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Practicing Ignatian Pedagogy: A Digital Collection of Resources

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Pancho Cardenas's Los Lobos de Loyola, outside the USF Gleeson Library | Geschke Center.
Photo by Shawn Calhoun, 2014.

Introduction

In the Spring 2015 issue of *Jesuit Higher Education: A Journal*, Kimberly Connor described building an Ignatian Pedagogy Faculty Learning Community at the University of San Francisco. One outcome of the FLC was to gather and make easily available a collection of resources on Jesuit education and the IPP (Ignatian Pedagogical Paradigm). In this issue, two USF Gleeson Library/Geschke Center librarians, Zheng (Jessica) Lu, Digital Collections Librarian, and

Vicki Rosen, Distance Learning Services Librarian, describe creating [*Practicing Ignatian Pedagogy: A Digital Collection of Resources*](#), an openly accessible database available through the USF Library website, using the FLC resources and digital technology.

The collection's landing page begins by defining Ignatian pedagogy:

Ignatian pedagogy is a model that promotes the goal of Jesuit education, speaks to the teaching-learning process,

addresses the faculty-student relationship, and has practical meaning and application for the classroom. Similar to the process of guiding others in the Spiritual Exercises, faculty who apply Ignatian pedagogy accompany students in their intellectual, spiritual, and emotional development. They do this by creating the conditions, laying the foundations, and providing the opportunities for the continual interplay of the student's experience, reflection, and action.

The Ignatian pedagogical paradigm is a practical teaching framework consistent with and effective in communicating the Ignatian values and worldview. Faculty, regardless of discipline, can utilize this approach so that their teaching is academically sound and at the same time formative of “persons for others.”

The landing page continues by describing the content and intent of this collaborative project:

As part of the conversation of a year-long USF Faculty Learning Community on Ignatian Pedagogy in 2013-14, members of the FLC gathered all the best information already assembled by ACJU (Association of Jesuit Colleges and Universities) schools, added items of special interest for and by USF faculty, and created a compilation of resources, the basis for this digital collection. The following year, two USF librarians were asked if the library might host the collection. This led to the collaborative creation of *Practicing Ignatian Pedagogy: A Digital Collection of Resources* using one of the library's digital platforms.

The lists of resources were separated into individual records and added to a searchable database. Each was assigned a subject category. The resources from the FLC were reviewed, brought up to date, and a few additional ones were added. Whenever possible, items are organized either to reflect their position within the larger context of the Society of Jesus and the Catholic Church or in chronological

order by publication date. As such, this collection is both a digital archive and an ongoing conversation by and about the Jesuits, focusing on Jesuit higher education and the social sciences.

We invite colleagues to contribute their relevant work to *Practicing Ignatian Pedagogy: A Digital Collection of Resources* and to join in an exchange about how best to continue this project to keep it useful and relevant.

The *IPP Resource Compilation*

Courtney Elizabeth Tarry's document *IPP Resource Compilation* was created for the Faculty Learning Community and became the primary source document for the items included in this digital collection. Courtney did a masterful job of combing through the webpages of the twenty-eight U.S. Jesuit colleges and universities; locating the sources relevant to Ignatian pedagogy, Jesuit spirituality, and mission; and organizing these into a readable document. Scrolling through her perceptively arranged list shows the rich variety and also similarity of these resources at each AJCU institution.

Kimberly Connor contacted librarian Vicki Rosen for advice on how to make the *IPP Resource Compilation* accessible to faculty. Digital Collections Librarian Zheng (Jessica) Lu was brought into the conversation when the USF Scholarship Repository, USF's institutional repository, was suggested as a possible venue for hosting and providing access. The two librarians met with Kim to discuss the potential audience for the FLC documents and determined there would be an interest for the *IPP Resource Compilation* beyond the immediate USF community. Consideration should go into not only sharing the documents within USF, but also making them openly available and easily discoverable by all. To this end, it would serve potential audiences better to treat the *IPP Resource Compilation* document as a collection of individual resources and make each one a discoverable record, attaching content when available, rather than simply

posting the whole document as an annotated bibliography.

Selecting the Platform

Gleeson Library has two digital platforms that allow public searching and discovery of digital content: The USF Scholarship Repository (powered by BePress-hosted system Digital Commons) for collecting, preserving and providing electronic access to scholarly works and research by the University of San Francisco community; and the Gleeson Library Digital Collections (powered by OCLC-hosted system CONTENTdm) that manages digitized materials from the library and born digital collections from the USF community. The *IPP Resource Compilation* itself would be a great fit for the Scholarship Repository, as it is essentially a lightly annotated bibliography produced by the Faculty Learning Community, a perfect illustration of USF faculty scholarship. However, many of the other resources collected by the FLC were not produced by USF authors, and therefore could not be included in the Repository.

Jessica recommended Digital Collections (CONTENTdm) as the best choice for hosting this document and its related sources. For one thing, developing the *IPP Resource Compilation* into a digital collection would index the individual titles and descriptions, making them searchable. The customizable metadata fields in CONTENTdm allow librarians to add browsable subject headings using controlled vocabulary. Related documents are interlinked through searchable keywords. Searching, browsing and interlinking - the essential resource discovery tools in the web environment - are fully available for each item at the resource item level.

Copyright Considerations

With the platform and the structure of the collection settled, the question remains how much of the collection content can be publicly shared. The ultimate goal is to reduce link-outs and host as many files on the digital

collection server as possible. URLs are by nature unstable and often result in broken links down the road if content moves on the destination sites. All the materials authored by FLC members, mostly Kim and her colleagues, could be open, given their permission. Some of the collected documents are under copyright protection and cannot be distributed on the open web without right holder's permission. For those documents that are already openly available online, we decided to link out to the file for the moment and seek permission to host the actual file on our system later. For journal articles that are either not available online or online but behind a subscription pay wall, we can add citation information with the description for the time being, and seek permission to post the file at a later date.

Adding links to a book's library catalog record aids discovery and helps users locate a particular item. Each book title links to its WorldCat record, which displays the nearest library that owns the work. WorldCat is world's largest collection of library catalog records and openly searchable by the public.

Items and Organization

By breaking apart the entries in the *IPP Resource Compilation* and sifting through the individual references from each of the AJCUs, Vicki assembled a collection of core organizations and information sources on the Jesuits, Jesuit education and Ignatian pedagogy. To these were added articles and other documents from the FLC. Vicki also added some websites, documents and books for historical perspective and to keep the collection up to date as of August 2015. The subject focus remained the Ignatian Pedagogical Paradigm (IPP), especially in the social sciences. The broader context situates this focus in the Society of Jesus and Catholic Church organizational hierarchy.

In the digital collection, each title item record shows the resource title and its description. The resource title links to the online source or pdf document when available. Descriptions are taken from language on the official

websites of organizations, groups and documents, with occasional additional information from reliable sources such as the *National Catholic Encyclopedia*. Descriptions about articles and books come from author abstracts, openly-accessible reviews, and the items themselves. Complete citation information is given for articles and books in the description field. Dates are added when available.

To keep the resources in a preferred order, an “identifier” is assigned to each item. Whenever possible, entries follow a hierarchy of the larger, broader to the smaller, specific (e.g. The Vatican, then the Society of Jesus/Jesuits). Documents, articles, books and videos are arranged chronologically, oldest to newest.

Each item is assigned to one of these browsable subject categories:

- Organizations: Catholic Church & Society of Jesus/Jesuits
- Associations & Networks: Catholic & Jesuit—Education
- Journals & Blogs: Catholic & Jesuit—Education
- Resources: AJCU—Jesuit Mission & Ignatian Pedagogy
- Resources: USF Resources—Jesuit Mission & Ignatian Pedagogy
- Documents: Catholic Church & Society of Jesus/Jesuit—Education
- Articles: Jesuit/Ignatian & Social Sciences
- Books: Jesuit/Ignatian
- Books: Jesuit/Education
- Videos: Jesuit/Ignatian
- Videos: Ignatian Pedagogy


For example:

- Resources: AJCU—Jesuit Mission & Ignatian Pedagogy
IPP Resource Compilation
- Resources USF Resources—Jesuit Mission & Ignatian Pedagogy

University Ministry, USF

- Articles: Jesuit/Ignatian & Social Sciences
Ignatian Spirituality in Jesuit Business Schools

Next steps

Now that *Practicing Ignatian Pedagogy: A Digital Collection of Resources* is live and populated with a good number of sources, the next step is exploring how to keep it current. Organizations are created and change names, new scholarly articles and books are written, videos are produced, and Jesuit leadership continues to evolve. While writing this paper, the Jesuit Secondary Education Association (JSEA), founded in 1970, became the Jesuit Schools Network to better reflect their current mission. In October 2016, General Congregation 36 will convene to elect the next Superior General of the Society of Jesus, creating general decrees to add to this collection of resources. This could be an opportunity for collaboration with the AJCU or a continuing project for interested USF faculty and librarians. Thoughts on how to keep the collection useful and relevant are welcomed. 

Practicing Ignatian Pedagogy: A Digital Collection of Resources

Organizations: Catholic Church & Society of Jesus/Jesuits

[The Vatican \(The Holy See\)](#)

Official website for The Vatican in Rome, detailing daily news and events; information on the current pope; and access to encyclicals, apostolic letters, prayers, and other official Vatican texts. It also contains several links to Vatican-associated websites including the Library, Office of Papal Charities, and the Vatican City State, among others. The Holy See (Latin: Sancta Sedes, "holy seat") is the office of the Bishop of Rome--the Pope, and the Roman Curia--the central government of the Roman Catholic Church. – from website and [*New Catholic Encyclopedia, 2nd ed*](#)

[Society of Jesus/Jesuits Rome](#)

Official website dedicated to news and resources concerning the Jesuit Curia, as well as detailed information on the members of the council itself. The Society of Jesus is a worldwide Roman Catholic religious order founded by Saint Ignatius of Loyola in 1540. The motto of the Society is *Ad Majorem Dei Gloriam* For the Greater Glory of God. – from website and [*New Catholic Encyclopedia, 2nd ed*](#)

[Society of Jesus/Jesuits USA](#)

Official website for the Society of Jesus/Jesuits in the United States of America, which details current news concerning the Society, as well as resources on Ignatian Spirituality and ways to get involved. – from website

[U.S. Conference of Catholic Bishops](#)

Official website for the US Conference of Catholic Bishops, detailing “current news and global issues of concern”. It also contains sections on prayer & worship and beliefs & teaching, among others. Originating in the Second Vatican Council’s 1965 Decree on the Pastoral Office of Bishops in the Church when episcopal conferences were first established, the current USCCB consists of the former The United States Catholic Conference, a secular nonprofit, and the former National Conference of Catholic Bishops, for bishops only. The two organizations merged in 2001. – from website and [*New Catholic Encyclopedia, 2nd ed*](#)

Associations & Networks: Catholic & Jesuit: Education

[Jesuit Education/Society of Jesus](#)

Official website of the Secretariat for Education (Secondary and Pre-secondary), Jose Mesa, S.J., one of six apostolic secretariats in the Society of Jesus Curia. Organizer of the 2014 [International Seminar on Ignatian Pedagogy and Spirituality](#), SIPEI (*Seminario Internacional sobre Pedagogía y Espiritualidad Ignaciana* in Spanish), held in the [Cave of St. Ignatius](#) in Manresa (Barcelona, Spain) – from website

[Jesuit Higher Education/Society of Jesus](#)

Official website of the Higher Education Secretariat, Michael J. Garanzini, S.J., one of six apostolic secretariats in the Society of Jesus Curia, “promoting the Jesuit identity of Jesuit higher education institutions worldwide; assisting in coordinating the activities among regional associations developing a network across regions and cultures; encouraging networking among Jesuit universities worldwide to address current global issues on a global level; assisting in developing or improving Jesuit colleges/universities in countries in need, and maintaining a global database for higher education.” – from website

[Jesuit Schools Network](#)

Official website for the Jesuit Schools Network, which replaced the Jesuit Secondary Education Association (JSEA) in 2015 as the organization “charged with providing programming and services to the 80 Jesuit pre-secondary and secondary schools in the US and Canada”. Content includes resources, programs, surveys, and writings of pedagogy. The Association for Jesuit Colleges and Universities is the parallel organization for higher education. -- from website

[The Association of Jesuit Colleges and Universities \(AJCU\)](#)

Official website for the Association of Jesuit Colleges and Universities (AJCU), a national organization based in Washington, D.C. whose mission is to serve its member institutions, the 28 Jesuit colleges and universities in the United States, through programs and resources that support their Jesuit mission and identity. Founded in 1970, it was preceded by the Commission on Colleges and Universities of the Jesuit Educational Association (JEA), an organization for both Jesuit secondary and postsecondary education begun in 1936. Today the 35+ Conferences sponsored by the AJCU are affinity groups within the AJCU Network that provide a forum for the exchange of ideas, information and best practices. The AJCU also includes the Jesuit Distance Education Network (JesuitNET), a collaborative effort to develop high quality online education within the perspective of Ignatian pedagogy. The Competency Assessment in Distributed Education (CADE) model was developed to help faculty incorporate Ignatian pedagogy into their online courses. Today, the JesuitNET online catalogue hosts hundreds of courses that include courses from Latin American sister institutions. – from website

See also: Videos: Ignatian Pedagogy and Resources: AJCU—Jesuit Mission & Ignatian Pedagogy

[Jesuit Commons: Jesuit Education at the Margins \(JC:HEM\)](#)

JC:HEM is an initiative of the Society of Jesus that brings Jesuit higher education to those at the margins of society. “It draws on the rich and centuries long Jesuit tradition of higher education and mobilizes the resources of the Jesuit worldwide network of educational institutions.” “JC:HEM is a dynamic partnership between institutions of higher education, organizations and numerous talented and generous people.” Partners include The Jesuit Refugee Service, JesuitNet, and The UN Refugee Agency. – from website

See also [International Director Mary McFarland's TEDxGeorgetown](#) 2013 talk.

[The Ignatian Solidarity Network](#)

Official website for the Ignatian Solidarity Network (ISN), “a national social justice education and advocacy network inspired by the spirituality of St. Ignatius of Loyola. ISN was founded in 2004 and is a lay-led 501(c)3 organization working in partnership with Jesuit universities, high schools, and parishes, along with many other Catholic institutions and social justice partners.” – from website. The Resources section is particularly up to date and useful for examining events.

Journals & Blogs: Catholic & Jesuit: Education

[Journal of Catholic Higher Education](#)

JCHE is the peer-reviewed, semiannual journal of the Association of Catholic Colleges and Universities. It is the only international journal “dedicated to the distribution of scholarly work and commentary with a focus on contemporary Catholic higher education in the United States and around the world.” – from website

[Jesuit Higher Education: A Journal](#)

Jesuit Higher Education: A Journal (JHE) is an online, peer-reviewed journal with “practical and theoretical scholarship across disciplines”. – from website

[Journal of Jesuit Higher Business Education](#)

The *Journal of Jesuit Business Education* is the peer-reviewed interdisciplinary journal of the Colleagues in Jesuit Business Education (CJBE) “dedicated to the distribution of scholarly work and commentary with a focus on the distinctiveness of business education in the Jesuit tradition.” – from website

[The Ignatian Educator: American Digital](#)

The *Ignatian Educator* blog, from America Media (publisher of *America Magazine*), “explores the modern-day landscape of Catholic education through the events, themes and spiritual lessons that defined the life of St. Ignatius Loyola This blog considers the nature, mission and future of Catholic education at all levels.” – from website

Resources: AJCU: Jesuit Mission & Ignatian Pedagogy

[Ignatian Colleagues Program \(ICP\)](#)

The Ignatian Colleagues Program (ICP) is a national program of the Association of Jesuit Colleges and Universities (AJCU) “designed to educate and form administrators and faculty more deeply in the Jesuit & Catholic tradition of higher education so that they may better articulate, adapt, and advance Ignatian mission on their campuses. The development of the ICP was led by Dean Brackley, S.J., who until his death was on USF’s board and a faculty member at the University of Central America in El Salvador.” – from website

[AJCU Jesuit Colleges & Universities Map](#)

The Association of Jesuit Colleges and Universities (AJCU) map shows the locations of the 28 U.S. Jesuit colleges and universities. See also: Associations & Networks

[IPP Resource Compilation \(2014\)](#)

Courtney Elizabeth Tarry. *IPP resource compilation. Center for Teaching Excellence, Ignatian Pedagogy Faculty Learning Community, University of San Francisco, 2013-14.* Each of the 28 AJCU institutions' webpages related to Ignatian Pedagogy and Jesuit spirituality and mission is compiled into a list of resources, organized alphabetically by institution name. Created for the USF Faculty Learning Community on Ignatian Pedagogy and the source document for *Practicing Ignatian Pedagogy: A Digital Collection of Resources.*

[The Faculty Center for Ignatian Pedagogy Loyola University Chicago](#)

“The Faculty Center for Ignatian Pedagogy encourages excellence in teaching by facilitating the role of faculty in the formation of the student as a whole person. The Center promotes the implementation of creative teaching strategies that reflect the intellectual, social and spiritual context of today's students.” – from website

[Jesuitresource.org Xavier University](#)

Jesuitresource.org is a repository of resources for Jesuit education and Ignatian spirituality gathered and developed by the faculty and staff of Xavier University. Resources include Jesuits A-Z, resources for purchase, free online resources, and resources by theme. – from website

Resources: USF: Jesuit Mission & Ignatian Pedagogy

[University Ministry, USF](#)

University Ministry “creates opportunities for students, faculty, staff, and alumni to explore principles of Ignatian Spirituality and apply them to their studies, careers, and personal lives.” Activities include retreats, reading groups, spiritual direction, among others. – from website

[University Council for Jesuit Mission, USF](#)

The Council for Jesuit Mission “encourages and supports the development of programs that promote the mission, vision and core values of the University...” -- from website

[The Joan and Ralph Lane Center for Catholic Studies and Social Thought, USF](#)

The Lane Center staff, along with the Advisory Board and Lo Schiavo Chair in Catholic Social Thought, “work to advance the scholarship and application of the Catholic intellectual tradition in the Church and society with an emphasis on social concerns. The Center sponsors academic programs, research and public praxis to promote and engage Catholic social thought especially in response to contemporary issues in order to fashion a more just and humane world.” – from website

[The Leo T. McCarthy Center for the Common Good, USF](#)

The McCarthy Center “provides a forum for education, service and research in public policy-making and programs for the common good. It supports undergraduate and graduate academic programs, provides service learning, and government experiences for students and generates publishable research.” – from website

[The Center for Teaching Excellence, USF](#)

The mission at the USF Center for Teaching Excellence (CTE) is “to celebrate, support and help develop excellent teaching across the university, at all stages of a faculty member’s career. In developing activities and programs, there are three hubs of focus: building a sense of community among teaching faculty; presenting opportunities for faculty to enhance and enrich their teaching practice; and using technology to enhance student learning.” – from website

[The CTE Faculty Lounge: Ignatian Pedagogy, USF](#)

This site from the USF Center for Teaching Excellence provides a variety of resources about Ignatian Pedagogy. Included are Interviews, Readings, Digital Resources, and About Ignatius. – from website

[Ignatian Pedagogy Faculty Learning Community, USF](#)

This collection of items was developed during 2013-2014 by the USF Ignatian Pedagogy Faculty Learning Community, all faculty in the School of Management. “Here you will find our final report and summary of our activities, tips we developed on how to apply the IPP (Ignatian Pedagogical Paradigm), sample syllabi that integrate the IPP, and other documents relevant to this project.” – Kimberly Connor, FLC Facilitator. See also: [*IPP Resource Compilation*](#).

[Los Lobos de Loyola, or the Wolves and the Kettle](#)

This iconic image and legend is found in many Jesuit settings, including the USF seal. Mexican artist Pancho Cardenas created three similar statues of the wolves, The Los Lobos de Loyola: for the University of San Francisco in 2011, for Universidad Iberoamericana, and

for [Loyola University Chicago](#) in 2012. "The Loyola family crest includes the figures of two gray wolves on each side of a large kettle suspended by black pot hooks. The symbol is word play, in that the wolves (lobo) combine with the kettle (olla) in Spanish to form lobo y olla (the wolf and the pot), which, 'contracted into Loyola.' The kettle also commemorates the House of Loyola's reputation for generosity, as, according to family lore, the family supplied their soldiers with so much food "that the wolves always found something in the kettle to feast on after the soldiers were supplied." – from <http://www.siprep.org/page.cfm?p=6989>

Documents: Catholic Church & Society of Jesus/Jesuits: Education

[Ex Corde Ecclesiae \(1990\)](#)

The highest level of decree issuable by a pope, the *Apostolic Constitution of the Supreme Pontiff John Paul II on Catholic Universities* from September 1990, concerns the nature of Catholic universities. "The constitution is divided into two main parts, the first on the Catholic university's identity and mission, and the second a presentation of general norms under seven headings for 'all Catholic universities and other Catholic institutes of higher studies throughout the world'". – from the introduction

[Official Decrees of the General Congregation 35 \(2008\)](#)

Text of the decrees from the most recent of the General Congregations of the Society of Jesus, of which there have been 35 in almost 450 years. Convened in 2008 on the occasion of the election of Father General Adolfo Nicolás, SJ, as Superior General of the Jesuits. The Congregation discussed various issues including its mission, structure, and identity. In May 2014 Fr. Nicolás announced his intention to resign, making an October 2016 General Congregation 36 necessary. --from [New Catholic Encyclopedia, 2nd ed.](#), and <http://www.jesuits.org>

[Society of Jesus Education Documents](#)

The official Society of Jesus compilation documents on education, including presentations by Frs. General Arrupe, Kolvenbach, and Nicolas from 1965-present, constitutions and general congregations, letters, and allocutions related in education. Among the selections are *Men for Others (1973)*; *Characteristics of Jesuit Education (1986)*; *Ignatian Pedagogy: a Practical Approach (1993)*; *The Jesuit University in the Light of the Ignatian Charism (2001)*; *the International Colloquium on Jesuit Secondary Education (2012)* and *the International Seminar on Ignatian Pedagogy and Spirituality (2014)*. –from website

[Men for Others: Education for Social Justice and Social Action Today \(1973\)](#)

During the Congress of The European Jesuit Alumni at Valencia-Spain (July 29-August 1, 1973), Father Pedro Arrupe, General of the Society of Jesus, presented, in Spanish, his influential address: *The Promotion of Justice and the Formation in the Alumni Associations*. This address is commonly referred as *Men for Others: Education for Social Justice and Social Action Today* and "it has become a classic text to understand contemporary Jesuit Education and especially the central role of the promotion of justice assigned to Jesuit Education today." This text is not a translation but a condensation and edition for English readers prepared by Fr. Horacio de la Costa, from the Philippines Province. -- from the introduction

[The Characteristics of Jesuit Education \(1986\)](#)

[The International Commission on the Apostolate of Jesuit Education \(ICAJE\)](#), an advisory council to the Jesuit Secretariat for Education, "played an important role in outlining *The Characteristics of Jesuit Education* and *Ignatian Pedagogy: a Practical Approach*." "Both documents have been very central in implementing Jesuit Education in the world today. The Commission was established originally in 1980 in order to continue the work of the Rome

meeting on Secondary Education held that year.” -- from website. See also: [Go Forth and Teach](#).

[Go Forth and Teach: The Characteristics of Jesuit Education \(1987\)](#)

“*The Characteristics of Jesuit Education* was promulgated in 1986 and published in the United States as a monograph under the title *Go Forth and Teach* (JSEA, 1987). It was subsequently published as Section 10 in *Foundations*, a compendium of documents on Jesuit secondary education (JSEA, 1994).” “This international document elaborates the characteristics of Jesuit education in order to provide a common vision and a shared sense of purpose for those working in Jesuit schools.” – from Section 10 of [Foundations](#)

[Ignatian Pedagogy: A Practical Approach \(1993\)](#)

[The International Commission on the Apostolate of Jesuit Education \(ICAJE\)](#), an advisory council to the Jesuit Secretariat for Education, “played an important role in outlining *The Characteristics of Jesuit Education* and *Ignatian Pedagogy: a Practical Approach*.” “Both documents have been very central in implementing Jesuit Education in the world today. The Commission was established originally in 1980 in order to continue the work of the Rome meeting on Secondary Education held that year.” – from website

[Foundations \(1994, 2005\)](#)

Foundations is a collection of seminal documents on Jesuit Education compiled by the Jesuit Secondary Education Association JSEA. Includes *Men for Others (1974)*; *Go Forth and Teach: The Characteristics of Jesuit Education (1987)*; and *Four Hallmarks of Jesuit Pedagogy: Prelection, Reflection, Active Learning, Repetition (1991)*.

[The Service of Faith and the Promotion of Justice in American Jesuit Higher Education \(2000\)](#)

The address presented by Father General Peter-Hans Kolvenbach to the Conference on “Commitment to Justice in Jesuit Higher Education” at Santa Clara University (California), October 6, 2000, to mark the 25th anniversary of Decree 4 of the 32nd General Congregation of the Society of Jesus, and “to reflect on its impact upon the Society's university apostolate in the United States”. The participants from twenty-eight Jesuit Colleges and Universities in the United States “endorsed the address as the basis upon which to plan education for justice on every campus”. – from <http://www.sjweb.info> and <http://tinyurl.com/nhwhwgo>

[Depth, Universality, and Learned Ministry: Challenges to Jesuit Higher Education Today \(2010\)](#)

Remarks by Father General Adolfo Nicolás for “Networking Jesuit Higher Education: Shaping the Future for a Humane, Just, Sustainable Globe” Mexico City, April 23, 2010.

Articles: Jesuit/Ignatian & Social Sciences

[Ignatian Spirituality in Jesuit Business Schools \(2000\)](#)

Fabio Tobon Londono. “Ignatian Spirituality in Jesuit Business Schools.” *Review of Ignatian Spirituality*, no. 95 (2000): 41. This is the transcription of the keynote address, a videotaped presentation, by the president of the World Union of Jesuit Alumni/ae to the International Association of Jesuit Business Schools (IAJBS) Seventh International World Forum in Puebla, Mexico 2000. The forum's theme, “Finances in the global economy: How the deans of the Jesuit business schools could make the difference,” “gave scope to reflections on faith and justice.” – from the abstract

[Socially Just Teaching and the Complementarity of Ignatian Pedagogy and Critical Pedagogy \(2007\)](#)

Sharon M. Chubbuck. "Socially Just Teaching and the Complementarity of Ignatian Pedagogy and Critical Pedagogy." *Christian Higher Education* 6, no. 3 (2007): 239-265. "This qualitative research, conducted in a teacher education course at an urban Jesuit university, examines the concerns voiced by preservice teachers when they are challenged to define and embrace a vision of "teaching for social justice" in a methods course utilizing instructional methods based on theories of critical pedagogy and Ignatian pedagogy. The reflective journals and focus group interviews of a cohort of 15 preservice teachers revealed concerns about the curriculum, the pedagogy, and the rationale for socially just teaching. Those concerns, when juxtaposed with Ignatian pedagogy and critical pedagogy, reveal that each theory is both helpful and limited in its ability to address those concerns. In tandem, the two theories provide valuable support for the development of preservice teachers attempting to become socially just teachers." – author abstract

[Ignatius, Dewey, and Me: How Ignatian and Experiential Pedagogies Have Transformed My Teaching \(2009\)](#)

Fred Glennon. "Ignatius, Dewey, and Me: How Ignatian and Experiential Pedagogies Have Transformed My Teaching." *Spotlight on Teaching* October (2009): 1-6. In this publication from the American Academy of Religion, Fred Glennon, religious studies professor and director of faculty development at Le Moyne College, discusses his research and reflection on experiential learning theories and their relationship to the paradigm of Ignatian pedagogy... which deepened his approach and understanding of the teaching-learning community and his role in it. – from the introduction

[The Curriculum Carries the Mission: The "Ratio Studiorum", the Making of Jesuit Education, and the Making of the Society of Jesus \(2010\)](#)

Claude Pavor, S.J. "The Curriculum Carries the Mission: The 'Ratio Studiorum', the Making of Jesuit Education, and the Making of the Society of Jesus." *New Jesuit Review* 2, no. 5 (2010). "The *Ratio Studiorum*, deeply rooted in Ignatius's life and spirituality, is not only an indispensable source for the concept of Jesuit education but an essential part of the Society's foundation. It especially highlights the importance of an ordered curriculum." – author abstract

[What is Ignatian Pedagogy? \(2010\)](#)

Vicki Rosen. "What is Ignatian Pedagogy?." *Gleeson Gleanings: News & Updates from the Gleeson Library | Geschke Center, University of San Francisco*, blog post October 12, 2010. USF librarian Vicki Rosen undertook a research leave in 2010 to learn more about Ignatian pedagogy. She describes the IPP and reflects on applying this pedagogical model to librarianship.

[Advancing a Mission-Centered Business School: a process for engaging faculty and tracking progress \(2011\)](#)

Molly Pepper, et al. "Advancing a Mission-Centered Business School: A Process for Engaging Faculty and Tracking Progress." *Journal of Jesuit Business Education* 2, no. 1 (2011): 79-96. "First, we provide a framework for defining the characteristics of a Jesuit mission-centered business school. Second, we present a structured process for engaging faculty... Third, we present a model for tracking progress on mission-related change initiatives. Forth... we draw some conclusions about culture change ... and offer some suggestions for continuous improvement in the change process." – from the paper

[The Influence of the Ignatian Pedagogical Paradigm on Instructors integrating it into Undergraduate Courses in the College of Professional Studies at Marquette University \(2012\)](#)

Maureen Avoy et al. "The Influence of the Ignatian Pedagogical Paradigm on Instructors Integrating it into Undergraduate Courses in the College of Professional Studies at Marquette University." *Jesuit Higher Education: A Journal* 1, no. 2 (2012): 82-105. "This is the initial installment of a two-part story narrating the process of embedding the Ignatian Pedagogical Paradigm (IPP) into the curriculum of four core courses in the College of Professional Studies at Marquette University in Milwaukee, Wisconsin. This article provides a template for faculty development when integrating the IPP into undergraduate courses at a Jesuit University." – author abstract

[Values and Virtues in Public Administration: Post-NPM Global Fracture and Search for Human Dignity and Reasonableness. Book reviews. \(2012\)](#)

Charles Newland. "Values and Virtues in Public Administration: Post-NPM Global Fracture and Search for Human Dignity and Reasonableness. Book reviews." *Public Administration Review* 72, no. 1 (2012): 292-302. This article reviews several books including *Value and Virtue in Public Administration: A Comparative Perspective*, edited by Michiel S. de Vries and Pan Suk Kim; *Age of Fracture*, by Daniel T. Rodgers; and *The Idea That Is America: Keeping Faith with Our Values in a Dangerous World*, by Anne-Marie Slaughter.

[The Challenge of Institutionalizing Mission and Identity \(2012\)](#)

Ray Fitz and Michael Naughton. "The Challenge of Institutionalizing Mission and Identity." *Journal of Catholic Higher Education* 31, no. 2 (Summer 2012): 139-149.

Introduction to a special issue of the *Journal of Catholic Higher Education* Summer 2012 on Catholic Business Education from the 8th *International Symposium on Catholic Social Thought and Management Education* organized by the Ryan Institute for Catholic Social Thought, University of St. Thomas. There is practical and theoretical knowledge collected here making it a useful source for study and teaching.

[Integrating the Catholic Intellectual Tradition \(2013\)](#)

Edward J. Mahoney. "Integrating the Catholic Intellectual Tradition." *Journal of Catholic Higher Education* 32, no. 1 (Winter 2013): 1-6. Introduction to a special issue of the *Journal of Catholic Higher Education* Winter 2013 on Catholic Business Education from the 8th *International Symposium on Catholic Social Thought and Management Education* organized by the Ryan Institute for Catholic Social Thought, University of St. Thomas. There is practical and theoretical knowledge collected here making it a useful source for study and teaching.

[Training Faculty to Adopt the Ignatian Pedagogical Paradigm: Process and Outcomes \(2013\)](#)

Maureen Avoy. "Training Faculty to Adopt the Ignatian Pedagogical Paradigm: Process and Outcomes." *Jesuit Higher Education* 2, no. 2 (2013): 62-109. "This is the second of two articles (see 2012) describing the action research undertaken by the three trainees and their trainer (author of this article). After formal training, the training team integrated the Ignatian Pedagogical Paradigm (IPP) into their undergraduate courses from fall of 2010 through May 2013 in the College of Professional Studies (CPS) at Marquette University in Milwaukee, Wisconsin." -- author abstract

[Confessions of a Jewish Dean at a Jesuit Law School \(2013\)](#)

Jeffrey Brand. "Confessions of a Jewish Dean at a Jesuit Law School." *USF Magazine* (Summer 2013). Retired USF Law Dean Jeff Brand gives us a way to reflect on how faculty who are not Catholic, not Christian, or not religious, can embrace the Jesuit values which

involve “educating the whole person, pursuing a higher standard, and promoting service and social justice to inspire student learning.” – from the article

[Professional Reflection: The Alignment of Ignatian Pedagogy Principles with Jesuit Business School Education and Business Practices \(2013\)](#)

Richard Callahan. “Professional Reflection: The Alignment of Ignatian Pedagogy Principles with Jesuit Business School Education and Business Practices.” *Journal of Jesuit Business Education* 4, no. 1 (Summer 2013): 25-35. “The article explores the use of professional reflections in graduate business education, drawing on effective classroom practices, as well as research on action learning and leadership. The article finds an alignment of Ignatian Pedagogy Principles with the empirical research on effective leadership in the business and public sector.” – abstract from [Social Science Research Network](#)

[A Leadership Education Model for Jesuit Business Schools \(2013\)](#)

David McCallum, S.J. and Laura Horian. “A Leadership Education Model for Jesuit Business Schools.” *Journal of Jesuit Business Education* 4, no. 1 (Summer 2013): 37-52.

“The purpose of this paper is two-fold: 1) To reinforce the case for how a Catholic, Jesuit business school education may be more comprehensive than the traditional B-school in producing a mature, self-aware, ethically informed graduate... 2) To propose a model of leadership education that builds on the work of Chris Lowney, author of *Heroic Leadership* (2005)...” – from the article

[Transformative Education--Using Ignatian Pedagogy to Teach Business Ethics \(2013\)](#)

Joan Van Hise. “Transformative Education--Using Ignatian Pedagogy to Teach Business Ethics.” *Jesuit Higher Education* 2, no. 2 (2013): 110-126. “Many have suggested that a Jesuit education can be transformative. This paper reports a case study of applying the IPP to the teaching of Business Ethics. Included are a review of the similarities between Transformative learning and the IPP, and a description of the application of the IPP to the specific class in Business Ethics.” – author abstract

[Accompanying the Student: The Ignatian Pedagogical Paradigm and Prior Learning \(2014\)](#)

Kimberly Rae Connor. “Accompanying the Student: The Ignatian Pedagogical Paradigm and Prior Learning.” *Jesuit Higher Education: A Journal* 3, no. 1 (2014): 40-47. “At the University of San Francisco’s School of Management (SoM), working adults enrolled in our Bachelor of Science in Management degree completion program participate in a process of experience and reflection that prepares them, as our slogan proclaims, to “change the world from here.” Before our working adult students take a management or business class, they are introduced to a process we call the Interdisciplinary Studies Assessment (ISA), a prior learning opportunity that is distinctive for how it works within an Ignatian Pedagogical Paradigm (IPP) that recognizes that learning is a lifelong journey that can take place in a variety of settings. Through the ISA, students get credit not for life experience but credit for learning from life experience as demonstrated in the composition of course equivalent essays.” – author abstract

[Reflections on Building an Ignatian Pedagogy Faculty Learning Community and Creating Possibilities for AJCU Collaborations \(2015\)](#)

Kimberly Rae Connor. “Reflections on Building an Ignatian Pedagogy Faculty Learning Community and Creating Possibilities for AJCU Collaborations.” *Jesuit Higher Education* 4, no. 1 (2015): 110-115. “During 2013-2014, the University of San Francisco’s Center for Teaching Excellence launched its first effort to support faculty learning communities (FLC),

a professional development opportunity that brings together faculty engaging in an active, collaborative, yearlong program with a curriculum dedicated to enhancing teaching and learning. FLCs offer a relationship based (hence implicitly Ignatian) approach to solving problems and incubating ideas, including ideas on how to use Ignatian pedagogy to greater effect across academic programs at AJCU schools.” The author gives a brief history of the Ignatian Pedagogy FLC, divided into 3 stages: formation, participation, and presentation; and concludes with recommendations relevant to all AJCU schools, including the development of a digital collection. – author abstract

Books: Jesuit/Ignatian

[Ignatius of Loyola: the Spiritual Exercises and Selected Works \(1991\)](#)

Ignatius of Loyola. *Ignatius of Loyola: The Spiritual Exercises and Selected Works*. The Classics of Western Spirituality. New York: Paulist Press, 1991. This volume includes Ignatius' (1491-1556) complete *Autobiography*, complete *Spiritual Exercises*, selections from the Constitution of the Society of Jesus and some of Ignatius' nearly 7,000 letters. -- from <http://amzn.com/0809132168>

[Ignatius of Loyola: The Psychology of a Saint \(1992\)](#)

W.W. Meissner. *Ignatius of Loyola: The Psychology of a Saint*. New Haven, Conn.: Yale University Press, 1992. “An authoritative, psychoanalytic biography of the 16th-century saint and founder of the Jesuits.” from <http://amzn.com/0300060793>

[Ignatius of Loyola: The Pilgrim Saint \(1994\)](#)

Jose Ignacio Tellechea Idigoras. *Ignatius of Loyola: The Pilgrim Saint*. Translated by Cornelius Buckley S.J. Chicago: Loyola University Press, 1994. *Ignatius of Loyola: the Pilgrim Saint* “... is an excellent and perceptive study of Ignatius. The author combines an exact knowledge of ... research on Ignatius with a reflective approach and the special insight that comes from an understanding of the saint's Spanish background. - James Hennesey, S.J.” – from <http://amzn.com/0829407790>

[Personal Writings; Reminiscences, Spiritual Diary, Select Letters including the Text of The Spiritual Exercises \(1996\)](#)

Ignatius of Loyola. *Personal Writings: Reminiscences, Spiritual Diary, Select Letters Including the Text of The Spiritual Exercises*. New York: Penguin Books, 1996. Translated with introductions and notes by Joseph A. Munitiz, S.J. and Philip Endean, S.J. this volume includes Ignatius of Loyola's personal writings, reminiscences, spiritual diary, and selected letters and includes the text of *The Spiritual Exercises*.

[Contemplatives in Action: The Jesuit Way \(2002\)](#)

William Barry, S.J. and Robert Doherty, S.J. *Contemplatives in Action: The Jesuit Way*. New York: Paulist Press, 2002. “A portrait of Jesuit spirituality examines its differences from other forms of Catholic spirituality, exploring the order's creative tensions between companionship and mission, obedience and learning from experience, and center and periphery in the Church.” -- from <http://www.worldcat.org/oclc/49626509>

[Do You Speak Ignatian?: A Glossary of Terms used in Ignatian and Jesuit Circles \(2002\)](#)

George Traub, S.J. *Do You Speak Ignatian?: A Glossary of Terms used in Ignatian and Jesuit Circles*. Seventh ed. Cincinnati, Ohio: Xavier University, 2002. This compact glossary gives clear definitions for Ignatian and Jesuit terminology.

[Heroic Leadership: Best Practices from a 450-Year-Old Company That Changed the World \(2003\)](#)

Chris Lowney. *Heroic Leadership: Best Practices from a 450-Year-Old Company that Changed the World*. Chicago: Loyola Press, 2003. “The Jesuits pioneered a unique formula for molding leaders and in the process built one of history’s most successful companies. In this groundbreaking book, Chris Lowney reveals the leadership principles that have guided the Jesuits for more than 450 years: self-awareness, ingenuity, love, and heroism. Lowney shows how these same principles can make each of us a dynamic leader in the twenty-first century.” – from <http://amzn.com/0829421157>

[Do you walk Ignatian?: A Compilation of Jesuit Values Expressed in the Work Day \(2004\)](#)

Debra Mooney and Xavier University. *Do You Walk Ignatian?: A Compilation of Jesuit Values Expressed in the Work Day*. Second ed. Cincinnati, Ohio: Ignatian Programs/Mission & Ministry, Xavier University, 2004. A companion to *Do You Speak Ignatian?*, this volume is composed of faculty and staff reflections on their work in relation to key Jesuit values such as “*cura personalis*” and “discernment”.

[God's Soldiers: Adventure, Politics, Intrigue, and Power--A History of the Jesuits \(2004\)](#)

Jonathan Wright. *God's Soldiers: Adventure, Politics, Intrigue, and Power: A History of the Jesuits*. New York: Doubleday, 2004. Published in London as *The Jesuits: Mission, Myths, and Histories*, this work by British historian Jonathan Wright examines the history of the Society of Jesus and “illuminates as never before their enduring contributions as well as the controversies that have surrounded them.”— from book jacket

[Wise Choices: A Spiritual Guide to Making Life's Decisions \(2008\)](#)

Margaret Silf. *Wise Choices: A Spiritual Guide to Making Life's Decisions*. New York: BlueBridge, 2007. Silf, a popular retreat director and speaker on Ignatian spirituality, “offers a systematic and concise approach to making the right decisions ... in everyday situations” (the Ignatian process of “discernment”) “... in gentle, poetic prose full of compassion and insight”. – from <http://amzn.com/1933346043>

[An Ignatian Spirituality Reader \(2008\)](#)

----- *An Ignatian Spirituality Reader*. Chicago: Loyola Press, 2008. This is a collection of the “finest short essays on Ignatian spirituality and its founder, Ignatius Loyola.” The eighteen selections are organized by theme and written by “a veritable Who's Who of Ignatian spirituality experts (including Howard Gray, SJ; William A. Barry, SJ; Dennis Hamm, SJ; Ron Hansen; and many others)”. – from <http://www.loyolapress.com/an-ignatian-spirituality-reader.htm>

[The Ignatian Tradition: Spirituality in History \(2009\)](#)

Kevin Burke, S.J. and Eileen Burke-Sullivan, editors. *The Ignatian Tradition: Spirituality in History*. Collegeville, MN: Liturgical Press, 2009. “What constitutes a spiritual tradition? What happens beyond the founder? Who ‘owns’ a tradition? These are questions taken up in this slim volume... beginning with Ignatius of Loyola and continuing with eighteen other figures and key documents from two general congregations...” – from Elizabeth Liebert, *Horizons*, 37:2, 2010: 380.

[The Jesuit Guide to \(Almost\) Everything: A Spirituality for Real Life \(2010\)](#)

James Martin, S.J. *The Jesuit Guide to (almost) Everything: A Spirituality for Real Life*. New York: HarperOne, 2010. “James Martin, S.J., encapsulates the uniquely Ignatian concept of spirituality. Translating the essence of the Jesuit philosophy into layman’s terms, he uses both traditional stories and personal anecdotes to vividly illustrate the Jesuit approach to

God, friendship, social justice, decision-making, prayer, simplicity, obedience, and self-actualization. Martin... has a way of popularizing serious religious issues without trivializing their impact and significance.” – from Booklist review <http://amzn.com/0061432695>

[God's Voice Within: The Ignatian Way to Discover God's Will \(2010\)](#)

Mark Thibodeaux, S.J. *God's Voice within: The Ignatian Way to Discover God's Will*. Chicago: Loyola Press, 2010. “Catholic and Ignatian in content, *God's Voice Within* teaches us to discern what is at the root of our actions and emotions, which in turn allows us to respond to God’s promptings inside us rather than unconsciously reacting to life around us.” – from <http://amzn.com/0829428615>

[The Jesuits: A History from Ignatius to the Present \(2014\)](#)

John W. O'Malley, S.J. *The Jesuits: A History from Ignatius to the Present*. Lanham: Rowman & Littlefield, 2014. “Concise and compelling, *The Jesuits* is an accessible introduction for anyone interested in world or church history. In addition to the narrative, the book provides a timeline, a list of significant figures, photos of important figures and locations, recommendations for additional reading, and more.” “The short history displays all O'Malley's narrative and analytic skills in a slim volume which manages to convey the entire global sweep of Jesuit history.” – from <http://amzn.com/144223475X>

Books: Jesuit Education

[Jesuit Education: Its Source and Inspiration: Ignatian Spirituality \(1981\)](#)

Jesuit Education: Its Source and Inspiration: Ignatian Spirituality. Rome, Italy: Centrum Ignatianum Spiritualitatis, 1981. A collection of conference articles from the 1980 Centre of Ignatian Spirituality course on “Jesuit Education and Ignatian Spirituality”.

[Promise Renewed: Jesuit Higher Education for a New Millennium \(1999\)](#)

Martin Tripole, S.J. editor. *Promise Renewed: Jesuit Higher Education for a New Millennium*. Chicago: Jesuit Way, 1999. This volume gathers Jesuit perspectives on education from a variety of disciplinary perspectives.

[The Jesuit Ratio Studiorum: 400th Anniversary Perspectives \(2000\)](#)

Vincent J. Duminuco, S.J. and Fordham University. *The Jesuit Ratio Studiorum: 400th Anniversary Perspectives*. New York: Fordham University Press, 2000. This book publishes the proceedings of a conference held at the Graduate School of Education of Fordham University in 1999 to commemorate the four hundredth anniversary of the publication of the *Ratio Studiorum* of the Society of Jesus. Prominent Jesuit scholars present historical scholarship in Jesuit education. Includes *The Characteristics of Jesuit Education* (1986) and *Ignatian Pedagogy: A Practical Approach* (1993). - from [WorldCat](#) and <http://amzn.com/0823220478>

[The Ratio Studiorum : The Official Plan for Jesuit Education \(2005\)](#)

Jesuits. *The Ratio Studiorum: The Official Plan for Jesuit Education*. Translated and annotated by Claude Pavur, S.J. St. Louis: Institute of Jesuit Sources, 2005. “Synthesizing earlier traditions of the classical liberal arts, medieval scholasticism, and Renaissance humanism in the context of Christian ethics and spirituality, the *Ratio Studiorum* provided the essential outlines of a formation program whose influence has been massive from the time it was issued and even to the present day. The plan is rooted in Saint Ignatius's life and vision, but it also represents a grand collaborative culmination of 50 years of Jesuits' labor in the schools of early modern Europe. The *Ratio* is a remarkable example of skillful policies in academic management, balancing as it does structure and freedom, creativity and fidelity, and care for the individual

and respect for authority.” – from <http://jesuitsources.bc.edu/The-Ratio-Studio-Official-Education/dp/188081059X>

[A Jesuit Education Reader \(2008\)](#)

----- . *A Jesuit Education Reader*. Chicago: Loyola Press, 2008. This work is an accessible collection of contemporary writings on the Jesuit mission in education and of practical applications of the Ignatian Pedagogical Paradigm.

[Jesuit Higher Education for Business \(2010\)](#)

Developed by faculty across several Jesuit business schools, this document is a kind of manifesto for an Ignatian approach to business and management education and works well for envisioning and strategic planning and also as an introductory guide for business learners.

[Transforming Ourselves, Transforming the World: Justice in Jesuit Higher Education \(2013\)](#)

Mary Beth Combs, editor. *Transforming Ourselves, Transforming the World: Justice in Jesuit Higher Education*. New York: Fordham University Press, 2013. This is “an insightful collection that articulates how Jesuit colleges and universities create an educational community energized to transform the lives of its students, faculty, and administrators and to equip them to transform a broken world. The essays are rooted in Pedro Arrupe's ideal of forming men and women for others and inspired by Peter-Hans Kolvenbach's October 2000 address at Santa Clara in which he identified three areas where the promotion of justice may be manifested in our institutions: formation and learning, research and teaching, and our way of proceeding.” – from <http://amzn.com/0823254305>

Videos: Jesuit/Ignatian

[YouTube: America Media Channel](#)

“Short prayer videos, slide shows, and editor interviews--all available here on America's YouTube channel. America is a national Catholic weekly magazine published by Jesuit priests and their lay colleagues.” –from website

[YouTube: The Jesuit Collaborative Channel](#)

“The Jesuit Collaborative, created in 2006 by the Jesuit Provinces of Maryland, New England and New York, serves as a network of persons and groups involved in Ignatian spiritual ministries from North Carolina to Maine” –from <http://www.jesuit-collaborative.org/>

[The Olive \(2009\)](#)

Jason Kappell. *The Olive*. Fairfield, Conn.: Fairfield University, 2009. An entertaining 10 minute Monty Python style animation based on the life of the founder of the Jesuits, St. Ignatius of Loyola.

Videos: Ignatian Pedagogy

[YouTube: The AJCU JesuitChannel](#)

The *YouTube AJCU JesuitChannel* includes videos from the Association of Jesuit Colleges and Universities, interviews with Jesuit leaders, and other topics.

[YouTube: The AJCU JesuitChannel: Ignatian Pedagogy, A Practical Approach](#)

(2005)

On the *AJCU JesuitChannel: Ignatian Pedagogy, A Practical Approach*, the late Fr. Vincent Duminuco, S. J., past Secretary of Education for the Society of Jesus and coordinator of the document *Ignatian Pedagogy, a Practical Approach*, describes the history and framework of the pedagogical model in a series of eight videos. Copyright 2005 JesuitNET. Filming by Nicholas Lombardi, S.J., Fordham University. – from website

Episodes: [Overview](#), [History](#), [Context](#), [Characteristics](#), [Action](#), [Experience](#), [Reflection](#), [Evaluation](#).

[How to Incorporate Ignatian Thinking Into Courses](#) (2013)

How to incorporate Ignatian thinking into courses is a video presentation from Loyola University Chicago Faculty Center for Ignatian Pedagogy of a November 20, 2013 panel presentation featuring faculty members from sociology, chemistry, English and social work. – from website