



## Dean, School of Leadership and Education Sciences

The University of San Diego (USD) invites applications and nominations for the next leader of the School of Leadership and Education Sciences (SOLES). The candidate will assume leadership at an exciting time for USD as it approaches its 75<sup>th</sup> anniversary.

### ABOUT THE UNIVERSITY

The University of San Diego is set at the edge of an international gateway on a campus that is consistently ranked among the nation's most beautiful. USD's focus on academic excellence — inspired by faith, infused with contemporary Catholic values and nurtured in a warm, community environment — empowers innovative, confident, original thinkers to make positive contributions by confronting humanity's urgent challenges in places near and far.

With more than 8,000 students from 85 countries and 50 states, USD is the youngest private institution among *U.S. News & World Report's* top 100 universities in the country. Among its many [accolades and achievements](#), the university was the first campus on the West Coast to be designated as a Changemaker campus and is now one of only 42 Changemaker campuses in the world. USD is ranked as one of the best Catholic colleges in America and is consistently among the top five in the nation for study abroad participation. USD was named the sixth most beautiful campus in the nation by the *Princeton Review* in 2020. Governed by an independent Board of Trustees, the university remains dedicated to the values originally articulated by its founders, Mother Rosalie Clifton Hill of the Religious of the Sacred Heart and Bishop Charles Francis Buddy of the Diocese of San Diego.

A University of San Diego education is founded on the pursuit of academic excellence. Students choose from undergraduate and graduate degree programs housed in the university's seven schools and college:

- [College of Arts and Sciences](#)
- [School of Business](#)
- [Shiley-Marcos School of Engineering](#)
- [School of Law](#)
- [School of Leadership and Education Sciences](#)
- [Hahn School of Nursing and Health Science](#)
- [Joan B. Kroc School of Peace Studies](#)
- [Division of Professional and Continuing Education](#)

USD is also home to a number of [academic centers and institutes](#) where faculty members and students come together to pursue research, service, and outreach on scholarly and social topics ranging from new enterprises for research and prosperity to conflict resolution and human rights to energy policy issues and beyond.

These USD centers and institutes offer faculty and students unique learning and research opportunities and provide direct benefits and services to San Diego, the nation and on a global scale.

## HISTORY

In 1937, Mother Rosalie Clifton Hill of the Religious of the Sacred Heart and Bishop Charles Francis Buddy of the Diocese of San Diego first discussed plans for what would become the university. The University of San Diego began as separate colleges for men and women when they were granted charters in 1949. The university was founded under the leadership of Mother Rosalie Clifton Hill of the Society of the Sacred Heart and Bishop Charles Francis Buddy of the Diocese of San Diego. By 1972, the colleges and the School of Law had merged to become the University of San Diego.

The 1970s and 80s brought a construction boom and significant growth in the endowment. The 1990s and 2000s were marked by increases in faculty, technology, and ever-growing enrollment. Currently, USD is in a new era of growth known as the Renaissance Plan filled with new opportunities for students and faculty and the way they experience learning and teaching.

Co-founder Mother Hill felt that beauty initially would attract people to the university. Once on campus, they would find truth and encounter people who embody a certain goodness. This goodness would be communicated to the new members of the community by those already present. Mother Hill felt that the search for truth was the purpose of the university.

## MISSION, VISION, AND VALUES

***Mission:*** The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community and preparing leaders who are dedicated to ethical conduct and compassionate service.

***Vision:*** The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative changemakers confront humanity's urgent challenges.

***Values:*** The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The university promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the university's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the university provides the foundation upon which the core values listed below support the mission.

- **Academic Excellence:** The university pursues academic excellence in its teaching, learning and research to serve the local, national, and international communities. The university possesses the institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

- **Knowledge:** The university advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The university provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.
- **Community:** The university is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity and marked by protection of the rights and dignity of the individual. The university values students, faculty and staff from different backgrounds and faith traditions and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.
- **Ethical Conduct:** The university provides a values-based education that informs the development of ethical judgment and behavior. The university seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.
- **Compassionate Service:** The university embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace and to work for justice. The university regards peace as inseparable from justice and advances education, scholarship and service to fashion a more humane world.

## LEADERSHIP

[James T. Harris III, DEd](#), became the University of San Diego's fourth president on August 3, 2015. Dr. Harris has focused his attention at USD on five key areas:

1. Engaging the university community to gain insight and direction from listening sessions and collaborations with faculty, staff, administrators, students, trustees, alumni, local community members and friends of USD from across the globe;
2. Building positive momentum for *Envisioning 2024*, a strategic planning process that capitalizes on the university's recent progress and aligns new strategic goals with current strengths to help shape a vision for the future as the university looks ahead to its 75<sup>th</sup> anniversary in the year 2024;
3. Building upon the strong philanthropic momentum achieved by USD in recent years;
4. Creating taskforces charged with assessing and further developing the university's diverse and inclusive community, expanding sustainability initiatives and enhancing USD's role as an anchor institution of scholarship, teaching, learning and service;
5. Supporting the university's efforts to enhance the liberal arts in the Catholic intellectual tradition, by emphasizing the importance of developing within students critical thinking, advancing skills in writing and oral communications, and fostering independent thought, innovation, integrity and engaged citizenship.

Throughout his academic career, Dr. Harris has worked closely with cross-discipline teams to spearhead new civic and community engagements, connecting academic environments with intractable issues faced by society.

Previously, Dr. Harris served for 13 years as the president of Widener University, a private, independent institution educating more than 6,300 students on four campuses in two states — Pennsylvania and Delaware. He initiated and oversaw the establishment of the Chester Higher Education Council, a consortium of a diverse group of colleges and universities dedicated to improving access to higher education for students from underserved populations.

Prior to his appointment at Widener, he was the president of Defiance College in Defiance, Ohio, where he established the McMaster School for the Advancement of Humanity and developed a service-learning program that was ranked among the top 25 in the country.

President Harris earned his undergraduate degree from the University of Toledo, a master's degree in educational administration from Edinboro University of Pennsylvania, and his doctorate in education from Pennsylvania State University. All three of his alma maters have recognized him for his leadership in education and in 2013, The Pennsylvania State University Board of Trustees named him a Distinguished Alumnus, the highest honor the university bestows upon a graduate.

[Gail F. Baker, PhD](#) is vice president and provost of the University of San Diego. In this role, she is USD's chief academic officer and works closely with President James T. Harris III and the university's academic deans. Prior to joining USD in July 2017, Dr. Baker was dean of the College of Communication, Fine Arts and Media at the University of Nebraska Omaha. She also served as executive associate to the chancellor of UNO as well as other university leadership positions. At the University of Florida, she served as chair of the Department of Public Relations in the College of Journalism and Communications. She later served as vice president of public relations and special assistant to the president. At the University of Missouri-Columbia, she was chair of advertising and directed the Minority Recruiting Program of the School of Journalism.

Dr. Baker holds a bachelor of science degree in journalism from the Medill School of Journalism at Northwestern University, a master of science degree in marketing communications from Roosevelt University and a doctorate in journalism from the University of Missouri-Columbia. Her industry experience includes public relations positions with IBM and International Harvester (now Navistar). She was a reporter and editor for the *Chicago Daily Defender Newspaper*.

She has earned recognition for her work as a teacher, scholar, communications practitioner, and writer. She has authored books and articles and is the winner of four Emmy Awards for Excellence in Documentary Writing and Producing and is currently the president of the Association of Chief Academic Officers (ACAO).

## STRATEGIC PLANNING

In September 2015, a month into this tenure as president, Dr. Harris initiated the process for developing a new strategic plan in conjunction with the Board of Trustees (BOT) and Huron Consulting Group. After a year of gathering input from both internal and external stakeholders, the BOT officially adopted USD's new strategic plan, [Envisioning 2024](#), in September 2016.

*Envisioning 2024* articulates the following [five overarching goals](#):

- **Goal 1: Enhancing Student Learning & Success:** Strategically impact student learning and success through a community that fosters engagement, lifelong learning, and a deep sense of belonging and empowers them as alumni to lead purposeful lives.
- **Goal 2: Strengthening Diversity, Inclusion, & Social Justice:** Justly represent the breadth and beauty of God's creation in our own community and transform the campus culture to ensure that all community members thrive.
- **Goal 3: Improving Structural & Operational Effectiveness:** Model best practices in institutional sustainability and effectiveness that embodies Pope Francis's vision for the Care for Our Common Home and embraces USD's Culture of Care.

- **Goal 4: Elevating Faculty & Staff Engagement:** Attract, retain, and develop faculty who are high-impact teachers and engaged scholars and foster a campus environment that embraces all employees as collaborators in the educational enterprise.
- **Goal 5: Amplifying Local & Global Engagement and Reputation:** Further develop a local and global reputation as a university that facilitates democratic partnerships and builds solidarity to foster greater inclusion, prosperity, and social justice.

The [Office of Institutional Effectiveness and Strategic Initiatives \(IESI\)](#) was established by President Harris to facilitate the implementation of *Envisioning 2024*. Each year, the office publishes a [Strategic Plan Annual Report](#) detailing progress made on goals.

## DIVERSITY, EQUITY, AND INCLUSION

At its core, what does it mean to be an engaged, contemporary Catholic university in the 21st century? The message of love found in the Gospels resonates as an urgent call to thought and action; all people are created by God and deserve to be treated with dignity, empathy, and compassion.

When our campus community justly represents the beauty and diversity of human experiences, we manifest the breadth of God's creation. When social justice and solidarity are pursued inside and outside the classroom, we live out our mission.

Projects in the 1990s and 2000s targeted efforts to support diversity and develop cultural awareness. Since then, the community has been inspired to institutionalize our commitment to such efforts, creating the [Center for Inclusion and Diversity](#) (CID) in 2010. The CID advances inclusive excellence across campus through research and action and by providing leadership for collaboration and campus engagement. The CID created and manages the Strategic Plan for Diversity and Inclusive Excellence.

USD's focused efforts include the United Front Multicultural Commons, the Black Student Resource Commons, TRiO (Upward Bound, McNair Scholars and Student Support Services), the Office of Tribal Liaison, Military and Veterans program, and the Women's Commons.

USD ensures cohesive and aligned efforts through close collaboration with the Changemaker Hub, the Center for Educational Excellence, Karen and Tom Mulvaney Center for Community, Awareness and Social Action, the International Center, Undergraduate Admissions, Financial Aid and academic departments across the college and schools.

One of USD's most recent initiatives in the area of diversity, equity, and inclusion is the [Horizon Project](#), designed to move the university into the forefront of Catholic higher education by following Pope Francis' guidance that as a Catholic community USD must be more "open, expansive, and welcoming." By the fall of 2026, USD will:

- Be recognized as a Hispanic Serving Institution
- Be one of the 100 most diverse, independent universities in the country
- Be a leader among our national Catholic peer universities for:
  - Percentage of students of color enrolled
  - Percentage of Black students enrolled
  - Retention and graduation rates of students of color

- Increase the number of full-time Black faculty within each of the Professional Schools and the College of Arts and Sciences

Three main strategy areas ([people](#), [policies](#), and [practices](#)) have been articulated to achieve these goals.

The evolution of thought at USD demonstrates that mindful discourse and action to advance diversity are not just academic exercises, but hallmarks of institutional excellence.

## LOCATION AND LOCAL CULTURE

California's second-largest city and the United States' eighth largest, [San Diego](#) has more than 1.4 million residents. Proximity to the Mexican border gives the city an international perspective that is reflected in the region's architecture, culture, and celebrations. USD's campus is located 22 miles from that border, which is one of the many reasons that students graduate with a deep understanding of the global landscape and an international perspective.

With an average daytime temperature of 71 degrees and sunshine nearly 300 days per year, San Diego is one of the few places in the world where residents can catch a wave in the morning, drive a few hours to ski or play in the snow, then head for the desert in the evening.

Home to a thriving music, theater, and arts scene, San Diego also boasts 70 miles of pristine beaches and an array of world-class family attractions. The renowned San Diego Zoo is just one small part of Balboa Park, an urban expanse that houses the largest concentration of museums on the West Coast, as well as art galleries, beautiful gardens and the Tony Award-winning Old Globe Theatre. Petco Park is home to the San Diego Padres.

The Mission Bay Aquatic Center is one of the world's largest recreational waterfront facilities, offering instruction in an array of watersports, including sailing, surfing, and kayaking.

The San Diego region is a diverse and innovative community, home to such a plethora of science and technology companies that some refer to it as the Silicon Valley of biotechnology.

## SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES (SOLES)

Originally founded in 1962 as an academic department within the University of San Diego's department of Education in its College for Women, the [School of Leadership and Education Sciences](#) took on its present-day name in 2005. Today, it is home to four academic departments that share a tie to USD's original mission: [Leadership Studies](#), [Learning and Teaching](#), [Counseling & Marital and Family Therapy](#), and the [Naval ROTC](#) program. Across these departments, faculty are involved in numerous research projects, using new and innovative pedagogies, and engaging in a range of scholarship activities embodying the core values of SOLES. The school proudly engages in important partnerships with numerous organizations ranging from public and private K-12 schools, to local colleges and universities and nonprofit organizations in the local, national, and international arena.

In the past several years, SOLES' enrollment has been stable. The School pays great attention to the recruitment and enrollment functions mindfully balancing growth expectations and class size considerations. One of the leading goals of the SOLES recruitment function is to continue building a diverse

and well-represented student body. Finding ways to expand the type and size of student financial aid has been at the forefront of SOLES' enrollment efforts as well.

SOLES academic offerings span an array of [areas of study](#) across the graduate and undergraduate levels: three doctoral programs, 10 master's programs, four teacher credentialing programs, six certificate programs, and five undergraduate programs. Additionally, SOLES serves as home to research institutes and centers that strengthen USD's mission and connections locally and internationally.

- [Catholic Institute for Mental Health Ministry](#)
- [Center for Restorative Justice](#)
- [Character Education Resource Center](#)
- [The Global Center](#)
- [The Jacobs Institute for Innovation in Education](#)
- [The Manchester Family Child Development Center](#)
- [The Nonprofit Institute](#)
- [The Conscious Leadership Academy](#)

The School of Leadership and Education Sciences has a three-year retention rate of 97 percent for all of the master's and doctoral program offerings. The School also has an 87 percent on-time graduation rate. A 2021 alumni survey indicates that 82 percent of SOLES graduates secured employment within six months of graduating.

The online [PhD Program in Education for Social Justice](#) is the first of its kind, with a strong emphasis on building change agents in education through research and praxis. The master's programs in education offer innovative options towards preparing teachers to teach in culturally and linguistically diverse educational settings (K-12 and adults) nationally and globally.

Concurrent with USD's *Envisioning 2024* strategic plan, SOLES has articulated a set of [strategic goals](#) unique to the school to ensure its continued success as a national leader in the realms of leadership, teaching, and counseling:

- **Goal 1:** Prepare students to lead purposeful lives with successful careers in leadership, education, counseling, and therapy in the 21st century.
- **Goal 2:** Expand access and demonstrate inclusive excellence to benefit the learning and success of all students and to advance educational equity and become a first-choice school of education sciences for underrepresented students.
- **Goal 3:** Infuse the entire university with a spirit and practice of changemaking, where innovation and entrepreneurship lead to positive change.
- **Goal 4:** Encourage the integration of knowledge and research (scholarship) to address questions within and across the disciplines of leadership, education, and counseling and therapy – impacting communities with local specificity and global implications.
- **Goal 5:** Engage our communities in deep, democratic and meaningful partnerships, with a shared vision and collaborative effort.

Several programs in SOLES are accredited by one of the following state and/or national bodies:

- California Commission of Teacher Credentialing
- Commission on Accreditation for Marriage and Family Therapy Education
- Council for Accreditation of Counseling and Related Educational Programs
- Council for the Accreditation of Educator Preparation
- Western Association of Schools and Colleges – Senior College and University Commission

## THE ROLE OF THE DEAN

Reporting to the Vice President and Provost, the dean will serve as the chief academic and executive officer for the School of Leadership and Education Sciences overseeing more than 77 full- and part-time faculty and 69 full- and part-time staff. The dean will have 20 direct reports, including one associate dean, three assistant deans, and three department chairs.

The dean's main responsibilities include:

- Serve as the chief academic officer of SOLES overseeing the development and continued growth of high-quality professional degree programs
- Provide leadership in and oversight of SOLES' instructional, outreach, and research missions
- Maintaining and supporting a collaborative culture conducive to scholarship and professional service that is aligned with the mission of the university
- Provide personnel oversight for SOLES, including the recruitment and retention of a diverse faculty and staff and support for professional growth and development
- Oversee the SOLES' budget and long-term planning
- Advocate persuasively for SOLES' programs both within and beyond the campus community
- Support students at all levels
- Work actively with other deans and foster cross-campus collaborations and support the goals of Academic Affairs
- Promote diversity, equity, and an inclusive campus climate

SOLES' total annual operating budget for 2020-2021 stands at approximately \$16 million.

## OPPORTUNITIES AND CHALLENGES

**Building, expanding, and fortifying community partnerships:** USD and SOLES have a successful history of providing students with comprehensive educational preparation for lives of contribution to society, meaningful employment and the essential skills to advance in their careers. SOLES graduates are leaders in their fields. This ever-growing network of accomplished alumni is an asset for the dean in the continuous work of positioning the school for greatest impact. The next dean will have the opportunity to sustain existing community partnerships while seeking to establish new collaborations with local organizations, such as the Diocese of San Diego, the San Diego Unified School District, and the City of San Diego. The dean will benefit from an entrepreneurial spirit and a commitment to progressively amplify and extend SOLES' important contributions in its communities. The next dean will work effectively with internal and external constituents to ensure the continued growth of vibrant and innovative programs and to ensure that the curriculum is relevant and in demand with respect to societal needs, so that graduates will have a competitive edge in their pursuits and impact.

**Embracing and strengthening diversity, equity, and inclusion:** Members of the USD community are committed to respecting and valuing one another, finding the common good rooted in us all, and working collaboratively to achieve the institution's potential as a modern Catholic university. The university continues to grow as an inclusive, diverse, and welcoming community as articulated in *Envisioning 2024* and the Horizon Project. Social justice is a priority for the faculty, staff, students, and the administration at SOLES. Students are educated to serve others across the rich tapestry of cultures that

make up the contemporary world. The next dean will be visible and consistent in their commitment and support for efforts to continually enhance diversity, equity, and inclusion within SOLES. The dean will continue ongoing efforts to enhance educational experiences related to understanding the impact of systemic racism in education, counseling and leadership while developing and strengthening ongoing relationships among diverse students, faculty, staff, and community members.

**Securing resources, supporting growth:** To help realize SOLES' vision, mission, and purpose, the next dean will be expected to establish a strong record of seeking and obtaining individual, governmental, and foundational resources to support students, faculty, programs, partnerships, and other SOLES initiatives. The dean will play an essential role in effectively engaging alumni, community leaders, and other constituencies in support of SOLES' vision and priorities. The dean, together with the university, will need to generate new and alternative sources of support to achieve the dynamic growth that SOLES and the university value. In addition to securing external resources, the dean will also be charged with furthering SOLES' momentum in developing and delivering high-impact graduate degree programs to attract students and further utilize the world-class expertise of faculty members. The dean will commit to reducing barriers and engaging in critical, creative, and nontraditional thinking to create greater opportunities for educational equity across all sectors of an increasingly diverse population of students.

**Supporting an interdisciplinary culture:** Innovation in pedagogy, technology, and communication have allowed for greater collaboration and sharing of knowledge. The next dean must be a collaborator and partner who will advance SOLES and the university by forging innovative programmatic, educational, and research partnerships, both internally and externally. The ability to effectively foster interdisciplinary collaborations among faculty in all departments in SOLES and across the university will enhance the development of programs that meet the emerging needs across and within various professional fields.

**Implementing the new university budgeting model:** The next dean must be familiar and comfortable with the various models of budgeting within higher education and be prepared to shepherd SOLES and its faculty and staff through a new budget model implementation. Ideally, the next dean will have had significant budget management experience and have been at institutions utilizing different models of budgeting or have gone through a transition from one model to another.

## DESIRED QUALIFICATIONS AND CHARACTERISTICS

The dean will hold a terminal degree in a discipline represented in the school or a related field, and will have an exemplary record of teaching, scholarship, and service. Additionally, the next dean will have many of the following attributes:

- An inclusive, engaging, transparent, and collaborative leadership style;
- Demonstrated experience successfully recruiting, mentoring, and retaining diverse faculty and staff at every stage of a career arc;
- An understanding of the mission of a modern Catholic university;
- An unwavering commitment to diversity, equity, inclusion, and antiracism, as well as a record that demonstrates success in enhancing these principles;
- The ability to be visionary, inventive, and entrepreneurial in the changing higher education landscape;

- Capacity to build external relationships and visibility: successful experience forming effective partnerships with external organizations, including public, private, and parochial schools as well as community-based organizations;
- A record of engaging with student-centered approaches to teaching and learning and a demonstrated predisposition to partner with campus leaders to ensure students are well served;
- Experience with generating resources, fundraising, and working with external constituents, including alumni, donors, and foundations;
- The ability to advocate for faculty, staff, students, and SOLES and to transparently communicate information in all directions and to all constituencies;
- A desire to listen and learn about SOLES' four departments—especially their points of pride, ambitions, and the issues that challenge them—with an awareness that common ground may, at first, look and sound different in each department;
- The capacity to engage with curiosity in difficult dialogues especially as it relates to the divergent views of faculty, staff, and students;
- An ability to find direction and build consensus when next steps are opaque;
- Deep respect for and the ability to support different theories, methodologies, and bodies of work across all disciplines within the school;
- Deep managerial experience within an academic environment, including extensive budget oversight, financial planning, strategic resource allocation, and personnel management experience;
- Diplomatic skill and grace when assessing opportunities and communicating outcomes so as to ensure that future ideas are generated by all members of the SOLES community;
- Demonstrated support of student success strategies for all student populations including undergraduate and graduate students from underrepresented groups;
- An approachable manner with the ability to be accessible and build trust across various constituencies;
- A commitment to identifying and celebrating the exceptional contributions of faculty, staff, and students;
- The ability to be decisive and make difficult decisions;
- High energy, exquisite listening skills, intellectual curiosity, emotional intelligence, and passion for Catholic higher education;
- The ability and desire to contribute as a part of a team of academic deans and as a member of the Provost's Council to enhance the academic life of the university beyond SOLES; and,
- Understanding of the evolving national issues in education, counseling, and leadership and the ability to bring USD more fully into national dialogues across disciplines.

For full consideration, please submit your information by September 20. Please send all nominations, expressions of interest, and applications (CV and letter of interest) to:



Jim Sirianni, Managing Director  
Lionel Anderson, Managing Director  
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*The University of San Diego is an equal opportunity employer committed to diversity and inclusion and is especially interested in candidates who can contribute to the diversity and excellence of the campus community.*