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I-LEEP (Institute for Lasallian Education &  
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# I-LEEP Newsletter Volume 1, Issue 1

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# I-LEEP

Institute for Lasallian Education & Engaged Pedagogy

VOLUME 1, ISSUE 1

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## Institute for Lasallian Education (I-LEEP)

The Institute for Lasallian Education and Engaged Pedagogy (I-LEEP) exists to create and support meaningful educational experiences for the entire La Salle community, with a special focus on engaged learning opportunities for students and professional development opportunities for faculty and staff. Engaged learning practices enhance more traditional, classroom-based approaches to teaching and learning and can be integrated into instruction in a wide variety of ways. Professional development opportunities help to advance the Lasallian mission of promoting excellence in teaching and scholarship, demonstrating respect for each person, nurturing mentoring relationships, and encouraging authentic community. This monthly newsletter will highlight some of the many mission-driven programs and events that exist at La Salle.

## Explorer Cafes

By Tara Carr-Lemke, M.A., Director of the Explorer Connection

Explorer Cafés offer the Lasallian community opportunities to engage in informal and interdisciplinary discussions on thought-provoking topics, typically facilitated by a faculty member. No prior experience or technical jargon is required. Now in its sixth year, the Cafés continue to raise timely and engaging questions. Spring 2015 café questions include: Is science used to manipulate and deceive? What do Philadelphians think of our (500,000+) immigrant neighbors? Are Common Core standards the key to closing the achievement gap? Do artists and museums have a social responsibility? Is there a conflict of interest between healthcare and profit?



If you are looking for interesting conversations, a comfortable atmosphere, food and friends, please join us at the café. Unless otherwise noted, cafes take place in the Holroyd Hall Atrium on most Wednesdays during the semester, from 3-4p. For a complete list of the Spring 2015 Explorer Cafés, please visit us on the web:

<http://wp.lasalle.edu/cel/the-explorer-connection/explorer-cafes/>

# Leadership & Global Understanding (LGU)

By Marjie Allen, Ph.D., Chair of Integrative Studies & Co-Director of LGU

This spring, the Leadership and Global Understanding capstone course will be partnering with 5 faith-based institutions in our community. This partnership grows out of the recognition that La Salle shares with faith-based institutions a common mission and commitment to strengthen the community, and the recognition that relationship driven association with these faith-based institutions is important. We and our students have a lot to learn from the way these institutions provide leadership and contribute to the common good. After five years of working with them in the Fresh Produce Drive, an effort which the LGU capstone class will again spearhead along with the Community Building Team, this additional dimension will enrich our partnership and provide a model for others who might wish to participate in the future.

Our students will be working with Canaan Baptist Church Family Life Center and their Sisters Returning Home program, Corinthian Baptist Church, Holsey Temple Christian Methodist Episcopal Church, Servants of Christ United Methodist Church and Masjid-ullah Mosque. They will be spending 3-5 hours a week working on projects ranging from establishing a child's choir, improving feeding programs, setting up data bases, photographing and videotaping archives, and interviewing congregation members for "legacy" film. In addition, they will be getting to know the Pastor/Imam of the community and



attending religious services. The idea is for students to have an opportunity to fully integrate themselves, learning from the leaders of the community as well as understanding how they can work with them to provide resources and skills needed by the congregations. While our students often have the opportunity to work with children in our community, or needy adults, it is not often that they have an opportunity to learn from and work with successful community leaders. Moving from a deficit model to an asset based model of community development and partnership, internally driven by the agendas of the faith-based institutions themselves, these La Salle students will have an opportunity to challenge the way they relate to our community and service as reciprocal and not paternalistic.



LGU students in Vietnam

For more information about LGU please contact Marjie Allen: [allen@lasalle.edu](mailto:allen@lasalle.edu) and/or visit us on the web: <http://lgulasalle.org/>

## Travel Study

By Mindy Ingersoll, M.S., Director of Study Abroad Programs

La Salle's Travel Study courses focus on an understanding of an aspect of a different culture or field of study through substantial academic study of that area and the opportunity to experience the associated area during a trip of approximately ten to fifteen days. These courses provide a unique way to go from theory to practice. The academic content of the Travel Study courses may pertain to any discipline and the associated travel may be either domestic or international. Students in Spring 2015 Travel Study courses are traveling to the following destinations: Ireland, France, Germany, England, China, Brazil, Thailand, British Virgin Islands and Mexico.

Faculty who are interested in organizing a travel study course, please contact Melinda Ingersoll, Director of Study Abroad Programs, at [Ingersoll@lasalle.edu](mailto:Ingersoll@lasalle.edu)



<http://www.lasalle.edu/sas/experiential-learning/study-abroad/>

## Exploring Nutrition

By Michael Smith, Ph.D., Communication Department

Now in its third year, the Exploring Nutrition Project (ENP) seeks to explore and address issues of nutrition and hunger in our neighborhood. The ENP pursues these goals through academic and community-based research; direct outreach; service-learning; project development; and partnerships among faculty, students, area nonprofits, faith-based communities, and local businesses.

This year, the project is tackling several initiatives meant to gather information and create resources. The biggest initiative is the creation of a comprehensive food access map, identifying the places where people can get food in the area. From corner stores to food pantries, we want to know where and when people have access to food. This information will not only guide our planning, but also inform city policy makers seeking to coordinate food access efforts.

Several undergraduate service-learning classes have used the food mapping initiative as a class project. Another class in electronic journalism has set out to chronicle the ENP's

work. Using a Kelly Center grant, two students doubled our list of faith-based organizations in the area, many of which have food assistance programs and would like to partner with us.

On the horizon are some nutrition education initiatives, including possible plans for a summer cooking camp. The annual Easter Food drive will once again provide fresh produce to our neighbors through an expanded number of faith-based partners. Finally, we are pursuing several grants through La Salle's Development Office to support our work.

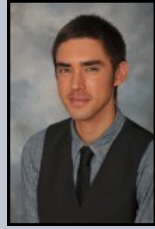




# Community-Based Learning Fellows

By Heather McGee, Ph.D., Community Engagement & Service-Learning

The Community-Based Learning Fellows program (CBLF) brings together five faculty members, representing five departments and programs from each of La Salle's three schools, to develop community-based courses that engage students in service and/or research with a community partner for a minimum of 10 hours each semester. The CBL courses that have been developed for Spring 2015 include: INST 106: *Introduction to Academic Discourse*, BIO 230: *Diversity- Evolution and Ecology*, BUS 303: *The Legal Environment of Business*, HSC 275: *Health Promotion Through the Life Span*, and REL 277: *Animals: Perspectives on Creaturely Life*. Some of the community partners that CBL faculty fellows are engaging students with include: Face-to-Face, Calcutta House, Broad Street Ministries, Aspira, Pennsylvania Society for the Prevention of Cruelty to Animals, Citizens for a No-Kill Philadelphia, and the Bethesda House.



2014-15 CBL Fellows pictured from left to right: Rhonda Hazell, D.P.M. (Biology), Carolyn Plump, Esq. (Business Law), Jack Downey, Ph.D. (Religion), Mary Wilby, Ph.D., (Nursing), and Tara Carr-Lemke, M.A., (Integrative Studies)

# MLK Faculty Pedagogy Workshop

By Maureen O'Connell, Ph.D., Religion Department

On Monday afternoon, January 19<sup>th</sup>, more than 30 faculty members from across the university gathered in Holroyd Hall for a 4.5 hour workshop designed to develop strategies for engaging questions raised by the events surrounding incidents of police brutality around the country in their classrooms. Caitlin Taylor, Assistant Professor of Sociology and Criminal Justice, opened the session with a discussion about why issues surrounding police brutality and systemic racism are important to our students, to our teaching strategies, and to our wider La Salle community. Anthony Paul Smith, Assistant Professor of Religion, helped faculty to surface the various concerns we have about addressing racism in our classrooms—information that will be helpful in shaping next steps for the planning group. Cherylyn Rush, Multicultural Education Coordinator in the Multicultural and International Center, led faculty in experiential exercises designed to help members of a learning community appreciate the nuances of shared life experiences and different perspectives. Robert Vogel, Professor of Education, and Kim Lewinski, Assistant Professor of Education, shared strategies for incorporating writing assignments into courses as a way of engaging issues around racism, and Charles Gallagher, Professor and Chair of Sociology and Criminal Justice, shared data about racial disparities that can help faculty ground classroom discussions about personal experiences or observations of racism in more structural realities.

"I feel like this workshop was critical for us as Lasallian educators," reflected Rosemary Barbera, Assistant Professor of Social Work, who helped to plan the workshop and participated in it. "Our institution's commitment to social justice means that we must engage in ongoing reflection around issues of injustice, such as the ongoing racial inequalities in the U.S., that are pervasive in our society and world."

The planning group will use faculty responses throughout the workshop to develop similar offerings throughout the semester. For more information, contact Maureen O'Connell, Associate Professor of Religion, at [oconnellm@lasalle.edu](mailto:oconnellm@lasalle.edu)



**Questions, comments, or submissions?**  
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