



# LOYOLA UNIVERSITY MARYLAND

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# Teaching, Mission, and Loyola's Student Body

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# What Are High-Impact Teaching Practices or HIPs?

- Practices characterized by:
  - High expectations for students
  - Significant investment of time and effort by students over time
  - Experience with, connection to, reflection on diverse people/experiences
  - Regular, substantive interactions with faculty and peers
  - Frequent, timely, constructive feedback from instructor and peers
  - Regular opportunities to reflect on and integrate learning
  - Real-world application
  - Public demonstration of learning



# What Are Some Common Examples of HIPs?

First-year Seminars and Experiences

Common Intellectual Experiences

Learning Communities

Writing-Intensive Courses

Undergraduate Research

Collaborative Assignments and Projects

Diversity and Global Learning

Service and Community-Based Learning

Internships

Capstone Courses and Projects



# What Are Some Loyola Examples?

Messina

Service Learning

Internship Courses

Study Abroad

Capstone/Culminating Experiences

Project-Based Classes

Collaborative/group assignments and activities



# Loyola's Class of 2026 set to break records as largest and most diverse class in university history

May 6, 2022 | By Molly Robey

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## Class of 2026 by the numbers:

- A record 25% are first-generation students
- A record 19% are Pell-eligible
- 71 students are from Baltimore City, which is an 87% increase compared to 2021
- 64% are out-of-state students
- The male-to-female ratio of 47% to 53% makes this the most gender-balanced class on record
- 92% are residential students and 8% are commuters





# Why Use High-Impact Teaching Practices?

- Student Engagement=Learning=Achievement  
and Retention
- **Equity and Inclusion**
- **Loyola's Mission**
- Alumni and Employer Surveys





# How Do HIPs Support Equity and Inclusion?

- Gains in intellectual development
- Increase in grades and persistence rates
- **Sense of belonging**





# Our students are our fuel

- Students have challenged us to live our mission more deeply

Open Letter: To be Black in America

August 17th, 2020

Dear Fr. Linnane, Cabinet, and Board of Trustees,

I am one of your students, a first-generation college student who is a rising Sophomore and a Sociology major. My first year at Loyola I started a club called "Addressing the system," and I joined many other clubs. I worked at the radio station and had my own podcast discussing homelessness in Baltimore city (Both Feet In). I also had a paid internship with the Elijah Cummings Youth Program in addition to working weekends at Belvedere Square. I ended my first year with making Dean's list.

My ancestors were slaves and then sharecroppers in Heathsville, Virginia. They migrated north, to Turner Station, MD, where my great grandfather was a steel mill worker. My father did not graduate middle school. My mother is a CNA certified nursing assistant. I was born and raised in Baltimore City by a Black single mother; my entire life we have been just above the poverty line. As a child, I witnessed drug abuse and gun violence in my family and in my neighborhood. I have two younger brothers on my mother's side. In 2015 their father was murdered and though he was not my father he was one of my role models. My paternal grandmother was a drug addict who eventually was able to get clean, but her daughter, my aunt, died of a drug overdose in



“Loyola has a choice. You can decide to listen to my voice and the many other groups on campus. If you do so, you will be sending students out of Loyola to be a part of the solution, not the problem”

***Savoy Adams, Class of 2023***





## A few practical tips

1. Audit your syllabus
2. Create alleys in your syllabus
3. Decide ***now*** how you will handle difficult conversations
4. It's OK to miss a moment, if we get back to it
5. It's OK to be vulnerable
6. FEEDBACK, FEEDBACK, FEEDBACK



# Collective Responsibility and Community

- **Read:** Having conversations in the classroom
- **Read:** How will you engage in anti-racist/anti-oppression acts?
- **Join:** diversity reading groups; accountability groups, OEI events
- **Commune:** Teaching Enhancement Workshop (August 31<sup>st</sup>)
  - The Joy of Teaching 8:30am—2:00pm



THANK YOU AND WELCOME AGAIN  
TO LOYOLA



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