

**Amy Wolfson: VPAA Address, October 10, 2014**

Welcome faculty, colleagues in Academic Affairs, colleagues from throughout Loyola, Fr. Linnane and all others who are here on this Friday afternoon.

I arrived in late June here at Loyola. The lawns were emerald –sometimes glistening after a small rain fall or morning dew...I truly enjoyed walking around Loyola’s warm, inviting campus. It was quiet back in July as most of our students, particularly the undergrads, were off on internships or summer jobs and you, the faculty of Loyola, were accomplishing what you and I always set out to accomplish and more...reading, thinking, catching up with developments in your field, writing chapters for a book or journal article, editing a script for a theater production, revising or creating new courses or teaching approaches, collecting data, collaborating with or mentoring a student in your lab -- being passionate and doing what is crucial to the life of Loyola University!!

Critics or those who do not understand the University often make jokes about self-centered faculty or they tend to not appreciate that research, scholarship, and learning---depth of focus-- with and for students and the community is at the heart of what it means to be a College or University. I personally value this depth of focus and it is a scholarly model that is possible at a place like Loyola that is founded on practices of reflection and principles of intellectual excellence.

This afternoon, I will speak with you about my commitment to you- the faculty! I want you to be able to gracefully balance your teaching, scholarship, research, and engagement with the community. In Superior General of the Society of Jesus, Father Adolfo Nicolas’ 2010

remarks,” *Depth, Universality & Learned Ministry: Challenges to Jesuit Higher Education*,” he stated,

*I suggest that we need to study the emerging cultural world of our students more deeply and find creative ways of promoting depth of thought and imagination, a depth that is transformative of the person.*

I believe that this commitment must be for our graduate and undergraduate students, but also for you as faculty MEMBERS!

In my remarks, I hope to bring attention and meaning to the importance of scholarship to learning and teaching. I see depth and time for focus on scholarship as crucial to students’ and faculties’ lives in the University—not so that one is closeted away in one’s study or lab, but so that we have the time and energy to bring new findings to the public, to create an innovative system or product, to improve school policies, to advance health care, to understand the past in relationship to the future, to share the arts with a local neighborhood, and to continue to ask the questions!

I am in a **distinct** place this fall semester—a one-time opportunity. On the one hand, I sort of get Loyola having spent the past 22 years as an integral member of a community that is not too different from Loyola—at that brother school, Holy Cross. In fact, as part of becoming familiar with Loyola, I learned (as some of you know) that there are many Loyola-Holy Cross connections! Back in 1852, Father John Early, then President of Holy Cross College from 1848 to 1852, moved to Maryland (I think he was only 38) to open that Loyola College in Baltimore—he too must have made observations, connected with his new colleagues, and slowly and

intentionally created an integrated curriculum that he and his colleagues said would produce eloquent and dignified leaders. Just for a little more history, on July 14 of that year, Holy Cross burned to the ground and this disaster left the staff at Holy Cross without jobs, and Archbishop Kenrick (as described in Nicilas Varga's book: *Baltimore's Loyola, Loyola's Baltimore*), seeing the event as providential, insisted that these Jesuits come to Baltimore's new school.

So, when Loyola opened on September 15, 1852 three of Loyola's first faculty had taught at Holy Cross in its' early years: Fathers' Samuel Lilly, Anthony Maraschi, and Augustine Kennedy.

So, I bring familiarity, yet at the same time I am a true newcomer to Loyola and really a participant – observer, to use a research term—used by such scholars as Robert Coles, the social psychologist, child psychiatrist, literary critic, student of politics and culture, man of faith, and outsider who craved community in his writing and observations.

As a participant – observer, I am getting to know you, immersing myself in Loyola's culture, making multiple observations, and slowly consolidating all of my findings so to speak. However, in the end I am actually a participant. **This is not a research project.** I am here as a true member of this Loyola Maryland community, my community.

So, what have I learned and observed about you so far, the faculty of Loyola, regarding your scholarly work and commitment to Loyola's students? This should not surprise you: you are a community of scholars and teachers who care deeply about Loyola and the surrounding communities!!!!

*Time and Depth for and with Loyola*

Let me give you some snapshots that have formed the positive impressions on this newcomer.

Last year, 7 of you, my new colleagues, were granted tenure and promoted to the rank of associate professor—

Lena Caesar, Speech-Language Pathology/Audiology –

Margarita Jácome, Modern Languages & Literatures – Spanish

Elizabeth Kennedy, Law & Social Responsibility –

Gina Magyar-Russell, Pastoral Counseling –

Andrew Samuel, Economics –

Sara Scalenghe, History –

Carsten Vala, Political Science –

Likewise, 5 of you were promoted to full professor:

Roger Eastman, Computer Science – promotion to full professor

Angela Leonard, History – promotion to associate professor

Matthew Mulcahy, History – promotion to full professor

Rev. Joseph Rossi, S.J., Theology – promotion to full professor

Paul Tallon, Information Systems & Operations Management – promotion to full professor

***Please join me in congratulating all of our colleagues.***

Our newly tenured and promoted colleagues join a distinguished faculty community, many of whose recent accomplishments can be viewed here **[gesture behind to slide show]** — I have tried to do my best at representing as many of your accomplishments in this slide show!!! And of course I could not capture everything—that’s a good thing!! Please note that the photos represent 2012 and 2013 for now—even though I know that your scholarship was ever so impressive in 2014 too— so, keep sharing with me!!! Going forward, I would like to find better ways of keeping a data base on our scholarly accomplishments.

As your new Vice President for Academic Affairs, I am proud of the faculty, who are the **heart** of our University, and the core of our status as a center for excellence in teaching, research, and engagement with the Baltimore and wider community.

Let me share some more observations...

During the last two years, (**not including 2013-2014**) Loyola faculty published at least 56 books, 352 peer-reviewed articles, 125 book chapters and encyclopedia articles, 73 poems and short stories, 53 gallery exhibits, theatre productions, and musical performances. This is an important contribution to the wider intellectual community—as well as to work that improves our world and well-being.

Over the last 5 years, members of the Loyola faculty and administrators were awarded **\$4,153,648** in external grants (**\$1,675,262 in the last 2 years**) to support their scholarly work and to engage students. In fact, over the last 5 years, Loyola has increased the number of awards received by 16%! Congratulations to our colleagues who had successful grant applications at a time when the grant environment is increasingly more competitive. And,

congratulations to those of you who submitted grant applications over the last 5 years—over all up by 69%!! Your efforts to seek sources of funding to support teaching, research and scholarship at Loyola are to be celebrated!!

Faculty also presented their scholarly work at dozens and dozens of conferences including many presentations outside the United States. I am glad that Loyola has long put considerable resources into supporting faculty to interact with their colleagues from around the world, and for Loyola as an institution to collaborate with other prestigious institutions in sponsoring scholarly meetings on our campuses.

Last, but ever so important, over the last 3 summers at least 73 faculty were engaged with their students in student mentored research! This is an important model of how the work of a scholar encompasses both teaching and research—“scholarship” in the fullest sense of the word. We should continue as well as expand this endeavor!

This significant and timely mentoring and collaborative work with students is crucial to who we are at Loyola! You, the faculty of Loyola --teacher-scholars--, do extraordinary scholarship, teaching, and service with and for Loyola every day!!! I just wish there was more time in your days and more recognition of who you ---we are!

This is clearly a year of transition for me and for Academic Affairs. Many of you are familiar with the trapeze metaphor, William Bridges, author of *The Way of Transition: Embracing Life's Most Difficult Moments*, describes the most difficult moment of a transition is when you have let go of one bar, still have not firmly grasped the other and are momentarily suspended in midair. For me, it is a moment that is both exhilarating, because it is filled with

possibility, and frightening, because we have left behind some sense of security to venture into the unknown ---*kind of like downhill skiing which I am more personally familiar with....* Yet, as I grasp that next bar, it is important that I take the time to reflect on strengths – **our** strengths as an institution and as a faculty, the strengths of **our** curriculum and **our** students - even as we move forward toward greater excellence. I know that we do many things exceptionally well at Loyola, and I want to celebrate and acknowledge that today and throughout the years, but also take the time to ask the best questions **so that we do even better**--- I guess that is why you hired me!

So, how do we at Loyola find the time and an appreciation for depth of focus for both faculty and students? How do we walk that balance of teaching and research?

In Andrew DelBanco’s well-cited 2012 book, Columbia University professor of American Studies tries his hand at answering some of the most fundamental questions about college in America: *What is college for? What should college -- as distinct from university -- look like? And what on earth is to be done about it?* Overall, I share many of his wonderful ideas regarding liberal arts education and citizenship and, in fact, I quoted from his book when I spoke with you during my campus visit last winter.

Yet, in re-examining his thesis, I have come to see things differently from DelBanco because he concerns himself with one aspect of America's higher education –elite, residential colleges and universities including Columbia, where he has been on the faculty of American Studies for his entire career—writing and teaching—undoubtedly a teacher-scholar or scholar-teacher.

Delbanco, however, does not recognize or acknowledge that he has been given the **luxury** to engage deeply in his own scholarship! In his story the “elites” play a foundational role --- where the struggle between university values (research, pre-professional and professional training) versus college values (citizenship, encouragement of reflection on ethical questions) has been fought for centuries at these institutions, and they continue to exert a disproportionate influence far beyond themselves.

At places like Columbia, they certainly value the liberal arts’ teacher-scholar model; however, Delbanco and others would argue that some of the “elites” have lost their way in that faculty’s focus on research or the University’s pre-professional focus has left little time for true teaching in the liberal arts tradition.

At Loyola, this is not the issue or concern as you are doing wonderful, excellent, and time consuming teaching – developing the whole person in our students, but at a cost as I have observed that you **do not always** have enough time to go deeply into your scholarship and research. Though some have managed to do so, the structures of our work and commitments do not favor the depth of focus, which I most value. This worries me-- it is not good for you; it is not good for your students; it is not good for Loyola; and it is ultimately not good for the academy and the society it serves.

I would argue that at a University like Loyola, a Jesuit Catholic institution steeped in the liberal arts, **WE** need to work harder to create **the time** and to develop the resources that encourage a teacher-scholar, researcher-teacher community where teaching absolutely stimulates questions, collaboration with graduate and undergraduate students, and mentorship



of life-long learners and future scholars and researchers. We need to improve how we create space and time for you, the faculty, to reflect on what you are doing.

We certainly encourage students to create and use time to reflect. So, that we might enhance and expand our scholarly work, we—you need time to read, think, and deeply ask questions --- a necessary stimulant to high quality research and scholarship, just as it is a stimulant to high quality teaching and learning; it allows for a way of living that involves thoughtful evaluation of others' work, collection of new data – whatever your “data” might be - and the possibility of new and reimagined ideas **both inside and outside** of the classroom or even the university.

I believe that the teacher-scholar model at Loyola is a model that is perhaps a bit different from that of Columbia's – certainly with a different history – and with its own UNIQUE virtues. The dash between teacher and scholar or scholar and teacher is a link, not a line of distinction and certainly not a tug of war. Scholarship and creative endeavors enrich our teaching and are essential to excellent instruction.

Participation in scholarly communities keeps us current, connects us to the wider world, and reminds the teacher of the learner's experience: making sense of new material; challenging assumptions; receiving and responding to criticism; and finding ways to communicate effectively to different groups.

Loyola is better positioned than most institutions to value the depth of focus that is so essential to good scholarship. We are a liberal arts University that sees intellectual excellence and reflection as central to our way of being in the world. We value our teaching, we value

inquiry, we value social engagement, and we value ideas for the sake of ideas. These are the conditions that cultivate scholar-teachers. And to fully develop as a scholar-teacher takes **time and depth!!!**

Some have found ways to make this possible, and we as an institution must figure out how to make this model visible, valued, and broadly feasible.

Historically, one of the primary characteristics of Jesuit institutions is a passion and commitment to quality, excellence, and depth of work and knowledge. Looking back, the Jesuits have always been deeply involved in scholarship, in science, and in exploration. By 1750, 30 of the world's 130 astronomical observatories were run by Jesuit astronomers and 35 lunar craters have been named to honor Jesuit scientists. The so-called "Gregorian" Calendar was the work of the Jesuit Christopher Clavius, considered one of the "most influential teachers of the Renaissance". Moreover, Jesuits were referred to as the schoolmasters of Europe during the 16th, 17th and 18th centuries, not only because of their over 700 schools, but also for their pre-eminence as scholars, for their numerous intellectual contributions, for the thousands of textbooks that they composed, and for their prestigious contributions on theories of teaching.

Certainly, a liberal education, founded in both breadth and depth, teaches students how to continue learning as the world changes and demands new perspectives, knowledge, and skills. However, I feel strongly that we have a responsibility to give our students—**graduate and undergraduate---** and our faculty the time (that includes sleep) to dive deeply into an area of study, an individual course, a particular project, a collaboration with you as a faculty member. **Likewise, I believe that you as teacher-scholars** need time (and resources) to begin a new

research endeavor, to reflect and write, and/or to learn a new lab technique or statistical approach.

**To take what is at the heart of a University education (perhaps in my opinion) --- developing new knowledge and developing life-long learners, in the coming years, albeit not necessarily this year, I ask that we examine some of the following questions:**

- What are we going to do to embrace teacher-scholars, to dig deeply, to do scholarship, and to engage students and each other as colleagues in our work???
- How do we create time, space, and incentives for continuing to go deep and to engage the world and the community with our research questions, scholarship, and interventions? ---
- What would Loyola's undergraduate and graduate curriculum look like with a focus on time, depth, balance? (that is: number of courses overall and per semester, schedules, requirements, etc.?)
- How can we better support and enhance faculty scholarship?
- What kinds of teaching and teaching schedules enhance faculty scholarship?
- What aspects of our scholarship enhance our teaching?
- How would we engage students in research/scholarship/community projects across all disciplines & interdisciplines– Education, Business, STEM, Social Sciences, Humanities, Arts..?
- How can we encourage more student-faculty collaboration?
- How can we help facilitate bringing faculty's ideas and findings to the wider community?

We already have a few shovel-ready projects launching this year, such as the structured writing retreats at the library aptly titled the “Finding the Time” initiative, starting next Friday. But to truly value the depth of focus, which I am advocating, requires that we ask the truly big questions of ourselves, each other, and our institution. **I hope you will join me.**

Know that I want to invest and reinvest in you as Loyola’s faculty—teacher-scholars! You are a great faculty with much to celebrate; share with the world; and yet you need TIME to dive deeply, to mentor and collaborate with students, to continue your research and scholarship, to bring your findings to the Baltimore community and beyond.

In the coming months, I hope to work closely with my colleagues across Loyola to more visibly cultivate your work and more intentionally celebrate your accomplishments; Meaning-- in the way that we present ourselves as an ACADEMIC COMMUNITY!!!!!! We have so much to communicate, share, and celebrate! So, watch out for some of the students in my office of Academic Affairs as they have been charged with working on a faculty beat!!!

It is my intention and it is the intention of the President to continue to celebrate and highlight the successes of our faculty. In the coming months you will hear about new initiatives that the President and I are inaugurating to bring faculty together to talk over lunch or dinner. It will certainly take time to get to each you, but it is my intention.

For example, I have asked my Executive Assistant to create **TIME** in my schedule so that in so far as is possible my office will be open to you from 8 – 10 am on certain mornings later in the semester. The door to Jenkins 120 will be open, feel free to drop by, have a cup of coffee, share a new idea or just say hello.

Finally, a few words about the short run—the 2014-2015 academic year. Know that I am aware of the need to follow up on recommendations from Phase II. In that spirit, I see some of the work of my first year as your Vice President for Academic Affairs as falling into three significant areas:

- Investing and Reinvesting in Faculty
- Developing and Enhancing Loyola's Programs Intentionally
- Diversity and Inclusion as a Guiding Principle

Collaborating with my Academic Leadership Team (Jen Lowry, Marie Kerins, Brian Norman, Lorie Holtgrave, Deans: Jim Buckley, Josh Smith, Norm Solomon), with my colleagues from across Loyola, and with the support of my staff in Jenkins Hall---some of our timely work for the year includes:

Brian Norman, Faculty Development fellow and Associate Professor of English, and I are creating faculty development funding opportunities (stay tuned), new initiatives to celebrate faculty accomplishments, a year-long program for faculty across the career cycle, and discussions that help to ensure diversity and inclusion as a guiding principle in academic affairs and across Loyola;

Jen Lowry, Associate Vice President for Academic Affairs and Associate Professor of Psychology, is providing leadership on undergraduate achievement including a new undergraduate Summer Loyola initiative, oversight and recommendations regarding

International Studies programs, and recommendations for a new way of proceeding in advising our students;

Marie Kerins, Associate Vice President for Research and Graduate Affairs, Associate Professor of Speech - Language Pathology has already launched a working group to move us forward on On-line and hybrid learning, is collaborating in our examination of graduate program locations, and is leading Grad-COAD as they work toward excellence in graduate education.

In closing, I begin my tenure at Loyola by welcoming you to Sarah's Tent! There are many examples in the Old Testament of Sarah's hospitality to guests. Sarah's tent was no ordinary dwelling. The Rabbinic literature teaches that the doors of Sarah's tent "were open wide" - a metaphor for her warm hospitality, conversation, and sharing.

One of the unique features of Sarah's tent was that it was open in all 4 directions. This was so that Sarah and Abraham could see travelers passing by in all four directions. How did they do this? Whenever Abraham saw passers-by, he would run out to greet them: "Come, sit a while, relax, have some food," and Sarah would prepare them elaborate meals. It was not a token of religious fellowship, but a demonstration of hospitality – (the creation of) a place for dialogue and the sharing of another's experience."

I have shared this story of Sarah's Tent because it also represents a key aspect of my leadership approach: *I will lead Loyola's academic division in a welcoming fashion and in partnership with you and the other divisions at Loyola in the coming months and years!?!*

*Time and Depth for and with Loyola*

In closing, I invite you to join me in our “tent” next door – which is not quite open on four sides, but which has food and drink arranged by my colleagues and prepared by the wonderful dining staff, who seem to make sure there is always enough for everyone.

Please continue to enjoy the slide show---created by Sharon Higgins and her colleagues and Joshua Gembicki, my Executive Assistant. And, a special thanks to Barbara Preece, Nancy Hanks, and Nancy Dufau for their data on faculty scholarship.

Thank you for listening!!!! T G I F