

CALL FOR PARTICIPANTS –2012 Cohort

“Companions in Inspiring Futures” (CIF) Conversations and teaching with Ignatian Pedagogy

Manresa for Faculty in the Center for Teaching and Learning announces a **new** cohort beginning in January 2012 of “Companions in Inspiring Futures” (CIF), a year-long interdisciplinary faculty community that will explore teaching and learning in the Ignatian tradition. At the heart of Ignatian pedagogy is the invitation to “reflect on one’s experience.” Participants will reflect on their teaching and student learning in light of the 500 year history of Ignatian practice and the contemporary direction of Jesuit higher education worldwide. Each participant will engage in adapting a course that they will teach in the 2012-13 academic year. Alumni of the program are listed below.

Applicants can be nominated by another faculty member, their chair, or dean or they may self-nominate.

Structure

A maximum of 10 faculty members across disciplines will be selected for this on-going “conversation, reflection, action” group that will include:

- regular meetings beginning in January 2012 (see schedule below)
- a mandatory two day retreat in May 2012 (overnight stay is not required)
- redesign of a designated course already being taught to include elements of Ignatian pedagogy
- a public presentation for faculty across campus on your experience in May 2013

Selected participants will receive a \$600 stipend payable in salary dollars in June 2012 or as reimbursement for conference travel on a topic related to this program.

Process

The CIF learning community will:

- engage in an inquiry-based exploration of teaching and learning using the foundations of Ignatian Pedagogy;
- examine the contemporary application of Ignatian pedagogy and explore best practices and ways to be more intentional about its use with students;
- commit to being public advocates of good Ignatian pedagogical practice by sharing their experiences with others in their departments as well as in inter and cross disciplinary situations;
- redesign courses to be taught in the 2012-‘13 academic year with particular attention given to Ignatian pedagogy

Application (due January 9, 2012—see details below)

Application/nomination process (be certain to review schedule below to ascertain availability)

Please include responses to the following items in your application:

1. Name
2. Department
3. Include your learning objectives for one of your courses as stated in your syllabus.
4. Indicate two of three of your most pressing needs regarding teaching and learning in a Jesuit institution
5. Part of this program is an individual teaching project pursued by each participant (course redesign). At this time what course are you interested in redesigning? How many students does it serve? Why this course?
6. In 300-500 words: What do you think you can contribute to this faculty learning community? And why do you want to participate?
7. Signature page (see attached); it is important that your chair knows you are making this commitment.

CIF Schedule

Review the following timetable and be sure you are able to make the commitments of the CIF.

CIF TIMETABLE 2012	
We are scheduled to meet from noon to 2 p.m. (light lunch provided); but 1-3 is a possibility if it fits better in participant schedules	
November 2011	Program announced
January 9, 2012	Application deadline
January 18	Notification of participants
January 27	Meet
February 10	Meet
February 24	Meet
March 9	Meet
March 30	Meet
April 20	Meet
May ?? (either senior week or the week after graduation) –two day (staying overnight optional)—will be determined by participants in January	Retreat
June 2012	Program stipend paid for summer work
Summer 2012	Course revision work in progress
One half day week of August 22	Course template workshop—presentations of summer work
October or November 2012	Mid course meeting and progress—first semester courses
November or December 2012	All CIF faculty meeting (over lunch)
Late March 2013	Mid course meeting and progress—second semester courses
May 2013	Celebration of teaching and learning event presentation

Background:

Fr. Peters Hans Kolvenbach, former superior general of the Society of Jesus challenged those at Jesuit Universities to consider the role of faculty in an address at Santa Clara University in 2000.

If the measure and purpose of our universities lies in what the students become, then the faculty are at the heart of our universities. Their mission is tirelessly to seek the truth and to form each student into a whole person of solidarity who will take responsibility for the real world. What do they need in order to fulfill this essential vocation? (see full address in Appendix A below)

Fr. Adolfo Nicolás, current superior general of the Society of Jesus, builds on the work of Father Kolvenbach in an address given in Europe in which he names faculty as “inspirers of the future.” In a section of the talk he provides this framework:

The word inspire comes from the same root as spirit, which originally meant wind, breath. But in our world there are many “spirits”, in other words, many values, at times contradictory ones. Max Weber talked about the “spirit” of capitalism, and today many talk about the spirit of neoliberalism. In fact, the business schools and law schools can choose from among many spirits. If we want to “inspire futures”, what “spirit”, what wind do we want to fill our sails? What values do we want to shape the future? ...

Fortunately “spirit” and spirituality are ceasing to be the exclusive patrimony of religions and believers. Many men and women of our time, distanced for multiple reasons from the great religious traditions, do not for that reason renounce cultivating their spirit. We are in a plural and changing world, and therefore, the definition of spirit is difficult to specify. But it seems that the different routes come together in some strong points: the cultivation of a profound human sensitivity which provides at the same time empathy and the capacity for discernment; the departure from the spontaneously self-centered perspective with which we position ourselves in relation to other people and all reality; the search for a calm and compassionate way of seeing and living in the world in solidarity. Working on the spirit may also mean developing the “human quality”. In any case, the “spiritual” person is one who seeks, discerns and attempts to embody the great life choices based on a great freedom inspired in love.

If these words inspire you as a teacher and researcher to explore their implications with others through a series of inquiry, readings, discussion, and reflection in light of Ignatian/Jesuit principles of education, we encourage you to nominate yourself or a colleague for this CIF initiative.

**“Companions in Inspiring Futures” (CIF)
Conversations on Ignatian Pedagogy
Signature page**

Nominating person _____ (if applicable)

Applicant name _____

Department _____ College _____

Signature _____ Date _____

Department Chair signature _____ Date _____

Applications are due by January 9, 2012 to Susan Mountin, Director, Manresa for Faculty, Center for Teaching and Learning, Raynor 326. Or e-mail as an attachment to susan.mountin@marquette.edu

Appendix A

Father Peter Hans Kolvenbach address

The faculty's "research, which must be rationally rigorous, firmly rooted in faith and open to dialogue with all people of good will," [xxv](#) not only obeys the canons of each discipline, but ultimately embraces human reality in order to help make the world a more fitting place for six billion of us to inhabit. I want to affirm that university knowledge is valuable for its own sake and at the same time is knowledge that must ask itself, "For whom? For what?" [xxvi](#)

Usually we speak of professors in the plural, but what is at stake is more than the sum of so many individual commitments and efforts. It is a sustained interdisciplinary dialogue of research and reflection, a continuous pooling of expertise. The purpose is to assimilate experiences and insights according to their different disciplines in "a vision of knowledge which, well aware of its limitations, is not satisfied with fragments but tries to integrate them into a true and wise synthesis" [xxvii](#) about the real world. Unfortunately many faculty still feel academically, humanly and I would say spiritually unprepared for such an exchange. In some disciplines such as the life sciences, the social sciences, law, business, or medicine, the connections with "our time and place" may seem more obvious. These professors apply their disciplinary specialties to issues of justice and injustice in their research and teaching about health care, legal aid, public policy, and international relations. But every field or branch of knowledge has values to defend, with repercussions on the ethical level. Every discipline, beyond its necessary specialization, must engage with human society, human life, and the environment in appropriate ways, cultivating moral concern about how people ought to live together.

All professors, in spite of the cliché of the ivory tower, are in contact with the world. But no point of view is ever neutral or value-free. By preference, by option, our Jesuit point of view is that of the poor. So our professors' commitment to faith and justice entails a most significant shift in viewpoint and choice of values. Adopting the point of view of those who suffer injustice, our professors seek the truth and share their search and its results with our students. A legitimate question, even if it does not sound academic, is for each professor to ask, "When researching and teaching, where and with whom is my heart?" To expect our professors to make such an explicit option and speak about it is obviously not easy; it entails risks. But I do believe that this is what Jesuit educators have publicly stated, in Church and in society, to be our defining commitment.

To make sure that the real concerns of the poor find their place in research, faculty members need an organic collaboration with those in the Church and in society who work among and for the poor and actively seek justice. They should be involved together in all aspects: presence among the poor, designing the research, gathering the data, thinking through problems, planning and action, doing evaluation and theological reflection. In each Jesuit Province where our universities are found, the faculty's privileged working relationships should be with projects of the Jesuit social apostolate - on issues such as poverty and exclusion, housing AIDS, ecology and Third World debt- and with the Jesuit Refugee Service helping refugees and forcibly displaced people.

Just as the students need the poor in order to learn, so the professors need partnerships with the social apostolate in order to research and teach and form. Such partnerships do not turn Jesuit universities into branch plants of social ministries or agencies of social change, as certain rhetoric of the past may have led some to fear, but are a verifiable pledge of the faculty's opinion and really help, as the colloquial expression goes, "to keep your feet to the fire!"

If the professors choose viewpoints incompatible with the justice of the Gospel and consider researching, teaching, and learning to be separable from moral responsibility for their social repercussions, they are sending a message to their students. They are telling them that they can pursue their careers and self-interest without reference to anyone "other" than themselves.

By contrast, when faculty do take up inter-disciplinary dialogue and socially-engaged research in partnership with social ministries, they are exemplifying and modeling knowledge which is service, and the students learn by imitating them as "master of life and of moral commitment," [xxviii](#) as the Holy Father said.

Fr. Peter Hans Kolvenbach, former superior general of the Society of Jesus

Appendix B
CIF Alumni

Noel Adams	Philosophy
Sarah Bonewits Feldner	Communication
Susan Bay	Law School
Margaret Bull	Nursing
Germán Carillo	Spanish
Sharon Chubbuck	Education
Alexandra Crampton	Social and Cultural Sciences
Ralph DelColle	Theology
Javier Ibanez-Noe	Philosophy
Lisa LaPlante	Law School
Noreen Lephardt	Philosophy
Alan Madry	Law School
Dan Meissner	History
Irfan Omar	Theology
Michael Politano	Physics
Richard Povinelli	Electrical and Computer Engineering
Claudia Schmidt (deceased)	Philosophy
Melissa Shew	Philosophy
John Su	English
Kati Tusinski Berg	Communication
Rebecca Nowacek	English
Susan Mountin	Manresa/Theology