



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

2021-2022

FCIP

Annual

Report

LOYOLA UNIV

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Designed by Jack Nuelle

FCIP Co-Directors' Letter



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,



**Bridget Colacchio,
MA, LCSW**

Co-Director



**Jessica Mansbach,
Ph.D.**

Co-Director

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Loyola University Chicago Land Acknowledgment & FCIP Equity Statement

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.

Attendance Demographics

439

Unique Participants

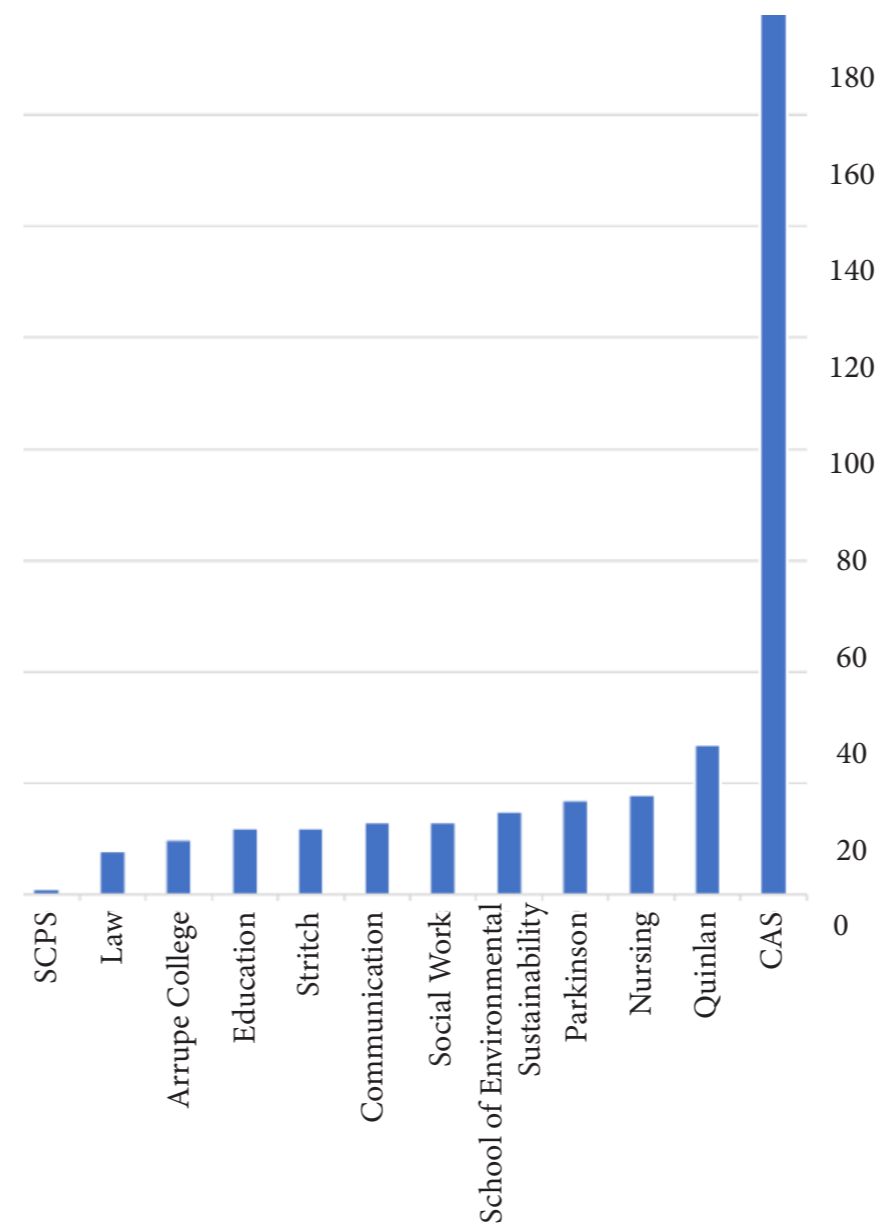
1069

Total Participants

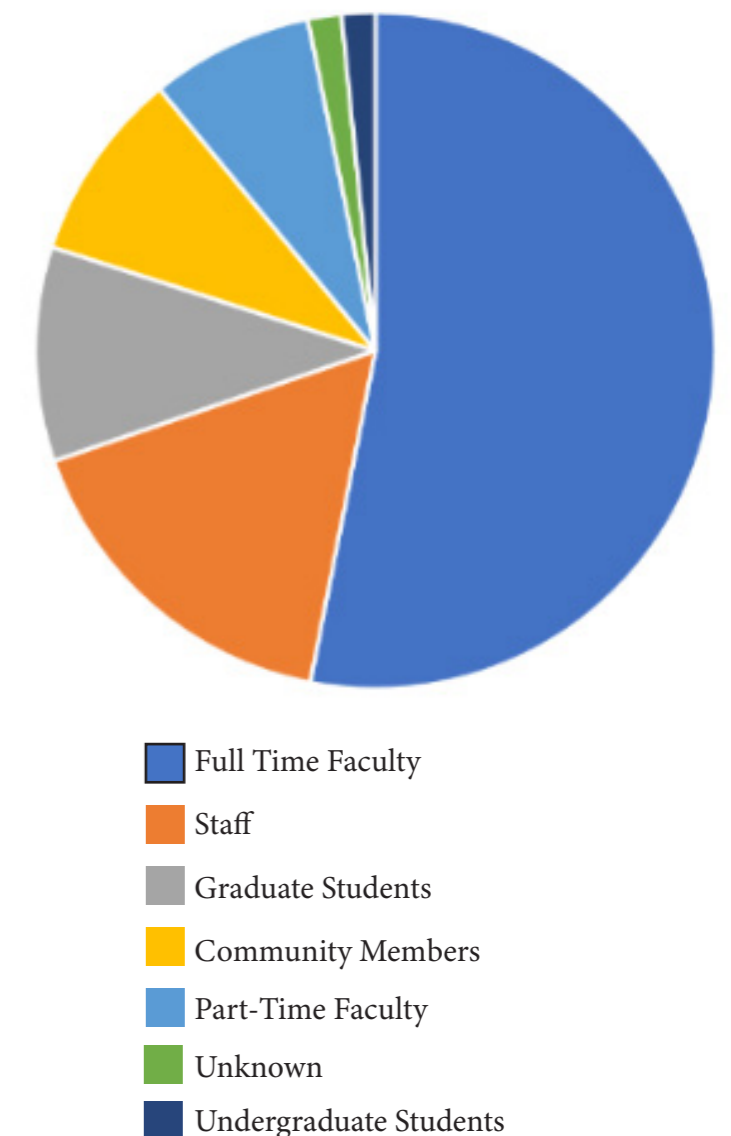
Unique Staff Attendance Numbers: Breakdown by Unit

Staff Unit	Staff Persons at FCIP Programs
University Libraries	8
Student Academic Services	7
Stritch	7
CELTS	7
ITS	6
Parkinson	4
OOL	4
Wellness Center	3
CAS	3
Division of Mission Integration	2
Career Services	2
Center for Math and Science Education	2
Arrupe	2
Office of the Provost	2
Quinlan	2
Law	1
Gannon Center	1
Social Work	1
Women and Leadership Archives	1
Education	1
Faculty Affairs	1
Office of Institutional Effectiveness	1
SCPS	1
Institute of Pastoral Studies	1
Environmental Sustainability	1
Campus Ministry	1
Communication	1
Campus Recreation	1
Grand Total	74

Attendance Breakdown by LUC School or College



Attendance Breakdown by Position



FCIP's Three Pedagogical Lenses

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 *Magis* (striving for excellence) and *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.



Student Centered Teaching and Learning

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
Teaching and Learning Workshops...16

Focus on Teaching and Learning

Focus on Teaching and Learning

For a full list of presenters, as well as the FOTL Planning Committee, please see page 36.

2021-2022 Conferences

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.

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 Traveled: 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

Campus Partners



“
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.
”

Testimonial
from the August 2021 FOTL

By the Numbers

242

Total FOTL Participants,
2021-2022

100%

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

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.

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

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

Honestly, 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

Testimonials



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 maiorem 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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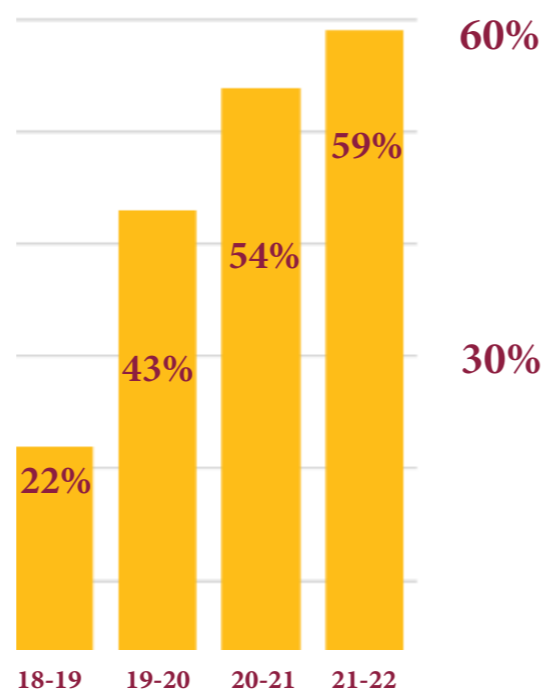
Ignatian Pedagogy Certificate Program and Seminars

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](#).

By the Numbers

Certificate Completion Rate 2018-22



21-22 Certificate Completers

17

“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

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

Cura Personalis Wellness Programs

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.

Cura Personalis Wellness Programs





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

hooks-Freire Series on the Pedagogy of Justice...26

Anti-Racist Pedagogy Certificate Program

Pilot Year

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.

Total Participants Completers

36 18

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

“

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.

”

Testimonials

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.

“

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.

”

For more information about the Anti-Racist STEM and film series, and to see the films from this year, visit our [website](#).

Anti-Racist STEM Series

Anti-Racist Film Series

hooks-Freire Pedagogy of Justice Series

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.



Please visit [our website](#) for resources, a recording of the keynote, and more.



Curtis delivering her remarks

*Inaugural Keynote Address
Paulo Freire and
Black Feminist Pedagogy
given by*

Sydney Curtis

*Ph.D. Candidate
School of Education*



*With comments
and guided discussion
from*

Lillianna Carrera

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

Teaching Excellence and Scholarship

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

Annual Faculty Teaching Awards....30

Faculty Fellows...33

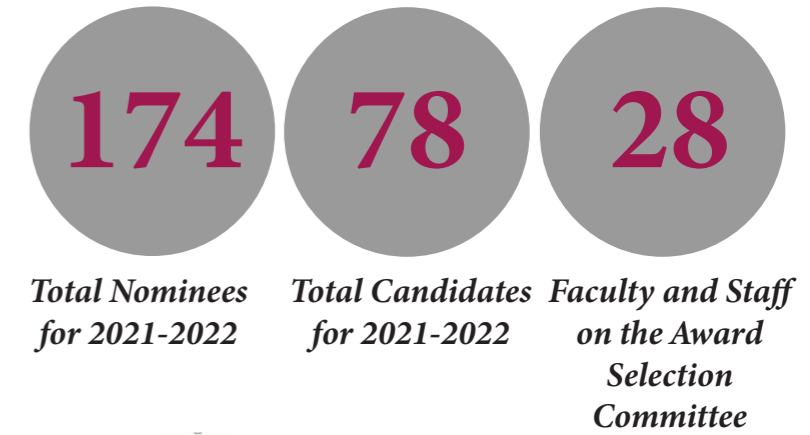
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Annual Faculty Teaching Awards

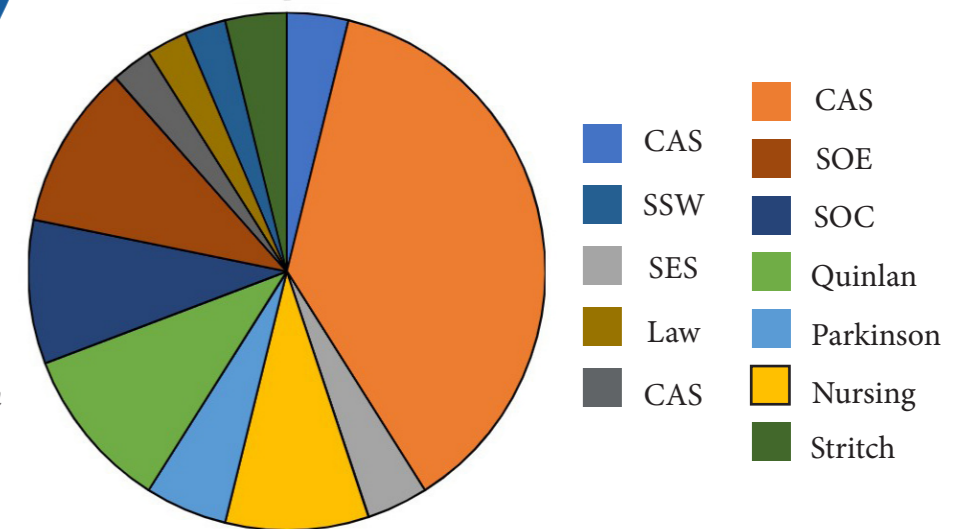
By the Numbers



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.

Nominee distribution by LUC school



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

Winners continued on next pages! →

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

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*

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



Laura Goldstein
Senior Lecturer
Department of English



Scholarship of Teaching and Learning Scholar

Ignatian Pedagogy Scholar



Polina Pine
Advanced Lecturer,
Department of Chemistry
and Biochemistry



Sawsan Abbadi
Advanced Lecturer
Department of Modern
Languages and Literatures

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.

32

Total applications Date when materials will be released on FCIP's website!

Aug 15th

Key Partnerships, Contributors, and Committees



FCIP Advisory Council

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



Key Partnerships

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



Key Contributors

FOTL Presenters

August 2021

Tim Reynolds (Political Science)	Susan McCarthy (Arrupe College)	Rachel Shefner (Provost's Office)	Susan Haarman (CELTS)
Avery Smith (Philosophy)	Briana Allen (Office of Online Learning)	Paula Tomczak (Anthropology)	Eric W. Gobel (Psychology)
Marianna Swallow (School of Communication)	Chris Dickman (Office of Online Learning)	Kristin Krueger (Anthropology)	Ryan Leach (Psychology)
Alyssa Burns (School of Communication)	Tricia Donovan (Office of Online Learning)	D. Scott Hendrickson, SJ (Off. Global and Comm. Eng.)	Susan McCarthy (Arrupe College)
Nicole Sumida (Arrupe College)	Kristlyn Thomas (Office of Online Learning)	Diane Ceo-DiFrancesco (Xavier University)	Stacy Neier Beran (Quinlan)
Sarah Shaaban (Arrupe College)	Catherine Nichols (Anthropology)	Marymargaret Sharp-Pucci (Parkinson School)	Vinny Donnelly (Quinlan)
Shannon Gore (Arrupe College)	Niamh McGuigan (University Libraries)	John Brady (Parkinson School)	Mary Donnelly (Nursing)

January 2022

Eve Geroulis (Quinlan)	Sandy Helquist (Chemistry and Biochemistry)	Greg Palmer (School of Environmental Sustainability)	Anthony Deldin (Parkinson School)
Natalia Valencia (Modern Languages and Literatures)	Susan Haarman (CELTS)	Gaj Sivandran (Graduate School)	Vincent Donnelly (Quinlan)
Meghan Dougherty (School of Communication)	Pam Morris (School of Communication)	Amelia Bergbower (College of Arts and Sciences, Junior)	
Anna Press (School of Education, Ph.D. Student)	Ashley Gisiger (School of Communication)	Matt Lorentz (School of Environmental Sustainability, Senior)	
Jenn Finn (Classical Studies)	Cheryl McPhilimy (Inigo Communications)	Brennan McDonald (School of Environmental Sustainability)	
Peter Kolos (Quinlan)	Michael Burns (Biology)	Nives Valli (John Felice Rome Center)	
Jessica Brown (School of Communication)	Joseph Vukov (Philosophy)	Taylor Rogers (Philosophy)	
Jim Devery (Chemistry and Biochemistry)	Anita Weinberg (School of Law)		
	Tonya Bibbs (Erikson Institute)		

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Megan Barry

(Community Service and Action)

Heather Chester

(Information Technology Services)

Leo Davis

(Quinlan and School of Social Work, MBA/Ph.D. Student)

Diana Franco

(School of Social Work)

Minwoo Jung

(Sociology)

Sarah Kinne

(University Libraries)

Marcella Linn

(Philosophy)

Evan Marsolek

(Theology, Ph.D. Candidate)

Dennis Martinez

(Modern Languages

and

Literatures)

Susan McCarthy

(Arrupe College)

Thomas Nicholas

(Quinlan)

Kelly O'Connor

(History)

Paula Tomczak

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Tuyen Tran

(Mathematics)

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Jenna Drenten

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Dana K. Harmon

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Elisabeth Bayley

(English)

Steven Catania

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Ray Dybzinski

(Institute of Environmental Sustainability)

Diana Franco

(School of Social Work)

Laura Goldstein

(English)

Joseph Janangelo

(English)

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(Sociology)

Mira Krivoshey

(Wellness Center)

Ryan Leach

(Psychology)

Cynthia Paidipati

(Nursing)

Urooj Raja

(School of Communication)

Leah Romaine

(School of Education)

Alec Stubbs

(Philosophy, Ph.D. Candidate)

Alyson Paige Warren

(English)

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21-22 Ignatian Pedagogy Seminar Presenters

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(School of Education)

Michael Burns

(Biology)

Kristin Krueger

(Anthropology)

Kayhan Parsi

(Parkinson School)

Nanette Elster

(Parkinson School)

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