



*Preparing people to lead extraordinary lives*

*The College of Arts & Sciences is excited to present  
the*

# **SUJACK AWARD CEREMONY**

*honoring our awardees of*

## **2023**

*Edwin T. & Vivijeanne F. Sujack Award for Teaching  
Excellence and Master Teacher awards*

*&*

*Sujack Family Award for Faculty Research Excellence  
and Master Researcher awards*



## **PROGRAM**

<i>Welcome:</i>	<i>Peter J. Schraeder, PhD Professor and Dean</i>
<i>Opening comments:</i>	<i>Don Sujack</i>
<i>Introduction of 2023 Teaching Awards:</i>	<i>Elizabeth Wakefield, PhD 2023 Teaching committee Chairperson</i>
<i>Introduction of 2023 Research Awards:</i>	<i>Daniel Cavanaugh, PhD 2023 Research committee Chairperson</i>
<i>Closing remarks:</i>	<i>Peter J. Schraeder, PhD Professor and Dean</i>

*Congratulations to all our 2023 Award winners*



# ***2023 SUJACK AWARD WINNERS***

## **2023 Edwin T. & Vivijeanne F. Sujack Award for Teaching Excellence**

[Timothy Gilfoyle](#), Professor, History

[Joseph Milanovich](#), Associate Professor, Biology

## **2023 Master Teachers**

[Daniel Cavanaugh](#), Associate Professor, Biology

[Alec Krueger](#), Lecturer, Mathematics & Statistics

[Michael Schumacher](#), Lecturer, Political Science

[Jennifer Zitzner](#), Senior Lecturer, Biology

## **2023 Sujack Family Award for Faculty Research Excellence**

[David Doherty](#), Professor, Political Science

[Yoel Stuart](#), Assistant Professor, Biology

## **2023 Master Researchers**

[Olegs Andrejevs](#), Instructor, Theology

[Jennifer Forestal](#), Assistant Professor, Political Science

[David Olson](#), Professor, Criminal Justice & Criminology

[Catherine DeCarlo Santiago](#), Associate Professor, Psychology



## ***Statements from our Teaching and Research Award committees about our 2023 SUJACK AWARD WINNERS***

**Timothy Gilfoyle** - 2023 Edwin T. & Vivijeanne F. Sujack Award for Teaching Excellence Top Award

**Timothy Gilfoyle** is a Professor in the Department of History, having served as a faculty member at Loyola for over three decades. He completed his undergraduate and graduate education at Columbia University. In his long tenure at Loyola, he has created unique, engaging opportunities for students to learn about American History through coursework and research experiences, and equipped them with skills they can use to make a difference in the world around them.

In materials that he distributes to teaching assistants each year, Gilfoyle writes, “History is an exercise in learning how to live.” His courses are designed to provide students with tools they can use long after graduating from Loyola. He emphasizes the importance of reading critically, carefully evaluating information from media sources, and that taking a historical perspective can help students make sense of our present society. In his classes, students grapple with questions that will continue to matter throughout their lives: what constitutes a ‘good society’ and how can they as individuals lead good, honest lives? And Gilfoyle sets up classroom environments that promote student learning: He emphasizes respecting students, working flexibly with students to support their learning, and instilling confidence in students’ learning abilities. As a testament to his desire to support all students, Gilfoyle even schedules individual meetings with up to 170 undergraduates to discuss their progress in his course after midterms. The effectiveness of Gilfoyle’s approach is evidenced by a student’s reflection on his experience writing a research paper in *HIST 386: Creating the America Metropolis*:

“Dr. Gilfoyle worked with his students to help them pick their topics and... make the papers more engaging... he assisted [students] throughout the semester to improve their writing by providing highly detailed comments on every step of writing a paper from the initial picking a topic to outline to draft and to final draft. He wanted his students to grow in their writing abilities and would even recommend resources to look at while the student does research. I have grown as a writer and a researcher as a result of his course.”



One of the most memorable parts of Gilfoyle's materials was his annual "Midnight Bike Ride" held every year since 1989. Current students, colleagues, alumni and friends are invited to tour historical and architectural sites in Chicago by bike, starting at 9pm and not returning to campus until morning. This event, along with many other fieldtrips his classes take exemplify Gilfoyle's commitment to truly engaged learning. As a student states,

"His teaching style was engaging and consisted of countless field trips and often to places that do not offer tours. Dr. Gilfoyle used his professional and personal connections to allow his students to experience history by tours of places like the Tribune Tower and the Water Treatment Facilities. The majority of the class was in the form of informative walking tours that I will never forget."

Beyond his classroom teaching, Gilfoyle also engages students through an internship in which they process oral history interviews with Chicagoans who have made important contributions to the city. Again, this opportunity not only serves to improve their writing, but actively involves them in preserving history.

In closing, Dr. Timothy Gilfoyle is an innovative, thoughtful, and engaging educator, and we are happy to recognize him as one of the recipients of the 2023 Edwin T. and Vivijeanne F. Sujack Award for Teaching Excellence.

***Joseph Milanovich*** - 2023 Edwin T. & Vivijeanne F. Sujack Award for Teaching Excellence

**Dr. Joseph Milanovich** is an Associate Professor of Biology here at Loyola, where he has taught since 2013. He holds a Ph.D. in Wildlife Ecology and Management from the University of Georgia, an M.S. in Biology from Arkansas State University, and a B.A. in Biology and Environmental Science from Adrian College.

Milanovich teaches a wide range of classes, including but not limited to such courses as Ecology, Writing a Scientific Manuscript, Introduction to Research, Conservation Biology, and the Natural History of Vertebrates. By our count, he has been the instructor for at least nine courses and labs across the last three years alone, and his average student evaluation ratings are uniformly stellar across the board, even with all of the challenges that the COVID-19 pandemic presented for instructors and students. In terms of how he tries to respond to those challenges



and other obstacles to contemporary student learning, Milanovich writes, “The unique challenges students face today are unprecedented, and being ‘fair,’ to me, now, means being flexible.” This compassionate and attentive flexibility has clearly had positive results with students.

Milanovich places particular emphasis on active learning. As just one example, he writes:

“[M]y Conservation Biology course is designed and implemented using the C.R.E.A.T.E (Consider, Read, Elucidate the hypotheses, Analyze and interpret the data, and Think of the next Experiment) teaching approach. This approach is considered a “flipped classroom,” where students in this case use primary literature, discussion/debate, concept mapping, sketching, visualization, transformation of data, creative experimental design, and a ton of group work to gain a deeper understanding of not just the content of the papers, but the concepts/principles within each paper.”

Milanovich’s track record as a mentor is extremely impressive and well-rounded. In the past three years, he has mentored/supervised ten undergraduate student research projects, published five peer-review journal articles that he co-authored with undergraduate students, co-presented five times with undergraduate students at conferences, and supervised a range of independent studies. Milanovich accomplishes all of this mentorship while maintaining a formidable trajectory in his field in terms of both his scholarship and his service to the profession. His achievements in this regard have clear benefits for Loyola students; he is a research grant recipient many times over, and his success on that score has led to myriad student learning opportunities on lab research teams. His mentorship philosophy reflects an admirable and conscious intention not to condescend but instead to collaborate genuinely with students: “In my research lab, I mentor students to have significant flexibility in their projects – my view is they are my colleagues, just with a different level of training.”

Milanovich’s student nominator wrote, “If there are any students who are not interested in biology at first, [they] will be interested in the end after a semester with Dr. Milanovich.” What’s more, Milanovich’s attention to the concrete stakes of what students are learning makes an impression, exemplified by his nominator recalling “an inspirational speech on climate change and the changes we need to make as a society.” Joseph Milanovich has distinguished himself as an excellent teacher, one who works passionately to, in his own words, “provide students opportunities to grow, create, and exceed their own expectations.”



The Sujack Teaching Award Committee is very happy to recognize Dr. Milanovich as one of the recipients of the 2023 Edwin T. and Vivijeanne F. Sujack Award for Teaching Excellence.

***Dan Cavanaugh - 2023 Edwin T. & Vivijeanne F. Sujack Award for Teaching Excellence – Master Teacher***

**Dr. Dan Cavanaugh** is an Associate Professor in the Department of Biology. He holds a Bachelor of Arts in Biological Basis of Behavior and History from University of Pennsylvania and earned his PhD in Neuroscience from the University of California. Cavanaugh joined the Loyola faculty in 2015 and has made substantial contributions through his classroom teaching and research mentoring.

Cavanaugh has an impressive teaching record. At Loyola he has shown versatility in his ability to effectively teach both small, upper-level classes such as *BIOL 351: Sleep and Circadian Rhythms*, as well as large, introductory classes such as *NEUR 101: Introduction to Neuroscience*. Cavanaugh takes a distinct approach to teaching each of his courses. For example, in his large, introductory classes he asks students to complete a survey so he can get a sense of the background knowledge students may (or may not) have and uses discussion sections to better support individual students. In his smaller, upper-level course he assesses students based on open-book short essays tests, through which they demonstrate whether they have deeply learned and synthesized material. Regardless of class size, Cavanaugh is passionate about what he teaches, makes himself available to students, creates engaged, student-driven learning opportunities, focuses on equity and inclusion, and responds to student feedback. This approach has earned him outstanding course evaluations across the board. In the words of one of his students, “*He is not only an incredible and captivating lecturer, but also a genuinely wonderful and caring person.*”

Cavanaugh is also an excellent researcher (earning the Sujack Family Award for Faculty Research Excellence in 2020), but importantly, this award is given in recognition that he is also an excellent *research mentor* to Loyola undergraduate students. In the past 3 years, he has mentored 23 undergraduates in his lab: 19 have received LRUOP fellowships, 12 have presented at regional and national conferences, and 4 are co-authors on published articles.



In Cavanaugh's own words, he sees mentoring, "as an opportunity to make an impact in student's lives and development" and that he selects students "based on their motivation and potential for growth". His strength as a mentor is reflected in the words of one of the undergraduates in his lab:

"I initially intended to apply to medical school after college, but I now want to pursue an MD-PhD, because Dr Cavanaugh inspired my love for research. Working with him has given me so much confidence in my abilities, both as a student and a researcher, and I have accomplished things I never thought I could do, such as writing a twenty page research paper on my own research. I am so thankful for the opportunities he has given me, and he has been nothing but supportive and understanding as a research supervisor."

Taken together, Dr. Dan Cavanaugh has distinguished himself as an educator and mentor, and we are happy to recognize him as one of the recipients of the 2023 Sujack Master Teacher Awards.

***Alec Krueger - 2023 Edwin T. & Vivijeanne F. Sujack Award for Teaching Excellence – Master Teacher***

**Mr. Alec Krueger** received his Master of Science in Pure Mathematics from Northern Illinois University in 2018 and joined Loyola University as an Instructor of Mathematics and Statistics in 2019. Since 2021 he has been a Lecturer in the Department of Mathematics. The Committee was impressed by his innovative use of active learning methods, his involvement in professional development workshops and seminars, and his efforts to dismantle a common stumbling block in introductory math courses.

Mr. Krueger's classes are built around Active Learning methods that combine short lectures followed by guided individual and small-group work. As students collaborate on problem-solving exercises, he circulates and interacts with them. He credits this practice for helping form personal connections with students, many of whom, in his words, "have had bad experiences in math courses in the past and can be too anxious to ask questions.





"A student nominator commented on this, referring to Mr. Krueger's classroom as a stress-free environment where it was easy ask questions: And when I do ask questions, I know that I will receive an actual answer and not have to just say that I understand something even when I don't... Professor Krueger not only has taught me about derivatives and integrals, but he has taught me how to make people feel understood and seen, a skill that I never thought I would learn from a math teacher."

During his time at Loyola, Mr. Krueger has been a frequent participant in workshops and seminars offered by the Office of Online Learning and the Faculty Center for Ignation Pedagogy. This active reflection on his craft, and his willingness to incorporate feedback from students and colleagues, shows in his stellar course evaluations. He is also involved in Active Learning initiatives at the Department level, organizing a bi-weekly seminar on teaching methods, and supporting other faculty through the Friends of Collaborative and Active Learning group.

An aspect of Mr. Krueger's teaching that stood out to the Committee is the effort he puts into dealing with a pernicious stereotype. His nominator recalled the first day of Math 131, Loyola's introductory Calculus class, when Mr. Krueger showed the class a TED Talk dispelling the idea that one is either a "math person" or a "humanities person."

"Professor Krueger showed us this video to help us understand that we are all capable of learning this tough subject and that no one is inherently better at math than anyone else. This set the tone for the entire semester. No other math teacher that I have had has ever taken the time out of their lesson plans to make the students feel at ease in what can be a stressful environment."

The ingrained stereotype of the "math person" is a significant obstacle for many students. Mr. Krueger addresses this myth head-on, empowering his students to fully engage with his course from day one.

The Sujack Award Committee is proud to acknowledge Mr. Alec Krueger's excellent teaching and commitment to his students, by naming him a 2023 Sujack Master Teacher.



***Michael J. Schumacher*** - 2023 Edwin T. & Vivijeanne F. Sujack Award for Teaching Excellence – Master Teacher

**Dr. Michael J. Schumacher**, is a full-time Instructor in Loyola's Department of Political Science. Dr. Schumacher received his Bachelor of Science and Master's Degrees in Politics & Government, as well as a Bachelor of Science degree in History, from Illinois State University. He completed his Ph.D. in Political Science at Loyola in 2021. The Sujack Award Committee appreciated the breadth and quality of Dr. Schumacher's teaching, his work mentoring undergraduates on research and independent study projects, and his commitment to Loyola's ideal of Cura Personalis. He has been nominated for multiple teaching awards over the last three years, including three consecutive nominations (2020, 2021, and 2022) for our Ignatius Loyola Award for Excellence in Teaching.

Since 2020, when he became a full-time instructor at Loyola, Dr. Schumacher has taught undergraduate courses ranging from introductory Political Theory, to advanced topics like "Political Violence" and "Intervention in World Politics." As one nominator noted

“Professor Schumacher does an exemplary job explaining intricate concepts in a brief amount of time. I was quite impressed with both the presentation style and command of the material.”

The Committee was impressed by Dr. Schumacher's student evaluations, which were uniformly high despite a substantial teaching load with three and sometimes four different courses each semester. He has also been an active mentor for undergraduates engaged in reading courses and research projects. Over the past three years, Dr. Schumacher has engaged five undergraduate students with timely projects which he describes as "at the intersection of terrorism, radicalization, and politics." Their research, touching on topics like police involvement in political violence, and the role that social media and online forums play in radicalization, has been presented in local, regional, and national symposia and conferences.

Dr. Schumacher's commitment to Cura Personalis is apparent in all aspects of his teaching and mentorship. One example of this comes from a student nominator, who commented on the diversity of political thought in his course readings, and how that promotes the ideal of "a culture of respect for all" in the classroom.



“His PLSC 301 Political Justice course was developed so that, in every section, there were three writers that represented a range of political thought rather than the perpetuation of one viewpoint... He's great at building rapport and makes each student comfortable with sharing ideas and arguments. He loves having true political discourse with his students about extremely difficult topics, but not once did I feel like I was unsafe in my viewpoint.”

The Sujack Award Committee recognizes Dr. Michael J. Schumacher's exceptional teaching and mentorship of students with a 2023 Master Teacher Award.

***Jennifer Zitzner*** - 2023 Edwin T. & Vivijeanne F. Sujack Award for Teaching Excellence – Master Teacher

**Dr. Jennifer Zitzner** is a Senior Lecturer in Biology at Loyola University Chicago; she has taught here since 2013. She holds a Ph.D. in Pathobiology from Johns Hopkins University and a B.A. in Biology and Chemistry from Augustana College. At Loyola, her primary course teaching has occurred through a range of lectures and labs on Human Structure and Function; she also supervises internships in biology. Zitzner’s teaching has made a clear impact, as her course evaluations all reflect outstanding average scores. Zitzner’s student nominator praised her as “one of the most inspiring professors in my studies at Loyola,” adding: “She really encourages students to participate and not be afraid of looking silly in a challenging subject such as anatomy & physiology. She approaches material I've previously struggled with in a fantastically concise and effective manner. Not only is she a fantastic professor, she is also an extremely kind (and funny!) person.”

Zitzner prioritizes highlighting the personal stakes of what students are learning, emphasizing specific anecdotes, examples, and how those might be applied. She writes: “The most important part of the experience in my classroom is guiding students to go beyond pure memorization of anatomical structures and physiological processes in order to seek out the application of the material. Reflection on the ways they can use their knowledge to create a positive impact in the world around them prepares students for their journey beyond Loyola University Chicago.”



Zitzner recalls a specific example of this kind of application:

“A few days after our case study highlighting lung development in the premature birth of my nephew, one of my students reached out to me to share how the case study impacted his journey. The case study discussed how a lack of communication from medical staff resulted in confusion and trauma for the parents. When he experienced a similar scenario in his position as an emergency room tech a few days later, the student skipped his break and sat with the family to explain what was happening in terms they could understand.”

In addition to Zitzner’s achievements in the classroom, she is a deeply involved and committed mentor and member of the broader Loyola University Chicago community. She is a Pre-Health Advisor for Loyola’s Pre-Health Professions Advisory Committee, a position in which she has served since 2014. She has also served as the chair of the Biology Student and Alumni Relations Committee; as part of her role in that post, she was in charge of updating the Internship and Volunteer Opportunities section of the Biology department’s website and generating a bi-annual newsletter for faculty, students, and alumni.

As a result of her highly impressive contributions as a teacher and mentor, the Sujack Teaching Award Committee is proud to honor Dr. Jennifer Zitzner with a 2023 Sujack Master Teacher Award.

### **David Doherty - 2023 Sujack Family Award for Faculty Research Excellence**

**Dr. David Doherty** is a Professor in the department of Political Science. His specialty area is American Politics and he is recognized with a Sujack Family Award for Faculty Research Excellence.

Dr. Doherty is the author, with Conor Dowling of the University of Mississippi and Michael Miller of Barnard College, of *Small Power: How Local Parties Shape Elections*. Published with Oxford University Press, the book spotlights how county party chairs, an oft ignored but consequential group of political actors, play a vital role recruiting novel candidates to run for office and supporting their campaigns. It also promotes justice by illuminating pathways by which the US political system can better incorporate historically underrepresented groups of Americans into government.



In addition, Dr. Doherty published three research articles that make major contributions to the discipline's understanding of opinion formation, experimental methodology, and the politics of race in the US. Dr. Doherty's publications in 2022 build on his large, influential body of work (two books and 45 career peer reviewed articles, many in the top-three journals in political science). Finally, Dr. Doherty, in 2022, served as the co-PI for the Cook County Community Survey (CCCS) a major, multi-year survey of the attitudes of Cook County residents. Dr. Doherty regularly collaborates with graduate student mentees, undergraduate researchers, and faculty colleagues, leveraging his skill and creativity as a researcher to advance the capacity of our whole department. For all these reasons, and in recognition of the major contribution made with his most recent book, we are excited to honor Dr. Doherty's work.

### **Yoel Stuart** - *2023 Sujack Family Award for Faculty Research Excellence*

We honor **Dr. Yoel Stuart**, Assistant Professor of Biology, for his work on evolutionary adaptation to environmental variation. In 2022, he received a CAREER award from the National Science Foundation, which will provide \$650,000 over 5 years to support a large-scale analysis of a museum collection of fish fossils. This investigation will enable Dr. Stuart and his collaborators to observe change over 20,000 years of evolution to determine if long-term outcomes of evolution can be predicated by current evolutionary dynamics—a question that has implications for a wide range of fields including infectious disease, cancer biology and agriculture. In addition to this award, Dr. Stuart also co-authored 4 peer-reviewed research articles in the past year that provide important insight on these same topics. For these many accomplishments, we are thrilled to recognize Dr. Stuart with the 2023 Sujack Family Award for Faculty Research Excellence.

### **Olegs Andrejevs** - *2023 Sujack Family Award for Faculty Research Excellence – Master Researcher*

We recognize **Dr. Olegs Andrejevs**, Instructor in the Department of Theology, for his research on the New Testament and Early Christianity. In 2022, Dr. Andrejevs published 5 peer-reviewed articles in prestigious journals including the *Journal of Biblical Literature* and *Catholic Biblical Quarterly*, the preeminent journals in the field in the US. Several of these articles focus on the Synoptic Problem, which deals with the sources and interrelationships of the gospels. This is also the subject of a soon-to-be-published volume of essays co-edited by Dr. Andrejevs. Perhaps equally impressive is the fact that Dr. Andrejevs accomplished all this while serving as a full-time lecturer, teaching 5 class sections in the Fall and 3 in the Spring. For these contributions, we are delighted to name Dr. Andrejevs a Sujack Master Researcher.



**Jennifer Forestal - 2023 Sujack Family Award for Faculty Research Excellence – Master Researcher**

Dr. Jennifer Forestal is recognized as a Master Researcher for her book *Designing for Democracy: How to Build Community in Digital Environments*, which was published recently with Oxford University Press, one of the most prestigious presses in Political Science. Counter to those who see in digital spaces a dystopian future, the end of deliberative politics, and a breeding ground for violent radicalism and echo chambers threatening democracies' futures, Professor Forestal shows how digital spaces can be constituted to foster and sustain democratic practices.

In fact, she argues, digital spaces are already important sites for community building, problem-solving, and collective action, all core democratic practices, their shortcomings notwithstanding. It is a book that will be read by political theorists, but also by other political scientists. It merits accolades and recognition, for it provides a hopeful yet precise set of prescriptions to tame digital spaces into democratic forces.

**David Olson - 2023 Sujack Family Award for Faculty Research Excellence – Master Researcher**

Dr. David Olson, Professor in the Department of Criminal Justice and Criminology, is recognized as a Master Researcher for his research on Illinois's 2021 Pretrial Fairness Act, a landmark legislation that transforms how individuals must be treated before trial. This change in the criminal justice system left policymakers and practitioners hungry for rigorous, empirical research on the legislation's impacts. Dr. Olson's research meets this demand. In 2022, he and his collaborators received more than \$1.7 million in grant funding to pursue a four-year project evaluating the effects and implementation of the Pretrial Fairness Act.

In addition to these grants, Dr. Olson served in the past year on several state-level boards and gave more than 35 presentations to community members, policymakers, and practitioners in the criminal justice system. His work embodies the ideal of public-facing, socially-engaged scholarship. For these important contributions, the committee is pleased to name Dr. Olson a Sujack Master Researcher.



**Catherine DeCarlo Santiago - 2023 Sujack Family Award for Faculty Research Excellence – Master Researcher**

Dr. Catherine DeCarlo Santiago, Associate Professor in the Department of Psychology, is recognized as a Master Researcher for her work on mental health supports for refugee students. As the population of refugees displaced by war, violence, and poverty grows and the mental health consequences of displacement, particularly on young people, become ever more apparent, there is an urgent need for evidence-based, culturally sensitive interventions to support refugee youths.

Dr. Santiago's research addresses this need by testing interventions that promote positive resettlement experiences and facilitate access to mental health support by situating them in schools. Her work is at the forefront of evaluating the implementation of programs that promise to make a difference for vulnerable student populations. Dr. Santiago received two grants totaling more than \$625,000 to support this research. Based on these important contributions, the committee is delighted to name Dr. Santiago a Sujack Master Researcher.



## ***Acknowledgements***

*Thank you to the 2023 Sujack Teaching and Research Award selection committee members listed below for their efforts on helping to choose this year's winners:*

### ***2023 Sujack Teaching committee members***

*Elizabeth Wakefield, Psychology, Committee Chairperson*

*Kelly Howe, Fine and Performing Arts*

*Robert McNees, Physics*

*Vida Opoku, student member, Political Science major*

*Camryn Martin, student member, Biology major*

### ***2023 Sujack Research committee members***

*Daniel Cavanaugh, Biology, Committee Chairperson*

*Long Le-Khac, English*

*Molly Melin, Political Science*

*Additional thanks to Monica Ramos in the College of Arts and Sciences Deans office for her work on compiling the videos submitted by our students who nominated our faculty teaching award winners, Kathleen Andrade who manages the Sujack awards process, and Eileen Kearns for her assistance with the Sujack committee process this year.*

*Finally, we want to show our appreciation and gratitude to the Sujack family members Don and Peg Sujack, Steve and Reenie Sujack, Greg and Kate Sujack and Julie Sujack for their continued support of the annual Edwin T. and Vivijeanne F. Sujack awards. We are honored to have some of your family joining us this evening and look forward to celebrating again with you all again next year.*

