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Dr. Michiko Iwasaki, of the Department of Psychology, has demonstrated a thoughtful and ongoing integration of teaching, research, and student mentorship with community engagement and the pursuit of social justice. She asks her students to not simply recognize injustice but to become change agents. She has mentored fellow faculty in developing service-learning pedagogy and students taking on community-engaged research.

The dissertation project of Amy Henninger--now Dr. Amy Henninger--highlights the care and rigor with which Dr. Iwasaki engages in partnership and mentors student researchers. The project used a community-participatory research approach to evaluate the treatment of sexual assault survivors



think critically about bringing change to Baltimore while embracing Baltimore as a multicultural city. His students are able to better understand the issues, needs, accomplishments, and challenges of migrating to the United States through experiences in his service learning classes. His goal as a teacher is to help students appreciate the differences in Latin American cultures and appreciate the connection between Latin America and the United States. With history, he is able to engage students in thinking more broadly about their position as global citizens.

Lanaea C. Featherstone, president of the Featherstone Foundation wrote the following about Dr. Carey's scholarly engagement: "Dr. Carey embodies the characteristics of an engaged scholar; his leadership and partnerships have produced globally aware and culturally attuned students. His creativity, ingenuity and ability to leverage his connections has shaped well-rounded students who use their curiosity to help solve social challenges."

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For the past six years, Dr. Rosas-Moreno has taught Loyola's capstone course in public relations, in which her students serve nonprofits with their public relations skills. Dr. Rosas-Moreno and her students continue ongoing partnerships with a number of agencies by producing media kits that include success stories, executive biographies, brochures, and videos. Student projects also include marketing research, such as surveys and data on fundraising. Dr. Rosas-Moreno's community partnerships include Acts 4 Youth, a local after-school program providing support, education, and faith-based fellowship to neighborhood youth. With Safe House of Hope, Dr. Rosas-Moreno and her students help

Dr. Brizee's commitment to engaged scholarship soon grew from service-

Dr. Jill Snodgrass uses service-learning pedagogies in three of the graduate courses she teaches. As Jill will tell you if you ask her, graduate-level service-learning courses have unique challenges (among them, average student age, adult life experiences and responsibilities, and long commuting distances), and therefore often differ significantly from

the local area school systems is desperately needed and will no doubt be replicated by others after learning about the findings from Dr. Watkinson's research."

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For over twelve years, Dr. Castellán has inspired students and colleagues with her sustained commitment to service-learning.

In her nomination of Dr. Kotchick, Dr. Carolyn Barry highlights the fact that she has taught her Psychopsychology class (PY 202) seven times since she integrated service-learning into it in 2006. Dr. Barry goes on to point out that, "In addition to service-learning, Dr. Kotchick...has an ongoing form of engaged scholarship" with Dr. Papdakis, in which "they have partnered with the Archdiocese of Baltimore to understand the potential causes and outcomes of relational aggression and bullying on Baltimore's children and adolescents. This project has incorporated Loyola students at all levels (undergraduate, master's and doctoral) and has been implemented carefully and with much dialogue with the Archdiocese to ensure that the schools' needs were met first and foremost."

In the personal reflection portion of her application, Dr. Kotchick writes about her Psychopsychology class (PY 202):

"Reading their journal entries and engaging in an ongoing dialogue about their experiences is truly a remarkable gift for a teacher. And if that is not enough, I am provided with the opportunity to read inspiring culminating papers that focus on

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In her application narrative, Dr. Barry writes, "I fervently believe that my students gain a more profound understanding of the course content, especially human diversity, from the use of this pedagogy and in turn they grapple with larger social issues, which promotes their identity development, and in turn the ability to become 'leaders in a diverse, and changing world.' While I naively declared my willingness to utilize this pedagogy in my application to Loyola in the Spring of 2001, I never would have imagined that it would become the defining characteristic and main pedagogy of my courses here at Loyola. Moreover, this experience of teaching these courses has profoundly changed me as a person by promoting my own deeper understanding of, and personal commitment to, social justice."

Dr. Leary begins her application narrative by saying, "The Arc of Maryland, my first service partner, has a motto: 'Changing Minds, Changing Lives.' When I reflect on my service-learning classes here at Loyola, I see that this has been my motto, too."



for trainings, assisting with grant applications, serving as liaison and facilitating the relationship between the Center for