

## Focus on Teaching and Learning August 2025 Schedule August 13, 2025

All times listed are in the Central Standard time zone.

Time	Event
8:30 – 9:00	Light Breakfast (Damen Multipurpose Room)
9:00 – 9:15	Welcome FOTL Committee
9:15 – 10:30	<p><b>Opening Session (Damen Multipurpose Room)</b></p> <p>David Gooblar – Cura Personalis Through Better Teaching</p> <p><b>Session Description:</b> How do we care for the whole person—every person—in our colleges and universities? Our most vulnerable students in particular often struggle in college if their professors do not take into account their lives outside the classroom door. This failing can be mirrored by administration, which too often turns a blind eye to what happens within the classroom. In this interactive session, participants will consider the factors that influence whether students succeed—or whether they don't. We'll look at educational research into inequitable academic outcomes and think about what lessons we might learn. And we'll reflect upon the “psychological situation” that governs the lives of our most vulnerable students and think about how instructors can better respond to those students' needs. Participants can expect to leave the session brimming with ideas for their fall classes, recommitted to the idea that caring for our students' whole selves is an imperative if we want them to reach their full potential.</p>
10:45 – 11:45	<p><b>Concurrent Session Block 1</b> <u>Session 1: Cuneo 217</u> <b>Roundtable:</b> Amplifying Confidence: Exploring Self-Efficacy through Podcast Development</p> <p><i>(Jennifer Armstrong – Department of Communication, Arrupe College)</i></p> <p><b>Session Description:</b> This session will explore how Bandura's four tenets for building self-efficacy (mastery experiences, vicarious experiences, verbal persuasion, and psychological experiences) were used in the development of podcasts with first- and second-year college students. We will discuss findings from a pilot study on self-</p>

	<p>efficacy to in an effort to understand whether methods intended to encourage growth can lead to academic and personal success.</p> <p><u>Session 2: Cuneo 311</u>  <b>Panel Discussion:</b> Trauma-Informed Teaching and Learning in Higher Education</p> <p><i>(Meghan Garland, Lise Hauser, Matt Manning—Department of Family and Community Health Nursing, Marcella Niehoff School of Nursing)</i></p> <p><b>Session Description:</b> In this moderated discussion, panelists will share their experiences with trauma-informed teaching and learning and answer audience questions. Participants will explore how to integrate trauma-informed learning experiences that foster inclusive dialogue, especially when course content may challenge student assumptions or resurface past trauma. We will discuss strategies to support students’ emotional safety while encouraging meaningful engagement and reflection. Participants will learn how to apply trauma-informed principles in both in-person and asynchronous online settings, using technology to build community, create flexible learning spaces, and enhance student well-being. Through case examples, reflection, and practical tools, this session aims to empower educators to create environments where all learners can thrive.</p> <p><u>Session 3: Cuneo 312</u>  <b>Workshop:</b> Seeing Students Broadly</p> <p><i>(David Gooblar, University of Iowa)</i></p> <p>One of the most effective ways to remedy the effects of stereotype threat and belonging uncertainty is by creating an environment in which students can be their selves—their whole selves, or something closer to it. In this workshop, participants will learn ways to encourage students to bring more of their selves into our classrooms.</p>
<p><b>12:00 – 1:00</b></p>	<p><b>Remarks (Damen Multipurpose Room)</b>  Douglas W. Woods, Ph.D, Provost &amp; Chief Academic Officer  Loyola University Chicago</p> <p><b>Lunch &amp; Resource Fair (Damen Multipurpose Room)</b></p>

1:15 – 2:15

**Concurrent Session Block 2**

Session 1: Cuneo 311

**Workshop:** Engagement Now, Leadership Later: The Classroom as a Training Ground

*(Daniel Swartzman, Theresa Burkhart & Kim Rusk -Healthcare Administration, Parkinson School of Health Sciences and Public Health)*

**Session Description:** There seems to be a nation-wide experience of students being reluctant to engage in class. They are less likely to answer questions, to pose questions of their own or to engage in discussions with the professor and the other students. We believe that our students are failing to develop important skills needed if they are to be leaders in their field. We will share some of what we are trying, and lead a workshop to develop new ideas and a plan for future action by Loyola faculty.

Session 2: Cuneo 217

**Workshop:** Strategies to Enhance Mental Well-Being in College Classrooms

*(Stephanie Wilson - Parkinson School of Health Sciences and Public Health)*

**Session Description:**

A practical workshop led by Loyola faculty dedicated to improving student mental health in the classroom, with a focus on fostering a welcoming and uplifting environment for learning. This workshop will include:

1. Techniques to divide course content into smaller, more accessible portions for better focus and participation.
2. Guidance on adapting syllabi to better address mental health concerns.
3. Suggestions for incorporating short, interactive mental health activities at the start of each weekly class.

Ultimately, supporting mental health in the classroom creates long-term benefits that extend far beyond academics.

Session 3: Cuneo 312

**Lightning Talk:** Retention Through Connection: Peer-Led Approaches to Advising

*(Sandra Kaufmann - Department of Fine and Performing Arts)*

**Session Description:**

In this lightning talk, strategies concerning student retention and advising will be explored.

This talk will introduce methods of harnessing the potency of peer group discussion to facilitate academic advising and will present brief strategies for working with students in groups and using collective time for advising rather than one on one meetings with academic advisors.

**Lightning Talk:** The Examen at the Midpoint: Cultivating *Cura Personalis* in Dietetic Supervised Practice

*(Justin Hoch - HSC Ministry, Ann Hillman - HSC Ministry, and Kevin Pietro - Department of Applied Health Sciences, Parkinson School)*

**Session Description:**

Our lightning session focuses on the value of utilizing the Examen, an Ignatian reflective practice, at the midpoint of the supervised practice experience to help faculty teach and train students with *cura personalis*. This practice provides a timely opportunity for future registered dietitian nutritionists (RDNs)—and other healthcare and professional school students—to pause, reflect, and reorient, deepening their awareness of how they are being formed both professionally and personally. Instilling the value of reflective practices through intentional curricular design and collaboration fosters a greater appreciation for the vocation and values of the RDN and supports the formation of more resilient, purposeful, and self-aware emerging professionals.

Session 4: Cuneo 218

**Workshop:** No More Runway: Creating Your Fall '25 AI Policies

*(Chris Dickman, Sharmeen Islam, Kristlyn Thomas – Office for Online Learning)*

	<p><b>Session Description:</b></p> <p>According to 2025 surveys (Digital Education Council, HEPI), 86% - 92% of undergraduates are using generative AI tools for school. Concurrently, employers are starting to expect baseline AI competency in new hires. In this session, we'll explore how to create thoughtful, effective policies and procedures for student use of generative AI in your courses. You'll leave with ready-to-apply strategies for AI syllabus policy design, optional assignment frameworks, and general student guidance.</p>
<p><b>2:15 – 2:30</b></p>	<p><b>Break</b></p>
<p><b>2:30 – 3:30</b></p>	<p><b>Concurrent Session Block 3</b></p> <p><u>Session 1: Cuneo 311</u></p> <p><b>Workshop:</b> Creating An Effective Teaching Observation Process to Support Faculty Development</p> <p><i>(Christine Hippert – School of Environmental Sustainability, Jeanne Widen – School of Continuing and Professional Studies)</i></p> <p><b>Session Description:</b> This workshop focuses on designing effective teaching observations to support faculty professional development and to facilitate the processes of annual reviews, programmatic assessment, and promotions. To help attendees develop/modify their units' teaching observation process and provide guidance to faculty on using teaching observations as part of their reflective teaching practices, we will highlight different types of classroom observations in a variety of classroom modalities (in face-to-face, hybrid, and online courses) with tenure-track, non-tenure track, and part-time/adjunct instructors.</p> <p><u>Session 2: Cuneo 312</u></p> <p><b>Workshop:</b> Bridging cura: Faculty of color socialization at a Jesuit university</p> <p><i>(Norma Lopez – Higher Education, School of Education, Demetri Morgan - University of Michigan)</i></p> <p><b>Session Description:</b> This research focuses on Jesuit Catholic higher education in the United States because at the heart of this mission is encouraging all involved to navigate the discernment</p>

process and then enact considerations that vacillate between cura apostolica (care for institution) and cura personalis (care for people/society). Cura apostolica and cura personalis can be viewed as brands of institutional purposes that consistently show up at many colleges and universities through concern for institutional risk aversion, protection, and sustainability amid hope for supporting people towards success in a humanizing fashion. Specifically, this research is concerned with the toll institutional concern has on faculty of color career trajectories through Jesuit mission and values and how senior academic leaders influence those trajectories.

Session 3: Cuneo 217  
**Workshop:** Find Your Fire: Engaged Learning to Enhance Teaching and Learning  
*(Patrick Green – Center for Engaged Learning, Teaching, and Scholarship)*

**Session Description:** All Loyola undergraduates are required to complete at least one Engaged Learning course, which connects academic learning with real-world experience through internships, research, service-learning, public performance, or undergraduate research. Did you know that teaching Engaged Learning courses may also enhance your pedagogical approaches and teaching and learning strategies? This session will introduce faculty to the Engaged Learning University requirement, provide a foundation for Engaged Learning criteria, outline the five designated categories, and walk through the process for proposing a course for the designation. Whether you’re developing a new course or adapting an existing one, this session will provide practical guidance for aligning your course with Loyola’s mission and enhancing student learning through experiential learning and high-impact practices.

**3:35 – 4:00** **Closing Reflection (Cuneo 324)**  
 Lauren Schwer, *Mission Integration*