



Faculty Center for
Ignatian Pedagogy
Promoting Excellence in Teaching and Learning

“

2022-2023

FCIP Annual Report

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LOYOLA
UNIVERSITY CHICAGO



Faculty Center for Ignatian Pedagogy

Promoting Excellence in Teaching and Learning

Designed by Megan Fowler



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Table of Contents

Co-Directors Letter	3-4
Land & Labor Acknowledgement	5-6
Our Team	7
Pedagogy of Justice	8
Our Mission & Values	9-10
"Year in Review" Demographics	11-12
Student Centered Teaching & Learning	13-18
Ignatian Pedagogy	19-22
Anti-Oppressive Pedagogy	23-28
Teaching Excellence & Scholarship	29-38
FCIP Contributors	39-42

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From our Co-Directors,

”

Dear Colleagues and Friends of FCIP...

As we often say, we are a “small but mighty” team, fully dedicated to uplifting the culture of teaching and learning at Loyola. Bolstered this year by the addition of our new Anti-Oppressive Pedagogies Specialist, Justin Wright, our work continues to evolve and expand in response to the changing times.

From the aftermath of the pandemic and on-going cries for justice, to the frontiers of artificial intelligence, we sincerely delight in accompanying you as we all learn how to best enact and animate our Ignatian values in our work with students inside and outside the classroom.

The past year in FCIP was full of meaningful pedagogical work with educators from across all of Loyola’s campuses. We initiated exciting new partnerships with Mission Integration; the Office of Institutional Diversity, Equity and Inclusion; Stritch Medical School; The Graduate School; and University Libraries to better serve the needs of our educators and students. We also expanded our Faculty Scholars and Scholarship of Teaching and Learning (SOTL) Fellows programs to welcome additional faculty onto our team.

We are excited to share this annual report with you, highlighting educator excellence and achievements, and the many ways Loyola instructors – faculty, staff and graduate students – have dedicated time to improving their educational practices through our FCIP initiatives over the past year. We are particularly proud of our blooming work in anti-oppressive pedagogies and expanding Faculty Scholars program.

As we pause to reflect, celebrate and recharge for the year ahead, please know of our steadfast commitment to partnering with you, our colleagues, partners, students and alumni, as we co-create excellent educational experiences for our Loyola students.

It is an honor to work, teach and learn alongside you.

AMDG,



Bridget Colacchio,
Ph.D., LCSW
Co-Director



Jessica Mansbach,
Ph.D.
Co-Director

University Land Acknowledgement

An aerial photograph of the Loyola University Chicago campus. The image shows a mix of historic brick buildings with domes and modern glass-walled structures. In the background, the blue waters of Lake Michigan stretch to the horizon under a clear sky. The foreground features a large, circular paved plaza with a central fountain area, surrounded by green lawns and trees.

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 with us. 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.



FCIP Labor Acknowledgement

The Faculty Center for Ignatian Pedagogy is dedicated to equity and access in education. 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.

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 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.

Our Team

The FCIP team is comprised of three full-time staff members: two co-directors, Dr. Bridget Colacchio and Dr. Jessica Mansbach, and one anti-oppressive pedagogy specialist, Justin Wright. Together, the co-directors lead the Center and manage programming related to the scholarship of teaching and learning, Ignatian Pedagogy, student centered design, and graduate student teaching development. To learn more about our team, please visit the FCIP website.



Dr. Bridget Colacchio



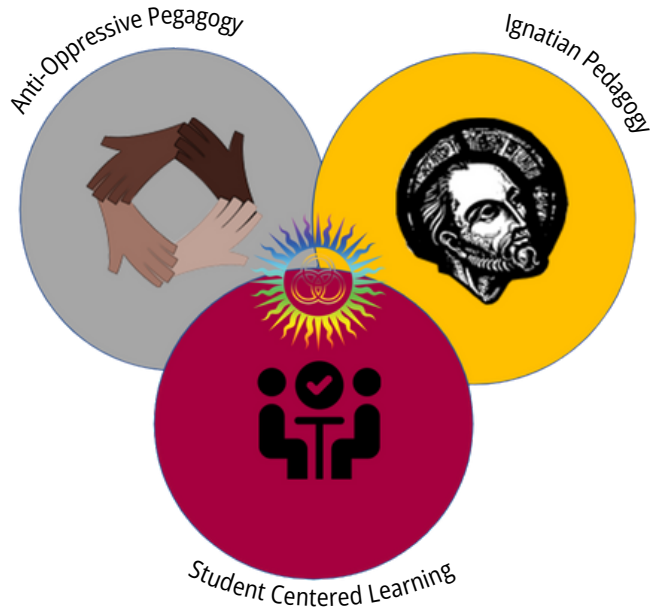
Dr. Jessica Mansbach



Justin Wright, MA

To supplement our small staff, FCIP employs several student workers who help coordinate programs, manage our website, and assist faculty and the FCIP with scholarship of teaching and learning research projects. Carter Olson, a graduate student in higher education, and Megan Fowler, a graduate student in accounting, served as student program assistants. Michael Panfil, a graduate student in political science, and Harrison Seeling, an undergraduate student in history, served as research assistants. Each year, we grow our student staff to give us more capacity to support the university's teaching and learning needs.

The Loyola Way



The field of teaching and learning offers multiple theories and frameworks to guide praxis in higher education. At Loyola, FCIP is excited to share an innovative pedagogical approach, The Loyola Way, which includes three pedagogical lenses: Ignatian Pedagogy, Anti-Oppressive Pedagogy and Student-Centered Design. At the nexus of these pedagogies is a set of theories and practices unique to Loyola University Chicago, pointing Loyola educators toward the values-based education we promise our students.

In the Ignatian tradition, the pedagogy of justice invites all educators to co-create our students' Loyola experience by enacting these central values: *cura personalis* (care for the whole person), seeing the Good in all people and things, *magis* (striving for excellence), and being people for and with others. All FCIP initiatives and programs point to the transformative potential of a pedagogy of justice.

Our Mission...

The Faculty Center for Ignatian Pedagogy encourages excellence in teaching and learning by supporting all Loyola educators in their roles in the formation of each Loyola student as a whole person (*Cura Personalis*). We do this by animating the meaning and application of Ignatian Pedagogy, Anti-Racist Pedagogy and Student-centered Design. We promote the implementation of innovative teaching and learning strategies with reflective integration of the intellectual, social, cultural and spiritual context of today's students. We reinforce the iterative formation of an authentically Ignatian culture of mutual transformation for all Loyola educators and learners: faculty, staff, administration, and students.



& Our Values

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

As such:

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

2022-2023 Year In Review

To shape the entire culture of teaching and learning at Loyola, our programs and services are designed for all Loyola educators: full- and part-time faculty, as well as staff members, administrators and graduate students who contribute to Loyola students' education. That way, no matter who our students encounter, those educators have access to develop the pedagogical knowledge and skills that we promote as part of FCIP's Pedagogy of Justice.

Summary of Program Attendees

“ FCIP thanks you for growing with us this year.

6 Educator Groups Represented

- Full-Time Faculty
- Administrators
- Part-Time Faculty
- Graduate Students
- Staff Members
- Undergraduate Students

15 Schools and Colleges Represented

...that's all of them!

287 "Frequent Flyers"

Repeat Participants



600 Unique Participants



1043 Total Attendees



Faculty Center for Ignatian Pedagogy
Promoting Excellence in Teaching and Learning

ONE LOYOLA

Student-Centered Teaching & Learning



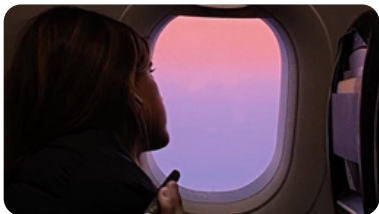
A student-centered approach to teaching and learning positions students at the center of the educational experience.

To do this, instructors design and facilitate learning experiences that actively engage students with course content, their peers and their instructor. Students then play a more active role in their learning.

Learn more about student-centered design on FCIP's website.

Student-Run Blog

This year FCIP centered the student experience by working with a student consultant who started a blog, the LUCKy Ones, about students' academic life at LUC. The blog features students sharing their perspectives on academic life in LUC's classrooms. They describe approaches instructors use that help their learning and reflect on how Jesuit values shape their educational experiences' plan-showcase diverse student voices.



Scan here to view
The LUCKy Ones

Supporting Graduate Student Teaching Development

FCIP partners with The Graduate School to support graduate student teaching development. The Teaching Effectiveness Seminar, an academic yearlong program that supports first time graduate student instructors, will be managed jointly by The Graduate School and FCIP.

By partnering with the Graduate School on the Teaching Effectiveness Seminar, FCIP demonstrates its commitment to the development of skills for all educators.

Focus on Teaching & Learning (FOTL)

The Loyola University Chicago bi-annual Focus on Teaching & Learning (FOTL) conference is dedicated to our belief that educators can best grow and develop by learning from one another.



August 2022 FOTL Session

August 2022 FOTL Conference; Being Authentic Educators: Presence in Today's Teaching and Learning Context

Over the past several semesters, educators have continuously adjusted their teaching to be responsive to students' needs in new and innovative ways. This conference dove into ways that our educators can continue to show up for themselves and for their students. Our first hyflex conference increased participation from across the University, and outside of LUC.

January 2023 FOTL Conference; Reflections Toward Actions

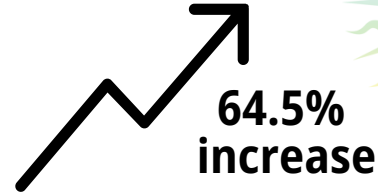
The January 2023 virtual FOTL Conference included a variety of presentations that surrounded questions of growth and development. Presenters encouraged the use of reflection by both educators and students as an ongoing practice in learning environments. Educators from across the country and around the world, representing the International Association of Jesuit Universities (IAJU) and other local and global institutions, joined us for this virtual conference.

FOTL: Testimonials and Attendance



August 2021 & January 2022 FOTL

242 attendees



August 2022 & January 2023 FOTL

398 attendees

“Ideas for building community within the classroom, which will be very useful for my intro seminar for new students. Also, the information the keynote speaker shared on different aspects of diversity, with more nuanced categories than I had previously considered.”

“The most helpful for me was creating learning outcomes and designing assessment information. It provided specific examples that I can incorporate into my courses immediately.”

“It was helpful to hear some more concrete conceptualizations about anti-racist pedagogy. Many sources use this term without really defining it, so these workshops were very helpful. I really appreciated hearing the students' perspectives as well!”

Teaching & Learning Workshops

Throughout the year, FCIP offered workshops to engage our colleagues (faculty, staff and graduate students across all Loyola campuses) in enhancing their knowledge, skills and dispositions, addressing topics such as: designing a syllabus, introduction to Ignatian Pedagogy and anti-oppressive pedagogy, and motivating students.

Some workshops were co-led by faculty and staff partners.

2022 Back to School Workshop Series

- How to Prepare for Your First Week of Class
- Designing (or Revising) Your Syllabus
- Starting Off on the Right Foot
- Got Questions? We've Got Office Hours

2022-23 New Faculty Orientation Series

- How to Bring Your Class to Life Through Active Learning
- Gathering Mid-Semester Feedback
- What Is Anti-Oppressive Pedagogy?
- Boosting Motivation

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

Teaching & Learning Testimonials



“I really liked the idea of asking from the start what the learner needs to be successful/fully participate.”

“I like the concept of CHOICE. If students can select pieces of what they are learning, they have a higher level of interest in the coursework. I already try to do this in my teaching, although it's a good reminder.”

“Organizing the components of curriculum in such a way that helps to thread everything together for the learner.”

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 educators values, strategies and tactics to treat students as full human beings, engaging with them as partners in their own learning to become persons for and with others, dedicated to truth, excellence and the good of all humanity.



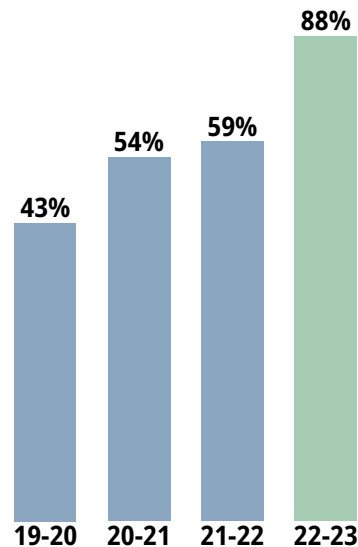
Ignatian Pedagogy Certificate Program

The Ignatian Pedagogy Certificate program is a year-long series of seminars and workshops for all Loyola educators. The Certificate Program highlights Jesuit values and history and provides opportunities for educators to apply the principles and traditions that flow from these values to their teaching and work. This year, the IP Certificate Program was co-facilitated by Dr. Leanna Boychenko, Assistant Professor in Classical Studies.

"Digging into topics and collaborating with other folks outside of my department helped me realize there are other likeminded folks out there at all different levels of IP."

2022-2023 Participant Testimonial

Certificate Completion Rates 2019-2023



A photograph of a large, classical-style stone building, likely a university hall. The building features a prominent tower on the left with a pointed roof and a central arched window. Below the tower, there is a circular stained-glass window with a geometric pattern. The building's facade is made of grey stone with various architectural details like columns and arches. In the foreground, there are bare tree branches on the left and some green trees on the right. The sky is a pale, overcast blue.

Ignatian Pedagogy Seminars

FCIP delivered six seminars about Ignatian Pedagogy open to all Loyola educators and learners. Led by faculty and staff members across the university, the seminars covered the history of Jesuit education and theory of Ignatian Pedagogy, and strategies to apply them. FCIP acknowledges the time, energy, and expertise of the staff and faculty seminar leaders in our “Contributors” section at the end of the report.

2022-23 Seminar Topics

- Introduction to Ignatian Pedagogy
- The Theology of Anti-Racism and Cultivating Anti-Racism in the Millennial Classroom
- Teaching Statements and Ignatian Pedagogy
- IP and Amplifying Student Voices
- IP and Flexibility
- Seeing the Whole Student

"I found it useful to hear about what struggles other instructors are dealing with and ways that they have found that works for them. I liked being able to hear concrete ways that other instructors use IP"



**Dr. Julia Pryce,
Seminar Presenter**

LOYOLA
UNIVERSITY CHICAGO



Chicago's Jesuit
University

Anti-Oppressive Pedagogy



At FCIP, we embrace using the term Anti-Oppressive Pedagogy (AOP), instead of “anti-racist pedagogy” (ARP) to more clearly and broadly attend to the oppressive systems that exist in our institutions and societies. AOP includes other justice-oriented teaching approaches such as anti-racist pedagogy (ARP), anti-ableist pedagogy (AAP), queer pedagogy (QP), anti-colonial pedagogy, and decolonized pedagogy (DCP).

In housing multiple justice-oriented pedagogies under the umbrella of AOP, we demonstrate how Loyola University Chicago attends to its institutional and communal commitments toward creating educational and pedagogical spaces that are more equitable, just, and anti-oppressive.

Anti-Racist Pedagogy Certificate: 2nd Year

The Anti-Racist Pedagogy Certificate (ARPC) program is a three-semester-long series of seminars, facilitated discussions, workshops and related assignments to help participants develop the pedagogical values and strategies to create an anti-racist learning experience in their work with students in and outside the classroom. In the ARPC, participants enhance and deepen their understanding of and commitment to principles of anti-racist and anti-oppressive education while connecting with a cohort of colleagues. The ARPC features bi-monthly content and praxis sessions, a split-group affinity model, and a third semester, wherein participants will complete and showcase their final projects.

Certificate Completion Rates

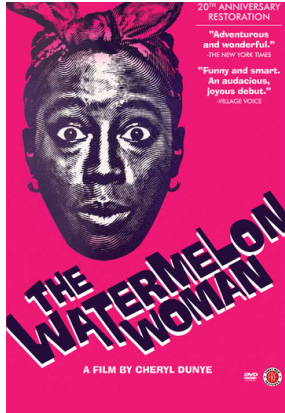


“I really appreciated the way the course was structured to include both all-cohort meetings and affiliation groups. That helped me to relate to others' experience as well as to learn from others. I also appreciated the thoughtfulness of both instructors in being mindful of participants' well-being, including mental health check-ins, etc.”

2022-23 Participant Testimonials

“This program is an opportunity to connect with others across the university who feel similarly that they want to know more about how to become inclusive in teaching.”

The 2022-23 AO Films Included:



Anti-Oppressive Film Series

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.

75
participants

"I love being able to come and discuss diversity, representation, and anti-oppression through a medium as creative as film. As a student, we don't have enough avenues for creativity and this program opens those possibilities for me."

The 2022-2023 series broadened the scope of anti-oppressive themes, focusing on independent films reflective of specific community concerns and showcased intersectional identities and multicultural concerns. This series pushes against the oppressive and hierarchal notions of films that are made mainstream through the "blockbuster" and Hollywood production processes.

Diversity, Equity & Inclusion Pedagogy (DEIP) Circles

80 participants

This year, FCIP partnered with Dr. Sasha Adkins (School of Environmental Sustainability) to revive a program born out of 2020's social unrest, now named Diversity, Equity, & Inclusion Pedagogy (DEIP) Circles. The DEIP Circles are an informal effort to cultivate anti-racist thought, anti-oppressive action, and equitable pedagogy by providing a private space for Loyola educators (faculty, staff, instructors) to come together, discuss issues they may encounter in their instructional and pedagogical spaces, and skill-share strategies and tactics to promote equity, navigate difficult situations, and ensure wellbeing in their pedagogical spaces.

Holding Space

68 participants

In response to current events in Spring 2023, FCIP initiated a new program for Loyola educators to gather, reflect and share their experiences related to on-going racialized violence in the U.S.. These virtual gatherings provide colleagues with the opportunity to live out our commitment to humanizing and accompanying one another, meeting both in affinity groups and as a multi-cultural group.

hooks-Freire Pedagogy of Justice Series



Keynote Speaker

The 2023 hooks-Freire keynote address, titled, "Superwoman: Black Women's Resilience, Perseverance, and Being Intellectual Giants" was delivered by Dr. Dana K. Harmon, PhD (Loyola's School of Social Work).

The annual hooks-Freire Pedagogy of Justice Series celebrates the lives and work of pedagogical visionaries, bell hooks (1952-2021) and Paulo Freire (1921-1997).

FCIP's work is reflective of hook's and Freire's commitment to a liberatory education imbued with the wisdom and experience of all educators and learners, particularly those on the margins who are often left out of and erased from academia. This series – which includes dialogue on readings and film, and a peer-selected keynote address – highlights core principles of humility, empathy, love, hope and dialogue and contributes to the on-going, global work of pedagogical innovation in the direction of equity, justice, and freedom.

68 participants

Pedagogy of Justice Internship

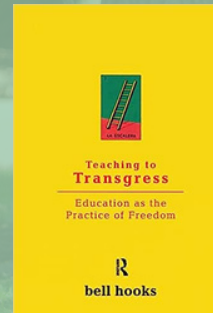
This year, FCIP started a new undergraduate Pedagogy of Justice Internship program. In her senior year, Dakota Lane was FCIP's inaugural Decolonized Pedagogy Intern, which culminated in a public presentation titled, "Healing Landscapes of WASH traumas Through Wetland Restoration, Autoethnography and Field Philosophy."



Abolitionist Pedagogy Reading Series

As part of the Abolitionist Pedagogy Reading Series participants explore selected readings and other scholarly engagements of pedagogy that are, at their core, liberatory, values-based, justice-oriented, abolitionist, freedom-inspired, and anti-oppressive.

All LUC community are invited to engage with the material and gather to discuss pedagogical and abolitionist work and how it might be reflected in their own educational practices and lives.



52 participants

Teaching Excellence & Scholarship

FCIP recognizes and uplifts faculty excellence through the **Annual Faculty Teaching Awards** and two paid faculty roles:
Faculty Scholars
&
Scholarship of Teaching and Learning (SOTL) Fellows

Scholarship of Teaching and Learning Workshops



Faculty Scholar, **Dr. Polina Pine (senior lecturer, Department of Chemistry and Biochemistry)** took the lead in crafting a series of workshops to introduce Loyola colleagues to the Scholarship of Teaching and Learning, or SOTL. These workshops featured an introduction to the field of SOTL and logistics for completing the research with examples from Loyola colleagues.

36 participants

attended our
3 SOTL Workshops

2022-23 SOTL Workshops

1. Conducting research on your teaching:
An intro to the scholarship of teaching and learning
2. Finding a SOTL research match
3. SOTL logistics and next steps

Faculty Teaching Awards

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 with the annual Faculty Teaching Awards. This process would not be possible without the assistance of our selection committee members- thank you all for your time and commitment.



Loyola instructors gather at the Faculty Teaching Awards Ceremony.

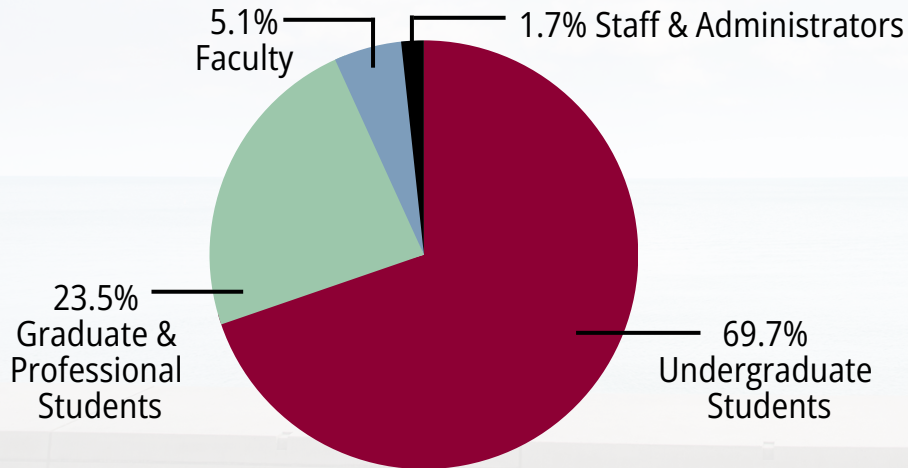
The 2022-23 Faculty Teaching Awards Process Included:

294 Nominations

and

105 Candidate Packets

Our Nominators were...



**St. Ignatius Award for
Excellence in Teaching**



Dr. Elizabeth Wakefield
CAS, Psychology, Associate
Professor

Runner-Up/Rising Star:
Joan Shapiro, Quinlan School of
Business, Marketing, Clinical Instructor

Finalists:
Hong Chen, CAS,
Modern Languages, Instructor
Carolyn Tang Kmet,
Quinlan School of Business,
Information Systems & Analytics, Instructor

**Alice B. Hayes Award for
Advising & Mentoring**



Susan McCarthy,
Arrupe, Business,
Clinical Assistant Professor

Runner Up:
Simon Kaja, Stritch School of Medicine,
Pharmacology & Neuroscience,
Assistant Professor

Finalists:
Joseph Vukov, CAS, Philosophy, Associate Professor
Vijayalakshmi Ananthanarayanan,
Stritch School of Medicine, Pathology

Rising Stars:
Zoe Smith, CAS, Psychology, Assistant Professor
Paula Tallman, CAS, Anthropology, Assistant Professor

**2022-2023
Winners,
Runners-Up
&
Finalists**

**Provost's Award for
Teaching First Years**



**Dr. Yuna Blajer de la Garza,
CAS, Political Science,
Assistant Professor**

Runners-Up:

**Paula Tallman, CAS, Anthropology,
Assistant Professor**
**Giancarlo Tarantino, Arrupe,
Clinical Assistant Professor**

Finalists:

**Dianne Rothleder, Honors,
Political Science, Lecturer**
**Sarah Ali, CAS, Engineering,
Clinical Assistant Professor**

**Kolvenbach Award for
Engaged Teaching**



**Sarah J. Diaz, School of Law,
Lecturer & Associate Director**

Runners-Up:

**Laurie Jordan, CAS,
Mathematics & Statistics,
Instructor**
**Michael Nguyen, Arrupe,
Clinical Assistant Professor**

**Magis Award for
Part-Time Instructors**



**Dr. Rebecca Zapatochny Rufo,
Niehoff School of Nursing
Instructor**

Runners-Up:

**Alexander McKinley, CAS,
Theology**

Finalist:

**Adam Dirnberger, CAS,
Theology**

SOTL 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 (NTT, tenure-track, and tenured). The fellowship invites fellows to explore and contribute to the literature base in one of the pedagogical underpinnings of the Pedagogy of Justice: Ignatian pedagogy, anti-racist pedagogy and student-centered.

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.

2022-2024 SOTL Fellows



Dr. Meghan Dougherty,
Associate Professor of Digital
Communication



Dr. Jennifer Forestal
Assistant Professor of
Political Science



Dr. Minwoo Jung,
Assistant Professor in the
Department of Sociology



Dr. Whelton Miller,
Assistant Professor in the
Department of Medicine

Faculty Scholars Program

In the first year of the Faculty Scholars program, FCIP welcomed six Loyola instructors from a variety of disciplines, backgrounds and years of service. The scholars supported the FCIP team while consulting on and completing projects in Ignatian pedagogy, anti-oppressive pedagogy, and the scholarship of teaching and learning (SOTL). FCIP will grow the faculty scholars' program next year.

To learn more about our Scholars, visit the Faculty Scholars page of our website.

2022-2023 Faculty Scholars & Focal Areas



Dr. Sawsan Abbadi
Ignatian Pedagogy



Dr. Leanna Boychenko
Ignatian Pedagogy Certificate Program



Laura Goldstein
Anti-Racist Pedagogy Certificate Program



Dr. Dana Harmon
Anti-Racist Pedagogy Certificate Program



Dr. tavis jules
Anti-Racist Pedagogy Certificate Program,
Ignatian & Anti-Racist Pedagogies



Dr. Polina Pine
Scholarship of Teaching & Learning (SOTL)

FCIP Scholarship & Teaching

Presentations:

Mansbach, J. (2023). Filling In the Gap: Using Simulations to Teach Nursing Students About LGBT Topics. Presentation delivered at the SOTL Summit (virtual).

Shefner, R., Wenzel, S., & Mansbach, J. (2023). Building Assessment Leadership in Faculty: Toward a Sustainable Culture and Practice of Assessment of Student Learning. Presentation delivered at the Assessment Institute (Indianapolis, IN)

Colacchio, B., Levin, D., & Cosgrove, D. (2022). Arts-based Research as Liberatory Praxis. Roundtable presentation. Society of Social Work Research national conference. (Washington, D.C.).

Publications:

Colacchio, B. (2023). The way to well-being through safety, trust and freedom: A youth-driven framework for older youth in child welfare. [Doctoral dissertation, Loyola University Chicago.] ProQuest Dissertations Publishing.

FCIP Advisory Council

FCIP is grateful to our Advisory Council for another year of thought partnership and strategic planning. The Advisory Council serves as consultants to FCIP as we continue to develop the Pedagogy of Justice, refine our strategic plan, and make decisions about our programming. With representation from all three campuses, the Advisory Council members keep FCIP informed about discussions and programs related to teaching and learning across the university. To learn more about the Advisory Council members, please view their profiles on our website.



FCIP Committee Contributions

The FCIP team continued to lend our expertise to a variety of university wide committees and task forces including:

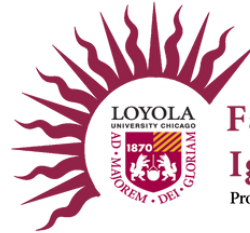
- Academic Integrity Task Force
- Academic Operations Group
- Academic Technology Committee
- Coordinated Learning & Assessment Support
- Higher Learning Consortium Reaccreditation Team
- Office of Institutional Diversity, Equity and Inclusion Steering Committee
- Professional Development Coordinating Group

A low-angle photograph of a brick building corner at Loyola University Chicago. The building features a large stone plaque with the university's crest and the text 'LOYOLA UNIVERSITY CHICAGO' and 'AD. MAJOREM DEI GLORIAM'. The year '1870' is also visible. A semi-transparent green rectangular box is overlaid on the upper portion of the image, containing the text 'FCIP Contributors' in a bold, black, sans-serif font. In the background, another brick building and green street lamps are visible against a clear blue sky.

FCIP Contributors

FOTL Planning Committee

- **Oliver Batchelor**, Instructional Technology & Research Support
- **Bridget Colacchio**, Faculty Center for Ignatian Pedagogy
- **Patrick Green**, Center for Engaged Learning
- **Justin Harbison**, Center for Translational Research and Education
- **tavis jules**, School of Education
- **Jessica Mansbach**, Faculty Center for Ignatian Pedagogy
- **Tim Stoelinga**, Center for Science and Math Education
- **Kristlyn Thomas**, Office of Online Learning
- **Stacy Wenzel**, Office of Institutional Effectiveness
- **Justin Wright**, Faculty Center for Ignatian Pedagogy



Faculty Center for Ignatian Pedagogy

Promoting Excellence in Teaching and Learning

FCIP's Advisory Council

- **Minerva Ahumada**, Arrupe College
- **Michael P. Dentato**, School of Social Work
- **Mark Lococo**, Fine and Performing Arts
- **Stacy Neier Beran**, Quinlan School of Business
- **Julia Pryce**, School of Social Work
- **Rachel Shefner**, Assistant Provost
- **Mark Anthony Torrez**, Stritch School of Medicine
- **Linda Tuncay Zayer**, Quinlan School of Business

2021-2022 SOTL Fellows

- **Meghan Dougherty**, School of Communication
- **Jennifer Forestal**, College of Arts and Sciences
- **Minwoo Jung**, College of Arts and Sciences
- **Whelton Miller**, Stritch School of Medicine

Ignatian Pedagogy Seminar Leaders

- **Father Jose Mesa, SJ**, School of Education
- **Susan Haarman**, Center for Engaged Learning
- **Mara Brecht**, College of Arts and Sciences
- **Betsy Hemenway-Jones**, College of Arts and Sciences
- **Marcella Linn**, College of Arts and Sciences
- **Julia Pryce**, School of Social Work
- **Michael Burns**, College of Arts and Sciences
- **Regina Conway-Phillips**, Marcella Niehoff School of Nursing

Ignatian Pedagogy Certificate Completers

- **Laura Durnell**, College of Arts and Sciences
- **Eilene Edejer**, School of Education
- **Julie Fiorelli**, College of Arts and Sciences
- **Hanah Lahti**, College of Arts and Sciences
- **Takunda Matose**, College of Arts and Sciences
- **Sarah Obrist**, College of Arts and Sciences
- **Pam Osenkowski**, College of Arts and Sciences
- **Katherine Sredl**, Quinlan School of Business
- **Noel Sucese**, College of Arts and Sciences
- **David Wetzell**, College of Arts and Sciences
- **Christopher Whidden**, College of Arts and Sciences
- **Ning Yang**, Quinlan School of Business

Teaching Awards Selection Committee

- **Minerva Ahumada**, Arrupe College
- **Betsi Burns**, Student Academic Services
- **Noah Butler**, College of Arts and Sciences
- **Eric Chan-Tin**, College of Arts and Sciences
- **Bridget Colacchio**, Faculty Center for Ignatian Pedagogy
- **Mary Czulno**, Parkinson School of Health Sciences & Public Health
- **Christopher Dickman**, Office of Online Learning
- **Jose Martin Montoya Dura**, School of Environmental Sustainability
- **Deborah Goodman**, Fine and Performing Arts
- **Shannon Gore**, Arrupe College
- **Patrick Green**, Center for Engaged Learning
- **Stephanie Grella**, College of Arts and Sciences
- **Maggie Guy**, College of Arts and Sciences
- **Susan Haarman**, Center for Engaged Learning
- **Justin Harbison**, Center for Translational Research and Education
- **Minwoo Jung**, College of Arts and Sciences
- **Kevin Kaufmann**, Center for Engaged Learning

- **Ryan Leach**, College of Arts and Sciences
- **Jessica Mansbach**, Faculty Center for Ignatian Pedagogy
- **Dennis Martinez**, College of Arts and Sciences
- **Susan McCarthy**, Arrupe College
- **Jennifer Mierisch**, College of Arts and Sciences
- **Andrew Miller**, Center for Engaged Learning
- **Stephen Mitten, SJ**, School of Environmental Sustainability
- **Claire Noonan**, Mission Integration
- **Jennifer Parks**, College of Arts and Sciences
- **F. Bryan Pickett**, College of Arts and Sciences
- **Polina Pine**, College of Arts and Sciences
- **John Stys**, Parkinson School of Health Sciences & Public Health
- **Kristlyn Thomas**, Office of Online Learning
- **William Watkins**, College of Arts and Sciences
- **Elfriede Wedam**, College of Arts and Sciences
- **Colleen Whittingham**, School of Education
- **Justin D. Wright**, Faculty Center for Ignatian Pedagogy
- **Linda Tuncay Zayer**, Quinlan School of Business

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