



FACULTY CENTER
FOR IGNATIAN
PEDAGOGY

"Education is not the filling of a pail, but the lighting of a fire."
William Butler Yeats

"The great aim of education is not knowledge but action."
Herbert Spencer

2015-17 Year-End Report

June 2017

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

FCIP Goals:

- Promote the principles of teaching that encourage transformative education
- 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



2015-17 Overview

If you're not sure how to get started or what resources you need, start with the Faculty Center. If they cannot help you (and they usually can), they will point you in the right direction. This is a paraphrase of a comment made recently by a faculty member speaking with his colleagues about creating content for teaching and learning. As his statement indicates, faculty recognize the value of the services our Center provides for the teaching and learning initiatives at

Loyola University Chicago.

In the past two years we have witnessed several significant evolutions. The first is a move from our traditional Ignatian Pedagogy (IP) discussion format to a more formal Ignatian Pedagogy Certificate Program. The second development is the awarding of research scholarships to four faculty or groups of faculty interested in doing research on the use of IP in the curriculum. The scholarships were made possible through a grant from Plan 2020. Another important step is the recasting of our conversations about teaching to include all modalities, indicating the importance of technology in all aspects of the teaching and learning paradigm. This has been a step to moving away from thinking of teaching online as a separate entity but an extension of good teaching practice.

Interspersed among these new initiatives are the many programs that span faculty-lead events: Focus on Teaching & Learning; online workshops on effective teaching practices; featured speakers relating to contemporary teaching and learning issues; IP advancement; assessment basics and strategies. In this report, we have attempted to capture the essence of the changing dynamic of university teaching and learning pedagogy and encompass the spirit of our many workshops and programs to address this shifting paradigm.

We were pleased to welcome to our new administrative assistant Mayra Iniguez to the FCIP staff in November of 2016. Mayra works half-time with us and with the Center for Human Rights for Children in the afternoons.

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

Programming continues to be focused on the development of teaching and learning research and practice. We select speakers and topics based on feedback from programming conducted the previous year; additionally, we obtain recommendations from colleagues who have heard promising speakers at professional conferences. The programming represents a mix of topics that are relevant and timely to the issues of the university. Programming is planned in part in coordination and support of the Center for Experiential Learning (CEL).

Focus on Teaching & Learning (FOTL)

January of 2016 marked the 10th anniversary of our twice-annual Focus on Teaching & Learning (FOTL) event. FOTL is sponsored and organized by FCIP in partnership with CEL, Instructional Technology and Research Services (ITRS), University Libraries, Faculty Administration, the Graduate School, and Office of Research Services. Attendance has grown exponentially each academic year and we continue to get a diverse mixture of faculty and staff across disciplines and levels of experience

August 2015. The fall event featured Dr. Diane Goodman who spoke about our basic responsibilities relating to social justice issues in classroom experiences. FCIP, CEL, and the Gannon Center had previously organized a reading group focusing on Goodman's book, *Promoting Diversity and Social Justice: Educating People from Privileged Groups*; the FOTL presentation was a continuation of the discussion on diversity and difference.

In January, 2016 Dr. Patti Clayton outlined the principles of reflective thinking as they impact critical practice. We had two key presentations by LUC faculty about diversity and dealing with divisive issues, topics suggested by the Provost and favorably mentioned in the assessment survey for the day.

The August 2016 FOTL session hosted Dr. Therese Huston from Seattle University. Dr. Huston framed her cognitive research in her keynote presentation on teachers as learners. She provided a number of examples faculty found helpful in thinking how to solicit responses and participation from students, even in large classes.



January 2017 featured Dr. Chavella Pittman, Dominican University, who addressed the WTC gathering with challenges to recognizing and dealing with diversity issues in classroom behaviors and discussion. Both the August and January events also featured a full cadre of faculty-lead breakout sessions on topics from veterans' services to attacks on intellectual freedoms.

The FOTL planning team assesses each program, soliciting feedback from the participants and writing a summary of the event. These reports are online on the FCIP network drive and serve as an historic record of the proceedings. Comments from faculty participants provide evidence that the keynote addresses are introducing ideas that are positively changing the way we think, teach and learn here at Loyola. Faculty-lead breakout sessions are promoting sharing and effective practice among the Loyola faculty community, again, an indicator that creating an opportunity for sharing leads to growth and maturation of the teaching culture. Our goal is to provide programming that reflects the interests of faculty while challenging participants to look beyond the current classroom and to tie teaching and learning to research and to the Jesuit values of faith, justice and reason.

Featured Speaker Series

In coordination with CEL, FCIP has an outside speaker in both the fall and spring semesters. For the past two years, FCIP has also partnered with the College of Arts and Sciences (CAS) to bring additional speakers to campus. The speaker series is intended to continue the dialogue, begun at FOTL, about teaching and learning.

2015-16: In the fall term of 2016, we hosted Dr. Dee Fink, a noted scholar, author and educator who promotes the model of Integrated Course Design. Dr. Fink did a presentation in the morning followed by a workshop-style session to a smaller group in the afternoon. Those who attended found the session especially helpful and have

noted using the shared resource materials in course preparation. Also in the fall term we partnered with the CAS and hosted Dr. Cigdem Talgar, Assistant Vice Provost for Teaching & Learning at Northeastern University. Her research on deep learning environments is a topic we will continue to explore as a possible topic for a FOTL event.

Our spring speakers were from the Center of Inquiry at Wabash College. Their team presented research conducted by their Center and the impact the study has had on their assessment and teaching efforts. We were fortunate to offer the presentation twice: once at the LSC and once at the WTC. Those who attended found these session particularly helpful as they considered their course-level assessment planning. We also helped sponsor (with CAS) Dr. Chavella Pittman from Dominican University, who spoke about facing classroom diversity issues in bold ways. We invited her back for the spring 2017 FOTL keynote address.

2016-17: Our fall speaker was Dr. Laura Rendón, Professor of Education at the University of Texas-San Antonio. Her presentation on sense/thinking focused on issues that were especially relevant to Jesuit educators as she dealt with understanding who our students are and how to consider the whole student as we work toward a socially just learning environment.

In February we welcomed Dr. Karen Myers of the School of Education at Saint Louis University. Dr. Myers is an advocate for universal instructional design and provided both a morning presentation and afternoon workshop on how to get started designing course materials accessible by all students. This was an excellent kickoff to our project with guidelines for creating ADA compliant course and web materials.

In early May, Dr. Kim Connor from the University of San Francisco was in Chicago doing a presentation for the Quinlan School of Business and Fr. Mark Bosco of the Hank Center for Intellectual Heritage arranged for her to spend time with faculty at the LSC. She was joined by a smaller group at a luncheon session to discuss the principles of Ignatian pedagogy as they relate to the Loyola classroom.

Lunch & Learn (L&L) Series

We continue to draw 12-25 people to our luncheon sessions that are focused on creating a community of colleagues sharing ideas and resources. L&L allows FCIP and CEL to expand and build on the topics initiated at FOTL and introduce ideas that might be developed into presentations for upcoming programming. We split scheduling of these sessions between the LSC and WTC. Find a complete listing of the L&L programming in Appendix A.

In 2015-16 we hosted eight programs by Loyola faculty. Attendees were especially intrigued by Fr. Scott Hendrickson's presentation on the Spanish pilgrimages he has conducted for students. The session was particularly meaningful to Jon Schmidt, who took Fr. Hendrickson's idea and applied it for his final project for the Ignatian Pedagogy Certificate program: creating local pilgrimages. This is a perfect example of ideas being generated from the ideas of others and illustrates the power of getting people to think beyond their current teaching practices.



This academic year we organized six L&L programs, including one where representatives from Catholic Charities came to discuss opportunities for student volunteering. Faculty were surprised at the variety of needs presented by this organization and many took the names of representatives to follow up with. We have also been inviting recipients of the various teaching awards to share their insights with colleagues. These sessions are particularly popular as the presenters are generous with their examples and ideas about what make good teaching.

Ignatian Pedagogy: IP Certificate Program

Begun in fall 2015, the IP certificate program has brought an increased awareness of programming related to teaching and learning at the university. Participants do not get a stipend or any reward beyond the certificate. They must attend seven programs (including the required introduction to IP by Fr. Jose Mesa) over the course of the academic year and write a blog post about the relevance of each topic. They also participate in a service project of their choosing and create a final project related to their teaching or research. We limit the program to fifteen participations per year as the management of the program is time-intensive. We are finding that the

required participation is spiking attendance numbers at *all* our programs; certificate participants attend the sessions and bring colleagues along. This year, we have seen continued and steady growth in attendance, with our fall and spring featured speakers drawing around 50 participants each. In previous years, we did well to get 20 attendees.

In 2015-16 We had twelve faculty and staff complete the IP Certificate program. All who participated felt the time allocated to the certificate was worthwhile. Through both formal and informal feedback from these initial participants we were able to more clearly defining and organizing the program for 2016-17.

This academic year we had more requests than we could accommodate for the IP program. Of the 15 who were registered, 12 completed the certificate. Requirements for the program were more specific this year as we had a better grasp of each of the major assignments (blogs, service project and final project) and were able to more clearly articulate them. For example, the service project was more coordinated, with people sharing their ideas and inviting others to join them. Two projects included student involvement, one organized completely by the students. The quality of the final projects also improved and brought out great ideas that went beyond our expectations. Final projects were presented during a series of luncheons hosted at the LS and WT campuses. Our goal is to publish all the projects on eCommons, linking this section to the bibliography of resources on IP currently housed there. This open-source bibliography is the result of a project requested by Fr. Mesa and supported by FCIP and the University Libraries.

Ignatian Pedagogy Research Grants

Inaugrated in fall 2016, the IP Research Grants were funded by the Strategic Plan 2020. Even in this inaugural year the opportunity was competitive. We were able to fund four strong proposals submitted by faculty members or groups of faculty. The four proposals were funded with a \$5000 stipend and the expectation that faculty members would complete their research and pursue publication of their findings. Research studies for this grant relate to applications of IP to teaching and research initiatives. The four recipients provided updates on their research in December and a fuller report in May. Published research, where permissible by the publishing journal, will be posted to the eCommons. Several of the grant recipients went through the IP Certificate the year before, indicating that those faculty are applying the Ignatian strategies and ideas they were exposed to in the certificate program. We have requested and received funding for continuation of the grant program next year with sufficient funds to offer two additional grants.

International Programming: Online Ignatian Pedagogy Workshops with Beirut, Lebannon and Kaunas, Lithuania

For the past two years, FCIP staff have been helping coordinate two international partnerships dealing with IP.

In spring of 2016, we were contacted by the Quinlan School of Business to partner in developing a series of online sessions covering the applications of IP to business courses. After several planning sessions with Fr. Frank LaRocca and several Quinlan faculty, the group met online with faculty from St. Joseph's University in Beirut. Fr. Michael Garanzini provided a welcome to the larger group. The FCIP Coordinator of Online Course Development, Associate Director and Director worked with Quinlan faculty to organize and develop the first two sessions; subsequent programming was developed and delivered by Quinlan faculty. The Coordinator of Online Course Development worked with the Quinlan group to ensure that equipment was sufficient and properly configured for the delivery of the content and the ability to receive questions and comments from the Beirut faculty.



Dr. Patrick Boyle contacted FCIP in **fall 2016** and requested help in organizing training for a group of faculty at the Karalius Mindaugas Vocational Training Center in Kaunas, Lithuania. Dr. Boyle recommended Michael Schuck as a key contributor to working with Lithuanian partners. The FCIP Director and the Coordinator of Online Course Development established contact with representatives from Lithuania and set up a course structure on the Karalius Mindaugas Moodle site. Professor Schuck recommended four additional faculty members to assist with the project. Gabija Steponenaite of the Hank Center for Catholic Intellectual Heritage offered to help translate and provide assistance with the project as she is a native Lithuanian speaker. To date we have conducted two training

sessions; the first was held in March and was lead by the Director of FCIP. This iinitial session served as a basic overview and discussion of IP foundations. The second was lead by Gezinus Hidding and was conducted in Lithuania, as Dr. Hidding was in Europe and agreed to travel to Lithuania for the session. There will be four additional sessions in fall and spring 2017-18, each lead by one of the other Loyola University Chicago faculty connected with the project. The five faculty presentations each provide specific examples of how IP is evidenced in the various academic disciplines.

The Greenhouse OpEd Project

This academic year we received funding from Plan 2020 to pilot a partnership with the Public Voices Greenhouse Op-Ed Project. We announced this opportunity to faculty through fall 2016 FOTL and received applications from



over than 30 faculty. Through peer review, a committee identified a full cohort of 20 diverse faculty participants, the majority being women as specified by the Project organizers.

The project was a great success; cohort participants reached a collective success rate of 263% (based on the Project goals of each the participants publishing one piece). Loyola faculty published 50 op-ed pieces in the three-month span of the program, well above the average for participating schools. Op-eds appeared in The Washington Post, the Wall Street Journal, US News & World Report, The Hill, the Chicago Tribune to name a few. Several of these pieces were subsequently picked up by other publications and the authors invited to comment on radio broadcasts. Cohort participants continue to publish pieces, which we track on the FCIP website: <http://luc.edu/fcip/opedproject/recentpublications/>. It is our goal to have participants from this year work to help recruit the cohort for 2018.

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

The Online Teaching Course (OTC)

The Online Teaching Course (OTC) has evolved over the six years it has been offered. Beginning in 2011 as a series of face-to-face workshops relevant to issues dealing with online teaching, it has evolved to a fully-online seven-week course covering the basics of teaching pedagogy and practice. To date, over 340 people have completed the course. We run three cohorts each year, fall, spring and summer, and include faculty, staff, and graduate students. In addition to the course work, participants are required to take two online workshops dealing with some application of technology to their teaching. This past year, we included ITRS tools workshops as qualifying for one of the two required sessions. We added a guest speaker from ITRS to participate in one of the required synchronous session for the formal course. A representative from the libraries is another guest speaker invited each cohort, as is the Online Director. We have found that providing faculty with information about campus resources expands their understanding of where to get help or guidance for their teaching question. After each cohort we strive to make changes that respond to the feedback given by the participants. This year we invited past participants to voice their suggestions by participating in our first focus group. Feedback was very promising and illustrated overwhelming satisfaction with the course.

The online workshops continue to be a valuable resource for faculty. Various topics regarding teaching and learning are provided throughout the year. We plan to increase the number of these session with an overall emphasis on teaching in general. Appendix C contains a partial listing of our workshop titles.

We are fortunate to have had the assistance of Kelly Barry to help us teaching the OTC beginning in summer 2016. Kelly is an instructional designer from the School of Continuing and Professional Studies (SCPS) and was an invaluable resource in helping to provide the course topics. She also has done a number of workshops for us and initiated evening workshops for faculty who cannot attend sessions during the day. We appreciate the cooperation of SCPS for graciously sharing Kelly's talents.

For the summer 2017 term, we are not offering a cohort of the course so that we can take the time to update the research and materials in the OTC. We are also working with campus instructional designers to learn what topics their faculty most frequently seek help on and will address these topics with special training modules.

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

Academic Unit Assessment

FCIP continues to support academic departments in devising, reviewing and implementing assessment plans for their major and minor programs. Every three years academic units are asked to meet with FCIP staff to review outcomes and determine if changes need to be made to their assessment plan to keep it current and relevant to their needs. A number of academic support units have also relied on FCIP services for this purpose.

The Coordinator of Assessment serves to manage the assessment components of the TaskStream ePortfolio system, which is used by several academic units for their yearly assessment collection and also by the Engaged Learning (EL) program to collect and evaluate student performance related to the EL requirement. The Assessment Coordinator also played a major role in implementing the EL assessment during the 2015-16 academic year and reporting on results during the current academic year. She also serves as an advisor to the Division of Student Development and Student Academic Services for their assessment planning efforts.

Beginning in the 2017-18 fiscal year, program assessment will no longer be the responsibility of FCIP but will be transferred to the Office of Institutional Effectiveness.

Assessment Certificate Program (ACP)

2015-2016 marked the second full year of the Assessment Certificate Program, a workshop-based assessment professional development program jointly run by Loyola and DePaul University. The Assessment Certificate Program (ACP) is free and open to all Loyola and DePaul faculty, staff, and graduate students; it represents a collaboration of academic affairs and student development at both institutions. Though the workshops are a required component of the ACP, they are also open to all faculty, staff, and graduate students. An ultimate goal of the ACP is the adoption of stronger assessment practices in academic and co-curricular programs.

In 2015-16 we had approximately 65 faculty, staff, and graduate students signed up from Loyola, including representation from the Division of Student Development, multiple academic units, University Libraries, and Student Academic Services. **The 2016-17** program added another 20 people. There is no set time limit for completing the certificate, which includes a culminating final project related to some application of assessment practice. Four people completed the certificate in 2016 and another two in 2017.

The core ACP workshops are framed around the assessment cycle with the goal of providing participants with both breadth and depth in terms of knowledge of assessment. Workshops on more specialized topics (e.g. Assessment in Online Learning) are added based on participants' requests and observations of areas where more development may be needed. A partial list of the workshops offered this past year is provided in Appendix D.

- **Promote and recognize teaching excellence**

Teaching Awards

The FCIP Advisory Board has been instrumental in establishing the process and procedure for continuation of the teaching awards. With the assistance of former award winners and board members, FCIP staff review the credentials of the nominees and help determine who will be recognized.

A listing of the award winners for 2015-16 and 2016-17 appears in Appendix E.

Faculty Spotlight and Recognizing Excellence

We continue to feature on our website faculty who embody exemplary teaching practice. Quarterly, we feature a different faculty member from a list of nominees collected from the FOTL evaluations. We make use of our student worker to assist in interviewing nominated candidates and creating a profile that includes a picture and a brief article about the faculty member's accomplishments in the classroom. This feature allows us to recognize



creativity and innovation among faculty across the university, representing myriad disciplines and teaching approaches.

In spring 2017 we posted the first Recognizing Excellence feature where we acknowledge a staff member who has made a particularly exemplary contribution to the support of the teaching mission. As with the Faculty Spotlight, our Federal Work Study student worker conducts and writes up the interview.



Recognition Reception

May 4, 2017 we hosted a recognition reception for award winners and participants of the programs sponsored by the Faculty Center. The reception was well attended by program participants and featured guests. We were honored to have Provost John Pelissero welcome and recognize the accomplishments of those attending. Representatives from each of the individual programs share reflections of their experiences and the impact the programming has had on their teaching and research. We hope to make this an annual event as a way to celebrate and honor the contributions of our program participants and campus partners.

Conclusion

It continues to be our goal to advance the understanding of effective pedagogies as they apply to teaching in all modalities. Through the IP Certificate program, we are raising the awareness of how Jesuit pedagogy provides a guide for meeting the mission and goals of the university. Our emphasis over the past two years has been to help faculty develop in mind, body and spirit as a model for directing student toward this same goal.

While we are facing significant staffing changes in the coming academic term, we hope to continue offering programming that challenges and informs faculty and staff. Below are some of the program goals we have established for 2017-18:

- Update and revise the Online Teaching Course
 - Build the course around a theoretical framework
 - Update research and materials
 - Create new workshops related to teaching practices
- Continue efforts to organize and support communities of practicing faculty at both the LS and WT campuses
- Establish a list of priorities for just-in-time modules on various teaching topics
- Identify topics for modules on IP
- Expand the IP Certificate program to include additional participants
 - Continue to formalize and standardize the assignments and requirements
- Expand the IP grant program and formalize the reporting process
- Assist the 2017 Op-Ed cohort participants in helping establish a cohort for 2018.
- Continue providing quality programming by partnering with the Center for Experiential Learning, the University Libraries, Faculty Administration and other campus support units.
- Continue to coordinate Focus on Teaching & Learning
- Pursue additional external funding to support the Center's teaching and research activities

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

2015-16 Programming

FOTL

- August 13: Dr. Diane Goodman, educational consultant: "Social Justice in the Classroom: Creating Equitable and Inclusive Learning Environments."
 - Registration: 236
- January 14: Dr. Patti Clayton, educational consultant: "Social Justice & Reflective Practice." FOTL
 - Registration: 110

Speaker Series

- August 19: Dr. Cigdem Talgar, Northeastern University: "Learner-Centered Approaches to Instruction."
 - co-sponsored with College of Arts and Sciences
- September 1: Fr. Jose Mesa: "The IPP as the Humanist Style of Jesuit Education."
- October 9: Dr. Dee Fink, educational consultant: "Rethinking Institutional Action."
- October 9: Dr. Dee Fink, workshop
- March 16 & 17: Center of Inquiry, Wabash College. "How the Wabash Studies Have Helped to Inform Teaching & Learning." (LSC and WTC)
- March 17: Dr. Chavella Pittman, Dominican University: "Addressing Diversity & Teaching Effectiveness."
 - Co-sponsored program with College of Arts and Sciences
- April 19: Dr. Kim Connor, University of San Francisco: "IP in the Classroom."

Lunch & Learn Series

- September 18: Lunch & Learn. Fr. Scott Hendrickson: "The Ignatian Pilgrimage: Scholarship, Contemplation and Community."
- November 6: Lunch & Learn. "Mentoring to Enhance Student Learning through Research." Dr. Rebecca Silton.
- November 11: Faculty teaching award recipients panel: "IPP in the Arts & Sciences." (LSC)
- November 12: Faculty panel: "IPP in the Professional Schools. (WTC)
- January 29, February 12, February 26: Integrated Course Design Workshops. Patrick Green and Shannon Milligan.
- February 5: Lunch & Learn: "Strategies for Excellence in Teaching: Panel of FCIP Teaching Award Winners."
- April 21: Rebecca Ramirez-Malagon. "SSWD and Student Accommodations."

2016-17 Programming

FOTL

- August 18: Dr. Therese Huston, Seattle University: "Faculty as Learners: A Lens for Building Teaching & Learning Strategies"
 - Registration: 272
- January 12: Dr. Chavella Pittman, Dominican University. "Teaching Excellence: Developing Effective Practices for Inclusive Classrooms."
 - Registration: 109

Speaker Series

- October 27: Dr. Laura Rendón, University of Texas San Antonio: "Toward a Sentipeante Pedagogic Imaginary."
 - Attendance: 52
- February 23: Dr. Karen Myers, St. Louis University: "Say 'Welcome' through Universal Design: A Sustainable Plan."
 - Attendance: 48

- February 23 (PM): Dr. Karen Myers: “Using Universal Instructional Design to Communicate, Educate and Sustain: Getting Started.”
 - Attendance limited to 20
- April 4. Dr. Kim Connor, University of San Francisco. “To Guide, Not to Tell: Teaching and Ignatian Pedagogy.”
 - Attendance: 24

Lunch & Learn Series

- September 16: Lunch & Learn. “Engaging Your Courses with *Just Mercy & Communities in Conversation.*” Martin Finnie
- October 7: Lunch & Learn. “Enhancing Learning & Teaching through Social Justice Projects: Engaging Catholic Charities for Real-World Projects.” Catholic Charities
- October 28: “Social Justice Across the Discipline.” Kathleen Maas Weigert
- November 11: “Conducting a Local Pilgrimage.” Jon Schmidt
- February 10: “Teaching Practices that Deepen Learning.” Susana Cavallo, Stacy Neier Beran (FCIP faculty teaching award winners 2016-17)
- March 24: Lunch & Learn: “Deepening Engaged Teaching & Learning: EL Assessment & Faculty Feedback.” Stefan Kanzok, Jeanne Sokolec

Appendix B: Promote and expand outreach of FCIP to university stakeholders



FCIP Staff From left: Carol Scheidenhelm, Director, Mayra Inguiez, Administrative Assistant, Shannon Milligan, Coordinator of Assessment, Terry Moy, Coordinator of Online Course Development.

Pictured below: Julia Pryce, Associate Director



Additional 2015-17 Activities of FCIP Staff members

- Academic Technologies Committee (Carol-chair, Terry)
- Accessibility Guidelines Working Group (Carol, Terry)
- Assessment Certificate Program (Shannon)
- CAAG (Chicago Area Assessment Group) (Shannon—Board Director; Carol—founder; former Board Director)
- Classroom Response System Replacement Project (Terry)
- Copyright Committee (Carol—co-chair)
- Coordinating Committee for Blended and Online Learning (CCBOL) (Carol, Terry)
- Engaged Learning Requirement Assessment Planning Team (Carol, Shannon)
- Faculty Spotlight Project and Recognizing Excellence feature (Julia, student worker)
- Focus on Teaching and Learning (FOTL) planning (Carol, Shannon, Julia)
- ITRS Adobe Connect training initiative (Terry)
- Ignatian Partners Planning Group (Carol, Julia)
- Information Commons Program Committee (Carol)
- Loyola Experience Implementation Committee (Shannon)
- Mentoring for Student Success (Julia)
- Student Development Assessment Committee (Shannon)

Appendix C: Promote teaching pedagogies relevant to all teaching modalities

Online Teaching Course Graduates

- Fall 2015: 14
- Spring 2016: 20
- Summer 2016: 19
- Fall 2016: 19, Spring 2017: 22

Online Workshops and Discussions

- Fall 2015: 16 programs and discussions
- Spring 2016: 13 programs and discussions
- Summer 2016: 15 programs and discussions
- Fall 2016: 12 programs and discussions
- Spring 2016: 14 programs and discussions

Partial listing of workshop topics:

- Best practices in online testing
- Creating a workable course layout
- Selecting the proper presentation tools
- Sustaining teaching during campus closures
- Online group work
- Strategies for preparing students for online courses
- Alternative classroom activities
- Social justice online
- Copyright issues
- Selecting the appropriate collaboration tools
- Chunking Online Content
- Engaging Students in Online, Asynchronous Discussion
- Creating Presentation Materials
- Creating a workable Course Layout in Sakai
- Sakai Collaboration Tools
- Adobe Connect Breakout Rooms
- Strategies for Creating Social Presence in your Online Classroom
- Using Streaming Video Resources for Online Instruction
- Using Rubrics
- Ensuring Loyola Quality in an Online Course
- Using Box.com for Collaboration

Partial listing of Discussion topics: (presented by faculty and staff teaching and/or supporting online)

- Effective Use of the University Libraries' Online Instructional Materials
 - James Conley, University Libraries
- Alternative Classroom Activities
 - Dan Vonder Heide, Bruce Montes, Stacey Zurek
- Grading Online: Tips and Strategies
 - Peter Jones, Corbin Casarez, Thea Strand, Sandi Tenfelde
- What You Need to Know About Copyright
 - Fred Barnhart, James Conley, Chris Martin
- Course Layout In Sakai
 - Marcia Hermansen, Stacy Neier-Beran, Barbara Youngberg
- Three Things I've Learned (or Want to Know) about Online Teaching
 - Mark Lococo, Carolyn Tang Kmet, Robert Yacobellis, Dan Vonder Heide, Bruce Montes
- How Do We Keep Students Engaged in an Online Course
 - Laura Goldstein, Sandi Tenfelde, Barbara Youngberg, Kathleen Hirsman

Appendix D: Assist Academic, academic support and student development units with creating, implementing and evaluating ongoing excellence

Assessment Certificate programming

- Fall-Spring, 2015-16: 24 workshops at LUC (repeated at DePaul University)
- Fall-Spring, 2016-17: 20 LUC programs (repeated at DePaul University)

Partial listing of workshop topics

- Introduction to Assessment at Loyola
- Designing Effective Surveys
- Culminating Project Presentations
- Direct vs. Indirect Assessment
- Writing and Revising Learning Outcomes
- Cultural Competence in Assessment
- Introduction to Qualitative Analysis
- Introduction to Quantitative Analysis
- Non-Tradition Assessment Models
- Assessment Planning
- Designing Rubrics and Conducting Norming Sessions
- Writing Effective Reports

Appendix E: Promote and recognize teaching excellence

2015-16 Faculty Teaching Awards

Award	Recipient	Award Venue
St. Ignatius Loyola Award for Excellence in Teaching	F. Bryan Pickett, Department of Biology	Faculty Convocation
Provost's Award for Excellence in Teaching Freshmen	David Dennis, Department of History	Faculty Convocation
Provost's Award for Excellence in Teaching Freshmen	John Kelly, Department of Biology	Faculty Convocation
Peter Hans Kolvenbach Award for Engaged Teaching	Reuben Keller, Institute of Environmental Sustainability	January Focus on Teaching & Learning
Alice B. Hayes Award for Advising & Mentoring	Susana Cavallo, Department of Modern Languages & Literatures	Weekend of Excellence
Mary Therese Langerbeck Award for Undergraduate Research Mentoring	Joseph Milanovich, Department of Biology	Weekend of Excellence
Mary Therese Langerbeck Award for Undergraduate Research Mentoring	Amy Wilkinson, Department of Fine & Performing Arts	Weekend of Excellence

2016-17 Faculty Teaching Awards

Award	Recipient	Award Venue
St. Ignatius Loyola Award for Excellence in Teaching	Noni Gaylord-Harden, Department of Psychology	Faculty Convocation
Provost's Award for Excellence in Teaching Freshmen	Kristen Irwin, Department of Philosophy	Faculty Convocation
Provost's Award for Excellence in Teaching Freshmen	Hans Svebakken, Department of Theology	Faculty Convocation
Peter Hans Kolvenbach Award for Engaged Teaching	Stacy Neier Beran, Quinlin School of Business	January Focus on Teaching & Learning
Alice B. Hayes Award for Advising & Mentoring	Jennifer Parks, Department of Philosophy, Women's & Gender St.	Weekend of Excellence
Mary Therese Langerbeck Award for Undergraduate Research Mentoring	Stephen Mitten, SJ, Institute of Environmental Sustainability	Weekend of Excellence
Mary Therese Langerbeck Award for Undergraduate Research Mentoring	Timothy Hoellein, Department of Biology	Weekend of Excellence

Faculty Spotlight: 2015-16

Patrick Duffie, Department of Biology	Catherine Nichols, Department of Anthropology
Alyson Paige, Department of English	Michael Welch, Quinlin School of Business

Faculty Spotlight: 2016-17

Suzanne Bost, Department of English	Recognizing Excellence Feature: 2016-17 (inaugural year)
David Doherty, Department of Political Science	
Sara Gramata, Quinlin School of Business, Marketing	
Mark Kuczewski, Neiswanger Institute for Bioethics & Professor of Medical Ethics, Stritch School of Medicine	