



LOYOLA

UNIVERSITY MARYLAND

Dean, School of Education

Loyola University Maryland: An Introduction

Loyola University Maryland aspires to be the nation's leading Catholic comprehensive university. Founded in 1852 to serve a primarily local, commuting population, the University today is recognized as a prestigious, highly selective university with a strong residential undergraduate program rooted in the liberal arts and graduate programs at the master's and doctoral levels. Loyola has been ranked among the top five master's universities in the North Region by *US News & World Report* for the past decade, is among *Washington Monthly's* top 50 master's universities nationally, and is included in the list of Best Values in Private Colleges in *Kiplinger's Personal Finance Magazine*. Its Sellinger School of Business and Management is highly rated by *Business Week*, *US News & World Report* and *Financial Times*. The University is also proud to host a chapter of Phi Beta Kappa. As Loyola has grown and changed, it has remained committed to the fundamental principles of Jesuit education: a liberal arts core curriculum that emphasizes the integration of knowledge, a conviction that the exercise of reason and the practice of faith are complementary and necessary, a focus on the whole person, and a dedication to the ideal of service.

The University's School of Education encompasses these fundamental principles in its drive to prepare educators who are change agents in the Jesuit tradition committed to meeting the educational needs of all children, especially those most disadvantaged. The School of Education seeks a new dean who will have the opportunity to lead the faculty in shaping the development of the School, and in building its recognition, reputation, and enrollment. The new dean will lead in establishing and updating the School's vision, mission, and goals consistent with those of the university and with the needs of the stakeholders of the School, with an emphasis on the Jesuit values of Loyola University Maryland.

Loyola offers undergraduate majors and minors in 36 academic fields. Graduate degrees are available in seven areas of study, including business and management, computer science, liberal studies, pastoral counseling, psychology, speech-language pathology/audiology, and nine areas of study in education: curriculum and instruction; educational leadership; educational technology; Kodály music education; literacy education; a master of arts in teaching; both primary and elementary Montessori education; school counseling; and early childhood, elementary to middle, and secondary special education. New in fall 2012, Loyola will offer a

Master of Theological Studies. The comprehensiveness of these offerings is one of the primary reasons that the school changed its designation in 2009 from Loyola College in Maryland to Loyola University Maryland.

- Loyola enrolls approximately 3,800 undergraduate and 2,200 graduate students
- Students represent 34 states and 20 countries
- 83 percent of undergraduates reside on campus
- Loyola has 334 full-time faculty members, 85 percent of whom hold terminal degrees
- The average undergraduate class size is 25; the average graduate class size is 12; the average graduate education class size is 10
- 2010-11 undergraduate total cost of attendance is approximately \$50,000
- Approximately 65 percent of the undergraduate student body receives some form of financial aid from the University as part of meeting full demonstrated need in the undergraduate student body
- Loyola's six year graduation rate is 83 percent
- The University competes in the Metro Atlantic Athletic Conference in NCAA Division I, fielding teams in 8 men's and 8 women's sports (men's and women's lacrosse compete in the ECAC and Big East, respectively)

The University comprises Loyola College (the College of Arts and Sciences); the School of Education with programs approved by the National Council for Accreditation of Teacher Education (NCATE), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Association Montessori Internationale (AMI); and the Sellinger School of Business and Management (AACSB-accredited since 1988). Loyola also operates two Clinical Centers at Belvedere Square in Baltimore and Columbia, Maryland, and has two graduate centers in Timonium, Maryland, and Columbia, Maryland.

Loyola's Mission

Since its founding in 1852, Loyola has demonstrated a profound commitment to its mission: "Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world."

The Jesuit philosophy strives to educate women and men of competence, imbued with the desire to seek the greater glory of God in all things. At Loyola, this ideal is further underscored by the guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university, committed to education that looks critically at the human condition, raises fundamental questions about meaning and promotes a love for learning and discovery. The Catholic intellectual tradition the University embraces asserts that faith and reason complement each other, and questions of faith are encouraged and examined as intellectual inquiries. This approach nurtures a community committed to an examined life of intellectual, social and spiritual discernment, as well as the understanding that leadership and service to the world are intimately connected. The School of Education allows Loyola the opportunity to offer students both intellectual and experiential learning that is centered around these values.

University Leadership and Institutional Direction

The President of Loyola University Maryland is Rev. Brian Linnane, S.J. Fr. Linnane took office in 2005, succeeding Rev. Harold Ridley, S.J. Educated at Boston College, Georgetown, the Jesuit School of Theology in Berkeley, and Yale University, Fr. Linnane served for five years on the Board of Trustees at Loyola before becoming President. His prior professional position was at the College of the Holy Cross, where he was a member of the faculty and Assistant Dean of the College.

Reporting to Fr. Linnane, and accountable to him for the management and strategic momentum of the University, are his senior Cabinet officers, including the Executive Vice President and the Vice Presidents for Academic Affairs, Administration, Advancement, Communications, Enrollment Management, Finance (and Treasurer), and Student Development (and Dean of Students).

Shared governance at Loyola includes two bodies: the Academic Senate (with responsibility for curricular and academic policies and faculty issues) and the Loyola Conference (with responsibility for resource and planning issues for the University). The Loyola Conference includes representatives from the faculty, staff, administration, and students. Both groups report recommendations to the Cabinet and President.

Grounded in Tradition, Educating for the Future: Loyola's Strategic Plan

Guided by Loyola's core values and in pursuit of the goal of becoming the leading Catholic comprehensive university in the nation, the University has committed to eight "spotlight" initiatives in its current strategic plan, *Grounded in Tradition, Educating for the Future*. These include:

- Establish Living and Learning Communities for all First-year Students: Beginning in fall 2013, all first-year students will participate in a coordinated academic and student development program. Eighteen new tenure-track faculty members will be hired to support this effort, and the academic and student development co-directors are collaborating with representatives from across the University to set the foundation for this program.
- Launch a School of Education, Achieve National Recognition for the Loyola Clinical Centers, and Strive for Greater Renown for the Sellinger School: The School of Education was launched in 2009-10, and the dedication of the School was celebrated in October 2009. The School established the Center for Innovation in Urban Education (CIUE) and launched the Center for Montessori Education and The Kodály Center for Music Education, now The American Kodály Institute. The Loyola Clinical Centers (LCC), in efforts to increase visibility, communication, and outreach, has shared annual reports with current and prospective donors, has created a brand image through a new logo and a new website, and has begun its second strategic plan, which includes the goals of launching two new Centers for Engagement and Practice, adding an interdisciplinary chair, and including methods of Ignatian pedagogy in clinical teaching, vehicles by which

the LCC will gain national recognition in focused areas. In 2010-11, the Sellinger School of Business and Management launched the Emerging Leaders MBA program, a full-time program for recent college graduates. In the same year, it was reaccredited in business by AACSB International and is the only private institution in Maryland with AACSB accreditation. *Business Week* ranked Loyola among the top 50 undergraduate business programs in 2011, and the Executive MBA programs were ranked No. 3 in the world for corporate social responsibility by *Financial Times*.

- Enhance and Enrich the Natural Sciences: To support the goal of attracting and supporting curious, successful students and research-active faculty members in the natural sciences the University has renewed its emphasis on research-based and interdisciplinary learning within the curriculum; has undertaken fundraising and thus received a \$1 million gift for an endowed scholarship intended to provide merit awards for students showing promise in science; has sought and been awarded Clare Boothe Luce grants to create two professorships for women in the sciences; and has completed a \$12.5 million renovation and addition to the Donnelly Science Center,
- Augment Services that Enable Recruitment, Retention, and Development of Graduate Students: Loyola is exploring how it might best deepen the sense of community among its graduate students. Areas being examined are housing, health care options, career planning, professional development opportunities, disability support, community service and spiritual growth. In addition, funds are being sought for enhanced financial aid and scholarships for these students. The establishment of the Graduate Student Organization and the relatively new position of Director of Technology and Graduate Student Services have begun to show enhancements to the graduate student experience, as exhibited in results from the spring 2011 Graduate Climate Survey.
- Strengthen Loyola's Intellectual Positioning through Tenure-track Faculty Positions and Enhanced Faculty Development Support: In order to ensure that current faculty members have adequate time to devote to teaching, research and service, as well as address the initiatives outlined in the strategic plan, new tenure-track positions will be created. In addition, a new tenure-track research leave program will allow tenure-track faculty a semester during which they may focus exclusively on their scholarship in advance of their planned tenure review.
- Partner in Developing a Plan for York Road Corridor Redevelopment: Loyola is taking a leadership role in improving the quality of life for those who live, work and learn in the York Road corridor near campus. Partnerships have been established with neighborhood associations, schools, faith-based organizations, and civic and corporate leaders to help bring new commerce and services to the area. The plan will focus on the educational development, health, and well-being of community residents, as well as upon the economic viability of the neighborhoods, including its residential and retail establishments.
- Enhance the Global Studies Program: Loyola's global studies program provides undergraduate students with a social science-based, interdisciplinary framework to

analyze globalizing processes that transcend national and disciplinary boundaries. To build upon the success of this program, Loyola will create new tenure-track positions in relevant fields, expand faculty opportunities for international experiences that can be shared within the classroom and the community, and establish a global issues speaker series. Due to a recent major gift, the support needed to enhance the Global Studies program has been fully funded.

- Enhance our Athletic Programs by Improving Athletic Facilities and Implementing a Comprehensive Marketing Plan for Loyola Athletics: The recently completed \$62 million, 6,000-seat Ridley Athletic Complex forms the centerpiece of Loyola's strategy for increasing engagement in Loyola athletics by students, faculty, administrators, staff, parents, alumni, and the broader community. Along with a comprehensive marketing plan for athletics and a renewed focus on generating revenue through corporate sponsors and ticket sales, increasing game attendance, and enhancing the overall game presentation and fan experience, this new facility will help strengthen Loyola's reputation as an institution that recognizes the role athletics plays in the development of a well-rounded university. The University is also planning for upgrades to its Reitz Arena.

The initiatives outlined in *Grounded in Tradition, Educating for the Future* will inform the priorities of the University's comprehensive campaign, which began its silent phase in summer 2011.

Campus and Location

Loyola's main campus in the Evergreen neighborhood of Baltimore includes carefully restored historic buildings and new, state-of-the-art facilities. Recent construction projects include the \$62 million Ridley Athletic Complex and a \$12.5 million renovation of the Donnelly Science Center. The University's 16 residence halls include several apartment buildings directly across the street from campus. Eighty-three percent of undergraduates live on the main campus; in the Princeton Review's annual survey, students consistently express their satisfaction with the residential facilities. Green, wooded parkland and some of Baltimore's most desirable neighborhoods surround the campus on several sides, making the campus a quiet oasis well north of Baltimore's downtown. While the fun and excitement of Baltimore's waterfront and entertainment and cultural attractions are readily accessible, the campus is largely self-contained and the undergraduate student community tends to be tightly knit and highly engaged in campus life. While graduate students – 70 percent of whom are part-time – may take classes on the main Evergreen campus, a larger portion attend the two suburban satellite campuses in Timonium, Maryland, and Columbia, Maryland. In keeping with Loyola's Jesuit mission, the University also runs Clinical Centers in Columbia and Belvedere Square where graduate students in speech-language pathology, clinical psychology, pastoral counseling, and literacy serve the community and gain valuable experience.

The School of Education

As outlined in the strategic plan, Loyola launched a new School of Education in the fall of 2009. The distinctive mission of the School is to prepare teachers and other professionals for successful work, scholarship, and practice given the unique and complex challenges of urban education. The School seeks to generate the scholarship and new practices that will leverage true urban

school improvement and renewal. The dean is expected to provide leadership in developing and strengthening academic programs, as well as overseeing faculty development, enrollment, and fundraising efforts for the School.

The dean will provide leadership and vision to the School of Education, and will also play a role in educational issues locally, regionally, and nationally. The School of Education builds on the conceptual framework established by the Education Departments: “The Education Departments of Loyola College in Maryland envision an extensive learning community, grounded in the values of our Jesuit mission, informed by a learner-centered model of instruction, and seeking to cultivate education leaders of competence, conscience, and compassion.”

The main objectives for the School of Education are: to demonstrate a clear commitment to contributing to educational issues in the local and regional community; to create a more visible and broader presence in the marketplace; to engage donors; and to enhance the position of Education to meet the financial expectations of the College. These objectives build upon, refocus, and broaden the scope of the work of the Department of Education, addressing mission-related needs in and around Loyola University, Baltimore City, and surrounding counties. They also capitalize on the interests of a significant number of faculty members who are committed to improving the education available to marginalized children and adolescents. Additionally, the vision sets a direction for future growth and for the establishment of a School that will be easily recognized as committed to the ideals of Jesuit Education.

Faculty and Programs

The School of Education has 38 full-time faculty members delivering ten different programs of study. Per course affiliate faculty support each of the graduate programs. Faculty members recruited in recent years have contributed significantly to the overall strength of the programs.

The School of Education offers the following programs:

Undergraduate: Undergraduates can major in Elementary Education; this program includes extensive coursework in other Arts and Sciences departments and a full Education curriculum based on Association for Childhood Education International (ACEI) and Maryland State Department of Education (MSDE) standards. Undergraduates can minor in Special Education or Secondary Education and obtain secondary (7-12) certification with a major in a variety of Arts and Sciences fields. Students may be certified to teach the following subjects at the secondary level: English, math, foreign languages, biology, chemistry, physics, social studies, business, art, and music.

Education constitutes a significant part of the undergraduate enterprise at Loyola with approximately 42 graduates each year. Approximately 20-30 additional students graduate each year with Secondary Education or Special Education minors.

Graduate: Loyola’s graduate programs in Education enjoy a prestigious reputation, and the satisfaction among current students and alumni is extremely high. Most of the graduate programs recruit locally. The Montessori Education program recruits students

internationally and the School Counseling and Kodály programs recruit regionally and are moving toward national student recruitment.

Master's and certificate programs include the following:

- Educational Leadership: a unique blend of theory and practical application geared toward individuals with a passion for leading and facilitating student achievement and teacher performance for the 21st century. Focused on the National Standards for Educational Leadership and the Maryland Instructional Leadership Framework.
- Curriculum and Instruction: an innovative, inquiry-based program with a focus on social justice in the classroom. Rooted in the Jesuit traditions of service and community engagement, the curriculum and instruction program is designed to expose students to critical perspectives on improvement and reform in K-12 education.
- Educational Technology: a program designed to help students become technology leaders at the school and district level by emphasizing a conscientious approach to technology that goes beyond the latest fad. The program focuses on the practical application of technological theory, whether planning for technology, implementing technology in the curriculum, or administering a technology program.
- Montessori Education (including Loyola's Washington Montessori Institute and eight offsite Montessori programs): programs that focus on the development of children in all domains: physical, intellectual, spiritual, and emotional. The Center for Montessori Education is affiliated with the Association Montessori Internationale (AMI) and its graduate programs include the prestigious AMI diploma. This program recruits nationally and internationally.
- Literacy: a program that prepares educators to help children develop critical reading, writing, listening, speaking, and viewing skills and knowledge necessary to navigate their worlds both inside and outside school. Founded on principles of research, theory, and practice, these courses call on sociocultural and theoretical perspectives in literacy to enhance teachers' understanding of the reading-writing-learning connections that allow students from diverse backgrounds to become confident, successful learners.
- School Counseling: a program that prepares students to be change agents, leaders, and advocates within the school system. Graduates are prepared to design and implement an evidence-based school counseling program that is aligned with the academic mission of the school and is responsive to the needs of populations that have been traditionally underserved.
- Special Education: the program emphasizes proven strategies and specialized methods, legal issues, and advanced professional skills to provide quality services to students with special needs. Three program tracks are available: early childhood, elementary/middle, and secondary. Graduates improve their classroom practice and are prepared to assume advocacy and leadership roles in schools and school systems.
- Teacher Education: an MAT program offering a course of study providing initial teacher certification and designed to prepare exceptionally qualified teachers who are responsive to the needs of diverse learners. The program provides a rich balance of coursework, internship experience, and individualized attention to help students

become educators committed to the development of all children - with particular attention paid to those who have been underserved.

- Kodály Music Education: the American Kodály Institute's master's program at Loyola provides a rigorous teacher training curriculum that enables music educators to realize their peak potential in personal musicianship and teaching skills. The Kodály Institute's 21st century application of the principles of Hungarian pedagogue Zoltán Kodály integrates cutting-edge music learning theory with a uniquely nurturing environment that produces artist/educator/scholars of the highest caliber

The Baltimore region is a highly competitive marketplace for education programs, and the new dean will be asked to build Loyola's recognition and reputation in that arena. Johns Hopkins University, the University of Maryland-College Park, Towson University, Morgan State University, and several other local colleges offer programs for potential teachers, in-service programs for current teachers, and programs for schools.

Education programs are offered on all three of Loyola's campuses – the Evergreen campus in Baltimore, where undergraduate programs are offered, and campuses in Timonium and Columbia in suburban Baltimore, where graduate programs are offered. The main campus facilities need renovation, and this is a future priority for the University.

The School of Education's operating budget is in excess of \$3.9 million for fiscal year 2012. A Director of Development responsible for Loyola College and the School of Education coordinates efforts internally within Advancement with a Director of Corporation and Foundation Relations on all School of Education grants in the Corporation and Foundation area. There is also an Office of Research and Sponsored Programs whose staff members work with faculty on sponsored project funding.

The School of Education Board of Advisors assists the Dean and the leadership of the School to enact the vision, values, and plans of Loyola University Maryland in the lives of the undergraduate and graduate students and faculty, administrators, and staff of Loyola University Maryland. There are currently eight members of the School of Education Board of Advisors, and Loyola hopes to grow the Board to 20-25 members in the next several years. The group meets two to three times per year and the terms of membership are three years.

Accreditation and Other External Relationships

Accreditation by NCATE is required of all education programs in Maryland. Loyola's Education unit received its initial NCATE accreditation in March 2002, and the School of Education was reaccredited most recently in 2007, whereupon the Maryland State Department of Education continued its approval of the program. The Elementary, Literacy, Special Education, Educational Technology, Educational Leadership, Foreign Language, Science, and Mathematics Education programs have all received national recognition from their respective specialty organizations. The School Counseling program is fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP); most recently, a self-study was submitted to CACREP in spring 2011, and the resulting reaccreditation site visit will take place in February 2012. The Montessori programs at the infant, primary, and elementary levels are approved by the Association Montessori Internationale.

The School has several other very significant external partners. The Maryland State Department of Education (MSDE) exerts a substantial impact on all education programs in the state, and the dean must be an effective partner and advocate at this level. Relations with the Baltimore City Public School System are limited and the dean will be expected to build this relationship, both organizationally and individually. Recruiting students from area high schools is also an important goal.

Opportunities and Challenges for the Next Dean of the School of Education

The dean will have the opportunity to lead the faculty in shaping the development of the School, and in building its recognition, reputation, and enrollment. Education faculty and students share a deep commitment to diversity and to multicultural proficiency, and the dean will be expected to work with the community to provide leadership and demonstrated success on these issues. The Dean will report to the Vice President of Academic Affairs and serve as the chief officer of the School of Education. The Dean is responsible for the following:

Leadership and Planning

- Leading in establishing and updating the School's vision, mission, and goals consistent with those of the university and with the needs of the stakeholders of the School, with an emphasis on the Jesuit values of Loyola University Maryland.
- Overseeing fundraising and strategic planning efforts for the School.
- Forming advisory groups and obtaining input of advisory groups.
- Promoting the School and its programs within and outside the university.
- Working with the Alumni Office to interact positively with alumni groups.
- Communicating effectively with faculty, staff, students, and administrators.
- Leading in School-wide assessment efforts and self studies for accreditations, as well as continuous quality improvement.
- Leading in coordinating, planning, prioritizing, securing, and allocating needed resources (budget, personnel, equipment, and facilities).
- Fostering collaboration among departments in the School.
- Continually evaluating the mix of programs and opportunities for new programs to meet constituent needs and fulfill the School's and University's missions.
- Serving as a member of the Council of Academic Deans and within other university leadership groups.

Faculty and Staff Recruiting and Development

- Working with Chairs in recruiting and retaining a qualified and diverse faculty and staff.
- Promoting faculty and staff development.
- Encouraging an organizational structure that supports the mentoring of faculty scholarship and securing of funds to support scholarship.
- Supporting chairs in fostering the mentoring of new faculty and staff; fostering mentoring and orientation of new chairs.
- Supporting a culture of assessment of student learning outcomes.
- Annually making merit salary recommendations for full-time faculty based on chair evaluations.
- Annually meeting with probationary faculty to discuss career and concerns.

- Making recommendations to Board of Rank and Tenure for tenure and promotion of faculty.
- Serving as a resource and advisor to department chairs.
- Annually evaluating department chairs and dean's staff in writing and discussing the evaluation and concerns in person.

Student Recruiting, Retention, and Placement

- Participating in outreach and public relations efforts to various internal and external constituents.
- Coordinating efforts to recruit graduate students through cultivation of public and private school officials.
- Working with the Office of Graduate Admission to determine projections for graduate enrollment goals and ensures such goals are met.
- Working with COAD and Office of Dean, Chairs, staff, and other university offices to strengthen minority recruiting and retention.

Desired Qualifications and Characteristics

The University seeks to attract to this position someone with demonstrated success in providing high-level leadership, vision, and guidance. The new dean will be charged with leading the faculty through a process that will define and articulate a cohesive identity for the School of Education. A sincere appreciation for Loyola's Jesuit, Catholic educational mission, culture, and values will be critical. The ideal candidate will possess:

- Enthusiasm for the University's mission and for the continued development of an innovative new School of the highest quality: Enthusiasm for the distinctive Catholic and Jesuit mission of Loyola; openness to the full range of human experience and faith traditions, and commitment to excellence; eagerness to shape an innovative new School in partnership with a faculty dedicated to the values of teaching, scholarship, and service;
- Dynamic leadership and academic vision: National leader in the field of Education; vision for the academic programs in Education and dynamic leadership for directing the School in striving for greater regional and national prominence; entrepreneurial spirit that seeks out creative new opportunities for programs and other activities in both disciplinary and interdisciplinary areas; an ability to think strategically about the goals and mission of the School of Education, with a particular focus on helping faculty define Loyola's approach to the concepts of urban education and social justice, which have been looked to as cornerstones of the School of Education's curricular identity; an ability to articulate a compelling vision for the School;
- Administrative experience: Demonstrated success as an administrator with significant responsibilities within a complex organization; administrative experience that builds on successful personal engagement as a teacher and scholar; significant fundraising, budget, and supervisory experience;
- Engagement with faculty: Readiness to work closely with faculty in defining and implementing a vision for the new School, and to recruit and mentor new faculty as they

become successful members of the Loyola community; a record of building successful collaborations with academic leaders and faculty;

- Academic credentials and accomplishments: Academic credentials and accomplishments sufficient to earn appointment to a tenured faculty position as associate or full professor;
- Capacity to build external relationships and visibility: Successful experience forming effective partnerships with external organizations, including public and private schools, the Maryland State Department of Education, and NCATE/CAEP;
- Commitment to diversity, multicultural proficiency and community involvement: Eagerness to continue development of a diverse and multiculturally proficient community of students and faculty, and to create programs that link them closely to the needs of the surrounding community;
- Breadth of experience and interests: Familiarity with undergraduate and graduate programs; interest in both academic programs and community needs and the vision to bring them together; familiarity with national issues in education and the ability to bring Loyola more fully onto the national scene;
- Commitment to students: Commitment to serving undergraduate and graduate students both in the academic program and in co-curricular activities and services; an understanding of the needs of full- and part-time graduate students, and a commitment to attracting them to Loyola and cultivating a robust community for this important constituency;
- Communication skills: Outstanding communication skills and the ability to represent the University effectively in internal and external settings, including with the Board of Trustees and with current and potential donors;
- Interpersonal Skills: Exceptional ability to build strong, trusting relationships across a wide range of constituencies (e.g. students, faculty, division staff, administrative colleagues, trustees, parents, community residents, alumni, etc.);
- Personal qualities: Demonstrated multicultural competence and a commitment to strengthening the diversity of the Loyola community, eagerness to be an active member of the Loyola community, integrity.

Additional Information

For more information, please visit Loyola's home page at www.loyola.edu.

Compensation

Salary and benefits will be competitive.

Starting Date

Summer 2012

Applications and Nominations

For best consideration, please send all nominations, inquiries and expressions of interest in confidence and electronically no later than January 2, 2012 to:

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Loyola University Maryland welcomes applicants from all backgrounds who can contribute to its educational mission. Loyola is an Equal Employment Opportunity Employer and welcomes applications from underrepresented groups, regardless of religious affiliation.