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INTRODUCTION: Perspectives on Ignatian Leadership

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Ignatian Leadership Collection

Introduction: Perspectives on Ignatian Leadership

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The essays in this special collection in *Jesuit Higher Education* focus on Ignatian leadership and how we can support students as well as faculty and staff in Ignatian leadership formation. Each of the essays that follow provides a unique lens on the topic, ranging from conceptual explorations to concrete assessments of specific programs or activities. The authors, all but one of whom work at Creighton University, represent a range of areas of experience, both academic and co-curricular. We felt it was important to consider how different elements of a student's experience can help to shape them as leaders in an Ignatian framework, whether it was in formal academic programs, community engagements, international immersions, or by nurturing faculty and staff to better support students. Although the students we consider in the majority of these essays are undergraduates, we believe that many of the ideas contained here could productively be adapted for graduate or professional school students, faculty, and staff.

Ignatian leadership, like the Ignatian spirituality upon which it is imagined, has multiple dimensions and can be enacted in multiple ways. Beyond the Jesuit network, in particular, it is often associated with the works of Chris Lowney. Lowney's *Heroic Leadership*, as well as his other works such as his biography of Pope Francis, are compelling and engaging. But as Lowney himself would likely acknowledge, his excellent contributions are by no means the final word on the topic. While Lowney's foundational work is

referenced in several of the essays, the authors have striven to engage with other scholars and thinkers on the topic as well as to imagine new formulations that have emerged from their unique experiences and studies. Similarly, we encouraged contributors to approach their topics in ways that felt most appropriate to them. Thus, not all of the following essays adhere to traditional scholarly formats, even if all of them draw from the authors' deep scholarly engagements. By using reflective and creative formats, we hope that readers will feel more fully invited to engage with the concepts from a variety of perspectives.

Although each of the essays may be read independently, we have presented them in a particular order as we felt they build upon each other. The initial piece, co-authored by Tom Kelly and Jennifer Moss-Breen, interweaves the thoughts of a theologian and expert in Ignatian spirituality and Ignatian pedagogy with those of the director of a graduate leadership program. Their exchange represents an opportunity to think through the interconnections of Ignatian leadership with other contemporary leadership theories. Joe DeFeo's essay, based upon his years of leading the Ignatian Colleagues Program, describes how the AJCU as a network has used this consortium-wide faculty and staff development program to enrich leadership development so as to benefit not only students but also the overall mission of Jesuit education in the United States. The next set of essays focus on initiatives unique to Creighton University but with

potential applications at other institutions. Erika Dakin Kirby's essay describes a formal academic leadership curriculum and its constituent courses, suggesting ways that principles and practices of Ignatian leadership can be integrated into individual courses as well as academic majors and minors. Two essays discuss the Haddix Dean's Fellows Program in Creighton's College of Arts and Science, a four-year integrated leadership development program that unites curricular and co-curricular elements within an intentionally Ignatian framework. Molly Loesche and Jennifer Moss Breen's contribution discusses findings from initial efforts to track student outcomes longitudinally. Tom Kelly and Jennifer Moss Breen's second essay focuses specifically on one essential component of the program, the senior capstone experience which involves an international immersion. Both pieces discuss ways that educators can approach leadership development to ensure that programming can be evaluated to deliver learning goals. The final section takes a broader scope. Rebecca Murray's essay analyzes how concepts of Ignatian leadership intersect with important efforts in place-based learning. Katie Kelsey investigates how Student Life professionals can integrate Ignatian approaches in universities' co-curricular leadership formation. Finally, DeFeo and Keegan imagine how Ignatian spirituality might inform the work of advising and mentoring of students, an

essential activity to which both faculty and non-academic staff contribute, and which is proven to have significant impacts on a student's educational experience.

In addition to the Ignatian Leadership Collection, this issue also presents several articles on broader themes in Jesuit higher education. AnaMaria Conley and Aimee Wheaton explore how Jesuit values are needed as faculty composition and work conditions are changed by market forces, while Jenny Nordman discusses how the Jesuit principle of *cura personalis* is embedded in a Master of Education in Reading program. New pharmacy faculty members Cassandra Stroup, Allyson Spence, and T. J. Sayre offer their reflections on how a new faculty mission orientation program aided their transition to academic teaching during a cyberattack outage. Finally, two book reviews—of Marcus Mescher's *An Ethics of Encounter* and Claude Pavor's *In the School of Ignatius*—explore historical and contemporary themes relevant to Jesuit education.

In presenting these essays, we hope to invite more dialogue. Many of the essays describe programs and initiatives that are new or continuing to evolve along with our understanding and appreciation of the full richness of all that Ignatian leadership can foster in faculty, staff and students. We welcome feedback and future conversations with readers. HJE