



2018 ANNUAL REPORT



FACULTY CENTER
FOR IGNATIAN
PEDAGOGY

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Director

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“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”
John Dewey

Year-End Report: June 2018

Mission: The Faculty Center for Ignatian Pedagogy (FCIP) encourages excellence in teaching by facilitating the role of faculty in planning and delivering a quality curriculum. The Center promotes the implementation of creative teaching strategies that reflect the intellectual, social and spiritual context of today's students.

FCIP Goals:

- Promote the principles of teaching that encourage transformative education in the Jesuit tradition
- Promote and expand outreach of FCIP to university stakeholders
- Promote teaching pedagogies relevant to all teaching modalities
- Promote and recognize teaching excellence

2017-18 Overview

One of the more rewarding aspects of being a part of the Faculty Center for Ignatian Pedagogy is the number of innovative and engaging faculty and staff we encounter on a weekly basis. People volunteer to conduct workshops, lead discussions, take the Online Teaching Course (OTC) and the Ignatian Pedagogy Certificate Program (IPP) yet receive no incentives other than to grow in their understanding of their work. We have found over the years that the faculty and staff who attend our programs exemplify the Jesuit principle that charges us to grow in mind, body and spirit as we model this aspiration for our students.

This academic year was an especially busy one with, perhaps, too much programming as much of our time was taken up in planning and preparing events. But our attendance continues to be healthy and people tell us they are applying what they learn as they prepare and teach their courses. Another encouraging practice we are seeing is that faculty are referring colleagues to our programs and are sharing what they have learned regarding teaching and critical pedagogy as they apply to their disciplines.

One regular participant has organized several adjuncts in her academic unit and is helping them prepare a session for the August Focus on Teaching & Learning (FOTL) program. Others are encouraging groups of faculty to join them in participating in FCIP events. We are seeing many examples of this type of peer mentoring developing to the benefit of both the mentor and those being mentored.

- **Promote the principles of teaching that encourage transformative education**

Focus on Teaching & Learning (FOTL)

FOTL continues to be the largest and most popular of the Center’s programming. For our August program, we typically get over 25 proposals for the eighteen breakout session slots. The January event draws about 12-15 proposal; with the smaller January audience, we reduce the number of breakout sessions to improve session attendance numbers. Because of the competition for large-capacity rooms, we book rooms eight months in advance (especially on the LSC) in order to have adequate spaces for the program.

Planning partners for FOTL continue to be valuable assets. The University Libraries, Academic Technology Services, the Center for Experiential Learning and Faculty Administration continue to plan for and support the program. FCIP funds the speakers’ fees and expenses and other programming costs. Campus partners split the cost of food. The Graduate School and Office of Research Services have had to drop sponsorship due to funding issues.

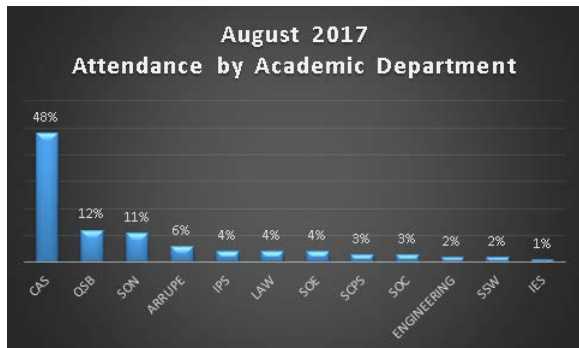


Figure 1 August 2017 FOTL Attendance by Academic Department

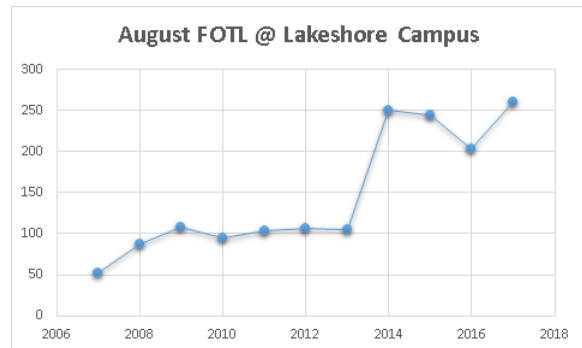


Figure 2 Attendance Trends for August FOTL (2007 -2017)

August 2017. Our fall conference was the largest to date with over 250 people on the official roster. The keynote speaker, Dr. Randall Bass of Georgetown University, was making a return appearance at Loyola having spoken at January 2013 FOTL at Water Tower Campus. Dr. Bass spoke on how higher education is evolving and our need to investigate the learning ecosystem as we design education for the benefit of our contemporary students. There were eighteen breakout sessions presented by faculty and staff from over seventeen different disciplines. Provost John Pelissero provided the welcome and introduction. One post-event survey respondent made a comment that provides a great summary of FOTL events: “I think all of us who teach can benefit from learning what others are doing to engage our students and improve our teaching. It is also important to network with faculty from other departments.” This is a great summary of the benefits of teaching and learning programming.

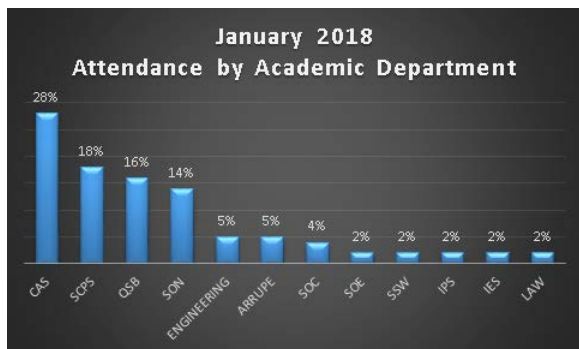


Figure 3 January 2018 FOTL Attendance by Academic Department

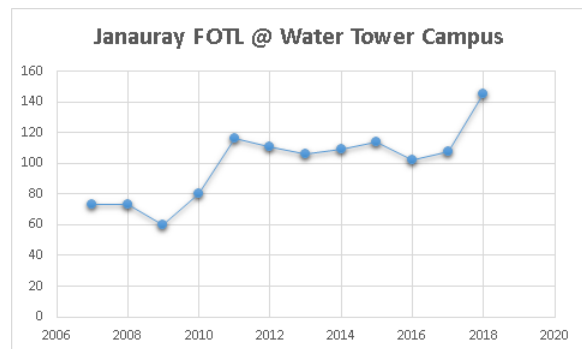


Figure 4 Attendance Trends for August FOTL (2007 -2018)

January, 2018. Our spring FOTL speaker was also a returning guest. Dr. Therese Huston of Seattle University was brought back by popular demand of the faculty who attended her fall 2016 presentation. Her address was similar to her previous presentation but many people commented they appreciated the review and the new information she shared. There were nine breakout sessions (there were 10 but one had to cancel) presented by faculty and

staff representing nine different academic and academic-support units, and 145 registrants (our largest January event to date). Acting Provost Callahan provided the welcome.

Featured Speaker Series

The Featured Speaker and Lunch and Learn series are co-sponsored by FCIP and the Center for Experiential Learning (CEL). Thanks to funding from a 2020 grant secured by FCIP, we were able to pay for speaker expenses and program costs for both fall and spring programs. FCIP arranged for the rooms and took charge of other program details.



Pictured: Dr. Ann Marie Ryan and Dr. Yohuru Williams

Fall: Dr. Yohuru Williams, dean of the College of Arts and Sciences at St. Thomas University (and former dean of the CAS at Fairfield University), spoke to a group of 50 faculty, staff and graduate students on Thursday, October 19 in the Sister Jean Room. Dr. Williams, a prolific scholar and frequent narrator on the History Channel, challenged those attending to prompt critical thinking to uncover historically important content and context with present-day implications. With his background in Jesuit education, the presentation was relevant to the importance of context and reflection as they relate to learning.

Spring: The spring speaker, Dr. Tania Mitchell, presented a keynote in the morning and a workshop in the afternoon. The morning address, *Towards Just Relationships: From Service to Community Engaged Learning in Social Justice Pedagogy*, drew a modest but enthusiastic crowd. The workshop was also sparsely attended but participants were very pleased with the presentation and content.

Lunch & Learn (L&L) Series

These sessions are designed to provide a more in-depth look at teaching topics. In the 2017-18 academic year, we hosted four luncheon meetings, again in conjunction with CEL. During the first session, held September 15, faculty were particularly impacted by the comments by Michael Boyle, of the School of Education and Director of the Greeley Center for Catholic Education, who spoke about the power of reflection in Jesuit education and creating assignments that encourage students to think beyond the content. A complete listing of Lunch & Learn topics is available in Appendix A.

Writing Within the Jesuit Tradition



Pictured: Dr. Tara Gray

Our newest initiative, this program was designed to provide scholar-practitioners currently doing academic research and writing an opportunity to work together to explore the resources and opportunities available to Loyola University Chicago faculty and staff. The focus of the initiative was on research and writing related to community engagement and Ignatian Pedagogy as aspects of Jesuit teaching principles. The initiative included three workshops that featured presentations by campus resource personnel followed by focused writing time. To help provide incentive and direction, FCIP arranged for Dr. Tara Gray of New Mexico State University and the TAA (Textbook & Academic Authors Association), to present her workshop, *Publish and Flourish: Becoming a Prolific Scholar*. Dr. Gray spoke to a full house on the IC 4th floor. Feedback was overwhelmingly positive as people praised the event and commented how inspired they are to continue writing. (See Appendix A for program specifics).

Ignatian Pedagogy: IP Certificate Program

In its third year, the Ignatian Pedagogy Certificate Program continues to provide insights into the principles that guide teaching in the Jesuit tradition. There were fifteen people who started the year-long program with thirteen completing all the requirements. This year, we organized a group service project that eight faculty (plus the two instructors, Dr. Ann Marie Ryan and Dr. Carol Scheidenhelm) participated in. We served lunch at Sarah's Circle women's shelter on Saturday, May 5, making it a Cinco de Mayo celebration. In their reflective accounts of the project, the participants all talked about how meaningful it was to them, personally, so sit and talk with the women at the shelter, hear their stories and share their fears. We all came away with a renewed appreciation of our circumstances (*there but by the grace of God go I*) but more importantly with a personal goal of continued service.



Pictured: IP Certificate Volunteers at Sarah's Kitchen Womens Shelter

Participants are required not only to attend programming, keep a reflective journal, and participate in a service project but also complete a final project that deals with their teaching. Select final projects have been formatted for sharing and have been uploaded onto eCommons for general access. They are juxtaposed with the extensive bibliography that FCIP helped assemble at the request of Fr. Mesa. Our goal it to provide a teaching and research resource that is accessible to anyone interested in Jesuit pedagogy. Appendix B has a listing of final projects shared on eCommons, [also linked here](#).

We are particularly indebted to Fr. Jose Mesa for his guidance in our Ignatian programming. He provides several overviews each year and does summary presentations at the end of each semester. He has been an invaluable guide for the Center and the IP programming and we are truly grateful for his willingness to share his time and talents.

Ignatian Pedagogy Research Grants

Again this year, FCIP offered four grants designed to encourage research and discussion around the pedagogy of the Ignatian paradigm. Faculty members familiar with the IP were encouraged to consider how their teaching, research, and/or scholarship in the Jesuit tradition has impacted their interaction with students and influenced their work. As grant recipients, faculty were asked to participate in select IP programming offered by the Center, and to provide a mid-year and final report on their project. Appendix C has a brief descriptions of the four projects from the 2017-18 academic year. Funding was provided for a second year through a Plan 2020 grant. Dr. Ryan, faculty fellow in the Center, worked with the applicants to help successfully format their proposals and advised the recipients throughout the year.

While the four projects were successful and have added to the body of research on the application of IP, our funding source is no longer available. This is a \$20,000 expense we can reduce from our budget. If we can secure external funding we can consider continuing the program.



Pictured: The first videoconference between Loyola University Chicago and Mindaugo Vocational Training Center

International Programming: Online Ignatian Pedagogy Workshops with Kaunas, Lithuania

This was the second and final year of our partnership with Karaliaus Mindaugo Vocational Training Center in Launas, Lithuania. During last year's sessions, we introduced the basics of Ignatian Pedagogy (online) and conducted on-ground training on reflection and IP basics as they apply to teaching across the disciplines. This year the faculty partners spoke about how they have incorporated Ignatian thought into their disciplinary courses. A listing of the topics presented by the six faculty participating in the program can be found in Appendix D.

Public Voices Greenhouse Project

This was also the second year Loyola faculty and staff participated in the Public Voices OpEd Project sponsored by FCIP. This year's cohort of nineteen has published 38 OpEd pieces (but that number grows weekly even though the cohort ended in April). The cohort members are meeting over the summer to help support each other's writing efforts and has petitioned the Provost and Vice Provost to fund the program for the 2019 spring term and beyond. A listing of the participating faculty and links to the published pieces can be found on the [FCIP website OpEd page](#).

Teaching & Learning Community

Organized in the fall of 2017, the Teaching & Learning Community has grown to about a dozen members who gather to discuss topics of their choosing that relate to teaching and learning. We share research on the selected topic and encourage participants to share their thoughts and experiences. We hope to continue to grow this idea and eventually have a group on both of the lakeside campuses. We encourage those from remote campuses to participate using Zoom.

- **Promote teaching pedagogies relevant to all teaching modalities**

The Online Teaching Course (OTC)

The Online Teaching Course is a six-week online course that prepares faculty to design and teach using online technologies. Historically, course participants have provided positive feedback about the course content. FCIP staff, however, realized that we needed to update the research and references and do a more comprehensive course-design based directly on critical pedagogical theory. In spring 2018, Dr. Jessica Mansbach, the new Coordinator of Teaching and Learning Development, revised the Online Teaching Course, updating research and establishing a course design based on the backward design model. Participants of the newly-designed course responded positively to the revisions, indicating that the course gave them ideas about how to change their face-to-face teaching while providing guidance and solid suggestions for online and blended teaching. For the summer 2018 cohort, the course was updated based on instructor experiences and participant feedback from the spring iteration.

Online Workshops

Since switching to Zoom for our online workshops delivery system, we have been getting feedback that participants like the ability to more easily connect with audio and video to each session. The majority of sessions are done by our FCIP staff guided by Coordinator of Online Course Development Terry Moy. A few of this year's sessions were discussion panels presented by faculty, staff and even students. Look for a partial listing of titles in Appendix E.

- **Promote and recognize teaching excellence**

Teaching Awards

With the assistance of the FCIP Advisory Board, we continue to solicit nominations and review credentials for five different teaching awards. Each year we see an increased number of nominations making selection of winners more challenging. The Advisory Board members were pleased this year to have winners from such a wide variety of disciplines and campuses. A listing of the award winners for 2018 appears in Appendix F.

Faculty Spotlight and Recognizing Excellence

We continue to solicit nominations for faculty and staff who contribute to the teaching and learning mission at an exemplary level. Recipients of the Spotlight and Excellence features are selected from names submitted by their colleagues. Our student worker then interviews the person and writes up the text, which we edit and post on our website. This has been a popular feature and provides us the opportunity to recognize those faculty who excel at teaching and those staff who go above and beyond what is expected.

Recognition Reception



Pictured: Dr. Elizabeth Lozano, Dr. Carol Scheidenhelm & Dr. Ann Marie Ryan

May 3 marked our third-annual reception recognizing the faculty and staff who participated in our special programs for 2017-18. Vice Provost Boyle was on hand to thank those people who have given their time to do the Online Teaching Course, the IP research grants, the IP Certificate program, the OpEd program and other FCIP programming. Several program participants spoke passionately about their learning experiences and shared their gratitude for the events.



Conclusion

The past year has been a very successful series of endeavors that have benefitted hundreds of faculty and staff across the three Chicago campuses. The members of the IP Certificate cohort were a particularly cohesive group that shared their ideas about teaching in the Jesuit tradition openly and enthusiastically. With the current director retiring, an interim director in place, no additional staff for the Center and expiration of the external funding from Plan 2020 that enabled us to pay for speakers and program expenses, the Center will need to scale back on programming to ensure that the quality remains high.

Center goals for 2018-19:

- Continue to develop and promote the Teaching & Learning Communities, expanding to the Water Tower Campus
- Due to limited staff and reduced funding, strategically select fall and spring programming options that will be less expensive and also require less organization and logistics. Are there local speakers, for example, that could be engaged for the fall and spring speaker series?
- Develop additional just-in-time instructional modules based on faculty and instructional designers' feedback.
- Discontinue the IP research grants program or seek external funding source.
- Continue to develop the IP Certificate Program, scheduling a group service project(s) as a requirement for completion of the program.
- Sustain the FOTL Planning Team partnership to deliver FOTL semiannually.
- Work to schedule more programming at the Water Tower Campus.
- Help organize the 2017 and 2018 cohorts of the OpEd program to continue to work with the administration to find continued funding.
- Work with the Office of the Provost and Information Technologies to appoint a new chairman of the Academic Technologies Committee.
- Hire an associate director to oversee the IP programming.



FCIP staff, from left: Terry Moy, Coordinator of Online Course Development , Carol Scheidenhelm, Director, Mayra Inguiez, Administrative Assistant, and Jessica Mansbach Teaching & Learning Development Coordinator.



Fr. Jose Mesa, SJ, Faculty Fellow



Ann Marie Ryan, Faculty Fellow

Additional 2017-18 Activities of FCIP Staff members

- Academic Technologies Committee (Carol-chair, Terry)
- Accessibility Guidelines Working Group (Carol, Terry, Jessica)
- CAAG (Chicago Area Assessment Group) (Carol—founder; former Board Director)
- Coordinating Committee for Blended and Online Learning (CCBOL) (Carol, Jessica)
- Engaged Learning Requirement Assessment Planning Team (Carol)
- Focus on Teaching and Learning (FOTL) planning (Carol, Jessica, Terry)
- ITRS Adobe Connect training initiative (Terry)
- Ignatian Partners Planning Group (Carol)
- Information Commons Program Committee (Carol)
- LUCES Mentoring Program (Mayra)

Appendix A: Instructional Programming

FOTL

- Wednesday, August 16, 2017: Dr. Randall Bass: *The Evolution of Higher Education: Integrative Designs in a Dis-Disintegrative Age*.
- Wednesday, January 10, 2018: Dr. Therese Huston: *"If I Could Only Fit More Learning." Making the Most of our Classroom Time*.

Speaker Series

- Thursday, October 19, 2017: Dr. Yohuru Williams: *Where Do We Go From Here: Creating an Intersectional Vision for Radical Social Change*.
- Thursday, February 22, 2018: Dr. Tania Mitchell: *Towards Just Relationships: Moving from service to Community-Engaged Learning through Social Justice Pedagogy*.

Lunch & Learn Series

- Friday, September 15, 2017: Dr. Michael Boyle: *Assignments in Reflective Thinking*.
- Friday, October 20, 2017: Centro Romero: *Collaborating with Community Partners*.
- Friday, December 1, 2017: Betsi Burns: *Insights on the Refresh of the Loyola Experience*.
- Friday, April 6, 2018: Pamela Morris: *Collaborating with South Korea to Learn of the World's People: Teaching Research Methods Across Cultures*.

Writing within the Jesuit Tradition

This program was offered to provide scholar-practitioners currently doing academic research and writing an opportunity to work together to explore the resources and opportunities available to Loyola University Chicago faculty and staff. Participants were expected to have a current research project or proposed project to work on during the course of the semester. Focus was on research and writing related to community engagement and Ignatian Pedagogy as aspects of Jesuit teaching principles.

Program Goals:

1. Encourage research and scholarship related to community engagement and Ignatian Pedagogy.
2. Identify research and scholarship opportunities related to community engagement and Ignatian Pedagogy.
3. Provide space to foster and increase research and scholarship related to our Jesuit tradition.

Programming:

- Friday, February 23, 2018: presentation by Niamh McGuigan, University Libraries on research services provided by the library staff.
- Friday, March 16, 2018: Dr. Tara Gray, *Publish & Flourish: Become a Prolific Scholar*
- Friday, March 23, 2018: presentation by Susan Clarke of the Office of Research Services regarding finding research grants; followed by focused writing time.
- April 13, 2018: presentation by Andrew Ellis, Office of Research Services regarding IRB requirements; followed by focused writing time.

Appendix B: Ignatian Pedagogy Certificate Projects

Faculty and staff have submitted projects over the last three years of the certificate program. We are sharing some of these as examples of how others may want to think about incorporating the Ignatian Pedagogy Paradigm into their work with students and colleagues. These are available on an [eCommons site](#) developed by the University Libraries.

Faculty/Staff Member	Discipline/Topic	IP Certificate Program Year
Catherine Nichols	Anthropology	2016
Jon Schmidt	Education/Sociology	2016
Elisabeth Bayley	English	2017
Leanna Boychenko	Classical Studies	2017
Patrick Duffie	Biology	2017
Pamela Morris	Communications	2017
Loretta Stalans	Psychology	2017
Natasha Teetsov	Research and Academic Skills	2017
Alyson Paige Warren	English	2018
Dale Hoiberg	Modern Languages – Chinese	2018
Mitchell Hendrickson	Community Partnerships	2018
Minerva Ahumada Shannon Gore Aisha Raees Carlo Tarantino	Higher Education	2018
Kieran Flahive	Mathematics	2018
Jorgia Connor Joanne Dunderdale Tavis Jules Patty Stapleton	Nursing	2018

Appendix C: IP Research Grants

Nurturing Empathy Through Reflection on Interconnection and Vulnerability Through Reading *My Mortal Enemy* by Willa Cather. Project by: [Elisabeth Bayley](#), Department of English, College of Arts and Science

Before and after reading a novella focusing on end-of-life care, students reflected and discussed concepts of empathy, vulnerability, and end-of-life care. Through their reflections they were able to learn how to discuss the difficult topic of dying, end-of-life care, and how to treat the dying. Empathy was both understood as possible, since we are all mortal, and also impossible, since we have not experienced actively dying. Overall, students found the text to be a catalyst for talking about empathy, some noted it assisted them in developing more empathy for those who were dying and others noted that it did not assist in creating more empathy because it is something they have not yet experienced.

Microenterprise Consulting and the Ignatian Pedagogy Paradigm. Project by: [Stacy Neier Beran](#), Department of Marketing, Quinlan School of Business

The IP Research Award proved to be an invaluable resource for Microenterprise Consulting both in terms of budget and a line of scholarly research. The award allowed the following activity to take place: (1) full enrollment in MGMT 335/435 during Spring 2018 when MBA enrollment was down, (2) enrollment of majors outside of Quinlan including Political Science, Social Work, Psychology, and Ad/PR, in addition to the first ever enrollment for the Masters of Science in Molecular Pharmacology and Drug Therapeutics, (3) a portfolio of 5 active clients, sponsored by Catholic Charities, the Rogers Park Business Alliance, and Loyola's Business Law Clinic, (4) 4 of 5 2017 MEC clients consented to participate in interview and observation activities, (5) 3 of 5 2018 consented to participate in interview and observations, with recruitment ongoing into June, and (6) accepted proposal for the 18th International Association for Research on Service-Learning and Community Engagement Annual Conference poster session in New Orleans, LA in July 2018.

Impact of Cultural Environment and Extracurricular Activities on Learning Effectiveness. Project by: [Polina Pine](#), Department of Chemistry and Biochemistry, College of Arts and Science

The current project is oriented toward students in health related professions. The focus of the project was on the impact of social and cultural environments on the motivation and professional orientation of the students. We studied the impact of the Ignatian paradigm elements of context and experience on the educational process. The project involved surveys in Jesuit and non-Jesuit institutions. The impact of the IP paradigm on the students' performance in classes was studied using a survey developed by the team of Dr. Paina from Orenburg State Medical Academy in Russia.

Hungering for Justice, Nourishing Action: An Ignatian Approach to Teaching Food History. Project by: [Alice Weinreb](#), Department of History, College of Arts and Science

I used the Ignatian Pedagogy Research Grant to revise my course "Food and Hunger in the Modern World." I made several changes; I told students my pedagogical goals, regularly requesting their input; I discussed social justice theoretically and in connection to the historical topics discussed in class; I incorporated individual blogs to enable self-reflection; and we discussed the ways in which college learning was part of the larger social, economic and political networks that we were analyzing historically. These changes met with varying degrees of success; the greatest limitations were my own inadequate preparation or intervention/mentoring. However, this revised version of the course was a success. Student feedback as well as the level of engagement and participation during class show that an Ignatian approach made students feel greater personal investment in the course, have a clearer sense of the value of course content, and strengthened their sense of empathy.

Appendix D: Lithuania Project

Project Goals/Knowledge Outcomes:

- Explain the terminology and basic concepts of Ignatian Pedagogy and the Ignatian Pedagogy Paradigm
- Share one's ideas and questions with the collective
- Give specific examples of the value of reflection classroom practice and how it leads to personal action.
- Provide examples from a variety of disciplines on how to incorporate Ignatian principles in the teaching and learning process across disciplines.

Sessions were led by faculty members from Loyola University Chicago. In addition to the formal seminars, listed below, participants took part in online journal writing and discussions:

- **March 28, 2017:** two-hour online session, lecture and group work led by Dr. Carol Scheidenhelm, Director of the Faculty Center for Ignatian Pedagogy. *"An Introduction to Ignatian Pedagogy."*
- **May 11 and May 12, 2017:** two, two-hour in-person presentations and discussions led by Dr. Gezinus Hidding, Quinlan School of Business. *"Faculty Seminar: Ignatian Pedagogy Paradigm (IPP) at Karalius Mindaugas Vocational Training Center."*
- **December 12, 2017:** two-hour online session, lecture and discussion led by Dr. Bren Ortega Murphy, School of Communication, and Women's Studies and Gender Studies. *"Communication Ethics: Integrating Ignatian Pedagogy into the Teaching of Communication Ethics."*
- **March 20, 2018:** two-hour session, online lecture and discussion led by Dr. Michael Schuck, Department of Theology. *"What Role Can Spirituality Play in Values Education?"*
- **April 18, 2018:** two-hour online presentation and discussion led by Dr. Katherine Tyson, School of Social Work. *"A Social Work Understanding of Ignatian Pedagogy: Classroom Relationships Promote a 'Transformation through Love.'"*
- **May 22, 2018:** two hour in-person presentation and discussion led by Dr. Elizabeth Jones Hemenway, Women's Studies and Gender Studies. *"Reflections on Feminist and Ignatian Pedagogy."*

Appendix E: Online Teaching Course and Online Workshops

Online Teaching Course Graduates

- Fall 2017: **25**
- Spring 2018: **19**
- Summer 2018: **19**

Online Workshops and Discussions

- Fall 2017: **10** programs and discussions
- Spring 2018: **19** programs and discussions
- Summer 2018: **6** programs and discussions

Partial listing of FCIP workshop topics:

- Best Practices in Online Testing
- Creating a Workable Course Layout
- Critical Thinking, A Critical Skill
- Academic Integrity
- Getting Started Building Accessible Course Materials
- Strategies for Preparing Students for Online Courses
- Alternative Classroom Activities
- Selecting the Appropriate Collaboration Tools
- Chunking Online Content
- Engaging Students in Online, Asynchronous Discussion
- Sakai Collaboration Tools
- Strategies for Creating Social Presence in your Online Classroom
- Determining Content for Online or Blended Course: How Much is Too Much (or Too Little)?
- Using Streaming Video Resources for Online Instruction
- Using Zoom to Make the Most of Synchronous Time (partnered with ITRS).
- Ensuring Loyola Quality in an Online Course
- Designing and Using Rubrics

Faculty-Led Discussion Workshops

- What are Students Looking for in Online Learning Courses? Panel with 4 SCPS Students with FCIP staff
- Determining Content for Online or Blended Courses: How Much Content is too Much? Jeanne Widen, Christopher Manning, Thea Strand

Appendix F: Promote and recognize teaching excellence

Faculty Teaching Awards

Award	Recipient	Award Venue
St. Ignatius Loyola Award for Excellence in Teaching	Héctor García Chávez, Department of Modern Languages & Literatures	Faculty Convocation
Provost's Award for Excellence in Teaching Freshmen	Julia Brinski, Arrupe College	Faculty Convocation
Provost's Award for Excellence in Teaching Freshmen	Linda Brazdil, Department of Chemistry & Biochemistry	Faculty Convocation
Peter Hans Kolvenbach Award for Engaged Teaching	Elizabeth Lozano, School of Communication	January Focus on Teaching & Learning
Alice B. Hayes Award for Advising & Mentoring	Minerva Ahumada, Arrupe College	Weekend of Excellence
Alice B. Hayes Award for Advising & Mentoring	David Doherty, Department of Political Science	Weekend of Excellence
Mary Therese Langerbeck Award for Undergraduate Research Mentoring	Rebecca Silton, Department of Psychology	Weekend of Excellence
Mary Therese Langerbeck Award for Undergraduate Research Mentoring	Miguel Ballicora, Department of Chemistry & Biochemistry	Weekend of Excellence

Faculty Spotlight:

Recognizing Excellence

Pamela Caughie, Department of English Pamela Morris, School of Communication	Chris Murphy, Department of Mission and Identity Niamh McGuigan, University Libraries
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