



**Faculty Center for
Ignatian Pedagogy**
Promoting Excellence in Teaching and Learning

ANNUAL REPORT

Academic Year
2020-2021

Letter from the FCIP Team

Dear Colleagues,

As you know, the 2020-2021 Academic Year was historic. Our team in the Faculty Center for Ignatian Pedagogy continues to stand with our faculty and staff colleagues, our students, their families and our global community as we navigate these unprecedented times. While hope is certainly on the horizon, we must acknowledge the un-paralleled - and inequitable distribution of - devastation to the physical, mental, economic and spiritual health, safety and security of so many over the past year. We stand with those suffering or in need.

The events of the last year, and the spotlight the pandemics shined on these inequities, presented us all with both challenges and opportunities. We are honored that our work at Loyola to prepare for and celebrate teaching excellence continues to uplift our Loyola community, confront and dismantle oppression and white supremacy, and provide hope and opportunity for true, holistic educational transformation for all Loyolans.

St. Ignatius provided an example of how one can transform and re-form into a person for others, through grace and education. Over the past year, FCIP concentrated our collective efforts to step up as leaders in anti-racist pedagogy and student-centered course design while initiating a new focus on advocating and programming for the well-being of instructors. To continue this multi-dimensional work, our team will roll out a new pedagogical framework in the year ahead that combines the values and tactics of three distinctive pedagogies: Ignatian, anti-racist, and student-centered course design. The nexus of these pedagogies is an innovative approach to teaching and learning that will underpin the future strategies and programmatic actions in FCIP. (Learn more about our new framework page 22 of this report.)

This annual report for Academic Year 2020-2021 captures the highlights of our work, from stalwart programs like the Focus on Teaching and Learning (FOTL) conference and new initiatives like an Anti-Racist Film Series and meditation space. We also celebrate the extraordinary teaching contributions of our Faculty Teaching Award winners and lay out our new initiatives and goals for the upcoming year.

We are looking forward to our continued work with you, our colleagues, partners, and students. We want to raise our voices once again in support and admiration of the excellent educational experiences Loyola faculty are providing for our students.

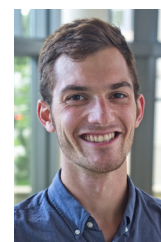
AMDG,



Bridget Colacchio
Wesley, MA, LCSW
Associate Director



Jessica Mansbach,
Ph.D.
Associate Director



Jack Nuelle,
M.T.S.
Program Manager





Land Acknowledgment



The Loyola community occupies the ancestral homelands of the people of the Council of Three Fires, an alliance which formed based on the shared language, similar culture, and common historical background of its three historical members: the Odawa, Potawatomi, and Ojibwe nations. The land that Loyola occupies, which includes the shore and waters of Lake Michigan, was also a site of trade, travel, gathering and healing for more than a dozen other Native tribes, including the Menominee, Michigamea, Miami, Kickapoo, Peoria and Ho-Chunk nations. The history of the city of Chicago is intertwined with histories of native peoples. The name Chicago is adopted from the Algonquin language, and the Chicagoland area is still home to the largest number of Native Americans in the Midwest, over 65,000.

This historical relationship is not innocuous. The 1833 Treaty of Chicago forced the migration of the Odawa, Potawatomi and Ojibwe to drastically smaller lands west of the Mississippi River. Chicago was also the destination, more than a century later, for coerced relocation of Native peoples under the Indian Relocation Act of 1956, which resulted in widespread disenfranchisement, poverty and isolation for the Native people relocated to Chicago and other urban centers. The history of the lands Loyola occupies, and the history of Native Americans in Chicago and Illinois, is a history of displacement, conquest, and dehumanization. We at Loyola, in step with our Jesuit Catholic tradition, must commit to acknowledging this violent history by incorporating Native American texts and perspectives into our classes and working to keep this shared history alive in our study, conversation, and professional development.

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FCIP'S MISSION AND VALUES

Mission

The Faculty Center for Ignatian Pedagogy encourages excellence in teaching and learning by supporting all Loyola educators in their roles in the formation of each Loyola student as a whole person (Cura Personalis). We do this by animating the meaning and application of Ignatian Pedagogy, Anti-Racist Pedagogy and Student-Centered Design.

We promote the implementation of innovative teaching and learning strategies with reflective integration of the intellectual, social, cultural and spiritual context of today's students. We reinforce the iterative formation of an authentically Ignatian culture of mutual transformation for all Loyola educators and learners: faculty, staff, administration, and students.

Values

In the Faculty Center for Ignatian Pedagogy, we believe that at the nexus of Ignatian Pedagogy, Anti-Racist Pedagogy and Student-Centered Design is an innovative model of best practices in education that can form and inform an approach to education distinctive to Loyola University Chicago.

As such:

- We believe that as one Loyola across many campuses, every member of our community is both an educator and learner;
- We believe in the power of mutually transformative educational experiences and culture over transactional ones;
- We believe transformative learning occurs in and outside the classroom, in curricular and co-curricular settings;
- We believe in the active role students take in working with instructors to create environments that allow both groups to be teachers and learners.



Focus on Teaching and Learning Conference

The Loyola University Chicago bi-annual Focus on Teaching & Learning (FOTL) conference is dedicated to the belief that educators can grow and develop by learning from one another. We seek to contribute to a faculty and staff life that involves active scholarship, candid and vibrant collaboration, and innovative activities in service of promoting teaching excellence and Jesuit values that reflect the University's mission. FOTL supports faculty activity at all stages of development. Work begun at the conference can continue in myriad ways throughout the year as faculty reflect on student learning and continue to seek support to enhance their teaching. In addition to our faculty audience, FCIP highly encourages staff and graduate students to attend in order to participate in a campus-wide conversation about teaching and learning. The **August 2020 FOTL** focused on how to engage students online, in light of the rapid shift to remote learning due to COVID-19. The **January 2021 FOTL** focused on fostering Anti-Racist Pedagogy across disciplines and educational environments. The **August 2021 FOTL** will take place on Zoom and will focus on what lessons from the pandemic we will take back into the classroom.

Campus Partners

- Center for Engaged Learning, Teaching and Scholarship
- Center for Science and Math Education
- Information Technology Services
- Office of Institutional Effectiveness
- Office of Online Learning
- Parkinson School of Health Sciences and Public Health
- Student Academic Services
- University Libraries

Registration Numbers

Participant Numbers

2020-2021

274

August 2019

340

August 2020

188

August 2020

167

January 2020

451

January 2021

254

January 2021

Total Presentations at 2020-2021 FOTLs

13

Session Topics

August 2020

January 2021

Faculty Panel: Reflections on Online Teaching

Taking Engaged Learning Online

Making the Most of Asynchronous and Synchronous Time

Building Community Online

Delivering Feedback Online

Accessing Support Online: Where Students Can Go for Support

Student Panel: Our Experiences with and Reflections on Anti-Racist Pedagogy

Small Steps to Becoming an Anti-Racist Educator

Decentering Whiteness

Facilitating Discussion

Outcomes & Assessments

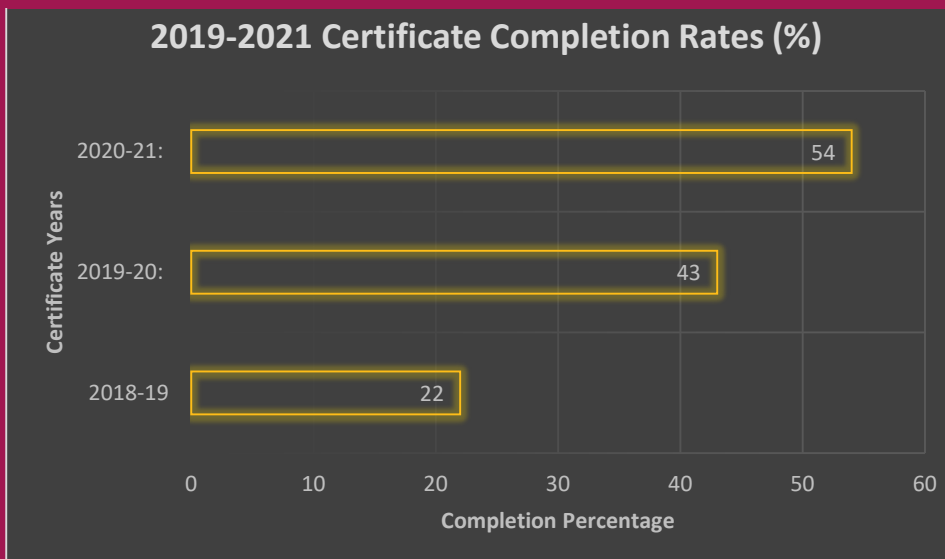
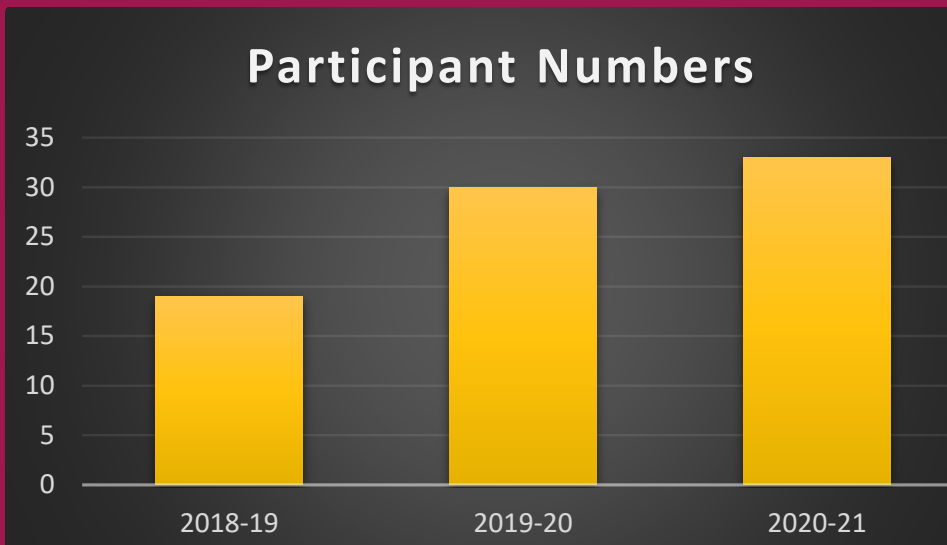
Intellectual Humility

Responsiveness and Reflexivity in Everyday Pedagogy

Ignatian Pedagogy Certificate Program

The Ignatian Pedagogy Certificate program is a year-long series of seminars and workshops for Loyola University Chicago faculty, staff, and graduate students, designed to touch on each aspect of the Ignatian pedagogical paradigm: context, experience, reflection, action and evaluation. Over the course of the certificate program, participants learned how to enhance and deepen their own pedagogy while becoming versed in the rich, 500 year-old tradition of Ignatian pedagogy. Participants were required to attend “Introduction to Ignatian Pedagogy” as well as any three other sessions. They also produced three written reflections and a final project.

Participant and Certificate Increases 2019-2021



2020-2021 Seminars

7 seminars with **166** participants

Seminars	Participants <i>(via Zoom)</i>
Introduction to Ignatian Pedagogy	29
The Theology of Anti-Racism and Cultivating Anti-Racism in the Millennial Classroom	34
Ignatian Pedagogy and Black Liberation Theology	23
Working Toward Socio-Linguistic Justice with Ignatian Experience and Reflection	17
Toward A Pedagogy of Compassion: Why Student Laziness Does Not Exist	35
Racial Justice, Evaluation, and Student Assessment (Faculty Panel)	16
Intersectional Pedagogy and Creating an Affirming Learning Environment	12

15% increased participation from last year:

2019-2020 Seminars

8 seminars with **144** participants

Teaching and Learning Workshops

There are several ways faculty work with FCIP for teaching and learning consulting and programming services. First, individual faculty solicit our consultation on specific courses or questions related to course design and class facilitation. Second, faculty and administrators request customized workshops to meet current, specific needs in their academic units. Third, faculty attend FCIP's scheduled teaching and learning workshops, which are open to all instructors across the university.

In response to the COVID-19 pandemic and the racial justice crises of the past year, FCIP created several workshops to be responsive to the evolving needs of faculty. We continued to offer pedagogical support related to trauma-informed teaching, supporting online students, mindfulness in the classroom, and self-care.

[Visit our website](#) for a full list of workshops and consulting services, as well as to access session recordings.

Session Title	Participants
Breaking the Ice Online	98
Helping Students Excel Online	51
Instructional Strategies for Large Online Classes	71
Lessons Learned from a Summer of Synchronous Teaching	68
Checking in at the Halfway Point: Collecting Mid-Semester Feedback	19
Cameras Optional: Creative Ways to Engage Students	70
Current Events Processing Circle	6
Using Meditation in your Teaching	33
Combating Zoom Fatigue: Adding More Synchronous Content	5
Flipped Classroom	20

Total: 441

Faculty Wellness Programs

Firmly planted in Ignatian Pedagogy and anti-racist pedagogy, FCIP offers programming to support Loyola instructors as unique, whole individuals. This focus on the Ignatian principle *cura personalis* – or care for the whole person - and the need to create safe, inclusive, and supportive communities across campus led to the creation of specific programs to meet the holistic needs and interests of faculty. These programs included a conversational space for faculty and guided meditation sessions.

Programs



Coffee and Conversation
Teaching and Learning During COVID-19

Every Friday 10am-11am Online via Zoom

These weekly gatherings were a chance for faculty to share successes or challenges they experienced with teaching online during COVID-19.

Participants: **143**



Meditation Fridays
Every Friday morning
10am-11am

 Faculty Center for Ignatian Pedagogy
Promoting Excellence in Teaching and Learning

These weekly gatherings offered an opportunity for faculty to take intentional time for meditation and reflection.

Participants: **52**



ANTI-RACIST PROGRAMMING

This year, our team continued to respond to the COVID-19 pandemic and the societal movement to confront white supremacy and support the lives and liberty of Black, Indigenous and other people of color (BIPOC), through our programming to meet the evolving needs of our faculty and students. We accomplished this through our anti-racist pedagogical programming.

The **Anti-Racist Pedagogy Series** featured reflection sessions as well as interactive workshops on anti-racist course design and facilitation and action-oriented strategies for instructors to engage with and discuss as they work to develop anti-racist pedagogical practices.

The **Anti-Racist Film Series** was a year-long series of discussions centered around a variety of films with anti-racist themes. This offered an opportunity for Loyola faculty, students, and staff to engage with the history of racism, discuss anti-racist strategies, and confront issues of identity, belonging, and narrative through the medium of film. This series was offered in partnership with Campus Ministry, part of the Division of Mission Integration.

ANTI-RACIST PEDAGOGY SESSIONS

Recordings of all sessions are [available on our website](#). Sessions can also be re-purposed or re-offered for particular groups.

Discussion Circle

Introduction and Application of Related Pedagogical Theories

Anti-Racist Course Design

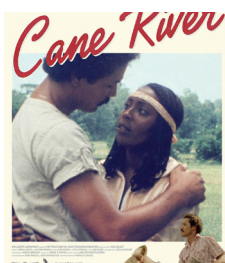
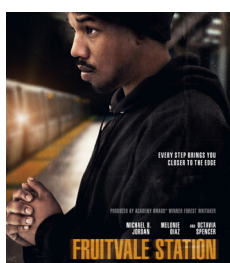
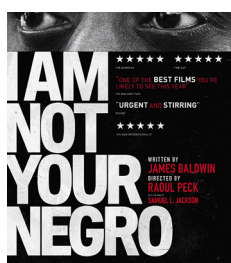
Anti-Racist Class Facilitation

Advocacy and Taking Action

Closing Discussion Circle

664 Total Participants

ANTI-RACIST FILM SERIES



42 Total Participants

Annual Faculty Teaching Awards

Loyola University Chicago values excellence in teaching as central to our mission of providing an engaging, transformative education to all Loyola students. Acknowledging this essential part of our university mission, the Office of the Provost and the Faculty Center for Ignatian Pedagogy formally recognize and celebrate exceptional faculty who demonstrate excellence in teaching through a series of university-wide teaching awards.

Any Loyolan - administrator, faculty, staff member or student - can nominate a Loyola instructor for a Faculty Teaching Award. Once nominated, nominees must complete a formal application including a curricula vitae and personal statement to become a candidate for the award.

This year, **200** instructors were nominated for awards while **86** completed the steps to be candidates. All candidates are reviewed by selection committees of previous award winners and other faculty and staff committed to teaching excellence at Loyola. Award winners are announced at FCIP's annual Faculty Teaching Awards Ceremony in May.

Congratulations again to all 2021 Nominees, Candidates and Award Winners!

Awards	Nominees	Candidates
<i>Hayes Award (Advising & Mentoring)</i>	32	14
<i>Kolvenbach Award (Engaged Teaching)</i>	24	13
<i>Provost's Award (Teaching Freshmen)</i>	16	4
<i>St. Ignatius Award (Teaching Excellence)</i>	128	55

2020-2021 Annual Faculty Teaching Award Winners

ALICE B. HAYES AWARD FOR ADVISING AND MENTORING

2020 - 2021

WINNER

RODNEY DALE
ASSISTANT PROFESSOR
DEPARTMENT OF BIOLOGY



Preparing people to lead extraordinary lives

Runner Up:

Catherine DeCarlo Santiago
Associate Professor, Department of Psychology

Finalist:

Brian Ohsowski
Assistant Professor, School of Environmental Sustainability

PROVOST'S AWARD FOR EXCELLENCE IN TEACHING FRESHMEN

2020 - 2021

WINNER

CHRISTOPHER WHIDDEN
SENIOR LECTURER,
HONORS PROGRAM AND
DEPARTMENT OF
POLITICAL SCIENCE



Preparing people to lead extraordinary lives

Runner Up

Emily Cain
Assistant Professor, Department of Theology

HANS KOLVENBACH AWARD FOR ENGAGED TEACHING

2020 - 2021

WINNER

REBECCA SILTON
ASSOCIATE PROFESSOR
CLINICAL PSYCHOLOGY
DEPARTMENT OF PSYCHOLOGY



Preparing people to lead extraordinary lives

Runner Up:

Sawsan Abbadi

Director of Arabic Language and Culture Minor, Lecturer,
Department of Modern Languages and Literatures

Finalist:

Michael Canaris
Associate Professor, Institute of Pastoral Studies

IGNATIUS AWARD FOR EXCELLENCE IN TEACHING

2020 - 2021

WINNER

ANNE REILLY
PROFESSOR
QUINLAN SCHOOL
OF BUSINESS



Preparing people to lead extraordinary lives

Runner Up:

Regina Conway-Phillips

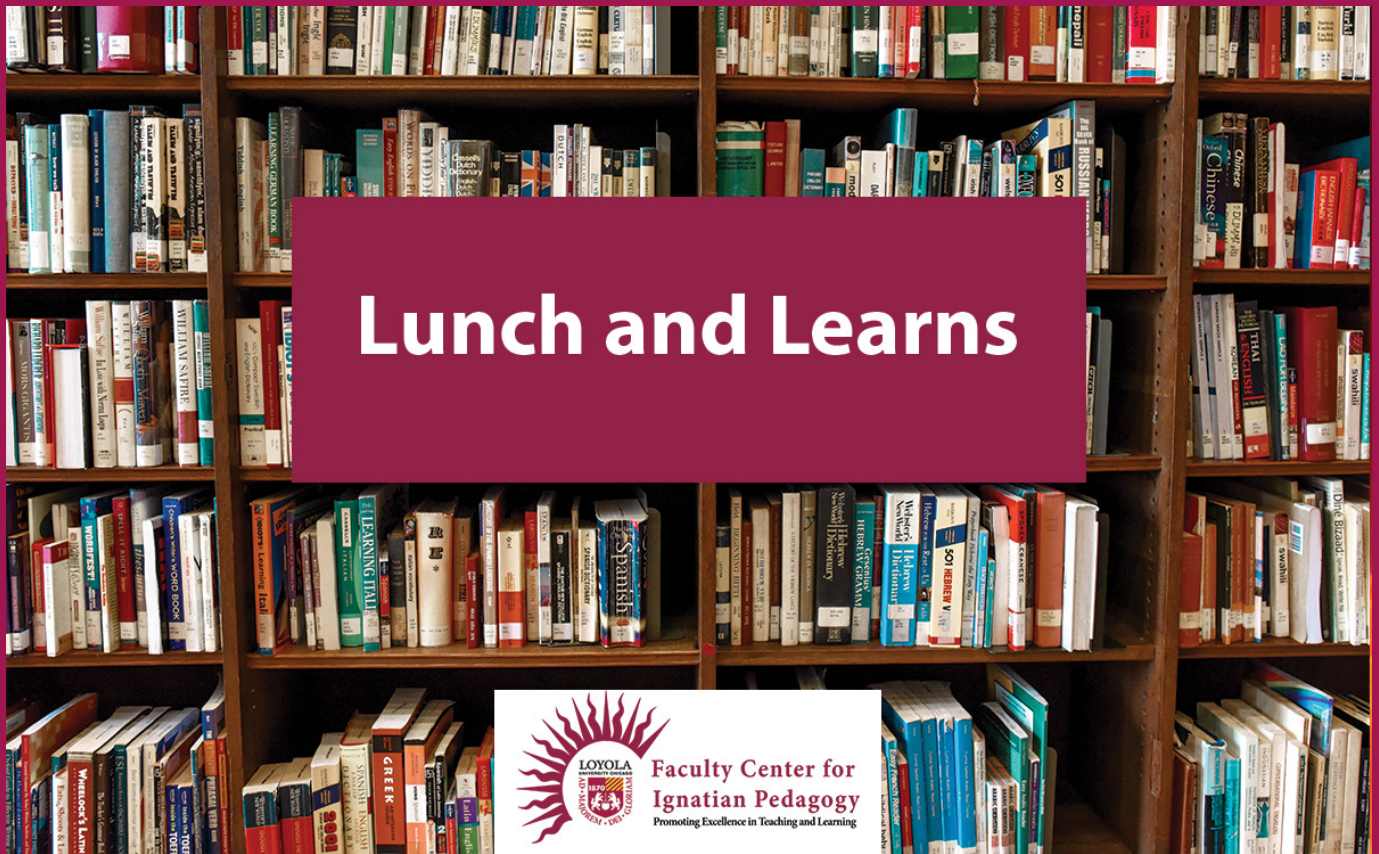
Associate Professor, Marcella Niehoff School of Nursing

Finalist:

Ruth Gomberg-Muñoz

Associate Professor, Department of Anthropology¹⁷

Lunch and Learns



The Lunch & Learn workshop series are planned workshops addressing a variety of teaching and learning topics. This year's Lunch & Learn Series helped faculty build community and discuss issues related to teaching and learning in an informal setting. Topics ranged from managing group work to lessons learned related to teaching during the pandemic. After introductions and discussion, a brief presentation about the topic was shared, followed by another opportunity for discussion.

2020-2021

Total Participants

52

Total Sessions

6

Online Teaching Course: Design

Administered by Loyola's Office of Online Learning, the Online Teaching Course (OTC) is designed to prepare faculty for teaching and delivering high-quality online, hybrid, and blended courses. FCIP assists the Office of Online Learning by helping them facilitate the course, OTC: Design. FCIP lends their expertise in course design and pedagogy in order to help the Office of Online Learning meet the high demand for this course. Staff, graduate students, and faculty complete the four-week online course.

Diversity, Equity and Inclusion Discussion Circles

These monthly gatherings are a chance for faculty to share their teaching successes and challenges related to diversity, equity, and inclusion. This group provides peer mentoring, collegial support and practical solutions for classroom situations. FCIP co-sponsors these circles with the Acting Assistant Provost for Academic Diversity, the Center for Engaged Learning, Teaching, and Scholarship (CELTS), and Student Academic Services.

After a hiatus during the pandemic, the Circles will re-start in Fall 2021.

Ignatian Pedagogy AJCU Survey and Roundtable

FCIP seeks to collaborate with our American Jesuit Colleges and Universities (AJCU) sister institutions in our understanding and application of Ignatian Pedagogy (IP). Our team administered a survey to colleagues at the other 26 AJCU institutions to determine how IP and related Jesuit educational programming is integrated into their organizational structure. Sixty-seven percent (67%) of institutions responded. Responses demonstrated a wide variety of approaches to integrating IP at AJCU institutions. (Complete survey results are available upon request.) Survey results were shared with AJCU partners and will inform collaborative and independent Ignatian Pedagogical Work with AJCU going forward.

In February 2021, FCIP staff members helped coordinate and present at an online IP conference for AJCU partners. The aim of the conference was to facilitate concentrated academic study of and discourse around IP.

FCIP is working with colleagues across the AJCU and Loyola colleagues in the Hank Center for the Catholic Intellectual Heritage to plan additional conversations and an IP conference at Loyola in 2022.

Committee Involvement

Academic Continuity Working Group

Academic Technology Committee

Assessment Advisory Group

Academic Program Review

Anti-Racism Initiative Professional Development Group

Faculty Constituency Engagement Group

Teaching and Learning Center Task Force

University Task Force on Mission Alignment

EMAIL MARKETING METRICS

Mailchimp Statistics

List Growth 2020-2021

22% Growth

From 1463 to 1780

Total on Mailing List

1780

Average amount of Clicks and Opens (%)

Average Open

40.85%

Average Click Rate

3.32%

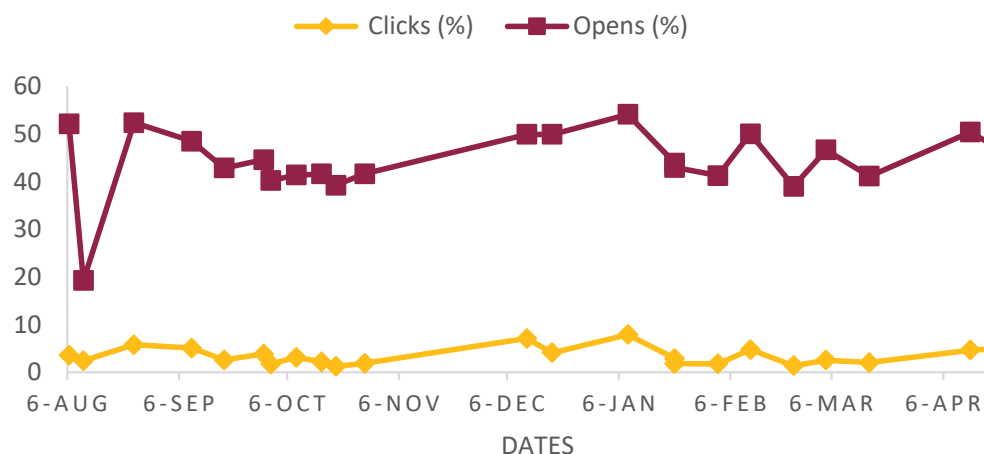
Highest Open

48.51%

Highest Click Rate

7.91%

CLICKS AND OPENS (AUGUST 2020-MAY 2021)



Introducing a New Pedagogy

The pandemic taught us that in order to be fully responsive to the needs of Loyola instructors and students, we need to embrace and promote a blend of several evidence-based pedagogical approaches. We have been utilizing Ignatian Pedagogy, Anti-Racist Pedagogy and Student-Centered Design to inform our work for the past few years. While each pedagogy has their merits, we have found that using them in combination best embodies the spirit of our core Jesuit values, specifically *Magis* (striving for excellence) and *Cura Personalis* (care for the whole person). Over the next year, we will formalize a new pedagogical approach that draws from each pedagogical tradition.

The new pedagogy, represented by the image below, will put Loyola and FCIP at the forefront of teaching and learning in our current context. The Ignatian sunburst represents the foundations of Jesuit education which inspire and undergird all of our work. The three interlocking circles at the center represent the overlapping and complementary three lenses: Student Centered-design, Anti-Racist Pedagogy, and Ignatian Pedagogy. Our goals for the next academic year are focused on putting this new approach into practice in our work.



New Pedagogical Approach

2021-2022 Goals

- Formalize our new pedagogical framework, including: establishing definitions, guiding principles, and characteristics; developing a targeted plan for dissemination and integration; and realigning new and existing programs to fit within the new framework
- Develop new logic models to evaluate all of our signature programs
- Forge new partnerships within Loyola's Health Sciences division and the Association of Jesuit Colleges and Universities (AJCU)
- Design and initiate a faculty research incentive program in areas of teaching and learning, Ignatian Pedagogy, and/or Anti-Racist Pedagogy

New Initiatives for 2021-2022

- Interdisciplinary Teaching and Learning Short Course
- Programming for new faculty*
 - Year-long teaching and learning series for New Faculty Orientation
 - Sakai site for “just in time” access to teaching and learning resources
 - Office Hours for teaching and learning support
- Additional Anti-Racist Pedagogy programming that arises out of Anti-Racist Initiative development and training group

**Programs are open to all instructors*

The Faculty Center for Ignatian Pedagogy Staff

Bridget Colacchio Wesley, MA, LCSW
Associate Director

Jessica Mansbach, Ph.D.
Associate Director

Jack Nuelle, MTS
Program Manager



Thank you to all the many contributors to our programs.

José Mesa, S.J., Ph.D.
Mara Brecht, Ph.D.
Thea Strand, Ph.D.
Sydney Curtis, M.Ed.
Devon Price, Ph.D.
Julia Bninski, Ph.D.
Eilene Edejer, Ph.D.
Eva Mika, Ph.D.
Aisha Raees, Ph.D.
Amy Nelson Christensen, Ph.D.
Omer Mozaffar, MLA
Frederick Staidum, Jr., Ph.D.
Sasha Adkins, Ph.D.
Susan Haarman, Ph.D.
Kristin Krueger, Ph.D.
Aana Vigen, Ph.D.
Elizabeth Webster, Ph.D.
Betsy Jones Hemenway, Ph.D.
Héctor García Chávez, Ph.D.
Cristina Lombardi-Diop, Ph.D.
Cristian Paredes, Ph.D.
Ben Penglase, Ph.D.
LaShaunda Reese, MA, MTS
Shweta Singh, Ph.D.
Loretta Stalans, Ph.D.
Sandra Sullivan-Dunbar, Ph.D.
Ruth Gomberg-Muñoz, Ph.D.
Rebecca Valeriano-Flores, MA
Meghan Toomey, MA
Miranda Johnson, J.D., MPAff
Jenna Silver, J.D.
Zelda Harris, J.D.
Stacy Wenzel, Ph.D.
Patrick Green, Ed.D.
Susan Wardzala
Tim Stoelinga, Ph.D.
Briana Allen, M.Ed.
Hannah Lee Otto, MA
Betsi Burns, M.Ed.

Justin Harbinson, Ph.D.
Robyn Mallett, Ph.D.
Stacy Neier Beran, Ph.D.
Peter Tingley, Ph.D.
Maribel Lopez, Ed.D.
Cynthia Stewart, Ph.D.
Dinko Bacic, Ph.D.
Natasha Teetsov, Ph.D.
Vicky Kynourgiopoulou, Ph.D.
Maureen Keane, MS
Meghan Dougherty, Ph.D.
Jim Devery, Ph.D.
George Villanueva, Ph.D.
Sandy Helquist, Ph.D.
Vinnie Donnelly, MBA
Hans Svebbaken, Ph.D.
Linda Kurtos, J.D.
Minerva Ahumada, Ph.D.
Marianna Swallow, MFA
Mary Byrn, Ph.D., RN
Carla Kupe, J.D.
Niamh McGuigan, MA
Andrea Boyd, Ph.D.
Brit Holmberg, MSW, LCSW
Pamela Morris, Ph.D.
Susan McCarthy, Ph.D.
Jeff Huntsinger, Ph.D.
Chipo Nyambuya, J.D.
Joe Vukov, Ph.D.
Michael Burns, Ph.D.
Abha Rai, Ph.D.
Joerg Zimmerman, Ph.D.
Davd Castro, M.Ed.
Brent In, Ph.D.
Mary Charles, MA
Jon Schmidt, M.Ed.
Brian Endless, Ph.D.
Aurora Chang, Ph.D.
Mary Donnelly, J.D.

Faculty Center for Ignatian Pedagogy

Cuneo Hall, 4th Floor
6430 N Kenmore Ave
Chicago, IL 60626



facultycenter@luc.edu



luc.edu/fcip



twitter.com/FCIPatLUC



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UNIVERSITY CHICAGO

Preparing people to lead extraordinary lives

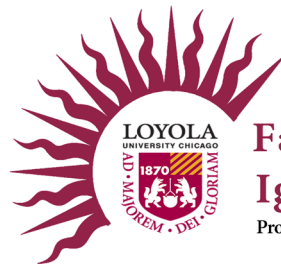


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