

**Office of the Chief Academic Officer**

**Loyola Marymount University**

**2006 Family Weekend Address**

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Good afternoon and welcome to the campus of Loyola Marymount University. It's an honor to have the opportunity to speak to you today. Family Weekend has become a grand tradition for the campus and it is truly special to have all of you here.

The theme of my talk is "Developing Minds and Hearts." This is an undertaking that LMU does so very well. But as Fr. Lawton said yesterday, our students come well prepared to be of service to others because they have received thoughtful and caring parenting.

I am relatively new to LMU and among the many things that attracted me to the university is its mission: "The encouragement of learning, the education of the whole person, the service of faith, and the promotion of justice." We never tire of talking about our mission and I hope we never do.

There are many things the University does to encourage learning and to a great extent, that is one of the easiest things we do: we provide an intellectually stimulating experience for our students. Such a commitment is in keeping with the great Ignatian tradition of providing an educational opportunity for all regardless of their economic situation. Great potential should be nourished and mentored and encouraged to flourish and it is at LMU. We have small classes, a high degree of personal attention, creative degree programs, and a strong belief in the education of the whole person.

We have many examples of activities here at LMU that marry the intellect with the heart. One such program is ArtSmart in the College of Communication and Fine Arts. This program puts

LMU art and art history majors in LA's inner city schools to share their knowledge and technique in the visual arts with children who have little to no opportunity to explore such creativity during the regular course of their education.

Another is the Bio Ethics Institute in the Bellarmine College of Liberal Arts. Through its Master of Arts program, public lectures, and short courses for healthcare professionals, The Bioethics Institute serves three principal constituencies in the Los Angeles area: the academic community of Loyola Marymount University; the healthcare professionals in the Daughters of Charity Health System for Southern California, and the Archdiocese of Los Angeles.

The Leavey Center for the Study of Los Angeles, conducts historical, sociological, and political studies on our city to see where we've been, where we seem to be going, and why.

The Entrepreneurship Program in the College of Business Administration provides our students with opportunities to study and create new business ventures for a new era. Their projects include social entrepreneurship ventures that set up programs to solve some of our most pressing social problems.

We are also justly proud of our program in Pastoral Theology in the Department of Theological Studies, a program that prepares lay pastors for Catholic parishes throughout California; and we are also proud of our preparation programs for teachers and administrators in inner city Catholic and Public Schools in Los Angeles through our School of Education. And, certainly, our relatively new School of Film and Television is becoming a rising star among such schools for their innovative curriculum that emphasizes stories and the new story tellers.

Permit me to share with you some further examples of our lofty achievements. We currently have the number one ranked debate team in the country with victories over UC Berkeley, UCLA, Rice University, the Claremont Colleges, and many others. Six LMU faculty have been awarded the prestigious Fulbright Fellowships for the current academic year. Last spring two of our graduates in the Seaver College of Science and Engineering won the prestigious graduate

fellowship for engineering from Tau Beta Pi, the engineering honor society. LMU was one of only two universities in the state that had two winners. Most universities, like Stanford, UC Berkeley, UCLA and USC had only one. The only other California university with two awardees was Cal Tech.

Also of note, LMU Math Professor, Herbert Medina, was recently recognized by the American Mathematical Society for the Summer Institute in Mathematics for Undergraduates with the inaugural award for Programs That Make a Difference. This program was designed to increase the number of Latinos/as and Native Americans earning graduate degrees and pursuing careers in the mathematical sciences. During a five-year span from 1998 to 2002, SIMU hosted 107 junior and senior undergraduate students at the Universidad de Puerto Rico, Humacao. To date, 44 of those students have been accepted into mathematics Ph.D. programs; three have completed their Ph.D.s in mathematics and one has completed a doctoral degree in physics. An additional 21 participants have completed master's degrees in mathematics.

Professor Jackie Dewar, Chair of the Department of Mathematics, was honored by the Mathematical Association of America for her successes in the classroom with the Deborah and Franklin Tepper Haimo Award for Distinguished Teaching of Mathematics. For 32 years, Prof. Dewar has been involved in several teacher education initiatives in research on mathematics teaching and learning, and she has put new ideas into practice with great success.

Each year, we have more and more faculty and students who are considered for and awarded prestigious honors for their intellectual work. But there is an equally important aspect of an LMU education. That is the education of the whole person. As I said earlier, this talk is about the development of hearts as well as minds. In keeping with this important Ignation concept, our students spend thousands of hours in numerous areas where people are in need. According to the LMU Center for Service and Action:

In the year past, the LMU community provided 165,000 hours of community service in a variety of life enhancing projects.

1,640 students participated in service projects through their residence hall organizations.

72% of the LMU Student Body documented performing some involvement in community service.

LMU offered 18 community based learning courses with 430 student participants.

131 LMU students participated in one of the Alternative Break programs. This is a program where students spend time at home or abroad working on a service project instead of using the break period for a traditional vacation.

And there is more than I have time to report today.

Why do our students, faculty and staff get involved in such service programs? Here are a few of the reasons.

In America, 17 percent of the population lives in poverty and within that population, 37 percent are children.

In America, 12 percent of all children do not have any form of health insurance.

In America, 3.5 million people are homeless and 39 percent of them are children; in fact, 60 percent of all new homeless cases are single mothers with children.

In America, almost 40 million people are reported at risk of hunger or starvation. Our government benignly refers to the hungry and starving as, "Food Critical."

In America, 8 percent of females and 12 percent of males age birth to 21 years have a documented disability. In America, 21 million or 9 percent of the population are classified with substance dependence or abuse.

In America, there are approximately 950,000 residents living with HIV infection and 25 percent of them are actually unaware of it. Around 40,000 new HIV infections occur each year; about 70 percent in men and 30 percent in women. Of newly infected people, half are younger than 25 years of age; just a little older than our undergraduate student population.

In America, it is estimated that 2 to 4 million women of all races and classes are battered each year. At least 170,000 of those violent incidents are serious enough to require hospitalization, emergency room care or a doctor's attention. In this current trend, 25 percent of American women will be abused at some point in their lives.

In America, 61 percent of all hate crimes are racially motivated, 14 percent are motivated by religion, 13 percent are motivated by sexual orientation, and 11 percent are motivated by ethnicity.

In America, more than 10 million people or 5.6 percent of the population is illiterate.

In the 8 months I've been here, I have often asked: what does it mean to be LMU educated? And I'm now beginning to find the answer. There is the great Ignation tradition of educating men and women for others and it is quite apparent that at Loyola Marymount University, great intellectual pursuits are joined by great acts of compassion; and there is little dichotomy between the two. Our students dedicate themselves to the development of their minds and their hearts and are encouraged to do so by our faculty and by you their parents.

Of course, none of this can happen without resources and along with university funding, many of our families and friends generously help to support our academic and service activities and the opportunities for our students to participate. This is why two of the most important goals for "Right Place; Right Time; The Campaign for LMU" is directed to scholarships for students and endowments that will help us bring the world class faculty to our campus that our students deserve. It is our desire to continue to recruit students with both great intellectual potential and great emotional intelligence. Individuals who can and will make a difference in this world; men

and women for others; men and women who are LMU educated; men and women who will be the next leaders of neighborhood associations, boards of education, local charities, art councils, service clubs, business associations, statewide organizations, national associations and organizations, international charities and non-government organizations, and many others. My colleagues and I are here at LMU because we believe in our students and we believe in a future led by those who are LMU educated. I hope you will continue to support this belief.

Thank you again for coming to campus this weekend. We are pleased to have you with us.

There is a poem from the T'ang Dynasty in China that goes like this:

Here on the frontier, leaves are falling

Although all of my neighbors are strangers and

You are a thousand miles away, there are

Always two cups on my table.

There is always a welcoming cup for you at Loyola Marymount University.

Thank you very much.