

Time and Depth for Gritty, Sticky Learning for Students and Faculty

Amy Wolfson, VPAA Address, November 13, 2015

It is a privilege and a unique challenge to serve as the chief academic officer of this complex, messy, and wonderfully vibrant culture of teacher-scholars/scholar-teachers. We each have our own interests and obligations at Loyola, but one thing that we can share is a deep commitment to the city of Baltimore, at a time when higher education, particularly the liberal arts, are under relentless scrutiny.

Just this past September, for example, the Department of Education published their infamous scorecard, which evaluated the salaries of graduates from U.S. Colleges and Universities. Statements of foul play and unfairness were certainly heard from Liberal Arts College Presidents and others who read that their institutions, some very prestigious, did not fare so well using the Scorecard's "Return on Investment" Index. Loyola, by the way, is doing reasonably well by this standard: Our students earn a median salary of \$62,000 about a decade later, significantly higher than Amherst, Wesleyan, and many other nationally ranked Liberal Arts Colleges. Nevertheless, there is no doubt that the Liberal Arts are regularly bombarded with criticism by the national news. I think it is our job to offer alternatives and better ways to talk about the kind of transformational experience we have to offer. Certainly, our graduates go on to professional success, but that is only part of the story, not to mention faculty lives.

I will return to our roles as teacher-scholars/scholar-teachers and the liberal arts later. First, I'd like to offer some "Thanks and Welcomes".

I continue to think of Sarah's tent as a vision of intellectual hospitality. As I've said before, Sarah's tent was no ordinary dwelling. Its doors were open to everyone and God's miracles abounded. A light would be lit from one Shabbat eve to the next. Rabbinic literature tells us that the doors of Sarah's tent "were open wide," and "in all four directions" so travelers coming from all directions could be seen and then welcomed. Whenever Abraham and Sarah saw a passerby they would run out to greet them: 'Come, sit a while, relax, have some food.' It was not a token of religious fellowship, but a demonstration of inclusive hospitality – a place for dialogue and the sharing of another's experience.

During my first year and a half, I have felt welcomed during my visits to your departments, Chairs' Meetings, the Humanities Symposium, the Business Leader of the Year dinner, Hauber presentations, Phi Beta Kappa Induction, Messina events, Emerging Scholars Symposium, the Staff Council, holiday gatherings, dinners in some of your homes or your favorite Baltimore hangout. I have felt engaged, through our conversations during my office hours, with your listening to my October remarks on the enduring values of *Time and Depth for and with Loyola*, in spring round table dialogues and coffee conversations, and then posing timely questions of me as we concluded the 2014-2015 academic year.

Hospitality requires this kind of MUTUAL exchange. In that spirit, this year we welcomed two new deans, Amanda Thomas and Kathy Getz, who joined Dean Smith, Jen Lowry, Marie Kerins, Brian Norman, Lorie Holtgrave, and Doug Harris, now our new Dean of Undergraduate Studies.

Everyday, I rely on this group of colleagues as they bring dedication, wisdom, and friendship to our work together in Academic Affairs.

I also want to take the opportunity to give one more welcome to our newest tenure-track and tenured faculty members: Willeke Sandler, History, Tepanta Fossett, Speech-Language-Hearing Sciences, Billy Friebele, Fine Arts, Meghan Page, Philosophy, Derek Kendrick, Biology, Irem Demirkan, Management and International Business, Theresa Nguyen, Chemistry, Xufeng Li, Marketing, Hannah Bayne, Pastoral Counseling, Andrew Futterman, Psychology.

Our new colleagues come to us with degrees from a diverse array of institutions. And, they bring scholarly interests to our Liberal Arts University in multimedia and digital art, gastrointestinal physiology and nutrition, multicultural issues in counseling, philosophy of physics, aging, stress and religious life in older adults, interorganizational relationships and strategic alliances, neurogenic communication disorders, biosynthesis of coenzyme Q, public culture and expressions of race and nationalism in Nazi Germany, and marketing management and organizational learning. In September, Chairs also welcomed many new Visiting Assistant Professors and I welcome all of you again today.

This fall we also welcomed Shyala Smith a visiting Fulbright Scholar-In-Residence from Sri Lanka in the Department of Communications to study content marketing and social media strategies. Shyala is our first Fulbright in two decades. Thank you to Professor Greg Hoplamazian who spearheaded the visit of our Fulbright.

Furthermore, we welcomed Professor Patricia Bizzell (Prof. of English at the College of the Holy Cross) as our 2015-'16 Cardin Chair, hosted by the Writing Department. Professor Bizzell's scholarship is grounded in rhetoric and composition, especially 19th century women's rhetoric and religious discourse and also an interest in translingual pedagogy sparked by her time teaching English at Sogang University in South Korea. While at Loyola, she is teaching senior Writing majors and is working with the Writing Department, Writing Center, Loyola University Maryland faculty, and Dean Thomas on new ways to imagine our Writing Center and related teaching and learning questions. And just this afternoon, she spoke with midcareer colleagues about post-tenure reinventions.

In addition to our new faculty, we welcomed a number of new colleagues in Academic Affairs. Moreover, Westley Forsythe, hired as our Academic Compliance Officer last January, has graciously agreed to Coordinate Assessment across Academic Affairs for the year. And, last year, we reconceived Kristen Fisher's position, now Director of Academic Events to better capture all she does for our intellectual and scholarly academic events and programs.

I am grateful to the faculty and administrators in each of the departments for their efforts and care in identifying such wonderful new colleagues for the University. Please reach out to new colleagues in neighboring departments or across campus to welcome to them to Loyola and to assist them in their transition to our community and all that our city of Baltimore has to offer.

While on the subject of welcomes, I thought I would say a bit about our new students as well. We have much to celebrate and much to look forward to. On August 27th we welcomed 1,033 new first year undergraduate students, 57 new transfer students, and 26 international undergraduate students, representing 17 different countries. Twenty-two percent of the class of 2019 are ALANA students and 16% are first generation college students! Likewise, 533 students started their graduate studies at Loyola, including seven international students from five countries.

Our responsibility now is to make welcome this diverse group of students into our intellectual community and also to help them make their own mark on Loyola so that it may grow and thrive.

We began that work with our Fall Teaching Enhancement workshop on inclusive pedagogy and Loyola's diversifying student body and I am heartened by the way colleagues are incorporating such practices into their classrooms. It matters. Students notice.

Accomplishments and Professional Transitions.

Now I want to turn to accomplishments and career transitions.

Last academic year, nine faculty were promoted from associate to full professor, one faculty member was promoted from tenured assistant professor to the associate level, and 12 faculty were tenured and promoted to associate professor. These promotions are career milestones for individuals, of course. Together, they diversify the senior ranks at Loyola in exciting ways. Indeed, we have a dynamic faculty.

Your colleagues who were granted tenure and promoted to the rank of associate professor are: Adanna Johnson-Evans, Birgit Albrecht, Jason Prenoveau, Jennifer Watkinson, Karsonya Wise Whitehead, Lisa Scheifele, Maren Veatch-Blohm, Natka Bianchini, Sara Magee, Srikanth Ramamurthy, Theresa DiDonato, and Tania Cantrell Rosas-Moreno.

Your colleagues who were promoted to the rank of full professor are: Carolyn Barry, Bret Davis, Kathy Forni, Doug Harris, Michael Knapp, Dawn Lawrie, Heather Lyons, Cindy Moore, and Jiyuan Tao. And, Kathleen Siren was promoted to Associate Professor.

Finally, four esteemed, long-standing faculty members were appointed Professor Emeritus: William Kitchin, Margaret Haggstrom, Toni Keane, and Charles Scott.

Please join me in congratulating our colleagues for these career accomplishments.

Supporting colleagues through tenure and promotion is important work. I greatly appreciate the work of the members of the 2014-'15 Board on Rank and Tenure. The workload last year was extraordinary and your elected colleagues took on that duty with care and commitment. We owe a debt of gratitude to this indispensable committee: Ursula Beitter, Gregory Derry, Andrea Giampetro-Meyer, Richard Klink, Peter Litchka, Martin Sherman, and Anthony Villa.

Faculty Scholarship.

Last year I captured the wealth of intellectual contributions made by Loyola faculty through research, scholarship, exhibits, productions and performances. We don't have an easy way at Loyola to capture the numbers around faculty productivity—at least not yet. But I am keenly aware of what an accomplished faculty we have at Loyola. I am so grateful for your energy, expertise, and ongoing contributions to your fields, the wider world, and to the city of Baltimore. The students in my office will continue to collaborate with Rita Buettner, Director of Marketing and Communications on the "Faculty Beat" that we started last year as one way of celebrating and sharing your work.

Last year, we were also awarded a total of 18 external grants to support scholarly work and to engage students in learning and research. Under the leadership of Mili Shah, Associate Professor of Mathematics, an interdisciplinary group of science faculty were awarded a \$565,495 grant from

the National Science Foundation to develop a scholarship and mentoring program to recruit and graduate academically talented low-income students (particularly locally) pursuing a degree in computer science, physics, mathematics, or statistics. The Julio Fine Arts Gallery received a Maryland State Arts Council grant to support some of its programming. And, Loyola was awarded a third grant from the Maryland Higher Education Commission to support the Ignatius Scholars Program – a partnership between Student Development and Academic Affairs – lead by Michelle Cheatem, Debbie Miller, Rodney Parker, and Raven Williams.

The following Individual faculty received grants as well: Melissa Girard, Assistant Professor of English, was awarded an NEH Fellowship; David Binkley, Professor of Computer Science and Carsten Vala, Associate Professor of Political Science, both received Fulbright Scholar Awards; Remi Chiu, Assistant Professor of Music, received a grant from the Wellcome Trust.

Congratulations to our colleagues who had successful grant applications at a time when the grants environment is increasingly competitive. Thanks also to all who submitted grant applications. And, thank you to Nancy Dufau and her colleagues in the Office of Sponsored Research for their encouragement and guidance.

We also benefit as an academic community when we open our doors to academic conferences: we bring national and international conversations to Loyola and we share Loyola with colleagues from around the world. Over the past year at Loyola, we hosted the Chesapeake Section of AAPT (America Association of Physics Teachers), the Heidegger Circle Conference, the Concerned Philosophers for Peace, and the annual Cosmos and Creation Conference. And, just three weeks ago we collaborated with the Alzheimers Association of America in the Raise Your Voice for Care Conference.

And, of course, a centerpiece initiative was the Democracy and the Humanities Symposium. Over 415 colleagues and dignitaries gathered at Loyola in September to celebrate the 50th Anniversary of the founding of the NEH. Our Center for Humanities, Messina program, and the Office of Academic Affairs created and co-sponsored this event, under the leadership of Paul Lukacs, Associate Professor of English, with support from Kristen Fisher, Director of Academic Events (a Loyola alum). The historic event was cosponsored by the Founders of NEH in 1965: American Council of Learned Societies, the Council of Graduate Schools in America, and the United Chapters of Phi Beta Kappa, along with the Council of Independent Colleges, the Maryland Humanities Council, and the National Humanities Alliance.

A highlight for me was the panel featuring students in the Honors Program, students' summer scholarship in the Humanities, and the Messina experience. And we were all inspired by the keynote by Richard Brodhead, President of Duke University, on *America, the Humanities, and the Fate and Fortunes of Public Goods*.

All these conferences literally put Loyola on the map. It marks us a place where ideas are forged as we collaborate with colleagues and other prestigious institutions.

Now I want to turn to your work as faculty at Loyola, especially your inspirational Teaching and Mentoring, and for taking chances with new Pedagogies.

Last year you, Loyola faculty offered almost 10,000 credits of classes – at a minimum of 50 minutes of direct teaching per credit, that’s about 8,300 hours of classroom time, and about 20,000 hours of out of class student work (if one were to estimate at 2 hours of additional work per credit). Further, you taught 97 Messina sections in 2014-’15. Now, with all first-year students engaged in Messina, there are 70 sections per semester—what an accomplishment! This does not even include the abundant and varied array of deep hallway and quad conversations, trips, plenaries, experiential learning, and various opportunities to talk with visiting authors, scholars, activists, and artists. This is the grist of the intellectual experience and it is what dedicated faculty and administrators bring to each other and to our students.

Many of you teach and engage your graduate and undergraduate students beyond the classroom whether it is just outside on the Evergreen quad (sometimes with chalk in hand—Elizabeth Dahl!), on a weekend outing to a museum (often with personal tours from an expert—Janet Headley!), a trip to understand our Baltimore neighborhoods (ask Peggy O’Neill’s students about murals in the Station North neighborhood). And of course, faculty and partners offered rich and engaging community based learning courses, a hallmark of the Jesuit educational experience. Last year, Loyola faculty offered 55 service-learning courses or courses with service learning components. Thank you to Robin Crews, Director of Service-Learning, and to Doug Harris and Mike Puma, Co-Directors of Messina for making possible such experiences of bringing Loyola into the world.

This is what we do as faculty at a place like Loyola: engage the world. I continue to be struck by the way in which my faculty colleagues are rising to the challenge of engaging our students in the big questions posed by the protests and demonstrations last April and— important for an intellectual institution in the Jesuit, Catholic tradition—the underlying structures of injustice that face our city of Baltimore. Some of the conversations, written correspondences, teaching examples, and public scholarship include Messina’s work with the common text, *Clybourne Park*, Brianne Roos and Elizabeth Kennedy’s letters to their students last April featured on the Academic Affairs website, Kaye Whitehead’s essays in the Baltimore Sun and other discussions on public radio, Jean Lee Cole’s scholarly reflection on civil disobedience, and the forming of the Racial Justice Working Group with members of Academic Affairs, ALANA Services, Campus Ministry, the Center for Community Service and Justice, and the Counseling Center. All this followed a blockbuster MLK convocation featuring Ta-Nehisi Coates making the case for reparations to a capacity crowd. I look forward to seeing you all again for this year’s MLK convocation on January 18 when award-winning writer Claudia Rankine will provide a compelling meditation on citizenship and the everyday experience of race in contemporary America. I look forward to this continued conversation.

Beyond Baltimore, we continue to offer rich study abroad offerings with approximately 60% of our students studying abroad for either a semester or a year and at least six of you engaged graduate or undergraduate students in study tours. Thank you to Andre Colombat, Dean of International Programs and his colleagues for all of the support and creative juices to make study tours and summer courses possible.

Further, Loyola is expanding its engagement with the world into digital terrain. Under the leadership of Marie Kerins, 10 faculty fellows participated in a two-week, summer digital pedagogy workshop focusing on how to engage students through web-enhanced instruction in face-to-face, blended, or online learning environments. That intellectual community continues with an ongoing inquiry group. The workshop will be offered again in June 2016 for new digital

follows as we continue to build capacity in digital pedagogies and on-line/hybrid learning. Loyola may not be an early adopter, but we are doing it right with a focus on Ignatian pedagogy and quality instruction.

In all, the curriculum we offer our undergraduate and graduate students and the variety of pedagogical approaches used is testament to the creativity of our faculty, and our commitment to engaging our undergraduate and graduate students in multiple ways.

I look forward to our Spring Teaching Enhancement workshop, which will continue the focus on student engagement by turning to the question of modes of teaching. With the leadership of faculty colleagues on the teaching enhancement committee working with Academic Affairs, the workshop will be an opportunity to think about all the modes of learning available to us: active learning, experiential learning, digital learning, service-learning, project-based learning, discussion-based learning, and even the lecture. This is the heart of intellectual life: colleagues exchanging ideas as we try out new ways to achieve our highest aims for our students.

Student's ingenuity and your mentorship and collaboration.

Students are also achieving great feats as burgeoning scholars in the world. Last year our students were awarded a Fulbright, a William Jefferson Clinton Scholarship, a Lilly Graduate Fellowship, and two Gilman awards. Particular thanks are due to Arthur Sutherland, the Director of National Fellowships and his committee for the work that they do and continue to do with our best students from the time they enter Loyola so that they are competitive applicants at the highest levels.

This summer 25 students from the natural and applied sciences and the humanities conducted research with faculty at Loyola. Moreover, we launched the Baltimore Health Immersion Program last summer with 9 students; a five-week intensive summer cohort program that includes course work and an urban health internship.

This does not begin to include the number of graduate and undergraduate students who collaborate with faculty throughout the year and over the summer outside of these formal programs. The level of student-faculty research happening at Loyola is higher than you might imagine. This is a story we haven't told enough as an institution, but we are learning to.

Thank you to all of our colleagues who worked with students this past summer and to Nancy Dufau, Bahram Roughani, Maiju Lehmijoki-Gardner, and Jen Lowry and others for their work in coordinating the summer research program and our new BHIP program, respectively.

These deep projects, time-consuming experiences create a foundation for self-motivated learning and active citizenship. So, at this historic time in higher education, how can Loyola, a liberal arts university deepen its commitment to enduring learning? What do I even mean by a "liberal arts university," which I see as not a contradiction in terms but an outward-facing, expansive view of what the liberal arts equip our students—and us as faculty—to do in the world.

The 2011 American Academy of Arts and Sciences report, *The Heart of the Matter*, documented that employers clearly desire students who have received a broad, liberal education that has

taught them to write well, think critically, research creatively, and communicate gracefully. They're describing Loyola at its best. Further, in recent months and years, business leaders have discussed their commitment to the liberal arts, to lifelong learning, and to finding one's passion. For example, Vince Broady, CEO of content marketing platform *This moment*, argues that students with a liberal arts background think differently about large questions, such as the impact a company should have on a city's youth. As a student at Brown, Broady studied religion, a field that emphasizes long-term goals, rather than quick gains. "You study people who dedicate their lifetime to their faith,...Their impact is measured across hundreds and thousands of years." His academic background shaped how he thinks about his work: he wants to stay committed to building a company of lasting value, even during difficult times. Ultimately, Broady believes that people who are passionate about their work are better poised to succeed. "If you don't personally care about what you are doing, you are not going to be competitive at it," he says. Again, this is precisely what Loyola does at its best as a liberal arts university.

In reflecting even more on time and depth since I addressed you a year ago, I've come to think about something called *Sticky Learning* – the kind of knowledge gained through self-directed projects that can play a significant role in a liberal arts university's commitment to learning well beyond that moment a student walks across the graduation dais. We have a responsibility to teach the value of ongoing, self-directed, curious learning throughout one's life. How can we do so in the context of a Liberal Arts University at the undergraduate and graduate level?

My own view is that we are already doing this in part by giving students a solid base of knowledge- part of any liberal arts education. But, it is also important to create the time and space for what psychologist, Angela Duckworth, Professor at the University of Pennsylvania, refers to as GRIT.

Grit is defined as "perseverance and passion for long-term goals." Duckworth is a middle school teacher turned Psychologist and she believes this dual-component of grit to be a crucial differentiator. Duckworth studied children and adults in challenging environments, including West Point military cadets, national spelling bee contestants, and rookie teachers in difficult schools. In each study, she and her research team asked essentially the same question: "Who is successful here and why?"

Across numerous contexts, GRIT emerged as the most significant characteristic to predict success. Grit is the quality that allows an individual to work hard and maintain focus – not just for weeks or months, but for years. A lot of young people never get to experience that—being into something for enough years with enough depth so that they really know it.

Master teachers know; those who are seriously committed to their vocation know; people who have a serious hobby that they've worked at for years know. They reach a level of appreciation and experience that novices can't understand.

Do we have the structures to teach grit?

At present, many of our students engage in projects, inventions, new ideas and faculty collaborations, which gives us much to celebrate. But, I ask, do Loyola's current structures give all of our students the chance to own a project, to be active learners, to develop grit? And, do our

current structures give faculty the time for career growth and expansion, new pedagogies, new areas of scholarship, investment in Baltimore?

In my early weeks at Loyola, a Loyola faculty member described the difference between professors here and those at nationally ranked R1 institutions. She shared that at Loyola, not only do we care about teaching; we actually talk with one another about our classes, our work with students, our collaborations with colleagues, our teaching approaches with colleagues so that we can strive to make them better. I cannot possibly share every example of student-faculty work together, but here are just a few--

Last year, Calix O'Hara, discovered a text on archeological reconstruction of ancient Greek body armor that was made up of composite linen structure. His review of the text found it long on historic research and short in scientific method. So, Calix collaborated with engineering student, Emily Chambers and their mentor, Rob Pond, Professor and Chair of Engineering. With Hauber and Center for Humanities funding, they completed an extensive review of the history of this armor, compiled technical data on the current technologies of testing armor, designed and operated an actual catapult, manufactured coupons of linen armor, cast bronze armor plate and arrow points, acquired wrought iron arrow points, and began firing arrows into targets. They've continued their collaboration this fall and aspire to publish their work in a to peer-reviewed journal.

Another example: Lisa Zimmerelli, Assistant Professor of Writing and Director of the Writing Center, has sought opportunities to sponsor, support, and sustain undergraduate research. Under her mentorship, students Mike Ebmeier and Anne Marie Malady developed a conference presentation for a writing center journal, receiving a "revise and resubmit" at *WLN: A Journal of Writing Center Scholarship*, and the editors have agreed that the tutor essay will be a companion essay for Zimmerelli's essay, "Service-Learning Tutor Education: A Model of Action," forthcoming 2016.

Sellinger Professor Gloria Wren is currently collaborating on a research project on reducing in-hospital medication errors with Sueanne McKniff, a past student in her Executive MBA class in technology strategy, an RN, and now head of informatics at York Hospital. They recently published their preliminary findings and are currently evaluating the effects of medication scanning on errors in medication administration.

Each of these exemplifies Time and Depth, Grit, Sticky Learning, Passion, and Perseverance! Each is emblematic of what is possible at a place like Loyola. And each is what makes the faculty experience so rewarding. As teacher-scholars/scholar-teachers, we think of our teaching like our scholarship, attending to what is changing, asking new questions, considering new methodologies or approaches, all the while considering history and context.

What is true for our students is true for us as faculty: Ownership, self-direction of and passion for a specific project, whether individual or part of a team, cannot be underestimated. Self-direction and ownership builds a habit of continual growth, self-monitoring, reflection, determination, an appreciation of trial and error, and how and when to ask questions.

The reason I am standing here today is in part a result of that initial spark from an undergraduate research experience where I was given the opportunity to co-author a paper that was eventually published. When I joined the faculty at Holy Cross, I developed opportunities for my own students in my sleep and behavior lab.

I have always been interested in how liberal education can be integrated with the challenges involved in creating or designing things whether a set for a play, a research study, a documentary, a thesis on the history of treating mental illness in colonial America, and so on... you get the idea.

Project-based, self-directed learning – whether individual or as part of a group or team - creates what is now referred to as *sticky learning* in an emerging body of educational research. In other words, we remember more and will ultimately be more successful and adaptive when we are actively translating information or materials for a specific project!

A young man, who will remain nameless but who I know quite well, comes to mind when I think about sticky learning, liberal education, and possible structures. He was a good student but not the star. He attended a liberal arts college that required a capstone, project, thesis, or senior seminar of some sort of every senior, regardless of GPA, honors, or any other special program. As a result, this young man had the opportunity to conduct independent research as a government major...resulting in a paper and oral presentation at the College's spring academic conference. He was given permission to take a chance, to dive into archives, to trust his intuition, to find primary sources, to form a deep and lasting relationship with his professor—real sticky learning. Just one day after graduating from his College, he started a job as a campaign manager for a local New England politician running for reelection in a competitive scene. He didn't have experience as a campaign manager and it was a job that he never would have had the confidence to take on, let alone apply for, had he not had the opportunity to do a senior project where he had to own it, roll up his sleeves, and truly become a self-directed learner. He was certainly a little nervous at first but he took on the challenge with confidence and tenacity. They won the race by the way. Regardless, he was able to conquer a new project, to ask questions, to conduct research, to make mistakes, and to apply his liberal education – including writing, quantitative literacy, and rhetorical skills.

Faculty who involve students (grad and undergrad) in their scholarship, in collaborative research projects, or in mentored student-initiated projects, not only sharpen students' expertise in a specific area but also foster discipline, independent thought, creativity, and responsibility in their students. When our students are given the opportunity to work in the field alongside a biology professor, participate in a discovery process with an art history professor (I'm thinking of Kerry Boeye's work with his students in the Library), analyze data and coauthor a paper with an economist or a psychologist, help a local agency set up a new edible garden, or design the set for a play, they learn to take their own ideas seriously, they see and experience knowledge creation or interpretation, and see their own intellectual work as valuable.

Perhaps most important, students who witness and collaborate in the ongoing production of knowledge learn to understand how knowledge itself comes to be, how it evolves over time, and what its consequences are for social and political decisions. We need such learner-teachers or teacher-learners in such a fast-paced, ever-changing world.

In many academic settings (I will refrain from naming even those down street), faculty enter into structures that do not allow them to bring their lives as teachers, researchers, and community members together. We are, possibly in a golden moment...a time where we can and should be imagining and creating the structures that bring all three aspects of faculty (and student) life together. So, how can we remove the constraints that hold us back from what might be our highest ideals and aspirations for ourselves as faculty?

Or what kinds of structures, campus location, even furniture arrangements, give us the time, space, and environment for new opportunities, new scholarly ideas, and/or new teaching approaches?

Undoubtedly, teaching in Messina has influenced your lives as faculty. It is one example--and a new one at that--of how a structure gives you as faculty the chance to engage in *sticky learning or grit*.

For example, Jean Lee Cole and Dawn Lawrie's found themselves an unlikely Messina pairing: an American literature scholar and a computer scientist. Their courses were "Computers, Robots, and Minds" and "Understanding Literature: Literary (Re)visionaries." In Professor Cole's work on early-20th century artists and illustrators in New York City, she was hoping to use text mining and data visualization to trace professional and social networks among artists, illustrators, magazine and newspaper editors, and writers, as they are outlined in the diaries of artist John Sloan. Simultaneously, Professor Lawrie works with something called Knowledge base population, the problem of identifying the textual representations of people, places, and organizations to linking the same entity within and across documents. With getting to know each other's work through Messina, a new collaborative, interdisciplinary project emerged. Professor Lawrie and her students are processing text files to see what the data tells Professor Cole about these social networks, and if data processing and visualization techniques can help show relationships that are not apparent through traditional humanities research methods. They are discovering together how the humanities appears to be a natural domain to develop our abilities to automatically create knowledge bases including the worlds of fine art, commercial art, comic strips, journalism, and literature. I am personally interested to see what other unexpected possibilities arise from these sorts of structures of collaboration.

This is sticky, gritty learning; it is the kind of learning that persists across a life! That kind of learning takes time and balance for students and faculty.

And now let me say a bit about what this means for faculty life. I recently wrote to you about the COACHE findings. Many groups on campus, charged with questions that affect faculty, are using these data for its purpose: to improve faculty life. But let me say generally: There is much to celebrate and acknowledge from the findings---particularly the wonderful mentoring we do of each other -- far more than our comparison institutions or on a national level. How can we build on this core strength? We are doing something very right when we come together as faculty, across campus, across divisions, across expertise, across rank, across identity. But we don't do it enough. The COACHE survey shows that there is a hunger for this kind of interaction and an opportunity to do much more as we move from a culture of mentoring to a full-fledged culture of engaging in a shared enterprise as faculty at Loyola. I think this is one way to get at some of the group-specific variances among women faculty, tenure-track faculty, and faculty of color. Likewise, you acknowledged that our location is a strength. How can we continue to engage our lives as citizens of greater Baltimore further, making it not just our institutional zip code, but part of our lives as scholar-teachers/teacher-scholars?

The COACHE survey also raises some pressing questions. Most important, you shared a pattern of concern around time spent on teaching, research, and service as compared to peer/national institutions. This concern points to questions about how best to support Loyola's ideal of the scholar-teacher/teacher-scholar. The hyphens between the various aspects of our lives as scholars can sometimes feel like they are competing with one another, not feeding into one another. You

also noted that you are not fully satisfied with the time, support, or availability of opportunities for interdisciplinary work and collaboration in comparison to our peer and national institutions. You shared a hunger for collaboration and more interaction among colleagues about current research methods and trends.

As I hope is already clear, much of my focus in this talk has been to call our attention to the work we are already doing on this campus, but that we don't always acknowledge among ourselves. We have much to celebrate.

Since my arrival at Loyola, I have looked for ways to better support faculty creativity as scholars and as teachers. We have made some steps in that direction. One way is that we have restructured the position currently held by Brian Norman to highlight more time on faculty development across the career cycle. Of course, we can always do more.

This is a shared enterprise as colleagues, as Chairs, and as academic leaders: supporting each other in our continual growth as scholar-teachers, as teacher-scholars, and as scholar-citizens. It should matter that we work at a place like Loyola, a place that is deeply intentional about career formation.

So far, we have attempted to put together a robust offering of opportunities to meet your needs at all career stages and to provide opportunities to grow into new areas, new experiments, new developments in your field. This includes:

A universal mentoring program for all new tenure-track faculty, along with monthly conversations about life in the profession open to all tenure-track and newer affiliate faculty. This brings the wisdom of senior faculty to our newest colleagues. That is a clear need in the COACHE survey. And, it is no surprise, those seasoned faculty report that the experience is rewarding for themselves, perhaps even rejuvenating.

We are also focusing on midcareer needs through the Finding the Path peer strategy session and senior mentoring for promotion, as well as some targeted midcareer summer grants for reengagement and reinvention. This is important work so that we continue to thrive post-tenure. Given our demographics, this is also an important effort to diversify our senior ranks.

If the COACHE survey shows concern about time and space for scholarship, many faculty are participating in the Faculty Writing retreats at the Library to find the time and community for scholarship throughout the academic year. We are also working with the Library to come up with creative ways to support your research needs during a sabbatical.

Academic Affairs is also committed to providing faculty opportunities for deep engagement with mission. Applications for the Ignatian pilgrimage are due on Monday. You should also consider applying for Collegium, an opportunity for faculty of diverse backgrounds to engage peers across the nation around the Catholic Intellectual tradition.

That application is due the first Friday of the spring semester. That is the same due date as a whole host of other faculty development opportunities. This is not an accident: I hope that you will be intentional about what opportunity you might pursue in a given year, be it:

- January Two-day Grant Writing Workshop at Loyola open to our colleagues at area Universities.

- IGNATION PILGRIMAGE or COLLEGIUM,
- The DIGITAL PEDAGOGY Fellows workshop in early summer.
- The KOLVENBACH summer grant for community-based research.
- The SERVICE-LEARNING and Engaged Scholarship Faculty Fellows seminar in early and late summer.
- The faculty support grants through the Office of EDUCATIONAL TECHNOLOGY.
- The SUMMER RESEARCH grants from the Office of Research and Sponsored Programs, including the MID-CAREER grant.
- And new this year, I am thinking of additional ways to support your desire for PEDAGOGICAL EXPERIMENTATION and growth.

Let me begin to wrap up by saying: This is clearly a year of transition for the University and for Academic Affairs...as was last year.

I mentioned a metaphor from William Bridges last year: he compared the transitions we all experience at the start of the academic year to the transition of an acrobat as she moves from one trapeze bar to another. The most difficult moment of the transition is when you have let go of one bar, still have not firmly grasped the other and are momentarily suspended in midair. 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 (sounds like when I ski!).

As an institution, we have not yet grasped the next bar. Many of you may be feeling such exhilarating and anxious moments yourselves. Some on a personal level – you took your youngest child to college or your oldest child started kindergarten; you and your family are dealing with an aging parent; or you downsized to a different home this summer. Others are in transition professionally – you just arrived at Loyola (or even a year ago); you are teaching a new course this year; you are examining a new scholarly area. And of course, we are feeling that exhilarating and anxious moment collectively as well – as we work on our next Strategic Plan.

For all of us, it is not completely clear where the next trapeze bar is or whether we should grab that one or the one coming right after it. I get it. But what is clear is that our momentum will not allow us to go back and grab the one we just let slip from our grasp. We are in it, together.

In this moment, there are a number of initiatives that we must continue to move forward, even as we anticipate the next trapeze bar. The work we need to do this year falls into a few significant areas:

- Strategic Planning.
- Reimagining the Undergraduate Curriculum.
- Vision for Graduate learning.
- Digital Pedagogies and graduate online courses/programs.
- Academic Portfolio Project, an iterative process with the Academic Affairs and Finance to closely examine the resources for our academic priorities.
- Developmental approach to advising or launching of Class Deans of 2019 and 2020; information about the nomination and application process for these key positions will be shared in the coming weeks.
- Revitalizing our Celebration of Students' Achievement, graduate and undergraduate. Watch for April 8-10, 2015 for three days of hearing from our students and honoring their

accomplishments.

- Understanding and taking action with regard to our COACHE findings – that is Ongoing and crucial attention to faculty life across the career cycle.

Widespread faculty engagement in all of these conversations will be important as we determine how best to set the path for future generations of Loyola students and faculty.

So, finally, remember Sarah's four-sided tent and intentional hospitality. We understand intentional hospitality with our students. Time and again, we welcome them, care for them, nourish them, celebrate their successes, draw out their strengths, help them with their weaknesses and prepare them for their journey beyond our tent. We must do this for one another and for all those at this University committed to making a Loyola education possible.

So, as we move into the Thanksgiving season, let me share a few hopes:

(1) Remember to open the door for someone everyday and say Thanks!

(2) Remember to reflect on our strengths – our strengths as an institution and as a faculty, the strengths of our curriculum and our students - even as we move forward to make improvements. We do many things very well here, and we should celebrate and acknowledge that.

(3) Remember to find space to listen, to have meaningful dialogues, and for building relationships beyond your own hallway or usual path across campus.

Finally – an invitation: As some of you know, I have office hours from 8 to 10am on Mondays. I eat lunch. I'd like to begin doing that more with faculty colleagues. But, know that my door is open, feel free to drop by, have a cup of coffee, share a new idea or just say hello.

While I have interspersed acknowledgements throughout this talk, there are still more thanks to offer.

Thank you to Carolyn Barry, Speaker of the Faculty and Chair of the Academic Senate, for her collaboration and wisdom over my first year and a half at Loyola. And, thank you to my colleagues, Kristen Fisher, Joshua Gembicki, Lona Thomas, Joanna Alexander, Jessica Angell, Michelle Augustus, and Anne Burke for their work in the Office of Academic Affairs and their support of the still the "new" kid in the neighborhood.

A special thanks to Nancy Dufau and Julie Ryder for their work in collecting and creating images for this slide montage – celebrating the extraordinary work you do in collaborating with and mentoring Loyola Students.

[BEGIN VIDEO MONTAGE]

Indeed being teacher-scholars/scholar teachers is really hard work – particularly because we want to do it well. Loyola is a place that values that more than most. The images we have collected represent student-faculty collaborations and faculty mentored student projects from last year!

Thank you for your passion and thank you for the ways in which you share your passions with our students and with one another. For passion, I believe, is contagious, and this is the power of Loyola.

And, as I did last year, I invite you to join me in our “tent” upstairs – which is not quite open on four sides, but which has food and drink arranged by the wonderful Parkhust Staff and my office, who also seem to be able to make sure there is always enough for everyone.