2021-2022
FCIP Annual Report
Dear Colleagues and Friends of FCIP,

While the COVID-19 pandemic continues to unfold and reveal new pathways forward in our personal, professional, and community lives, our team in the Faculty Center for Ignatian Pedagogy stands with our faculty and staff colleagues, our students, their families, and our global community. The 2021-2022 academic year brought a return to in-person instruction and interaction, which both strengthened our connections and illuminated the continued struggles our students and colleagues are facing.

For many in our local and global communities, returning to “normal” is a dangerous proposition. Even in the realm of higher education, “normal” may have been a place of covertly closed doors, limited access and opportunity, and even overt discrimination and violence. We see our role in FCIP as one to help capture this moment of collective pause and reassessment to lean into educational best practices while also taking bold steps in the direction of equity and justice for and with instructors and students.

To do this, 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. We continue to explore and apply our multi-dimensional approach to teaching and learning, as exemplified by our innovative pedagogical framework that combines the values and tactics of Ignatian pedagogy, anti-oppressive pedagogies, and student-centered course design. The sections of our report provide an overview of each of these approaches.

We use feedback data from our colleagues and campus partners to better understand the needs and requests of individual instructors, academic units and Loyola students. This year, through the Racial Justice Examen, meetings with and reports from the Student Government of Loyola Chicago (SGLC) and extensive feedback from our program participants, we know that the Loyola community was seeking more support around Universal Design for Learning (UDL), Anti-Racist Pedagogy (ARP), and the Scholarship of Teaching and Learning (SOTL). In response, we launched new initiatives for faculty engagement and scholarship; for example, our new Summer Faculty Scholars are helping to expand the programs and services we provide related to UDL, ARP, and SOTL. Additionally, a new full-time FCIP staff member focused on anti-oppressive pedagogies will join our team in Summer 2022 and will bring a dynamic set of skills and expertise to advance our work in anti-racist, feminist, queer and (dis)ability informed teaching and learning.

This annual report for academic year 2021-2022 captures the highlights of our work, from stalwart programs like the Focus on Teaching and Learning (FOTL) conference to new initiatives like the Anti-Racist Pedagogy Certificate Program, a year-long New Faculty Orientation series, the hooks-Freire Series on the Pedagogy of Justice, and various new faculty positions such as Scholarship of Teaching and Learning (SOTL) Fellows and Summer Faculty Scholars. We also celebrate the extraordinary teaching contributions of our Faculty Teaching Award winners.

We are looking forward to our continued work with you: our colleagues, partners, and students. We raise our voices once again in support and admiration of the excellent educational experiences Loyola instructors are providing for our students. It is an honor to work alongside you.

AMDG,

Jessica Mansbach, Ph.D.
Co-Director

Bridget Colacchio, MA, LCSW
Co-Director
The Loyola University Chicago community acknowledges its location on the ancestral homelands of the Council of the Three Fires (the Ojibwa, Ottawa, and Potawatomi tribes) and a place of trade with other tribes, including the Ho-Chunk, Miami, Menominee, Sauk, and Meskwaki. We recognize that descendants of these and other North American tribes continue to live and work on this land. We recognize the tragic legacy of colonization, genocide, and oppression that still impacts Native American lives today. As a Jesuit university, we affirm our commitment to issues of social responsibility and justice. We further recognize our responsibility to understand, teach, and respect the past and present realities of local Native Americans and their continued connection to this land.

The Faculty Center for Ignatian Pedagogy is dedicated to equity and access in education. This is one way we enact our Jesuit values of continual reflection, respect for every individual person, and building a more loving and just community. We acknowledge how white supremacy, the exploitation of enslaved people, and systemic discrimination and oppression built and continue to inform the educational system in the US. We strive to dismantle the effects of these dynamics by co-creating professional and personal growth opportunities with and for all instructors. We center the voices, experiences, and expertise of historically marginalized individuals. We assist Loyola instructors in facilitating learning experiences for their students that promote social justice and work toward anti-oppression, thus creating a more holistic, accessible, and transformative educational experience for every Loyola student and instructor.

Visit our website for FCIP’s mission statement and organizational values.
At FCIP, we aim to positively influence the entire culture of teaching and learning at Loyola. Toward that end, our programs and services are designed for all Loyola educators: full- and part-time faculty, as well as staff members and graduate students who teach. That way, no matter who our students encounter in the classroom, those instructors have access to the support and professional development we offer. We are also expanding our professional development and support services to non-teaching staff and administrators who want to infuse our core principles and value-based approach to teaching into their work with students.

We anonymously collect demographic information from our program and service participants and partners to continually evaluate our reach and effectiveness across the university.

Unique Staff Attendance Numbers: Breakdown by Unit

<table>
<thead>
<tr>
<th>Staff Unit</th>
<th>Staff Persons at FCIP Programs</th>
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<tbody>
<tr>
<td>University Libraries</td>
<td>8</td>
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<tr>
<td>Student Academic Services</td>
<td>7</td>
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<tr>
<td>Stritch</td>
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<td>CELTS</td>
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<td>ITS</td>
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<td>Parkinson</td>
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<td>OOL</td>
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<td>Wellness Center</td>
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<td>CAS</td>
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<td>Division of Mission Integration</td>
<td>2</td>
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<td>Career Services</td>
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<td>Center for Math and Science Education</td>
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<tr>
<td>Arrupe</td>
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<td>Quinlan</td>
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<td>Gannon Center</td>
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<td>Social Work</td>
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<td>Women and Leadership Archives</td>
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<td>Education</td>
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<tr>
<td>Faculty Affairs</td>
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<td>Office of Institutional Effectiveness</td>
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<td>SCPS</td>
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<tr>
<td>Institute of Pastoral Studies</td>
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<tr>
<td>Environmental Sustainability</td>
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<tr>
<td>Campus Ministry</td>
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<tr>
<td>Communication</td>
<td>1</td>
</tr>
<tr>
<td>Campus Recreation</td>
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</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

Attendance Breakdown by LUC School or College

Attendance Breakdown by Position

- Full Time Faculty
- Staff
- Community Members
- Part-Time Faculty
- Unknown
- Undergraduate Students
We have been utilizing Ignatian Pedagogy, Anti-Oppressive Pedagogy and Student-Centered Design to inform our work for the past few years. Each pedagogical approach contributes something unique to our understanding of how to facilitate student learning. We have found that using these in combination best embodies the spirit of our core Jesuit values, specifically \textit{Magis} (striving for excellence) and \textit{Cura Personalis} (care for the whole person) and enables us to take a holistic approach to understanding how students learn.

In response to requests from instructors and students to consider more inclusive and intersectional approaches to teaching and learning, we have augmented our focus on anti-racist pedagogy to include feminist, queer and (dis)ability informed critical pedagogies, leading us to consider ‘anti-oppressive pedagogies’ more broadly. Over the next year, we will continue to refine the meaning and application of these overlapping pedagogies while we share opportunities for application of our innovative pedagogical approach with faculty, staff and students.

This symbol represents FCIP’s three lens approach to teaching and learning. The three pedagogical lenses include Ignatian Pedagogy, Anti-Oppressive Pedagogy, and Student Centered Design. Each of the circles represents one of the lenses. The intersection of the circles depicts the intersection of the lenses, a nexus of ideas, strategies, and tactics that inform an innovative pedagogy unique to Loyola University Chicago.

The lenses are informed by our Jesuit context, which is represented by the outermost circle. This sunburst connects our work to the larger context and mission of Jesuit higher education around the world.
A student-centered approach to teaching and learning views students as whole individuals with prior knowledge and experiences. Student-centered course design requires educators to consider our students’ experiences, gifts, and needs when designing a course. Educators must acknowledge who students are, what they already know, what they might be interested in, and what they should learn in the course. When first considering how and why students learn, instructors become better, more effective, and more compassionate educators.

Programs

Focus on Teaching and Learning Conference....14
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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 to participate in a campus-wide conversation about teaching and learning.

The August 2021 FOTL focused on taking lessons learned onto campus, as classes resumed in-person during the Fall of 2021. The January 2022 FOTL centered around equitable strategies for expanding instructor toolkits in the learning environment. Both conferences happened virtually, via Zoom. The August 2022 FOTL, which will see the return to the in-person conference, is themed: Being Authentic Educators: Presence in Today's Teaching and Learning Context. Feedback forms are administered after each conference.

**Campus Partners**

**Focus on Teaching and Learning**

**2021-2022 Conferences**

**2021-2022 Session Topics**

**August 2021**
- Actionable Tools for Student Engagement
- To Foster Cura Personalis, Be Multifaceted
- Don’t Throw It Away: What to Keep from a Year Online
- Teaching with Digital Humanities Data
- Student Engagement Strategies Across Multiple Audiences
- Virtual Frontiers in Global Education Teaching
- Critical Thinking
- Reconsidering Class Time
- Two Roads Less Travelled: Moving Pandemic Teaching Approaches to the Classroom

**January 2022**
- Using Digital Tools for Feedback and Assessment
- Specifications Grading
- Cura Personalis as the Antidote
- Interdisciplinary Teaching Part 1 and 2
- Facilitating Course-based Undergraduate Research Experiences with Peer Mentorship
- Using Microsoft Teams for Teaching
- The Role of EQ in the Classroom
- Engaging Students Through Simulation and Video

**By the Numbers**

**Total FOTL Participants, 2021-2022**

242

% of respondents who say they will apply what they learned into their work

Testimonial from the August 2021 FOTL

"I am going to try to use the strategies and world views they presented in my classes. I’m even going to change my syllabus for this term."
Teaching and Learning Workshops

In the 2021-2022 academic year, FCIP created several workshops to be responsive to the evolving needs of faculty. We continued to offer pedagogical support related to supporting online students, mindfulness in the classroom, and instructor self-care. Visit our website for a full list of workshops and consulting services, and to access session recordings.

Total Workshop Participants

112

2021-2022 Workshops

Back to School Series
- How to Prepare for Your First Week of Class
- Designing (or Revising) Your Syllabus
- Got Questions? We’ve Got Office Hours!
- Starting Off on the Right Foot
- Recognizing & Responding to Student Mental Health Concerns
- A Mindful Start to the Semester

New Faculty Orientation Series
- How To Bring Your Class to Life Through Active Learning
- Gathering Mid-Semester Feedback
- What is Anti-Racist Pedagogy?
- Boosting Motivation

I LOVE getting to hear from other instructors. Talking about motivation and gearing concrete strategies is fantastic. These sessions allow me to reflect on my practice and walk away with clear next steps. I love that.

Testimonials

Honesty, I thought hearing input and perspectives from other participants was very valuable, even though we were not always in agreement.

What is Anti-Racist Pedagogy Participant

I LOVE getting to hear from other instructors. Talking about motivation and gearing concrete strategies is fantastic. These sessions allow me to reflect on my practice and walk away with clear next steps. I love that.

Boosting Motivation Workshop Participant
Ignatian Pedagogy

Ignatian Pedagogy is the guiding educational philosophy of institutions of Jesuit higher education. Grounded in the principles of *magis* (excellence), *cura personalis* (care of the whole person), and *ad majorem dei gloriam* (for the greater glory of God), Ignatian Pedagogy offers values, strategies, and tactics that strive for truth and excellence, and treats students as full human beings, engaging with them as partners in their own learning to become persons for and with others, dedicated to the good of all humanity.

Programs

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*Cura Personalis* Wellness Programs...21
The Ignatian Pedagogy Certificate program is a year-long series of seminars and workshops for all Loyola educators designed to illuminate each aspect of the Ignatian pedagogical paradigm: context, experience, reflection, action, and evaluation. Over the course of the certificate program, participants learn how to enhance and deepen their own pedagogy while becoming versed in the rich, 500-year-old tradition of Jesuit education. Participants take part in a year-long series of seminars. Seminars were held live via Zoom and recorded for asynchronous participation.

For more information about the IP Certificate program, including a list of this past year’s seminars, and to register for next year’s Certificate, please visit our website.

For me, my statement was hard to understand / relate to, and then once our team talked it through, it made complete sense. Light bulb, after light bulb went on, and I quickly connected the dots.

“Teaching Statements” IP Seminar Participant

Testimonials from the 2021-2022 Seminars

By the Numbers
Certificate Completion Rate 2018-22

100%
% of respondents who agreed that wellness programs are necessary for Loyola educators (as opposed to unnecessary or helpful but not necessary; from a Dec. 2021 survey of instructors)

Wellness Workshops
Mindfulness in the Classroom
Engaging Students with Quiet

2021-2022 Meditation Space
Offered 1-2 times per week in Fall and Spring semesters

To effectively center students and their learning needs in the classroom, instructors must first take care of themselves. Firmly rooted in Ignatian Pedagogy and anti-racist pedagogy, FCIP offers programming to support Loyola instructors as unique, whole individuals. FCIP promotes instructor wellness and self-care by facilitating professional development and support initiatives focused on care for themselves and their students. Focusing on the Ignatian principle of cura personalis – or care for the whole person – these programs included workshops on mindfulness, guided meditation sessions and asynchronous wellness resources for instructors. Instructor wellness programs will continue to evolve as FCIP learns more about the distinct interests and needs of Loyola instructors.
Anti-Racist Pedagogy

Anti-racist pedagogy is an approach to teaching and learning that seeks to acknowledge and confront the fundamentally racist underpinnings of our society and educational systems. Anti-Racist Pedagogy (ARP) operates on the understanding that racism and white supremacy are systems, entrenched in the very structures of our institutions, including our places of higher learning. ARP is aligned with our Jesuit values: we already recognize God and goodness in all people and all things; we are committed to standing with and for people on the margins of society; we seek out and celebrate our differences and shared humanity and holistically honor our intersectional identities; and we endeavor to act in the direction of justice and the common good.

Programs

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Anti-Racist Film Series and Anti-Racist STEM Series...25
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The Anti-Racist Pedagogy Certificate program is a new year-long series of seminars, workshops, and related assignments designed to introduce Loyola educators to pedagogical values and strategies to create an anti-racist learning experience in their courses. Over the course of the certificate program, participants enhance and deepen their understanding of and commitment to principles of anti-racist teaching while connecting with a cohort of colleagues undertaking the same endeavor.

2021-2022 Sessions

- Intro to Anti-Racist Pedagogy
- Self-Inquiry #1
- Decentering Whiteness
- Anti-Racist Course Design
- Anti-Racist Class Facilitation
- Self-Inquiry #2
- Applications of Anti-Racism Outside the Classroom

Participant Engagement

400+ hours

Total Participants 36
Completers 18

Testimonials

I find continual reflection on our identities and values so valuable. I don’t think we can do this enough, so having a regular space to do this work in community with one another is powerful.

[The ARP Certificate program prompts my] thinking about how to incorporate the “characteristics” [of anti-racist pedagogy] (e.g., flexibility, transparency, etc.) into my teaching.

I recommend films to my students more regularly because of this series. I pay more attention to issues I might have glossed over in the past.

Organized by Kristin Krueger (Department of Anthropology), Thomas Sanger (Department of Biology), and Michael Burns (Department of Biology), and sponsored by the Faculty Center for Ignatian Pedagogy, the NSF-ADVANCE Program, and the Provost’s Office, this series was a call to action for Loyola University Chicago to continue working to create an equitable and inclusive learning environment in STEM (Science, Math, Engineering, and Math), related fields. In November, the documentary Picture a Scientist was screened, which explores gender parity in science contexts. In the Spring, expert speakers from a variety of backgrounds discussed promoting social justice, inclusivity, and diversity in STEM fields. The Spring 2022 speakers were Dr. Mica Estrada, Dr. Tracie Addy, Dr. Marcella Alsan, and Dr. Ebony McGee.

The Anti-Racist Film Series is an effort to cultivate anti-racist thought, action, and pedagogy by examining race, structural and systemic racism, belonging, identity, and other themes through the medium of film. The series is designed to give participants different perspectives on issues of the day, as well as educate them on various aspects of anti-racist thought.

For more information about the Anti-Racist STEM and film series, and to see the films from this year, visit our website.
In celebration of the 100th anniversary of the birth of pedagogical visionary, Paulo Freire (1921-1997), Loyola’s Faculty Center for Ignatian Pedagogy (FCIP) launched the Freire Series on the Pedagogy of Justice. After an illuminating inaugural keynote address in April 2022, we changed the name to the hooks-Freire series to honor the works and contributions to expansive and liberatory education of both bell hooks (1952-2021) and Freire. The series is marked by themes of humility, empathy, love, embodiment, hope and dialogue. FCIP’s work is reflective of hooks’ and Freire’s commitment to a liberatory education imbued with the wisdom and experience of everyone involved in the educational endeavor, particularly those on the margins who are often left out of academia. We seek to honor their legacy, which aligns with FCIP’s own mission, to support Loyola instructors in delivering an honest, accessible, and mutually transformative education for our students.

**Inaugural Keynote Address**

Paulo Freire and Black Feminist Pedagogy
given by

**Sydney Curtis**

Ph.D. Candidate
School of Education

Please visit our website for resources, a recording of the keynote, and more.

**With comments and guided discussion from**

Lillianna Carrera
Postdoctoral scholar at Texas State University in the Department of Organization, Workforce, and Leadership Studies

Curtis delivering her remarks
FCIP recognizes and uplifts faculty excellence through the Annual Faculty Teaching Awards. This year we added a new set of opportunities to invite instructors into collaborative and scholarly positions to both inform FCIP programs and cultivate their own scholarly activities around teaching and learning.

Programs

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Teaching and Learning Micro-grants...35
Loyola University Chicago values excellence in teaching as central to our mission of providing an engaging, transformative education to all 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 the exceptional faculty who demonstrate excellence in teaching by offering a series of annual faculty teaching awards. In addition to the four established teaching awards, this year a new award was introduced: the Teaching Award for Part-Time Instructors-Practitioners. This award presents an opportunity to elevate and celebrate the importance of excellence among Loyola’s part-time instructors. Note: “Candidates” denotes those nominees who submit application materials.

For a list of all selection committee members please see page 38.

Ignatius Award for Excellence in Teaching Winner

Polina Pine
CAS, Chemistry & Biochemistry, Advanced Lecturer

Award Runners Up
Julia Pryce, SSW, Social Work, Professor
Michael Burns, CAS, Biology, Assistant Professor

Award Finalists
Leanna Boychenko, CAS, Classical Studies, Assistant Professor
Betsy Jones Hemenway, CAS, History & WSGS, Senior Lecturer & Director

Hayes Award for Advising and Mentoring

Kate Phillippo
SSW & SOE, Associate Professor

Robert Gutierrez
Arrupe College, Psychology, Clinical Assistant Professor

Award Runners Up
Brian Ohsowski, SES, Conservation & Restoration Ecology, Assistant Professor

Award Finalists
Paul Hutchinson, SSOM, Dept of Medicine: Pulmonary & Critical Care, Associate Professor
Konstantin Laufer, CAS, Computer Science, Professor of Computer Science

Total Nominees for 2021-2022: 174
Total Candidates for 2021-2022: 78
Faculty and Staff on the Award Selection Committee: 28

Nominee distribution by LUC school

CAS
SOE
SSW
SOC
SES
Quinlan
Parkinson
Nursing
CAS
Stritch

Annual Faculty Teaching Awards

By the Numbers

Total Nominees for 2021-2022: 174
Total Candidates for 2021-2022: 78
Faculty and Staff on the Award Selection Committee: 28
Scholarship of Teaching and Learning Faculty Fellows

The Scholarship of Teaching and Learning (SOTL) Faculty Fellowship is a unique, two-year, cohort-based opportunity for a diverse group of full-time instructors (non-tenure track, tenure-track, and tenured). The intent of this fellowship is to create a community of scholars who will develop, build upon, or produce new scholarly work in the Scholarship of Teaching and Learning (SOTL) with specific focus on Ignatian pedagogy, anti-racist pedagogy, or student-centered course design. As an evolving community comprised of overlapping cohorts through the years, the fellows will create a set of pedagogical resources of value to instructors at Loyola and beyond while finding opportunities to connect their own teaching tactics more deeply with evidence-based practices. In addition, the fellowship provides incentive and support for faculty to explore a scholarly direction that may diverge from their typical academic research agendas, while connecting with a community of other scholars with interest in SOTL.

Meghan Dougherty
Associate Professor of Digital Communication

Jennifer Forestal
Assistant Professor of Political Science

Minwoo Jung
Assistant Professor in the Department of Sociology

Whelton Miller
Assistant Professor in the Department of Medicine at the Stritch School of Medicine

Provost’s Award for Teaching Freshman Winner

Shannon Gore
Arrupe College, Communications, Clinical Assistant Professor

Award Runner Up
Kelly O’Connor, CAS, History, Lecturer

Award Finalist
Dianne Rothleder, Honors, Political Science, Lecturer

Award for Part-Time Instructor-Practitioners

Sarah Dallof
SOC, Broadcast Reporting, Instructor

Award Runner Up
Alyssa Burns, SOC, Adjunct Instructor

Award Finalists
Anooja Rangnekar, Parkinson SHSPH, Healthcare Administration, Instructor
Deborah Goodman, CAS, DFPA: Dance, Instructor
To recognize and celebrate faculty’s research, teaching, and commitment to facilitating student learning, FCIP launched our inaugural Summer Faculty Scholars initiative. After a competitive application process, we are pleased to welcome five instructors who will serve as our first cohort of Summer Faculty Scholars. In this capacity, they will contribute to our growing body of work that supports Ignatian Pedagogy, scholarship of teaching and learning, and anti-racist pedagogy. Over the summer, the Summer Faculty Scholars will provide feedback and recommendations on how to enhance FCIP’s existing programs and develop new content to share with their peers. The Summer Faculty Scholars represent a wide range of disciplines. To learn more about their backgrounds and experiences, please visit the Summer Faculty Scholars area of our website.

For bios of all our faculty fellows and scholars, visit our website

Anti-Racist Pedagogy Scholars

Dana K. Harmon
Clinical Associate Professor
School of Social Work

Tavis d. jules
Associate Professor
School of Education

Summer 2022 Faculty Scholars

Scholarship of Teaching and Learning Scholar

Polina Pine
Advanced Lecturer, Department of Chemistry and Biochemistry

Sawsan Abbadi
Advanced Lecturer, Department of Modern Languages and Literatures

Laura Goldstein
Senior Lecturer, Department of English

Summer 2022 Micro-Grants

The Student-Centered Design and Anti-Racist Pedagogy micro-grants are a new initiative aimed at addressing growing needs and concerns related to student engagement, anti-oppression, and student mental health. To incentivize faculty to share strategies they use to respond to these challenges, micro-grants will be awarded for audio or video content created by instructors to be shared on our website. The incentives came in the form of micro-grants to showcase student-centered and anti-racist strategies and approaches.

Total applications: 32
Date when materials will be released on FCIP’s website: Aug 15th
Key Partnerships, Contributors, and Committees

Representatives on FCIP’s Advisory Council, including student, staff, and faculty, provide feedback on FCIP’s ongoing initiatives related to teaching and learning, assist with our strategic planning, and help us stay abreast of what is happening in the classroom and various other spaces on campus. We are deeply grateful for the support of our Council.

For photos and bios of the FCIP Advisory Council, visit our website.

Faculty and Staff Representatives

Minerva Ahumada
Clinical Associate Professor at Arrupe College of Loyola University Chicago

Michael P. Dentato
Associate Professor in the School of Social Work at Loyola University Chicago

Mark Lococo
Professor of Theatre and Chair of the Department of Fine and Performing Arts

Stacy Neier Beran
Senior Ignatian Lecturer in the Quinlan School of Business

Julia Pryce
Professor in the School of Social Work

Rachel Shefner
Assistant Provost for Assessment, Accreditation and Regulatory Compliance

Mark Anthony Torrez
Diversity, Equity, & Inclusion Manager at the Loyola University Chicago Stritch School of Medicine

Linda Tuncay Zayer
Professor of Marketing and the Acting Associate Dean for Faculty & Research at the Quinlan School of Business

Joe Vukov
Assistant Professor of Philosophy and Graduate Program Director in the Philosophy Department

Undergraduate Student Representative

Swetha Chandrasekar
B.S. Biochemistry, Interdisciplinary Honors Program, Loyola University Chicago Class of 2025
New Partnerships
Office of Institutional Diversity, Equity and Inclusion
Division of Student Development
Coordinated Learning and Assessment Supports
The Graduate School

Committee Contributions
Academic Continuity Working Group
Academic Organizing Group
Academic Technology Committee
CLAS Assessment
Anti-Racist Initiative Learning & Development Committee
Professional Development Coordinating Group (chairs)
Graduate Student Teaching Task Force

FOTL Planning Committee
Betsi Burns
(Student Accessibility Center)
Bridget Colacchio
(FCIP)
Tricia Donovan
(Office of Online Learning)
Patrick Green
(CELTS)
Justin Harbison
(Parkinson School)
Sarah Kinne
(University Libraries)
Jessica Mansbach (chair)
(FCIP)
Joan Moore
(Quinlan)
Jack Nuelle
(FCIP)
Tim Stoelinga
(Center for Science and Math Education)
Stacy Wenzel
(Office of Institutional Effectiveness)

FOTL Presenters
August 2021
Tim Reynolds
(Political Science)
Avery Smith
(Philosophy)
Marianna Swallow
(School of Communication)
Alyssa Burns
(School of Communication)
Nicole Sumida
(Arrupe College)
Sarah Shaaban
(Arrupe College)
Shannon Gore
(Arrupe College)

January 2022
Eve Geroulis
(Quinlan)
Natalia Valencia
(Modern Languages and Literatures)
Meghan Dougherty
(School of Communication)
Anna Press
(School of Education, Ph.D. Student)
Jenn Finn
(Classical Studies)
Peter Kolos
(Quinlan)
Jessica Brown
(School of Communication)
Jim Devery
(Philosophy)
Sandy Helquist
(Chemistry and Biochemistry)
Susan Haarman
(CELTS)
Pam Morris
(School of Communication)
Ashley Gisiger
(School of Communication)
Cheryl McPhilmy
(Inigo Communications)
Michael Burns
(Biology)
Joseph Vukov
(Philosophy)
Anita Weinberg
(School of Law)
Tonya Bibbs
(Erikson Institute)

Key Partnerships

Key Contributors
Susan Haarman
(CELTS)
Eric W. Gobel
(Philosophy)
Ryan Leach
(Anthropology)
D. Scott Hendrickson, SJ
(Off. Global and Comm. Eng.)
Stacy Neier Beran
(Quinlan)
Vinny Donnelly
(Quinlan)
Mary Donnelly
(Nursing)

Susan McCarthy
(Arrupe College)
Briana Allen
(Office of Online Learning)
Chris Dickman
(Office of Online Learning)
Tricia Donovan
(Office of Online Learning)
Kristin Krueger
(Anthropology)
D. Scott Hendrickson, SJ
(Off. Global and Comm. Eng.)
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