**Introduction**

This document was prepared by Jennifer Maney in the Center for Teaching and Learning at Marquette for the spring 2019 Ignatian Pedagogy Program for faculty. It includes information on Ignatian Core Values and how to address context, experience, action, and reflection as course goals.

**From Kolvenbach, P. Characteristics of Jesuit Education (1991)**

The Society of Jesus proclaims that the service of faith through the promotion of justice is the mission that must be integrated as a priority into each Jesuit work. Our purpose in education, then, is to form men and women "for others." The Society of Jesus has always sought to imbue students with values that transcend the goals of money, fame and success. We want graduates who will be leaders concerned about society and the world in which they live. We want graduates who desire to eliminate hunger and conflict in the world and who are sensitive to the need for more equitable distribution of the world's goods. We want graduates who seek to end sexual and social discrimination and who are eager to share their faith with others. In short, we want our graduates to be leaders in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today.

**Ignatian Core Values**

**Finding God In All Things**

Ignatius of Loyola taught others to experience life attuned to God’s activity in everyday circumstances. Finding God in all things is an invitation to encounter God’s presence in each moment, to become aware of God’s beauty in everything and to notice God’s action in all the events of our lives through an ongoing process of personal discernment. As such, every academic discipline provides hope to encounter the divine.

**Cura Personalis**

Latin meaning, “care for the person” or “personal care,” Cura Personalis is having concern and care for the personal development of the “whole person” and dedication to promoting human dignity. This includes being open to and accepting of a person’s religious and spiritual development. It also describes the type of care we give as educators and health care professionals. We give not only of our knowledge, expertise and skill, but also of ourselves. The care given, and the care received, is “personal care,” not “institutionalized care.”

**Magis**

Latin meaning the “more” or “the greater good,” Magis embodies reflection and discernment: “What is the best choice in a given situation, of several good choices, to better glorify or serve the Lord? Choosing between options encountered in life with a primary focus of being “God centered,” for example. “Magis” does not mean, “to always do or give more to the point of personal exhaustion.” It is a value central to Ignatian spirituality and encompassed by the Latin phrase “Ad Majorem Dei Gloriam,” meaning “For the Greater Glory of God.” (Motto of the Society of Jesus).

**Men And Women For And With Others**

A spirit of giving and providing service to those in need and recognizing that all humans have physical, emotional and spiritual needs. In 1973, Father Pedro Arrupe, S.J. (previous Superior General of the Society of Jesus), put it this way: “Men and women who will live not for themselves, who cannot even conceive of a love of God, which does not include a love for the least of their neighbors, and who are completely convinced that a love of God, which does not result in justice for all, is a farce.” Father Peter-Hans Kolvenbach, S.J., also a former Superior General of the Society of Jesus, describes our goal to form leaders in health care who are “men and women of competence, conscience and compassionate commitment.” This value also embodies mutuality and equality among those who are serving and being served.

**Faith That Does Justice**

All individuals (faculty, staff and students) are encouraged to seek justice for all God’s creatures, especially the poor and marginalized. According to the Gospel, our goal is to work for the betterment of society as a whole. This is what “A Faith That Does Justice” actually means. We aim to form change agents – reflective practitioners who are able to take responsible action on moral and ethical issues and who will be change agents in society, “contemplatives in action.”

From Creighton University. Transforming our World and Ourselves. <https://spahp.creighton.edu/current-students/chaplain-services/ignatian-values>.

**Ignatian Goals for the Course**

**Context**

* It is important that I know as an instructor who you are as my student and what you are bringing into the classroom. and what can we expect them to bring to their classroom experience? How does your family, friends, peers, culture, society, impact you? How do you best learn and communicate?

**Experience**

* We will utilize different types of structures of classroom activities that will ideally be most effective for your level of experience or background. How can I make it connect to your reality? How can I together with you facilitate their experiences in a way that you will gain new competencies in becoming a man or woman for others?

**Reflection**

* The key to Ignatian reflection is that students add meaning and understanding to who they are becoming and what actions they will take as a result of what they are learning. We will be reflecting in this class in order to get you to best reflect on some of the experiences you have in their classroom.

**Action**

* The main objective of Jesuit education is action, and we will find opportunities to take your learning to engage with meaningful action both small and large.

**Evaluation**

* Much like the Examen in the Spiritual Exercises of St. Ignatius Loyola, you will e given opportunities to reflect on the process of action and what you have learned from your experience. What did you do well and what might you do differently? Why did some things work as planned and some things did not?

Adapted from:

Korth, S. J. (2008). Precis of Ignatian pedagogy: A practical approach. In

G. W. Traub (Ed.), A Jesuit education reader. Chicago, IL: Loyola Press.

Tips for Practicing Ignatian Pedagogy: Reflection Assignments, St. Louis

University, 2018.