



## FACULTY CENTER FOR IGNATIAN PEDAGOGY

### *September 2015*

**Mission:** The Faculty Center for Ignatian Pedagogy promotes excellence in teaching and learning at Loyola University Chicago. Through a focus on faculty development, the Center supports the implementation of teaching and assessment practices that reflect the intellectual, social and spiritual formation of the student as a whole person.

#### **FCIP Goals:**

- Promote the principles of teaching that encourage transformative education
- Promote and expand outreach of FCIP to university stakeholders
- Promote teaching pedagogies relevant to all teaching modalities
- Assist academic, academic support, and student development units with creating, implementing and evaluating ongoing assessment
- Promote and recognize teaching excellence

#### **2014-15 Overview**

Each year, the Faculty Center for Ignatian Pedagogy develops new programming to further the mission of the Center. This year was no exception. With record numbers registering for the Online Teaching Course and program partnerships with the Center for Experiential Learning (CEL), Student Development, and the University Libraries, we reached an impressive number of faculty. Additionally, we concretized the processes for faculty awards, expanded the scope of the Ignatian Pedagogy discussion groups, fully implemented the Faculty Spotlight feature and formalized our FCIP blog postings. On the assessment front, we partnered with Loyola's Student Development division and DePaul University to launch the Assessment Certificate Program, assisted with preparations for the Higher Learning Commission visit, and revitalized the three-year review cycle.

In September 2014, we hired Ryan Crisp as our new office coordinator. Crisp has assumed responsibility for event registration, database creation and maintenance, location scheduling and event details, working with administrative assistance on IDEA uploads, monthly pro-card reports and general clerical and organizational responsibilities. His efforts have helped to streamline our procedures and made the Center run more smoothly.

In February, FCIP's Learning Technologies Coordinator, Sarah Dysart, accepted the position of Online Director for the university. We are pleased to have the opportunity to continue to work with Ms. Dysart on projects relating to Loyola's online initiatives.

The report covers the five Center goals and progress made toward those goals in 2014-15. We attempt to provide both the details of the events and the impact they have made to those who have participated.

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

### ***Focus on Teaching & Learning (FOTL)***

FOTL has evolved into a much-valued means to share teaching strategies with colleagues from across the disciplines. The keynote speakers in both January and August focused on issues of social justice in teaching and learning. Breakout sessions presented by faculty and staff explored the applications of social justice issues in various workings of the university. Additionally, there were sessions on general teaching topics and one particularly well-received session regarding the “Dreamers” project.

Historically, we have had higher levels of participation from the professional schools when the event is held at the Water Tower Campus; as a result, we hope to solicit more proposals relating to teaching graduate students for the January sessions. We are finding that a number of faculty have regularly used FOTL to advance their work and hone their presentation skills. While this is not a negative issue, we hope to encourage others to step forward by continually adapting our outreach and publicity to engage new participants at varying stages of professional growth.

As an example, we intend to reach out to our faculty teaching award winners and encourage them to present sessions on teaching strategies, particularly for the August session when we have a large number of new faculty attendees. (See Appendix A for statistics and faculty comments).

### ***Speaker Series***

2014-15 marked a focused partnership with the Center for Experiential Learning. Throughout the year, we co-sponsored a series of speakers and discussions that drew faculty from across campuses. The speaker series events, partially funded by a Dean’s grant from the College of Arts & Sciences, are listed in Appendix A.

Attendance generally numbered between 25 and 35 for each of these programs. A smaller group met with each speaker for a more focused lunch discussion in Cuneo 410. The focus of the series was on engaged teaching, with the aim of providing strategies regarding transformative education relevant to faculty.

### ***Lunch & Learn Events***

In addition to the speaker series, FCIP and CEL co-sponsored a series of informal presentations by Loyola faculty during the “Lunch & Learn” sessions. As we plan these events, we seek out faculty who have demonstrated an interest in the value of teaching and transformation, and those who are willing to share strategies relevant to all areas of teaching. Lunch & Learn programs are held in Cuneo Hall 410 or 417 (depending on registration) and generally draw groups of 15 or more. The final session of the 2014-15, which involved student and faculty co-presenters, garnered 30 registrations.

### ***Ignatian Pedagogy***

Again in 2014-15, we hosted a series of workshops by Fr. Jose Mesa on Ignatian pedagogy (IP). The sessions covered three different topics: the history of IP (Fr. Mesa), contemporary lessons in the development of IP (Fr. Mesa), and a faculty panel discussion on the application of IP in the classroom. These sessions were offered on both campuses in response to the growing interest in learning about IP and the noticeable change in faculty members’ understanding of the concepts.

In addition to offering these formal sessions in collaboration with Father Mesa, Drs. Pryce and Scheidenhelm attended faculty meetings in three academic units (i.e., Department of English, School of Social Work, and Quinlan School of Business) to learn from faculty their perceptions of IP; further, we

wanted to learn about any hesitations they have in engaging IP more comprehensively in their teaching. Through these discussions, we learned a great deal. Although relatively few faculty had a deep understanding of the tenants of IP, most were willing to share their ideas and thoughts. After listening to their feedback, we provided a resource outline of the basics of IP and distributed a short survey that faculty completed regarding their needs and impressions of the IP. Based on what we learned from these three sessions and the completed surveys, we have focused programming for 2015-16 to address some of the basic concepts of the IP and frequently reported misperceptions.

The IP discussion groups (approximately 24 active members across two groups) also were active again this past year. Both the Water Tower group and the Lake Shore group met monthly to discuss IP and to begin work on a potential publication on the practical application of IP in the various disciplines.

In April, in response to feedback from faculty and progress made through the two discussion groups, Dr. Scheidenhelm proposed offering a certificate in IP for any faculty or staff interested in learning more about Jesuit education. As a result, and in conversation with the Hank Center for Catholic Heritage, Dr. Pryce and Dr. Scheidenhelm formulated a pilot certificate program that has been launched for Fall 2015.

The Ignatian Partners group continues to meet periodically throughout the academic terms. Our goal is to coordinate programming related to IP and help promote programming offered by our Ignatian partners across campus.

### ***Social Justice***

In addition to focusing on social justice themes in the 2015 FOTL events, FCIP has initiated talks with Fr. Mark Bosco in the Hank Center for Catholic Intellectual Heritage regarding our shared responsibility for faculty development as outlined in the university's new strategic plan. Programming for 2015-16 is being discussed by our two units and we have agreed, until we receive additional mandates from the Strategic Planning Committee, to continue internally communicating about potential programs.

- **Promote and expand outreach of FCIP to university stakeholders**

In an ongoing effort to promote awareness of the services of the Center, we maintain a listserv and add all faculty and staff who have attended our programming. It has helped in our outreach to have a targeted list of those interested in Center activities. New faculty and staff are added to the list after each FCIP-sponsored event. At the suggestion of Vice Provost Prasse, we continue to advertise our online teaching workshops via the listserv, making them available to a wider audience of interested faculty.

During the Spring term, we involved faculty, staff, and students in a video project designed to market the bi-annual Focus on Teaching and Learning event to new faculty members. In addition to these initiatives, we have revamped the FCIP website to streamline the process of program and class registration, and elevated our social media presence—both Facebook and Twitter—to increase Center visibility university-wide.

FCIP also maintains a blog to which the staff routinely post articles relating to teaching issues. We strive to tie these posts to current research on a specific topic. Among the recent topics are a post by the Associate Director reflecting on the August FOTL event, a post by the Director on the relationship between teaching, research and reflection, and a reflection on the implications of the Pope's Encyclical on our teaching mission.

As faculty from the Maywood campus begin attending more of our events, there is a rising interest in FCIP programming on that campus. For the past two semesters, we have been invited to the resources fair at Maywood and have sent a representative to provide information to faculty about our services. At

the Provost's Retreat, Dean Brubaker requested that we have an Ignatian reading group in Maywood. Dr. Pryce is working with John Hardt to work out the details of how to facilitate this request.

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

### ***General Programming***

Our overall programming at the FCIP focuses on teaching enhancement: FOTL, speaker series, Lunch & Learns, Commonalities, etc. Such programs help faculty across disciplines and teaching modalities dialogue about effective teaching strategies and practice. In addition to these on-ground programs, we have been offering online workshops on a variety of teaching topics.

### ***Online Workshops***

During the Fall, Spring, and Summer semesters, we offer a series of completely online workshops to augment the Online Teaching Course (OTC). Last year, we discovered that more and more faculty and staff outside the OTC are finding their way into the workshops. We have started adding the workshops to the university calendar, which has made them more accessible to a wider range of faculty. Additionally, we are expanding our workshop topics to encourage attendance by faculty who teach in the traditional or blended environments as well as online. With the lines between modalities blurring (people flipping their instruction, providing content online and using class time for interactive activities, for example), classroom instruction is becoming more of a combination of practices, a shift we feel our expanding selection of workshops will accommodate. See Appendix B for a listing of workshop topics.

***The Online Teaching Course*** continues to be popular, with 70 faculty participating across the three cohorts in 2014-15. In Spring, we revised the curriculum, including a segment on IP online and combining the units on synchronous and asynchronous communication. As we move forward, we are attempting to encompass more general teaching-with-technology issues, not just those related to online teaching; in other words, we are beginning to refocus on teaching in all modalities as reflected in the 2015-16 online workshops.

There is ongoing need for academic units to develop a set of criteria that define and describe what good online teaching entails in their discipline. With more faculty coming to Loyola with online credentials, it will be increasing important for academic units to determine whether their new faculty have experience that matches the unit's expectations for quality online teaching. In recent semesters, the Director of FCIP has met with experienced new faculty and provided a "report" to academic units (upon request of the academic unit) regarding the new hires' online experience; as the number of experienced faculty increases, the need for unit-level approvals becomes apparent. FCIP and the Director of Online Learning are currently working with several academic units to this end. While FCIP can assist academic units in articulating these criteria, the primary responsibility for determining who should be teaching online should fall within each unit.

- **Assist academic, academic support, and student development units with creating, implementing and evaluating ongoing assessment**

### ***Assessment Certificate Program (ACP)***

In 2014-2015, we were excited to launch the Assessment Certificate Program, a workshop-based assessment professional development program led in conjunction with DePaul University. The Assessment Certificate Program, or ACP, is open to all Loyola and DePaul faculty, staff, and graduate students, and represents a union of academic affairs and student affairs at both institutions.

We are pleased to share that response to the Assessment Certificate Program exceeded our expectations! Approximately 50 faculty, staff, and graduate students signed up from Loyola, representing a variety of functional areas from across the university. Enrollment continues to climb as word spreads throughout the Loyola community and as the culture of assessment continues to strengthen across the university.

The ACP workshops are framed around the stages of the assessment cycle and are intended to provide participants with both breadth and depth in terms of knowledge of assessment. 10 workshops were conducted in 2014-2015, with most workshops offered at both Loyola and DePaul to provide greater flexibility for attendees. Appendix C provides a listing of the assessment certificate workshops for 2014-15. In order to provide the most thorough assessment support for our participants, we continue to add new workshop topics for the 2015-2016 academic year

Though the workshops are a required component of the ACP, they are also open to all faculty, staff, and graduate students. We provide a wide range of workshop topics in recognition that there is great diversity in experience with assessment across the Loyola community, and that participants benefit most when they are able to choose workshops that align with their own developmental needs and interests. An ultimate goal of the ACP is that this in turn results in stronger assessment practices carried out in academic and co-curricular programs.

### ***General Assessment***

During the February Higher Learning Commission visit, assessment staff from FCIP worked with the Office of the Provost to provide materials that represented unit-level assessment among the disciplines. We continue to review and provide feedback on annual assessment reports from academic units, and have been advising several units as they contemporize their older assessment plans.

- **Promote and recognize teaching excellence**

2014-15 represents continued focus on teaching excellence. With guidance from the FCIP Advisory Board, we were able to concretize the process and procedure for the various faculty awards, making the selection of recipients of the various teaching awards more streamline. With help from our student workers, we formalized the "Faculty Spotlight" feature of our website that aims to recognize innovative teaching on campus.

Based on development from the prior year, FCIP staff, in collaboration with Advisory Board members, implemented rigorous and cross-campus vetting processes for the Hayes Award, the Provost's Award for Excellence in Teaching Freshmen, and the St. Ignatius Loyola Award for Excellence in Teaching (see Appendix D for a listing of award winners). Due to the refining process, we were able to solicit nominations for all our 2015-15 teaching awards in one survey. FCIP staff continue to review as necessary the established steps of this process so as to further develop and integrate wisdom from across the university.

The Faculty Spotlight highlights faculty members' work with students across academic units and is a feature provided quarterly. Each spotlight includes a videotaped interview of the faculty member with particular attention to her/his innovative and impactful teaching practices. Faculty are nominated by their colleagues through various mechanisms (including FOTL evaluations). Faculty Spotlight interviews and write ups are done by the FCIP federal work study students, under the guidance of FCIP staff.

### **Additional 2014-15 Activities of FCIP Staff Members**

- Academic Technologies Committee (Carol-chair, Terry)

- Assessment Certificate Program (Shannon)
- CAAG (Chicago Area Assessment Group) (Shannon—Board Director; Carol—founder)
- Classroom Response System Replacement Project (Terry)
- Copyright Committee (Carol—co-chair)
- Engaged Learning Requirement Assessment Planning Team (Carol and Shannon)
- Faculty Spotlight Project (Ryan & Julia)
- Focus on Teaching and Learning (FOTL) planning (Carol, Shannon, Julia, Ryan)
- IDEA (Ryan and Shannon)
- ITRS Adobe Connect training initiative (Terry)
- Ignatian Partners Planning Group (Carol and Julia)
- Information Commons Program Committee (Carol)
- Loyola Experience Planning Committee (Shannon)
- Mentoring for Student Success (Julia)
- Online Learning Advisory Board (CCBOL) (Carol, Terry)
- SLATE (Supporting Learning & Technology in Education) (Carol—Advisory Board, Ryan, Terry, Shannon)
- Student Development Assessment Committee (Shannon)

## **Conclusion**

With the inclusion of the FCIP in the new strategic plan, our programming moving forward will continue to evolve as we move into the 2015-16 academic calendar. We have been discussing with the Hank Center potential collaborations and are including the Ignatian Partners in the dialogue. Since two members of the FCIP staff are on the Strategic Planning group working on faculty development, we feel these partnerships will greatly enhance our contributions to the planning.

With the increase in the number of offered programs, we realized the importance of having a schedule of speakers, dates, times and locations available at the beginning of the academic year. To that end, we assembled schedules for the FCIP/CEL shared programming, the Assessment Certificate Program, and the IP Certificate Program programming for distribution at the August, 2015 FOTL. As we progress this year, we are also tracking who is attending each event. This data will help inform our ability to assess our program effectiveness as one piece of our larger assessment plan.

Our efforts to expand our online programming to be more inclusive of all teaching modalities will increase the number and nature of our workshops. To accomplish this evolution, we have reached out to the University Libraries and Academic Technology Services to work with us on preparing and presenting topics that will be of interest to a wider audience. We will begin rotating our “standard” workshops, offering some in the Fall and some in the Spring/Summer to accommodate the increase in workshop topics.

We have been contacted by several campus units (Quinlan School of Business, College of Arts and Sciences, faculty interested in social justice online) with requests to collaborate on a number of online projects dealing with IP topics. The need to build a series of online modules that could be shared universally has become more apparent, and we are currently working to address develop programming in these areas, with the hope of launching this Fall term. As we continue to work to balance these requests with the availability of our staff, we maintain excitement regarding the continual increase and demand of our offerings, as well as our growing visibility across the Loyola community.

## Appendix A: Promoting the principles of teaching that encourage transformative education

### **FOTL**

**January 2015** (WTC): 110 registrants, 17 breakout sessions. Keynote address: Carolyn Shields, Wayne State University. “Issues of Social Justice in the Curriculum.”

**August 2015** (LSC): 235 registrants, 24 unique breakout sessions. Keynote address: Diane Goodman, “Social Justice in the Classroom: Creating Equitable and Inclusive Learning Environments.”

*Comments and stats from August 2015:*

“I think FOTL is so incredibly valuable for faculty across the university as an opportunity to not only be with a wide range of their colleagues, but to glean insightful strategies for teaching.”

“I have been teaching for 37 years, but I learned a lot at this conference. Very practical, but also thought-provoking and intellectually satisfying material.”

- 59% of those responding to the evaluation stated they have attended FOTL in the past.
- 92.3% stated they felt the session topics were both appropriate and relevant.
- 74.4% felt they would apply what they learned in the FOTL session in their courses/work.

### **Speaker Series**

- **September 19:** Richard Kiely, Director of Engaged Learning and Research at Cornell University
- **October 24:** Randall Bass, Vice Provost for Education, Georgetown University
- **February 6:** Julio Rivera, Professor of Management, Marketing and Geography, Carthage College
- **March 27:** Timothy Eatman, Higher Education faculty member, Syracuse University School of Education.

### **Lunch and Learn Series**

- **October 17:** John Slania, School of Communication, “Show & Tell: Creating Student projects in Engaged Learning Courses.”
- **December 5:** Richelle Rogers and students, School of Communication, “Engaged Learning through Rigor, Reflection and Responsibility.”
- **January 29:** Stefan Kanzok, Department of Biology, “Creating a Rich Undergraduate Research Experience for Students.”
- **February 26:** Stacy Neier, Quinlan School of Business Administration, “Reflection in Engaged Learning: Fostering Curiosity.”
- **March 20:** Susan Ross and Mark McIntosh, Department of Theology, “Introducing Students to the Ignatian Tradition.”
- **April 10:** Sherrie Weller, Department of English, “Paraphrasing, Plagiarism, and Planning: Preparing Students to Write Well—and Legally.”
- **May 1:** Cliff Shultz and students, Quinlan School of Business Administration, “Toward Leading Extraordinary Lives and Setting the World on Fire.”

## Appendix B: Promote teaching pedagogies relevant to all teaching modalities

Online Teaching Course completions to date: 249

### 2014-15 Course Completions

Fall 2014	19
Spring 2015	21
Summer 2015	30
	<b>70</b>

### Online Workshops

<b>Term</b>	<b>No. of Workshops offered</b>	<b>No. of Unique Topics Covered</b>
Fall 2014	16	12
Spring 2015	18	12
Summer 2015	13	10
	<b>47</b>	

### 2014-15 Workshop Topics:

Sakai Collaboration Tools

Creating a Workable Course Layout

Presentation Tools:

Camtasia

Articulate Presenter

Adobe Presenter

Copyright Q & A

Adobe Connect Breakout Rooms

Online Groups

Creating & Using Rubrics

Ensuring Loyola Quality in an Online Course

Effective Practices for Online Tests

Using Box.com for Collaboration

Best Practices for Using Assessments in Sakai



- **Appendix C: Assist academic, academic support, and student development units with creating, implementing and evaluating ongoing assessment**

***2014-2015 ACP Workshop Topics***

Cultural Competence in Assessment

Designing Rubrics

Developing a Comprehensive Assessment Plan

Direct vs. Indirect Assessment

Introduction to Assessment at Loyola University Chicago

Qualitative Data Analysis

Quantitative Data Analysis

Survey Design

Writing and Revising Learning Outcomes

Writing Effective Reports

**Appendix D: Promote and recognize teaching excellence  
2014-15**

***Faculty Teaching Awards***

<b>Award</b>	<b>Recipient</b>	<b>Award Venue</b>
Hayes Award for Advising and Mentoring	Daniel Becker, Chemistry	Weekend of Excellence
Langerbeck Award for Undergraduate Research Mentoring (in coordination with the Center for Experiential Learning)	Kim Williamson, Biology Howard Laten, Biology	Weekend of Excellence
Provost's Award for Excellence in Teaching Freshmen	Davis Dennis, History John Kelly, Biology	August Focus on Teaching & Learning
St. Ignatius Loyola Award for Excellence in Teaching	F. Bryan Pickett, Biology	Faculty Convocation
Kolvenbach Award for Engaged Teaching	not selected	Will be presented for the first time at FOTL in January, 2016

***Faculty Spotlight Features***

**Fall 2014:**

Rebecca Siltan, Department of Psychology

Stacy Neier, Quinlan School of Business

**Spring 2015:**

Monique Ridosh, Niehoff School of Nursing

Michael Welch, Quinlan School of Business