

HIP Areas (Kuh, 2008)	Ignatian Pedagogy	Loyola Learning Aims
<p>First-Year Seminar Small groups of students/faculty/staff connect regularly to develop students' academic & non-academic skills; connect students with faculty research</p>	<p>Cura personalis - attention to caring for students' physical, psychological, moral, spiritual, academic needs; recognizing and honoring students' diverse backgrounds (McDermott, 2010) and beginning the process of discernment and attention to consolation: finding God's will in our deepest desires (Medine, n.d.).</p>	<p>Intellectual Excellence: Appreciation of and passion for intellectual endeavor and the life of the mind; Appreciation of and grounding in the liberal arts and science; Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge; Habits of intellectual curiosity, honesty, humility, and persistence</p> <p>Wellness: Attentiveness to development of the whole person—mind, body, and spirit</p> <p>Eloquentia perfecta: The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly</p>
<p>Common Intellectual Experiences Themed courses that involve integrative studies, learning communities, curricular/cocurricular options</p>		<p>Intellectual Excellence: Appreciation of and passion for intellectual endeavor and the life of the mind; Appreciation of and grounding in the liberal arts and science; Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge; Habits of intellectual curiosity, honesty, humility, and persistence</p>

		<p>Promotion of Justice: An appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity</p> <p>Aesthetics: An appreciation of beauty, both natural and man-made; A cultivated response to the arts, and the ability to express oneself about aesthetic experience</p> <p>Critical understanding:</p> <p>The ability to evaluate a claim based on documentation, plausibility, and logical coherence; The ability to analyze and solve problems using appropriate tools; The ability to make sound judgments in complex and changing environments; Freedom from narrow, solipsistic, or parochial thinking; The ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms; The ability to find and assess data about a given topic using general repositories of information, both printed and electronic; The ability to use information</p>
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		<p>technology in research and problem solving, with an appreciation of its advantages and limitations</p>
<p>Learning Communities Two or more linked courses that explore big questions, extend beyond classwork and values disciplinary lenses</p>	<p>We have a commitment to dialogue between faith and culture that can be made tangible through multi and interdisciplinary studies (Nicolas, 2010)</p>	<p>Intellectual Excellence: Appreciation of and passion for intellectual endeavor and the life of the mind; Appreciation of and grounding in the liberal arts and science; Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge; Habits of intellectual curiosity, honesty, humility, and persistence</p> <p>Diversity: Recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities</p> <p>Eloquentia perfecta: The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly</p> <p>Critical understanding: The ability to evaluate a claim based on documentation, plausibility, and logical</p>

		<p>coherence; The ability to analyze and solve problems using appropriate tools; The ability to make sound judgments in complex and changing environments; Freedom from narrow, solipsistic, or parochial thinking; The ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms; The ability to find and assess data about a given topic using general repositories of information, both printed and electronic; The ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations</p>
<p>Writing-Intensive Courses Writing across curriculum; various types of writing; repeated practice and revision are valued</p>	<p>God is found by living in the world, by engaging with the world, and contributing to the world by “being contemplative in action” (McDermott, 2010)</p>	<p>Intellectual Excellence: Appreciation of and passion for intellectual endeavor and the life of the mind; Appreciation of and grounding in the liberal arts and science; Excellence in a discipline, including understanding of the relationship between one’s discipline and other disciplines; understanding the interconnectedness of all knowledge; Habits of intellectual curiosity, honesty, humility, and persistence</p> <p>Eloquentia perfecta: The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly</p>

		<p>Critical understanding: The ability to evaluate a claim based on documentation, plausibility, and logical coherence; The ability to analyze and solve problems using appropriate tools; The ability to make sound judgments in complex and changing environments; Freedom from narrow, solipsistic, or parochial thinking; The ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms; The ability to find and assess data about a given topic using general repositories of information, both printed and electronic; The ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations</p>
<p>Undergraduate Research Involve students with important questions, systematic inquiry, cutting-edge technology, excitement and satisfaction of answering hard questions</p>	<p>Research is a ministry of education, particularly when aimed at improving the lives of others (i.e., not just elitist scholarly discussion). Also need to question our research process: who benefits from our knowledge and who does not? How can we share our knowledge with the marginalized more effectively? (Nicolas, 2010)</p>	<p>Intellectual Excellence: Appreciation of and passion for intellectual endeavor and the life of the mind; Appreciation of and grounding in the liberal arts and science; Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge; Habits of intellectual curiosity, honesty, humility, and persistence</p>

		<p>Leadership: An understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good; A willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community</p> <p>Eloquentia perfecta: The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly</p> <p>Critical understanding: The ability to evaluate a claim based on documentation, plausibility, and logical coherence; The ability to analyze and solve problems using appropriate tools; The ability to make sound judgments in complex and changing environments; Freedom from narrow, solipsistic, or parochial thinking; The ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms; The ability to find and assess data about a given topic using general repositories of information, both printed and electronic; The ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations</p>
<p>Collaborative Assignments & Projects</p>		<p>Intellectual Excellence: Appreciation of and passion for intellectual endeavor and the life of</p>

<p>2 goals: collaborate to solve problems & improve one's understanding by learning from others' diverse perspectives/experiences. E.g., study groups, team-assignments, research</p>		<p>the mind; Appreciation of and grounding in the liberal arts and science; Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge; Habits of intellectual curiosity, honesty, humility, and persistence</p> <p>Diversity: Awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global, and cultural context in determining the way we see the world</p> <p>Eloquentia perfecta: The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly</p>
<p>Diversity & Global Learning Courses that explore different cultures/worldviews; study abroad; experiential learning</p>	<p>Goal to rediscover universality; engage with international network of Jesuit universities; capitalize on Jesuit openness to diversity via engaging coursework around real world questions (Nicolas, 2010)</p>	<p>Diversity: Awareness of the structural sources, consequences, and responsibilities of privilege; awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States</p> <p>Promotion of Justice: Commitment to promote justice for all, based on a respect for the dignity and sanctity of human life; Commitment to and solidarity with persons who</p>

		<p>are materially poor or otherwise disadvantaged</p> <p>Aesthetics:An appreciation of beauty, both natural and man-made; A cultivated response to the arts, and the ability to express oneself about aesthetic experience</p>
<p>Service Learning & Community-Based Learning Experiential learning with community partners; action and reflection by applying coursework to service experiences; working with diverse community partners prepares students for good citizenship</p>	<p>Men & women for others; we are truly happiest when we love and serve others; use our gifts to help those in need as Ignatius did (McDermott, 2010)</p> <p>“Referring to students engaged in working with the poor, Peter Hans Kolvenbach, the current leader of Jesuits across the world, has said ‘When the heart is touched by direct experience, the mind may be challenged to change.’ The key movement that begins this process of learning and change is paying attention. ... A person can't be considered ‘whole’ without an educated solidarity with other human beings in their hopes and fears and especially in their needs” (Appleyard, <i>A Pocket Guide to Jesuit Education</i>).</p>	<p>Diversity: Awareness of the structural sources, consequences, and responsibilities of privilege; awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States</p> <p>Promotion of Justice: Commitment to promote justice for all, based on a respect for the dignity and sanctity of human life; Commitment to and solidarity with persons who are materially poor or otherwise disadvantaged</p>
<p>Internships Experiential learning intended to provide direct</p>	<p>“Education is not only a matter of information, but of formation, that is, education is a matter of human beings becoming whole persons in</p>	<p>Leadership: A willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community</p>

<p>experience in work setting with supervision by professionals</p>	<p>community” (McDermott, 2010)</p>	<p>Faith & Mission: A commitment to put faith into action</p>
<p>Capstone Courses & Projects Culminating experiences to integrate and apply coursework and college experiences via paper, performance, art, etc.</p>	<p>Challenges the globalization of superficiality (Nicolas, 2010) through deep & thoughtful examination and synthesis of curricular and cocurricular experiences</p>	<p>Intellectual Excellence: Appreciation of and passion for intellectual endeavor and the life of the mind; Appreciation of and grounding in the liberal arts and science; Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge; Habits of intellectual curiosity, honesty, humility, and persistence</p> <p>Eloquentia perfecta: The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly</p> <p>Aesthetics: An appreciation of beauty, both natural and man-made; A cultivated response to the arts, and the ability to express oneself about aesthetic experience</p>

Doing HIPs in a Jesuit way: HIPs like global learning, internships, and service-learning are at their best when they include a reflective component. I.e., one might simply fulfill the hours of an internship or a service site; but that experience becomes effective (and thus

“high-impact”) when students are required to pay attention to their experience and to “**discover and compose the meaning of [their] experience**” (Appleyard, *A Pocket Guide to Jesuit Education*).