)
Community-based research (CbR) is a form of community engagement described as “a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change” (Strand, et al, 2003). Community agencies, leaders and members are seeking answers to challenging questions; in response to these questions and in collaboration with the community, faculty and students are invited to employ research methods to gather, examine and analyze data in search of responses, actions and/or policies that will bring about greater equity and justice in the community. These collaborations provide opportunities for students who are seeking greater understanding and application of their learning that may create real-life responses to human dilemmas related to their field of study. Through community and academic cooperation, a win-win of learning and social change becomes possible.

Emergent CbR is already happening in various disciplines at Lewis University. Examples are found in disciplines as diverse as Sociology, Chemistry and Business Administration. In Applied Sociology, taught by Dr. Tennille Allen, students are working with Second Baptist Church in Joliet, which is celebrating 140 years of history, to gather, appreciate and share the stories of its founders, families, and fellowships. Members of the Chemistry Department (Drs. Teresa Bixby, Daniel Kissel and Jason Keleher), in cooperation with students and faculty in Environmental Science, are working with the Will County business students have partnered with a variety of area organizations in order to study, innovate and strategize toward efficacy and success in their endeavors to serve certain populations or community needs. Numerous other academic areas are exploring the potential for this vital form of community engaged learning, such as Political Science, Peace Studies, and Community Health.

To enrich the conversation at Lewis about this engaging method of teaching, learning and community collaboration, Dr. Howard Rosing, Director of the Steans Center at DePaul University, was invited to share some innovations happening between DePaul University and the communities with which they partner. He spent the day at Lewis on March 15, 2018. Two sessions were offered for faculty in order to share successes and explore possibilities. The Office of Community Engaged Learning aims to accompany faculty and community partners toward more CbR collaborations to enrich student learning by partnering with agencies who are fostering just actions and policies in the area.
After seven years of using the “Fair” model for bringing students, staff, faculty and community partners together, first as the Service Fair and later as Engage!, we offered the first Faculty-Partner Roundtable event on April 5th of this year. Engage!, originally the Service Fair, was a product of the collective efforts of members of the Community Engagement Cooperative (CEC). However, repeated assessment of the event revealed that a) it wasn’t facilitated by nor serving CEC members equally, and b) it was relatively poorly attended by students. This made us question the value of the time given by partners (approximately 4 hours for each Engage!) despite their gracious affirmations that they did make valuable connections each time they participated.

Since the OCEL did a lion’s share of the organizing of the event, we wondered if a different curriculum-focused model might accomplish our objectives by very intentionally bringing together CEL faculty and specific partners with whom they might want to partner their CEL students. To that end, the Faculty-Partner Roundtables, in its first iteration, were two 1.5-hour sessions that allowed brief conversations between faculty and the partners interested in that discipline a chance to explore the viability of partnership. Many dynamic connections were made in April 2018.

This experience offered us insight into how to continue strengthening our approach to this event as a means of growing effective partnership. The OCEL plans to offer one Roundtable each semester with the hopes that faculty will continue fostering their own connections with the community for upcoming semesters. This will improve the potential for continuity, consistency, and transformative contribution to partner hopes and goals for their communities and constituents, as well as increase depth and quality of academic community engagement at Lewis.
The Fairmont community is an unincorporated area of Will County located between the Cities of Lockport and Joliet. According to Will County’s 2012 “Fairmont Neighborhood Plan,” the community includes approximately 2,500 residents in a two square mile area. The neighborhood was never fully developed and, despite being just off of Illinois Route 171, is isolated from many resources (e.g., grocery stores, restaurants, shops) and transportation options.

During the 2017-18 academic year, staff from the Office of Community Engaged Learning (OCEL) began to learn more about Fairmont and the strong citizen’s initiative, the Fairmont Community Partnership Group (FCPG), which has developed there over the last two plus years. This organization, led by Ms. DeLinda Herod, is “dedicated to enhancing and improving the lives of Fairmont residents,” which they accomplish by educating community members and advocating with and on behalf of residents.

This growing relationship has led to mutual hopes of continuing to expand the ways in which the University and the neighborhood partner. For example, OCEL collaborated with FCPG, the Fairmont School District, and Will County Land Use to host a May Institute session in Fairmont. Additionally, 2018 saw intensive cooperation between Fairmont leadership and seven Peace Studies Capstone students, including development of tools and social media for Fairmont’s food pantry, an inventory of abandoned and neglected homes, creation of a new after school program, and the enhancement of their community garden.

While next steps for faculty, student leaders, and community collaborators are still being identified, an exciting conversation has developed with the Fairmont School District and their partners around developing a more cohesive, consistent after school program in collaboration with Lewis. Other initiatives may evolve as this exploration continues and once further steps are taken to engage
Enriching Mutually-Beneficial Partnership in the Community of Fairmont

On May 22nd, several prominent members of the Fairmont community, located between Lockport and Joliet, hosted over a dozen Lewis faculty for a rigorous conversation about the assets and challenges in Fairmont and the limitless possibilities for collaborating through community engaged learning, community-based research and other forms of committed cooperation between Lewis and Fairmont. The head of the Fairmont Community Partnership Group, Inc., DeLinda Herod, the superintendent of the Fairmont School District 89, Dr. Diane Cepela, and a representative from Will County, Kathy Pecora, shared various realities of Fairmont; DeLinda also led us on a tour of the community after lunch.

Fairmont is a mere twelve (12) minutes from Lewis University and has a unique political status as a part of unincorporated Will County with some services provided by Lockport Township. Some of the themes that were prioritized in the conversation were: difficulties with poor water quality, lack of waste management, disenfranchised residents based on economics and race, traumatized and transitory children in the school, and the food desert in which Fairmont finds itself.

Faculty from various disciplines were present, including: Art & Design, Business Administration, Communications (film), Special Education/Educational Studies, Nursing, Political Science, Social Work, Sociology and Theology. Given the breadth of expertise and interest in the room, multiple recommendations and ideas were surfaced that appear to provide excellent energy and material for further Lewis involvement in Fairmont.

These experiences and insights led to a lively brainstorm about interdisciplinary responses, research and strategic planning, and ideas for courses that could deepen community engagement with the community. The Office of Community Engaged Learning hopes to ensure consistent and quality engagement with Fairmont, with the office’s faculty and student collaborators, to support community-led initiatives for effective development and human thriving.

Faculty Explore Circles as Effective Form of Reflection Process

During both the 2017 and 2018 May Institute sessions, Circle Training was offered as a methodology for potentially transformative reflection in community engaged learning (CEL) courses. Beka Flanagan, an alum of Lewis, joined OCEL staff in this experiential and instructive workshop intended to grow faculty investment and toolkits for CEL reflection.

Circle training usually requires an investment of four days, but given tight faculty schedules, this introductory training offers the basics in Circle keeping and facilitation. Circles are rituals that entail entering safe, “brave” or sacred space for the important work of listening, storytelling, growing community, and stretching our understanding of self, others, culture, and systems. Through Circles, which emerge from indigenous practices respectfully learned and shared by Mennonite religious and restorative justice leaders, participants integrate that which is learned through experience and relationship in the community with that which is gained through traditional, in-class instruction. Through experiencing Circles first hand and learning from the facilitators some best practices, guidelines and tools for effective Circle keeping, faculty have expressed deep appreciation for the chance to learn this unique approach to CEL reflection. 2018 participants have asked to gather again over the summer to continue exploring the possibilities for using Circles to open students’ minds and hearts as well as their own.
The Lewis University De La Salle Medallion for Community Engaged Learning Excellence was presented in April to a faculty member who has demonstrated outstanding achievement in engaging Lewis students in community-based learning and growing mutually-beneficial relationships between Lewis and the community. The 2018 recipient of the De La Salle Medallion for Community Engaged Learning Excellence, Nanci Reiland, is an inspiration to her students, motivating them toward excellence and social action, as well as contributing to numerous community organizations by supporting them in growing their capacity for responding to needs in the community.

In the words of one of her close colleagues, Nanci “truly lives the Lasallian value of justice by providing opportunities for her nursing students to understand the root causes of poverty, lack of health care accessibility, and disparity. She (also) exemplifies the Lasallian mission value of wisdom by going above and beyond to provide opportunities for her students to apply critical thinking while ‘caring for the health of our nation.’” She partners across disciplines to ensure that community needs are met in a wraparound fashion through health clinics, education and projects in schools, and advocating for healthy eating and nutrition, especially for vulnerable populations.

Since 2014, Nanci has represented her college on the Service Learning Advisory Team. She has been an incredible advocate for all forms of community engaged learning across the university, and particularly in her college. She consistently supports programming designed for faculty development and campus-wide growth of community-based learning and encourages others to do the same. She has introduced key administrators in her college to the Office of Community Engaged Learning thus growing connections and opportunities toward community-based learning for many in the College of Nursing and Health Professions. She consistently models excellence for her students, inspiring graduates to pursue careers in “community health nursing because it was (Ms. Reiland) who helped them recognize the importance of service, social action and the pursuit of lifelong learning.”
This year, the Office of Mission and Identity, in collaboration with OCEL and the Community Engagement Cooperative, honored a student recipient for the new De La Salle Medallion for Excellence in Service and Community Engagement. The honor is “awarded to a Lewis University student who works with community organizations to meet needs and invites others to be more involved with their community.”

Alison Green, a senior marketing major, who worked extensively with the Office of Community Engaged Learning, was the first-ever recipient of this new medallion. She participated in a community engaged social media marketing class in the fall of 2017 and was partnered with an organic farm in Naperville called the Green Earth Institute. Through this initial experience, Alison realized that she could utilize her skills in marketing to have a positive impact on the world around her. She continued working with Green Earth through a subsequent marketing strategy course and an internship with the organization. Later, Alison applied for and became one of OCEL’s first Community Engaged Learning Facilitators, supporting that same marketing strategy course that she had previously taken for two more semesters.

Alison was a clear choice to be a recipient of the inaugural award for excellence in service and community engagement due to the way that she reached out to the community during her four semesters at Lewis – two as a student, and two as a student leader. She actively engaged with community partner organizations and became an ambassador for community engaged learning. She is a community champion and a future community leader. Alison is pursuing a career focused on marketing as a tool for empowering people to access the resources they need to live a happy, productive life. What an inspiration!

The De La Salle Medallion for Excellence in Community Partnership is an award that honors a community organization which has partnered with Lewis over multiple years and with multiple on-campus partners; serves as co-educators in creating transformational students learning experiences for Lewis University students; communicates effectively with their Lewis University partners; and which contributes meaningfully to the community. The first De La Salle Medallion that Lewis has focused on external constituents, this award is meant to lift up a collaborative partner that empowers the University to act on core values, such as justice and association, in community-oriented ways.

This year, the Community Engagement Cooperative and the Office of Mission and Identity were pleased to recognize Community Lifeline Ministries (CLM) for this new award. CLM has been a strong and consistent collaborator with many courses and programs at Lewis over the past 3 years. A wonderful asset on the southeast side of Joliet, the organization has a mission “to provide outreach programs and services to improve the community’s quality of life.” To that end, they serve the neighborhood through youth education programs for elementary and middle school children, a food pantry and hot meal site that provides sustenance and community for seniors and families, and physical activity and anti-violence programming for older youth.

Both OCEL and University Ministry have developed strong relationships with CLM and their dedicated team of staff and volunteers and it was a true privilege to honor this outstanding organization. We look forward to continued partnership with CLM and their parent organization, the Second Baptist Church of Joliet!
Community partnership, and how we think about it, has grown and changed tremendously over the past three years at Lewis University. With the creation of the Community Partner Liaison role in 2015, the inception of the Community Partner Advisory Board in 2016, and the greater attention to partners that having some additional staff allows, OCEL has been able to foster and develop some wonderful relationships with agencies and organizations around Joliet and greater Will County. As these relationships have flourished, OCEL and Lewis’ Community Engagement Cooperative, identified the need to celebrate the wonderful work of these partners.

Each spring, it is a tradition that Lewis University recognizes faculty, staff, and students with the Lasallian Awards, honoring individuals for their commitment to the Catholic and Lasallian Mission of the institution. This spring, these prestigious awards included, for the first time, the De La Salle Medallion for Excellence in Community Partnership, honoring community-based organizations which:

- Have partnered over multiple years and with multiple on-campus partners for community engagement
- Serve as co-educators, creating transformational student learning experiences
- Communicate effectively with on-campus partners
- Contribute meaningfully to the greater community

In spring 2018, the Celebration of Community Partnership was initiated by the Community Engagement Cooperative (CEC). This new event provided a space to hear from students, campus partners, and the award-winning agency. The 2018 event honored Community Lifeline Ministries, a non-profit organization in Joliet which you can read more about later in this report.
The Carnegie Foundation’s Classification for Community Engagement is an elective, or voluntary, classification, which lifts up institutions that are highly effective in partnering and collaborating with the community. The classification process, which occurs every 5 years, involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort on the part of participating institutions. Currently, there are 361 institutions nationwide who have received the classification. The 2020 classification process, which is just beginning, will likely shift that number to include new campuses and reconsider previously classified institutions.

In preparation for the 2020 classification process, the Office of Community Engaged Learning (OCEL) called together a campus-wide group of staff and faculty to review and evaluate Lewis’ commitment to community engagement at the institutional level based on the Carnegie classification framework. This framework is essentially a series of questions inviting campuses to engage in a self-study about the effectiveness of the institution in areas such as: infrastructure and finance, assessment, institutional policies, types of community engagement, faculty support, and partnerships.

Faculty and staff from the Lewis offices represented were invited to review the Carnegie framework and, from their place in the institution, provide suggested rankings and corresponding rationale. Over the course of two spring semester meetings, the group gathered to share ideas and information, and determine whether Lewis was prepared to apply for the classification.

After a robust conversation, the group of 13 individuals determined that Lewis is not yet ready to apply for the elective classification due to a lack of strong support in a variety of areas. While disappointing, this review served as a realistic accounting of institutional strengths and growing edges. It also helped the working group to recognize the usefulness of utilizing the classification framework as a guide in Lewis’ strategizing for future community engaged work. Moving forward, the framework will be more intentionally consulted as various offices build relationships and develop initiatives related to the community.

Members of the Carnegie Working Group
· Dr. Christie Billups (OCEL)
· Dr. Jen Buss (College of Education)
· Dr. Bill Chura (College of Arts and Sciences)
· Jake DeMarais (University Ministry)
· Dr. Anne Figus (Associate Provost, Faculty Center for the Advancement of Teaching and Learning)
· Dr. Jim Krejci (College of Business)
· Femi Oyewole (Student Activities)
· Dr. Anne Rapp (Interim Dean, School for Graduate, Professional and Continuing Education)
· Nanci Reiland (College of Nursing and Health Professions)
· Dr. Kurt Schackmuth (Office of Mission & Identity)
· Jake Smith (OCEL)
· Vicky Tucker (Institutional Research and Planning)
· Laura Wilmarth Tyna (OCEL)
Faculty from across the university attend in-servicing focused on service learning and begin exploring ideas for incorporating the pedagogy into some of their classes.

**Early 2000s**

**2008**
Establishment of LCARE (Lewis Collaboration for Applied Research and Engagement) under the leadership of Dr. Gail Gehrig (Sociology) and Dean Bonnie Bondavalli (CAS) – LCARE leaders are largely responsible for the establishment of the Office of Service Learning (OSL).

**2010**
- **January**
  Founding of the OSL under the leadership of Dr. Christie Billups (half-time coordinator).
- **August**
  First Americorp VISTA becomes assistant to the OSL. Three VISTAs served the office over four years: Rachel Burke, Beka Flanagan for two years, and Emilie Studley.
- **September**
  Founded Service Learning Team (SLT) gathering academic representatives from across the university.
- **Fall**
  Formally created Community Engagement Cooperative (CEC) to inspire improved communication and collaboration among entities working with the community, both curricular and co-curricular.

**2012**
Named on President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service.

**2014**
First graduate assistant (GA) hired. Five GAs have served thus far: Sarah Palva, Tiffany Nguyen, Samantha Bluemer, Jake Smith, and, as of June 2018, Katie Brick.

**2015**
Hired Community Partner Liaison (half-time) which vastly improved communication and establishment of relationships with community partners. Brought visionary voice to the office.

**2016**
Formed Community Partner Advisory Board (CPAB) to invite community partners to campus to advise, inform and strategize with OCEL for improved partnerships.

**2017**
Office of Service Learning formally changed name and rebranded to the Office of Community Engaged Learning—expressing the mutuality and mission of the office more effectively.
Faculty-Partner Roundtable events, which will be held each fall and spring semester in preparation for the following term,

· Exploring models of partnership, including identifying and naming “levels” of partnership to distinguish between highly engaged partners and those with whom Lewis is less connected,

· Further deepening the relationships among the Community Engagement Cooperative, on-campus partners who facilitate various forms of community engagement,

· Building a Lasallian community engagement network, bringing together colleagues across the six U.S. Lasallian institutions who work in curricular and co-curricular community engagement.

OCEL staff will embark on these initiatives while continuing to offer high quality support for community engaged faculty, such as curriculum development, course design, partner identification and matching, in-servicing, class orientations, and writing letters of recommendation for tenure and promotion.

Further, the office will continue expanding the academic connections that have been developed at Lewis. It will be particularly important, in the midst of significant changes in the college structure at the University, to expand the reach and disciplinary diversity of community engaged learning courses. The new civic engagement general education requirement also demands staff attention, as CEL courses align with the requirement in myriad ways that contribute to transformational student learning experiences.

And finally, it is important to again note the necessity of having a full-time staff person in the office. While three part-time people continue to accomplish great things, Lewis’ true commitment to community engaged learning will only be clear when resources accompany the mission-central work of building relationships with the community. It is with high hopes that staff look to the 2018-2019 academic year as a time when such a commitment will be made.
Laura Wilmarth Tyna joined the Office of Community Engaged Learning (OCEL) in July 2015 as the Community Partner Liaison after serving as Director of Leadership, Service, and Engagement at Elmhurst College. There she engaged students in co-curricular community engagement and leadership development for 8 years.

As Community Partner Liaison, Ms. Wilmarth Tyna fostered and maintained relations with community organizations to develop meaningful partnerships that inspire students to be transformed through experiencing realities of justice and injustice during Service Learning courses.

Ms. Wilmarth Tyna became Director of Community Engaged Learning in January 2017.

Christie Billups, D.Min. is the Founder of the OCEL and served as Director for 7 years before taking the position as Curriculum Development Advisor in 2017. She inspires fellow faculty to develop Community Engaged Learning courses that deepen a justice-centered student experience provided through curricular objectives and recognizing community partners as co-educators.

Dr. Billups also serves as Assistant Professor of Theology, Director of Pastoral Ministry, and Peace Studies Program Advisor and has served in various other capacities at Lewis University since 2006. Through 30 years of teaching and ministerial experience, she has served as an educator for grades 5 through graduate level study as well as ministered to urban youth and those who are incarcerated. Dr. Billups' vocation prioritizes the pursuit of peace and justice.

Jake Smith served as Graduate Assistant to the Office of Community Engaged Learning from June 2017 to June 2018. Upon completion of his Bachelor of Arts in Pastoral Studies at North Central University in Minneapolis, MN, Jake worked in northern Wisconsin before returning to Illinois to obtain his Masters of Arts in Organizational Leadership, concentrated in Higher Education Administration. Jake is passionate about elevating the leadership potential of those around him and optimizing programs for success.
Office of Community Engaged Learning

"Partnering Academics and Community Engagement"

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