



## SECTION 1: **SOLES General Information**

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# University Calendar 2014-2015

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|---|--|
| Monday, September 1                             | Labor Day Holiday (Offices Closed)                                       |
| Tuesday, September 2                            | SOLES Welcome Event for New Students                                     |
| Wednesday, September 3                          | Fall Semester Classes Begin  |
| Thursday, September 11                          | Mass of the Holy Spirit  |
| Monday, October 13                              | Last Day to Petition for May 2015 Graduation                             |
| Friday, October 24                              | Fall Holiday (No Classes)  |
| Monday, November 3                              | Class reservation begins for Spring 2015                                 |
| Wednesday, November 26 –<br>Friday, November 28 | Thanksgiving Holiday (No Classes; Offices Closed Thursday<br>and Friday) |
| Friday, December 12                             | Last Day of Classes<br>Last Day to Petition for August 2015 Graduation   |
| Monday, December 15 –<br>Friday, December 19    | Final Examinations   |
| Thursday, January 5                             | Final Grades Due<br>First Day of Intersession                            |
| Monday, January 19                              | Martin Luther King Jr. Holiday (No Classes; Offices Closed)              |
| Friday, January 23                              | Last Day of Intersession   |
| Monday, January 26                              | Spring Semester Classes Begin  |
| Thursday, January 29                            | All Faith Service  |
| Friday, March 6                                 | Spring Holiday (No Classes)  |
| Monday, March 30 –<br>Monday, April 6           | Spring Break (No Classes; Offices Closed Friday, April 3)                |
| Monday, May 11                                  | Last Day of Classes  |
| Thursday, May 14 –<br>Wednesday, May 20         | Final Examinations   |
| Saturday, May 23 –<br>Sunday, May 24            | Commencement   |
| Wednesday, May 27                               | Final Grades Due   |

# Office of the Dean Meeting Dates

SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

## Office of the Dean 2014-2015 Meeting Dates



### DEAN'S ADVISORY CABINET (DAC)

- ◆ **Day:** Tuesday
- ◆ **Time:** 10:00am-12:00pm
- ◆ **Location:** MRH 209

#### Fall 2014

September 16 (\*EDAC, MRH 135)  
October 21  
November 18  
December 2

#### Spring 2015

February 10 (\*EDAC, Rm TBD)  
March 17  
April 14  
May 12

### SOLES MONTHLY MEETINGS

- ◆ **Day:** Wednesday
- ◆ **Time:** 10:00am-12:00pm
- ◆ **Location:** MRH 102

#### Fall 2014

(SOLES Faculty Retreat) September 5  
October 8  
November 12  
December 17

#### Spring 2015

February 4  
March 4  
April 8  
May 6

*If you are ever unable to attend a SOLES Monthly Meeting,  
please notify Sonya Mohamed: [smohamed@sandiego.edu](mailto:smohamed@sandiego.edu)*

#### DEAN'S ADVISORY CABINET

Tim Council, Linda Dews, Devon Foster, Ann Garland,  
Lea Hubbard, Capt. Mark Johnson, Karen Lee, Afsaneh Nahavandi,  
Emily Rankin, George Reed, Rondi Stein

#### \* EXTENDED DEAN'S ADVISORY CABINET

(DAC +), Janice Cook, Kathleen Coughlan, Julie Cramer, Meenakshi Chakraverti, Laura Deitrick,  
Todd Edwards, Ana Estrada, Beth Garofalo, Scott Himmelstein, Jacquie Kennedy, Pat Libby,  
Helene Mandell, Sergio Rodriguez, Teresa VanHorn, Jennifer Yebba

# SOLES Job Descriptions

## *Dean*

### Job Description

- Provide general oversight of all programs and personnel in the School of Leadership and Education Sciences.
- Provide vision, leadership, and accountability with regard to programming and faculty development.
- Ensure compliance with all state, federal and accreditation requirements.
- Work with the Development office in fundraising for SOLES projects (centers, endowed chairs and scholarships, etc.).
- Represent SOLES in the community and state, as well as nationally and internationally.
- Create and provide oversight for all SOLES budgets.
- Ensure that SOLES is well integrated in, and connected to, campus programs, initiatives and/or schools.
- Maintain a level of scholarship appropriate for the role of dean and professor.
- In addition to Department Chairs, supervise the following positions: Budget and Facilities Manager, Associate Dean, Assistant Dean, Director of Development
- Perform other duties as assigned by the Provost or President.

# *Associate Dean*

## Job Description

- Oversee the implementation of graduate policies and procedures: Monitor IRB, doctoral and masters administrative procedures.
- Oversee the student course evaluation process each semester. Ensures accurate and timely tabulation and reporting of evaluation results. Develop and implement policies and procedures to improve the evaluation process based on faculty and staff feedback as needed.
- Work with the Dean and Department Chairs in faculty professional development particularly with regard to scholarship. Works with the Dean in determining merit pay increases for faculty in designated programs.
- Ensure, with the support of the appropriate USD's offices, university policy is followed with regard to faculty and administrator leaves and that USD and SOLES policies are followed with regard to the hiring of faculty and administrators (Sabbaticals, visa requirements, etc.).
- Handle student academic appeals.
- In collaboration with the Director of Assessment Support, Chairs and Program Directors, facilitate the organizing of the National and State Accreditations (NCATE, COAMFTE, CACREP, and all CCTC credential documents) and USD Program Reviews.
- Interface with and provide guidance to SOLES Faculty committees: ARRT, Faculty Status Committee, University Professorship, and other appropriate faculty committees.
- Chair the SOLES Academic Integrity Committee.
- Chair the SOLES Curriculum Committee.
- Chair the SOLES Global Committee.
- Supervise the Director of Assessment and Director of Admissions and Outreach.
- Serve as the primary liaison between the University of San Diego and the Naval and Army Reserve Officer Training Corps.
- Participate in various campus committees when appropriate.
- Represent the Dean's Office in meetings and events.
- Teach two classes per year.
- Maintain scholarship agenda.
- Other duties as assigned by the Dean.

## ***Assistant Dean***

### **Job Description**

- Serve as a member of the senior management team in the School of Leadership and Education Sciences.
- Assist the Dean with a wide range of activities supporting faculty and students: interpret and apply student-related policies, draft correspondence, maintain and produce reports from a wide variety of data, resolve crises, and other duties as assigned.
- Provide exceptional leadership skills including creativity and initiative in conceptualizing, planning, and implementing new student-related programs in a dynamic and changing campus environment.
- Develop and implement student service programs for graduate students.
- Provide leadership and guidance and serve as the advisor for the School of Leadership and Education Sciences (SOLES) Graduate Student Association including the approval of budget requests.
- Supports faculty with all Honor Societies and student clubs: Chi Sigma Iota, Phi Delta Kappa, and others as organized.
- Coordinates special student-related events (e.g., graduation celebrations & orientations).
- Make final decisions in the selection of student scholarships and loan recipients. Administer all financial aid for School of Leadership and Education Sciences programs including the leadership of a committee that awards grants and scholarship funds.
- Serves as a liaison with the Office of Financial Aid and meets with students regarding financial aid needs and processes.
- Manage the student loans and scholarships budget lines.
- Coordinate New Student Orientation, and other special student-related events as assigned by the Dean.
- Responsible for representing the vision of the Dean's Office through presentations to university students, faculty, staff, administrators, and the general public.
- Participates in various committees: Technology Committee, and is the SOLES representative on the Commencement Committee. Represents SOLES on other on-campus and school committees related to student services as assigned.
- Works with Academic Publications to update undergraduate and graduate bulletins, and development of additional publications.
- Oversees the Coordination of the SOLES website with the Web Developer, ITS and SOLES Web Maintainers.
- Supervise the SOLES Academic Program and Dean's Office Staff, the Manchester Family Child Development Center Director, the SOLES Global Center Graduate Assistants and the SOLES Web Developer.

# *Director of Development*

## Job Description

- With the Dean of SOLES, develop a comprehensive fundraising program for private support from faculty, staff, alumni, friends of SOLES, other individuals, corporations, and foundations to solicit donors at all levels to SOLES, but with particular emphasis on major gifts.
- As directed, identify and cultivate Advisory Board members to assist SOLES' fundraising efforts.
- Develop strategies for identification, cultivation, solicitation and stewardship of donors for all approved fundraising priorities at SOLES and other areas at USD when appropriate.
- Identifies priority prospects for annual, special, and major gifts and implements fundraising strategies.
- Develop cultivation and solicitation strategies for assigned prospects.
- Cultivate, solicit and steward all assigned and major gift prospects for all approved fundraising priorities for SOLES and other areas at USD where appropriate.
- Work with the Assistant Director of Alumni and External Relations to develop relationships with alumni leading to solicitation of gifts that will result in increasing both the number and amount of contributions.
- Work closely with Advancement Services, Foundation Relations, Alumni Relations, Parent Relations and Annual Giving to identify new qualified prospects.
- Work closely with Planned Giving to help secure deferred and estate gifts.
- Work closely with SOLES Associate Director of Communications and Marketing as well as University Communications and Advancement Marketing and Strategic Partnerships to plan and coordinate fundraising communications, publications, brochures and special events.
- Oversee the management of key special/signature events such as the Remarkable Leaders for Education event.
- Achieve fundraising goals as established by the Dean and the Associate Vice President of Development.
- Write proposals for major gift requests, including naming opportunities for the building, scholarship donations, support for Centers and Institutes, and special projects.
- Plan and co-hosts with the Dean visits by prospects, donors or their representatives.
- Identify and coordinate the efforts of volunteers and other staff members to be involved in the solicitation process, as appropriate.
- Maintain responsibility for oversight and compliance for assigned prospects under the university's prospect management system.
- Oversee the day to day administration of the SOLES Development office, including gift processing, writing and sending thank you letters, etc.
- Work cooperatively with all fundraising staff at the university.
- Develop relationships with colleagues at peer institutions.
- Attend conferences and seminars to stay current with fundraising policies and procedures.
- Supervise the Assistant Director of Alumni and External Relations and the Associate Director of Communications and Marketing.

## ***Assistant Director of Alumni and External Relations***

### **Job Description**

- Develop and manage a comprehensive Alumni Relations campaign designed to engage alumni with SOLES that strengthens alumni to school, alumni to university, and alumni to alumni and alumni to student networks.
- Create, schedule, budget and implement annual alumni related events.
- Develop and implement social networking strategies to connect with alumni.
- Develop and implement comprehensive alumni communications strategy including supervision of e-newsletter, alumni web site and online community.
- Collect, write and edit content for SOLES' alumni newsletter and Dean's Report, in coordination with Associate Director for Communications and Marketing.
- Coordinate distribution for SOLES' print and electronic publications.
- Oversee SOLES alumni record keeping, ensuring accurate, complete and comprehensive alumni records.
- Staff the SOLES Alumni Board of Directors and its standing committees by identifying potential members, soliciting their participation and commitment to serving on the Alumni Board of Directors.
- Develop an annual operating plan for the activities of the Alumni Board and Association.
- Continuously monitor, evaluate, and report progress to-date on a continuing basis.
- Support the Alumni Board and its standing committees by planning and scheduling committee meetings, and providing agendas, meeting minutes and pertinent data.
- Plan and coordinate events for donors, SOLES Advisory Board and other constituents.
- Interact and communicate with donors, SOLES Advisory Board and other constituents.
- Regularly report on donor activity within SOLES.
- Coordinate donor outreach contact including print and online marketing and social media
- Supervise donor correspondence, gift processing.
- Develop, recommend and analyze strategies to increase alumni giving and participation.
- At the Dean's discretion and in conjunction with University Relations, assist in implementing the overall strategic plan for SOLES Development and Alumni Relations.
- Create systems and procedures to enhance and streamline the event planning and execution process.



# ***Associate Director of Communications and Marketing***

## **Job Description**

### **Researching, Writing and Editing for Websites and Print/E-Publications**

- Actively manage and oversee SOLES' communications including, but not limited to researching, writing and editing content for feature stories and website panel content; coordinating photo shoots with subjects, photographer and art director; updating daily event and news listings; posting School or Center specific content from other outlets; working with the School's web developer to post new content on website; actively participate in School's social media outreach efforts.
- In conjunction with the Assistant Director for Alumni and External Relations, direct research, writing, editing and distribution of all School and Center specific publications including print and e-newsletters, the annual Dean's Report, and other print and e-publications. Work with Advancement Services to coordinate and regularly update distribution lists.
- Create and distribute special event fliers, posters, certificates, and other collateral materials for SOLES events.

### **Establishing, Integrating and Managing the Brand**

- Lead, develop and implement an agenda for messaging, content and branding.
- Develop, present and implement a comprehensive communications strategy and social marketing plan that enhances the reputation of, increases the visibility of and drives traffic to the website as well as social media sites (Facebook, Twitter, LinkedIn). The plan should focus on short-term strategies, goals and engagement (six months to one year) and long-term strategies, goals and engagement (over one year) and integrate print, web, e-communications, social media, and other emerging technologies.
- Maintain an active and vibrant presence on, drive participation to, and respond timely to posts on the School's and Centers' Facebook, Twitter, LinkedIn, and other sites.
- Track the social reach and reputation using available online analytics tools. Prepare and submit quarterly reports on trends and traffic and benchmark the report against similar and aspirational institutions.

### **Enhancing the Reputation, Promotion and Visibility of the School and Centers**

- Continually work with the Dean and Center Directors to enhance and extend the brand through all media to promote core values and attributes.
- Serve as the liaison to the Office of Public Relations for the purpose of enhancing the reputation and creating greater visibility and promotion of faculty, student and alumni achievements as well as events. In addition, actively promote the Centers in internal and external outlets (national publications). Prepare, edit and post press releases, media advisories, campus announcements, etc. Post pertinent announcements to the School's website. Schedule annual faculty photo shoots.
- Serve as the liaison between faculty and the Division of University Relations.

### **Other Duties as Assigned:**

- Provide marketing support to the dean and center directors as needed.
- Track the payment of expenses associated with marketing and communications efforts.
- All other duties and responsibilities as assigned by the dean.

# ***Director of Admissions and Outreach***

## **Job Description**

- The Director of Admissions and Outreach is responsible for developing and implementing student outreach and recruitment initiatives for the School of Leadership and Education Sciences (SOLES).
- The Director works closely with academic department chairs, program directors, program coordinators, and other members of the Dean's Advisory Cabinet in ongoing efforts to increase the awareness of and identify and recruit highly qualified students into the undergraduate and graduate programs of SOLES in the areas of Learning and Teaching, School, Family and Mental Health Professions, and Leadership Studies.
  - Attend monthly Dean's Advisory Cabinet and SOLES faculty meetings to provide an update on outreach and recruitment initiatives.
  - Meet regularly with academic department chairs, program directors, program coordinators, and other members of the Dean's Advisory Cabinet to learn about academic programs, establish/update admission requirements and deadlines.
  - Identify target market for each academic program and integrate outreach and recruitment efforts with the department/program.
  - Oversee department/program information sessions and open house events for prospective students.
  - Collaboratively develop formalized partnerships with organizations in order to increase the number of applicants to graduate programs.
  - Arrange campus and building tours, and classroom visits with departments and programs.
  - Represent SOLES at local, regional, national and international events (e.g., graduate school fairs, conferences, institutes and workshops) and promote SOLES academic programs.
  - Coordinate undergraduate group presentations about SOLES academic programs with department chairs, program directors and program coordinators
  - Work with Department of Public Affairs to publicize academic programs, news and events.
  - Serve as a brand ambassador and liaison with the Marketing Department to develop and revise program brochures, fliers and promotional materials.
- Commit to inclusion and diversity in recruitment and retention efforts and address issues that affect that commitment.
  - Identify, understand and meet the needs of all students.
  - Ensure that all marketing materials and information on the Web site is culturally appropriate.
  - Support underrepresented students with professional development activities.
- Assist prospective students by providing information about academic programs, scholarships and financial aid, and the application and admissions process.
  - Establish and maintain relationships with prospective students.
  - Respond to program, admissions, and scholarship and financial aid questions via phone, e-mail and one-on-one and group meetings.
  - Conduct large and small group presentations about how to apply for graduate school and its importance.

- Maintain the SOLES Admissions section of the Web site, serve on the SOLES Web Site Committee, and work closely with the Web Developer to identify, meet and address the needs of prospective students.
- Work collaboratively with the Office of Graduate Admissions.
  - Act as liaison between prospective applicants, department chairs, program directors and program coordinators, and Office of Graduate Admissions.
- Maintain prospective student database to ensure that applicant contact information is up-to-date and to increase effectiveness of outreach and recruitment efforts.
- Produce graduate application reports for each program, including the number of applications, confirmations, deferrals, cancellations, denials, incomplete applications.
- Committee work
  - Represent SOLES on various University committees and outside organizations.
- Supervises Executive Assistant I and Graduate Assistant.

# ***Budget and Operations Manager***

## **Job Description**

### **Budgetary Administration**

- Responsible for the development, administration, maintenance and reconciliation of SOLES operating budgets and year-end fiscal reporting.
- Conduct cost/benefit analysis for SOLES projects and budget categories.
- Represent SOLES at university-wide budget committee meetings.
- Signature authority for all budget lines in the SOLES,.
- Develop and assists with the implementation of new SOLES fiscal policies and procedures for all regular and special programs.
- Oversee the initial budget preparation for new grants. In collaboration with the principal investigators and the Office of Sponsored Programs, monitors, reconciles, and assists with the post-award fiscal administration of grants.

### **Faculty Administration**

- Generate and manages all full and part-time faculty teaching contracts and monitors faculty salary budgets.

### **SOLES Operations Administration**

- Oversee SOLES facilities. Initiates and oversees facility improvements. Coordinates office relocations.
- Address staffing issues and coordinates hiring of full time and temporary staff.
- Serve as a liaison to Human Resources for staffing matters.
- Set policies for overall building usage and pricing for use by outside constituents for special events. Oversees program courses and special events scheduling, Reviews and interprets building usage reports.
- Serve on the USD Building Managers and Schedulers Committees,
- Serve as chair of the SOLES Space Committee and serves on the USD Space Committee, USD Parking Committee as well as other committees as assigned.
- Serve as a liaison for special programs to USD departments, including the Student Financial Services office, Financial Aid, Registrars, Budget and Treasury, and Information Technology Services.
- Oversees and approves SOLES supplies and equipment orders.

# ***Director of Assessment***

## **Job Description**

### **Assessment of Learning Outcomes:**

- Provide leadership and oversight of assessment activities for the purposes of program development and evaluation, accreditation, and institutional effectiveness.
- Leads accreditation activities including Academic Program Reviews and preparation/submission of required reports.
- Works with administration and faculty to develop policies and procedures.
- Fosters a “culture of assessment” by working with school constituencies, including but not limited to chairs and directors, faculty, and university officials such as the Office of Institutional Research and Planning.
- Ensures program assessment activities are properly designed, implemented, analyzed, and reported in a manner that is useful for curricular and program improvement.
- Analyze trends and outcomes, and provide information and analysis impacting students, budgets, strategic planning, policy formulation and enrollment management.
- Supervises fellowship and graduate students as assigned and provides direction to the credential analyst.

### **Data Collection, Storage and Reporting:**

- Lead the collection and ongoing maintenance of an integrated assessment system for the School of Leadership and Education Sciences, ensuring accuracy of the data.
- Develop and maintain the data-tool for storing student demographic, assessment, and progress information, including development of additional web-based forms for data collection.
- Provide leadership and supervision of training and support conducted by the Instructional Support Analyst to SOLES faculty, administration, and staff on the use of a standardized data collection system. Oversee the accuracy and completeness of data collected by the system.
- Lead efforts to compile and submit data required for state and federal reporting as well as external surveys (for example, AACTE ,PEDS, Title II, US News & World Report.)
- Lead the planning and coordination of all accreditation reporting (NCATE, CCTC, CACREP, COAMFTE, CEC, etc.).
- Serve on school and university committees as assigned to communicate/document assessment plans and guidelines. Interface with the institutional research and assessment offices.
- Research and analyze trends and outcomes for strategic purposes and make recommendations as appropriate.

### **Research:**

- Supervise doctoral students and advise faculty on assessment research aimed at deepening understanding of institutional initiatives and making a contribution to generalizable knowledge.

## ***Department Chairs***

### **Job Description**

**Contract:** The Department Chair has a ten-month contract. Appointments are typically for three years, and a formal evaluation of the chair occurs the second year of the three-year appointment. Terms are renewable.

**Appointment of Department Chairs:** After securing recommendations from individual faculty members in the department, the Dean will appoint the Chair.

The Dean appoints **Acting Chairs**, after consultation with the affected chair. An acting department chair may also be appointed for prolonged absences from campus (more than two weeks) by the Chair or during short absences when key recommendations are required.

**Teaching:** The Chair's teaching responsibilities are usually two courses per year. This may vary depending on accreditation needs and program approval responsibilities. The Chair may delegate some duties, and sharing of service responsibilities, which will vary according to workload.

Program areas within the department may have lead faculty appointed by the Dean on the recommendation of the chair.

**Job Description:** See the specific Department Chair job description for specific duties.

# ***Department Chair: Learning and Teaching***

## **Job Description**

Duties of chair include the following:

### **Faculty**

- Organize the recruitment of new faculty and select part-time faculty after consultation with members of the department;
- Orient new faculty to the curriculum and practices of the department;
- Promote effective communication both within the department (including mediation of conflicts) and also with the Dean;
- Assign teaching responsibilities and teaching schedules after consultation with department faculty;
- Advise, support, and explain ARRT policies and procedures for non-tenured faculty;
- Review and monitor course evaluations and discuss with faculty as needed
- Promote faculty discussion and consensus regarding the appropriate balance of teaching, scholarship, and service;
- Maintain up-to-date curriculum vitae of faculty; and,
- Facilitate faculty development and growth.

### **Curriculum**

- Provide leadership to full and part-time faculty and staff related to curriculum development;
- Promote regular faculty discussion, reviews, and assessment of curriculum;
- Coordinate course offerings and curricular changes with affected programs;
- Provide leadership in the preparation of accreditation documentation as needed;
- Coordinate, with the appropriate groups in the College of Arts and Sciences, for the writing of state program documents;
- Maintain a current file of syllabi for all departmental offerings;
- Support faculty in program development; and,
- Promote high standards and common departmental practices regarding grading.

### **Students**

- Monitor admission processes
- Maintain advising record systems;
- Monitor and support quality maintenance of advisement;
- Assign academic advisors;
- Examine transfer of credit petitions and petitions for graduation;
- Mediate grievances between students and faculty members;
- Promote academic integrity, student achievement, and student planning for further graduate work; and,
- Assist in tracking student educational and professional attainments after graduation.

### **Assessment**

- Coordinate evaluation of master's degree completion requirements;

- Ensure action research and thesis guidelines are followed; and,
- Ensure compliance with the various student assessment stages.

### **Budget**

- Make decisions as to the proper use of departmental funds;
- Monitor budget lines to keep expenditures at or below budgeted levels;
- Notify the Dean in a timely fashion of unusual needs (e.g., additional sections required because of unexpected enrollment trends);
- Prepare annual budget requests which carefully prioritize departmental needs;
- Identify short and long-term space needs; and,
- Assist the Dean in preparing budget priorities that affect the School of Leadership and Education Sciences as a whole.

### **General administration**

- Provide leadership in setting departmental goals and future visions
- Set meeting dates and create agendas for department and faculty meetings
- Supervise the Director of Field Experiences, the Assistant Director of Programming, and the Program Specialist;
- Refer faculty and students needing assistance to appropriate administrative offices;
- Report maintenance and safety problems to the Business Manager
- Provide oversight for department events
- Provide oversight for partnerships with schools, districts or other organizations; and,
- Represent the department at campus or off-campus functions.



# ***Department Chair: Leadership Studies***

## **Job Description**

Duties of chair include the following:

### **Faculty**

- Organize the recruitment of new faculty and select part-time faculty after consultation with members of the department;
- Orient new faculty to the curriculum and practices of the department;
- Promote effective communication both within the department (including mediation of conflicts) and also with the Dean;
- Review yearly faculty planning documents and provide guidance to faculty on setting goals and outcomes for teaching, scholarship and service;
- Assign teaching responsibilities and teaching schedules after consultation with department faculty;
- Advise, support, and explain ARRT policies and procedures for non-tenured faculty;
- Review and monitor course evaluations and discuss with faculty as needed
- Promote faculty discussion and consensus regarding the appropriate balance of teaching, scholarship, and service;
- Maintain up-to-date curriculum vitae of faculty; and,
- Facilitate faculty development and growth.

### **Curriculum**

- Provide leadership to full and part-time faculty and staff related to curriculum development
- Promote faculty discussion, reviews, and assessment of curriculum;
- Coordinate course offerings and curricular changes with affected programs;
- Provide leadership in the preparation of accreditation documentation as needed;
- Maintain a current electronic file of syllabi for all departmental offerings; ensure these are listed on department website
- Support faculty in program development; and,
- Promote high standards and common departmental practices regarding grading.

### **Students**

- Monitor admission processes
- Maintain advising record systems;
- Monitor and support quality maintenance of advisement;
- Assign academic advisors;
- Examine transfer of credit petitions and petitions for graduation;
- Mediate grievances between students and faculty members;
- Promote academic integrity, student achievement, and student planning for further graduate work;
- Assist in tracking student educational and professional attainments after graduation.
- Coordinate evaluation of masters portfolios;
- Ensure dissertation and thesis guidelines are followed;

### **Budget**

- Make decisions as to the proper use of departmental funds;

- Monitor budget lines to keep expenditures at or below budgeted levels;
- Notify Dean in a timely fashion of unusual needs (e.g., additional sections required because of unexpected enrollment trends);
- Prepare annual budget requests which carefully prioritize departmental needs;
- Identify short and long-term space needs; and,
- Assist the Dean in preparing budget priorities that affect the School of Leadership and Education Sciences as a whole.

### **General leadership and administration**

- Provide leadership in setting departmental goals and future visions
- Set meeting dates and create agendas for department and faculty meetings
- Supervise the Associate Director of Leadership Programming; the Director of the Institute for Nonprofit Education and Research; Director of the Leadership Institute; Director of the Leadership minor; and the coordinator(s) of ELDA.
- Provide leadership and oversight for program coordinators, directors and faculty to ensure that program reviews are completed and accreditation timelines followed.
- Refer faculty and students needing assistance to appropriate administrative offices;
- Report maintenance and safety problems to the Business Manager
- Provide oversight for department events
- Provide oversight for partnerships with outside organizations; and,
- Represent the department at campus or off-campus functions.

# ***Department Chair: School, Family, and Mental Health Professions***

## **Job Description**

Duties of chair include the following:

### **Faculty**

- Organize the recruitment of new faculty and select part-time faculty after consultation with members of the department;
- Orient new faculty to the curriculum and practices of the department;
- Promote effective communication both within the department (including mediation of conflicts) and also with the Dean;
- Review yearly faculty planning documents and provide guidance to faculty on setting goals and outcomes for teaching, scholarship and service;
- Assign teaching responsibilities and teaching schedules after consultation with department faculty;
- Advise, support, and explain ARRT policies and procedures for non-tenured faculty;
- Review and monitor course evaluations and discuss with faculty as needed;
- Promote faculty discussion and consensus regarding the appropriate balance of teaching, scholarship, and service;
- Maintain up-to-date curriculum vitae of faculty; and,
- Facilitate faculty development and growth.

### **Curriculum**

- Provide leadership to full and part-time faculty and staff related to curriculum development;
- Promote faculty discussion, reviews, and assessment of curriculum;
- Coordinate course offerings and curricular changes with affected programs;
- Provide leadership in the preparation of accreditation documentation as needed;
- Maintain a current electronic file of syllabi for all departmental offerings; ensure these are listed on department website;
- Support faculty in program development; and,
- Promote high standards and common departmental practices regarding grading.

### **Students**

- Monitor admission processes
- Maintain advising record systems;
- Monitor and support quality maintenance of advisement;
- Assign academic advisors;
- Examine transfer of credit petitions and petitions for graduation;
- Mediate grievances between students and faculty members;
- Promote academic integrity, student achievement, and student planning for further graduate work;
- Assist in tracking student educational and professional attainments after graduation;
- Coordinate evaluation of masters portfolios; and,
- Ensure dissertation and thesis guidelines are followed.

### **Budget**

- Make decisions as to the proper use of departmental funds;

- Monitor budget lines to keep expenditures at or below budgeted levels;
- Notify Dean in a timely fashion of unusual needs (e.g., additional sections required because of unexpected enrollment trends);
- Prepare annual budget requests which carefully prioritize departmental needs;
- Identify short and long-term space needs; and,
- Assist the Dean in preparing budget priorities that affect the School of Leadership and Education Sciences as a whole.

**General leadership and administration**

- Provide leadership in setting departmental goals and future visions;
- Set meeting dates and create agendas for department and faculty meetings;
- Provide leadership and oversight for program coordinators, directors and faculty to ensure that program reviews are completed and accreditation timelines followed;
- Refer faculty and students needing assistance to appropriate administrative offices;
- Report maintenance and safety problems to the Business Manager;
- Provide oversight for department events;
- Provide oversight for partnerships with outside organizations; and,
- Represent the department at campus or off-campus functions.

## ***Program Directors***

### **Job Description**

- Two course releases per year.
- Coordinate program related activities with the Department Chair and program faculty. This includes: holding regularly scheduled meetings (with agendas and minutes), providing leadership with regard to program development, admissions and student advisement.
- Recommend, to the Department Chair, part-time faculty and ensure that part-time faculty are provided orientation, support and given feedback regarding their courses.
- Work with the Department Chair with regard to faculty load assignments.
- Help resolve student issues and be accessible to students with concerns.
- Work with appropriate personnel to maintain and update web site.
- Respond to all correspondence, written and oral, about the program.
- Monitor and manage in collaboration with the Department Chair the program's admissions processes and procedures as well as accreditation procedures.
- Provide monthly updates in program events for marketing.
- Turn in an annual budget request to the Department Chair.

# SOLES Personnel 2014-2015

## Roster by Program Area

Fall 2014

### SOLES MAIN RECEPTION

| Name/Position | Office | Ext. | Email |
|---------------|--------|------|-------|
|               | 101M   | 4538 |       |

### DEAN'S OFFICE

| Name/Position   | Office | Ext. | Email                    |
|---|--------|------|--------------------------|
| Callery, John, Web Developer  | 205Q   | 4929 | jcallery@sandiego.edu    |
| Bae, Bo, Graduate Assistant, SOLES Admissions                                   | 149    | 6647 | bbac@sandiego.edu        |
| Cash, Andrea, Credential Analyst  | 224A   | 4821 | andrecash@sandiego.edu   |
| Cibrian, Nikki, Academic Scheduler  | 101B   | 2201 | ncibrian@sandiego.edu    |
| Cordeiro, Paula, Dean   | 205H   | 4540 | cordeiro@sandiego.edu    |
| Coughlan, Kathleen, Assistant Director of Alumni and External                   | 205G   | 4539 | kcoughlan@sandiego.edu   |
| Council, Timothy, Director of Admissions and Outreach                           | 149B   | 2952 | tcouncil@sandiego.edu    |
| Dews, Linda, Assistant Dean   | 205C   | 7585 | ldews@sandiego.edu       |
| Foster, Devon, Associate Director of Marketing and                              | 205F   | 4283 | dfoster@sandiego.edu     |
| Hoagland, William, AV Technician and Support Specialist                         | 105    | 7576 | whoagland@sandiego.edu   |
| Lee, Karen, Director of Assessment  | 205D   | 4270 | kmlee@sandiego.edu       |
| McBride, Carmen, Operations Coordinator/Events Scheduler (Maternity Leave F'14) | 101A   | 7915 | carmenmc@sandiego.edu    |
| Mitchell, Christina, Graduate Assistant, Alumni and External                    | 205    | 2690 | cmitchell@sandiego.edu   |
| Mohamed, Sonya, Executive Assistant to the Dean                                 | 205M   | 4540 | smohamed@sandiego.edu    |
| Ngo, Annie, Research Assistant, SOLES Assessment                                | 205Q   | 2592 | maianhngo@sandiego.edu   |
| Poeu-En, Elaine, Executive Assistant  | 205M   | 7475 | epoeu-en@sandiego.edu    |
| Rankin, Emily, Director of Development  | 205A   | 7783 | erankin@sandiego.edu     |
| Reed, George, Associate Dean  | 205E   | 7444 | george.reed@sandiego.edu |
| Stein, Rondi, Budget & Operations Manager                                       | 205B   | 6803 | rstein@sandiego.edu      |
| Stein, Laura, Interim Operations Coordinator/Events Scheduler (F'14)            | 101A   | 7915 | lbstein@sandiego.edu     |
| Sterk, Peter, Executive Assistant for Admissions and Outreach                   | 149    | 7988 | petesterk@sandiego.edu   |

### SCHOOL, FAMILY & MENTAL HEALTH PROFESSIONS

| Name/Position   | Office | Ext. | Email                 |
|---|--------|------|-----------------------|
| Cameron, Erika (Maternity Leave F'14)                   | 215G   | 4288 | ecameron@sandiego.edu |
| Dyer, Lindsay, Executive Assistant                      | 215M   | 7441 | ldyer@sandiego.edu    |
| Edwards, Todd, Program Director, MFT                    | 225F   | 5963 | tedwards@sandiego.edu |
| Estrada, Ana, Program Director, COUN (Sabbatical, S'15) | 215B   | 7547 | estradaa@sandiego.edu |
| Garland, Ann, Department Chair                          | 215A   | 7879 | agarland@sandiego.edu |
| Hall, Kristopher  | 215H   | 2680 | kghall@sandiego.edu   |
| Hetherington, Peggy, Director of Field Experiences      | 215F   | 8804 | peggyh@sandiego.edu   |
| Johnson, Ronn   | 233    | 4702 | ronnjohn@sandiego.edu |
| Martin, Ian   | 215E   | 7612 | imartin@sandiego.edu  |
| Patterson, JoEllen                                      | 225D   | 2273 | joellen@sandiego.edu  |
| Rowell, Lonnie  | 231    | 4212 | lrowell@sandiego.edu  |

|                                       |      |      |                          |
|---------------------------------------|------|------|--------------------------|
| Williams, Lee                         | 227  | 6889 | williams@san Diego.edu   |
| Williams, Jessica, Graduate Assistant | 215C | 2670 | jjwilliams@san Diego.edu |
| Zgliczynski, Susan                    | 215D | 4287 | zgjnski@san Diego.edu    |

### LEADERSHIP STUDIES

| Name/Position  | Office | Ext. | Email                       |
|--|--------|------|-----------------------------|
| Bagunu, Grace, Teaching Assistant, Leadership Minor  | 273    | 2567 | gracebagunu@san Diego.edu   |
| Chakraverti, Meenakshi, Director, Leadership Institute   | 275B   | 4593 | mchakraverti@san Diego.edu  |
| Corley, Erica, Teaching Assistant, Leadership Minor  | 273    | 2567 | ericacorley@san Diego.edu   |
| Corona, Amanda Vargas, Executive Assistant   | 263    | 7442 | amandacorona@san Diego.edu  |
| Deitrick, Laura, Director, Caster Center   | 263    | 2903 | lauradeitrick@san Diego.edu |
| Donmoyer, Robert   | 275F   | 7445 | donmoyer@san Diego.edu      |
| Edberg, Tara, Teaching Assistant, Leadership Minor   | 273    | 2567 | taraedberg@san Diego.edu    |
| Yanowski, Brian, Army ROTC, Officer in Charge  |        | 7920 | brianyanowski@san Diego.edu |
| Franco, Nick, Graduate Assistant, SASC Coordinator   | UC 232 | 4588 | franco@san Diego.edu        |
| Galloway, Fred (Sabbatical, F'14)  | 275H   | 7435 | galloway@san Diego.edu      |
| Garofalo, Beth, Associate Director of Leadership Programming   | 273A   | 7790 | bethg@san Diego.edu         |
| Getz, Cheryl Associate Professor and Director of Leadership  | 275K   | 4289 | cgetz@san Diego.edu         |
| Green, Zachary, Professor of Practice, Coordinator of MA in Leadership Studies, Associate Director, Leadership Institute | 275C   | 7670 | zgreen@san Diego.edu        |
| Gibb, Heather, Executive Assistant   | 275M   | 4637 | heatherg@san Diego.edu      |
| Kemerer, Frank, Professor-in-Residence   | 275E   | 7789 | fkemerer@san Diego.edu      |
| Lehner, James, Army ROTC   | 101C   | 7920 | lehner@san Diego.edu        |
| Libby, Pat, Director, INER   | 265A   | 7782 | plibby@san Diego.edu        |
| Nahavandi, Afsaneh, Department Chair   | 275L   | 4181 | anahavandi@san Diego.edu    |
| McLaughlin, Conor, Teaching Assistant, Leadership Minor  | 273    | 2567 | cmclaughlin@san Diego.edu   |
| Monroe, Terri, Associate Director, Leadership Institute (Sabbatical, F'14, S'15)   | 273B   | 4291 | tmonroe@san Diego.edu       |
| Newman, Christopher  | 275D   | 8896 | cnewman@san Diego.edu       |
| Peshon, Manko, Graduate Assistant  | 273    | 2120 | mankopeshon@san Diego.edu   |
| Raimond Minor, JoAnn, Executive Assistant  | 271    | 8839 | joannm@san Diego.edu        |
| Reed, George   | 205E   | 7444 | george.reed@san Diego.edu   |
| Schumann, Mary Jo, Associate Director, Caster Center   | 269    | 7649 | mjschumann@san Diego.edu    |
| VanHorn, Teresa, Director, Nonprofit Leadership Alliance   | 275G   | 4760 | tvanhorn@san Diego.edu      |
| Yebba, Jennifer, Assistant Director, INER  | 261    | 2918 | jyebba@san Diego.edu        |

### LEARNING & TEACHING

| Name/Position                                       | Office | Ext. | Email                  |
|---|--------|------|------------------------|
| Alexandrowicz, Viviana                              | 243    | 4121 | vivianaa@san Diego.edu |
| Ammer, Jerome                                       | 224A   | 4292 | ammer@san Diego.edu    |
| Buczynski, Sandy                                    | 249    | 7991 | sandyb@san Diego.edu   |
| Gelb, Steven  | 234    | 4893 | sgelb@san Diego.edu    |
| Hansen, C. Bobbi                                    | 255    | 2381 | chansen@san Diego.edu  |
| Hanssen, Nancy, Undergraduate Programs Coordinator  | 224B   | 4159 | nhanssen@san Diego.edu |
| Hubbard, Lea, Interim Department Chair (F'14, S'15) | 237    | 7818 | lhubbard@san Diego.edu |

|  |      |      |                          |
|--|------|------|--------------------------|
| Inoue, Noriyuki  | 235  | 7669 | inoue@sandiego.edu       |
| Kalyanpur, Maya  | 241  | 7655 | mkalyanpur@sandiego.edu  |
| Lattimer, Heather, <b>Department Chair</b> (Sabbatical F'14, S'15) | 257  | 7616 | hlattimer@sandiego.edu   |
| Mandell, Helene, <b>Director of Field Experiences</b>              | 245  | 7817 | hmandell@sandiego.edu    |
| Mantovani, Katherine, <b>Executive Assistant, Online M.Ed.</b>     | 246B | 8801 | kmantovani@sandiego.edu  |
| McConnell, Michele, <b>Assistant Director of Field Experience</b>  | 238  | 5913 | mmcconnell1@sandiego.edu |
| Menezes, Maria, <b>Executive Assistant</b>                         | 257A | 5938 | mmenezes@sandiego.edu    |
| Molina, Sarina   | 239  | 4685 | sarina@sandiego.edu      |
| Quezada, Reyes   | 247  | 7453 | rquezada@sandiego.edu    |
| Rodriguez, Sergio, <b>Assistant Director, Programming</b>          | 253  | 7452 | srodriguez@sandiego.edu  |
| Spencer, Joi   | 251  | 7819 | joi.spencer@sandiego.edu |
| Stolz, Suzanne, <b>Online M.Ed. Coordinator</b>                    | 246B | 2707 | sstolz@sandiego.edu      |
| True, Miriam, <b>MCC Coordinator</b>                               | 240  | 7713 | mtrue@sandiego.edu       |

#### NAVAL RESERVE OFFICER TRAINING CORPS

| Name/Position  | Office   | Ext. | Email                       |
|--|----------|------|-----------------------------|
| Billhardt, Lieutenant Charles, <b>Officer Instructor</b> | SHH 109  |      | cbillhardt@sandiego.edu     |
| Dickerson, Commander Steve, <b>Executive Officer</b>     | SHH 113  | 2283 | sdickerson@sandiego.edu     |
| Gladfelter, Lieutenant Daniel, <b>Officer Instructor</b> | SHH 110  |      | dgladfelter@sandiego.edu    |
| Johnson, Lieutenant Clinton, <b>Officer Instructor</b>   | SHH 107  |      | clintonjohnson@sandiego.edu |
| Johnson, Captain Mark, <b>Commanding Officer</b>         | SHH 114  | 8891 | markjohnson@sandiego.edu    |
| Long, Lieutenant Andrew, <b>Officer Instructor</b>       | SHH 108  |      | andrewlong@sandiego.edu     |
| Nelson, Major Michael, <b>Marine Officer Instructor</b>  | SHH 118  |      | nelsonma@sandiego.edu       |
| Thomton, Lieutenant Connie, <b>Officer Instructor</b>    | SDSU     |      | conniethomton@sandiego.edu  |
| Ronald, Lieutenant Alyson, <b>Officer Instructor</b>     | SDSU     |      | aronald@sandiego.edu        |
| TBD, <b>Executive Assistant</b>                          | SHH 112A | 2284 |                             |

#### SOLES OFFICES & CENTERS

| Name/Position | Office | Ext. | Email |
|---------------|--------|------|-------|
|---------------|--------|------|-------|

##### Camp Adventure

|               |      |      |                          |
|---------------|------|------|--------------------------|
| Fuller, Kasee | 101D | 7854 | kaseefuller@sandiego.edu |
|---------------|------|------|--------------------------|

##### Center for Education Policy and Law (CEPAL)

|   |      |              |                           |
|---|------|--------------|---------------------------|
| Corke, Michael, <b>Research Associate</b>               | 259  | 7705         | mcorke@sandiego.edu       |
| Cramer, Julie Zoellin, <b>Senior Research Associate</b> | 143D | 4285         | jcramer-15@sandiego.edu   |
| Drew, Teresa, <b>Project &amp; Personnel Manager</b>    | 143  | 4344         | teresaldrew@sandiego.edu  |
| Franey, John, <b>Social Science Research Associate</b>  | 143  | 4355         | jfraney-13@sandiego.edu   |
| Himmelstein, Scott, <b>Director</b>                     | 143C | 7852         | shimmelstein@sandiego.edu |
| Johnson, Hannah, <b>Research Assistant</b>              |      | 619-665-8910 | hkjohnson@sandiego.edu    |
| Kemerer, Frank, <b>Associate Director</b>               | 275E | 7789         | fkemerer@sandiego.edu     |
| Ruzic, Roxanne, <b>Associate Director</b>               | 259  | 2540         | ruzic@sandiego.edu        |
| Shook, Andria, <b>Research Associate</b>                | 259  | 6602         | ashook@sandiego.edu       |
| Tinkler, Tessa, <b>Research Associate</b>               |      |              | ttinkler@sandiego.edu     |
| Traylor, Polly, <b>Center Support Coordinator</b>       | 143  | 7418         | pollyt@sandiego.edu       |



|                               |      |      |                     |
|-------------------------------|------|------|---------------------|
| Tudor, Joanna, Staff Attorney | 143A | 2665 | jtudor@sandiego.edu |
|-------------------------------|------|------|---------------------|

#### Character Development Center

|                           |     |      |                      |
|---------------------------|-----|------|----------------------|
| DeRoche, Edward, Director | 243 | 2250 | deroche@sandiego.edu |
|---------------------------|-----|------|----------------------|

#### Desktop Support

|                |      |      |                     |
|----------------|------|------|---------------------|
| Gamer, Richard | 215K | 2268 | rgamer@sandiego.edu |
|----------------|------|------|---------------------|

#### Educational Leadership Development Academy (ELDA)

|   |     |      |                         |
|---|-----|------|-------------------------|
| Basom, Peg, Associate Director            | 271 | 8711 | pbasom@sbcglobal.net    |
| Cook, Janice, Director                    | 271 | 8711 | janicecook@sandiego.edu |
| Raimond Minor, JoAnn, Executive Assistant | 271 | 8839 | joannm@sandiego.edu     |

#### Institute for Nonprofit Education and Research

|                                       |      |           |                            |
|---------------------------------------|------|-----------|----------------------------|
| Corona, Amanda, Executive Assistant   | 263  | 7442      | amandacorona@sandiego.edu  |
| Deitrick, Laura, Director             | 267  | 2903      | lauradeitrick@sandiego.edu |
| Hunt, Kim, Teaching Assistant         | 265  | 4312      | kdhunt@sandiego.edu        |
| Jones, Jenny, Research Associate      | 265  | 4312 2603 | jjones@sandiego.edu        |
| Libby, Pat, Director                  | 265A | 7782      | plibby@sandiego.edu        |
| Schumann, Mary Jo, Associate Director | 269  | 7649      | mjschumann@sandiego.edu    |
| Trull, Crystal, Research Assistant    |      |           | crystaltrull@sandiego.edu  |
| Yebba, Jennifer Assistant Director    | 261  | 2918      | jyebba@sandiego.edu        |

#### Hansen Summer Institute

|                                   |      |      |                    |
|-----------------------------------|------|------|--------------------|
| Bee, Ronald, Managing Director    | 129B | 7546 | rbee@sandiego.edu  |
| Lamb, Bonnie, Program Coordinator | 129B | 7546 | blamb@sandiego.edu |

#### Leadership Institute

|  |      |      |                           |
|--|------|------|---------------------------|
| Castillo, Elizabeth, Graduate Assistant                      | 273  | 4379 | eac@sandiego.edu          |
| Chakraverti, Meenakshi, Associate Director                   | 275B | 4593 | mchakraverti@sandiego.edu |
| Garofalo, Beth, Associate Director of Leadership Programming | 273A | 7790 | bethg@sandiego.edu        |
| Green, Zachary, Associate Director, Leadership Institute     | 275C | 7670 | zgreen@sandiego.edu       |
| Monroe, Terri, Associate Director (Sabbatical, F'14 & S'15)  | 273B | 4291 | tmonroe@sandiego.edu      |

#### Manchester Family Child Development Center (MFCDC)

|                               |       |      |                       |
|-------------------------------|-------|------|-----------------------|
| Kennedy, Jacqueline, Director | MFCDC | 6819 | kennedyj@sandiego.edu |
|-------------------------------|-------|------|-----------------------|

#### Mobile Technology Learning Center

7593

|  |      |              |                          |
|--|------|--------------|--------------------------|
| Corke, Michael, Research Associate                 | 259  | 7705         | mcorke@sandiego.edu      |
| Cramer, Julie Zoellin, Senior Research Associate   | 143D | 4285         | jcramer-15@sandiego.edu  |
| Drew, Teresa, Project & Personnel Manager          | 143  | 4344         | teresaldrew@sandiego.edu |
| Foster, Devon, Associate Director of Marketing and | 205F | 4283         | dfoster@sandiego.edu     |
| Franey, John, Social Science Research Associate    | 143  | 4355         | jfraney-13@sandiego.edu  |
| Garcia, Veronica, Research Associate               | 259  | 6609         | vgarcia@sandiego.edu     |
| Gross, Shawn, Director of Technology & Innovation  |      | 703-533-7284 | shawngross@sandiego.edu  |

|  |      |              |                            |
|--|------|--------------|----------------------------|
| Guarcello, Maureen, <b>Research Assistant</b>            | 259  | 6609         | mguarcello-10@sandiego.edu |
| Himmelstein, Scott, <b>Interim Director</b>              | 143C | 7852         | shimmelstein@sandiego.edu  |
| Horsley, Maria, <b>Research Assistant</b>                | 259  | 6609         | maria-10@sandiego.edu      |
| Martin, Kathryn, <b>Professional Learning Specialist</b> | 259  | 6609         | martin@sandiego.edu        |
| Raimond Minor, JoAnn, <b>Executive Assistant</b>         | 271  | 8839         | joannm@sandiego.edu        |
| Ruzic, Roxanne, <b>Director of Research</b>              | 259  | 2450         | ruzic@sandiego.edu         |
| Simko, JoHanna, <b>Professional Learning Specialist</b>  |      | 619-993-4821 | johannasimko@sandiego.edu  |
| Shook, Andria, <b>Research Associate</b>                 | 259  | 6602         | ashook@sandiego.edu        |
| Thomas, Kai, <b>Research Assistant</b>                   | 259  | 6609         | kmthomas@sandiego.edu      |
| Thome, Richard, <b>Director of Professional Learning</b> | 271A | 7839         | thomer@sandiego.edu        |
| Traylor, Polly, <b>Center Coordinator</b>                | 143  | 7418         | pollyt@sandiego.edu        |
| Tremble, Angie, <b>Professional Learning Specialist</b>  |      | 858-232-2511 | atremble@sandiego.edu      |
| Tudor, Joanna, <b>Staff Attorney</b>                     | 143A | 2665         | jtudor@sandiego.edu        |
| Whitaker, Warren, <b>Research Assistant</b>              | 259  | 7593         | wwhitaker@sandiego.edu     |

#### **NCCHC Leadership Fellows Program**

|  |      |      |                          |
|--|------|------|--------------------------|
| Martinez, Ted, <b>Director</b>               | 122B | 7708 | tmartinezjr@sandiego.edu |
| Mendoza, Benjamin, <b>Graduate Assistant</b> | 122B | 7708 | mendozab@sandiego.edu    |

#### **SOLES Global Center**

**5901**

|   |     |      |                           |
|---|-----|------|---------------------------|
| Assefa Tessema, Kedir, <b>Graduate Assistant, Assistant</b>             | 129 | 5901 | tessema@sandiego.edu      |
| Brion, Corinne, <b>Graduate Assistant, Assistant Coordinator</b>        | 129 | 5901 | corinnebrion@sandiego.edu |
| Maribei, Peter, <b>Graduate Assistant, Coordinator</b>                  | 129 | 5901 | pmanbei@sandiego.edu      |
| Van Dellen, Stephanie, <b>Graduate Assistant, Assistant Coordinator</b> | 129 | 5901 | svandellen@sandiego.edu   |

#### **SOLES Graduate Student Association**

|                                  |      |      |                       |
|----------------------------------|------|------|-----------------------|
| Gregory, Devin, <b>President</b> | 101E | 2615 | dgregory@sandiego.edu |
|----------------------------------|------|------|-----------------------|

#### **SOLES Librarian**

|               |      |      |                       |
|---------------|------|------|-----------------------|
| Burgert, Lisa | 122B | 4695 | lburgert@sandiego.edu |
|---------------|------|------|-----------------------|

#### **SOLES Student Staff**

|                     |      |      |                             |
|---------------------|------|------|-----------------------------|
| Krallman, Jaqueline | 101M | 4538 | solesstudentstaff@gmail.com |
| Major, Chaz         | 101M | 4538 | solesstudentstaff@gmail.com |
| Mani, Negin         | 101M | 4538 | solesstudentstaff@gmail.com |
| Zambrano, Nicole    | 101M | 4538 | solesstudentstaff@gmail.com |

#### **SOLES Fax Numbers**

|   |              |
|---|--------------|
| Dean's Office                                     | 619-849-8195 |
| Institute for Nonprofit Education and Research    | 619-849-8165 |
| Center for Education Policy and Law (CEPAL)       | 619-849-8149 |
| Educational Leadership Development Academy (ELDA) | 619-849-8171 |
| Leadership Studies                                | 619-849-8175 |
| Learning & Teaching                               | 619-849-8159 |
| School, Family & Mental Health Professions        | 619-849-8125 |

# Professional Education Unit Theme

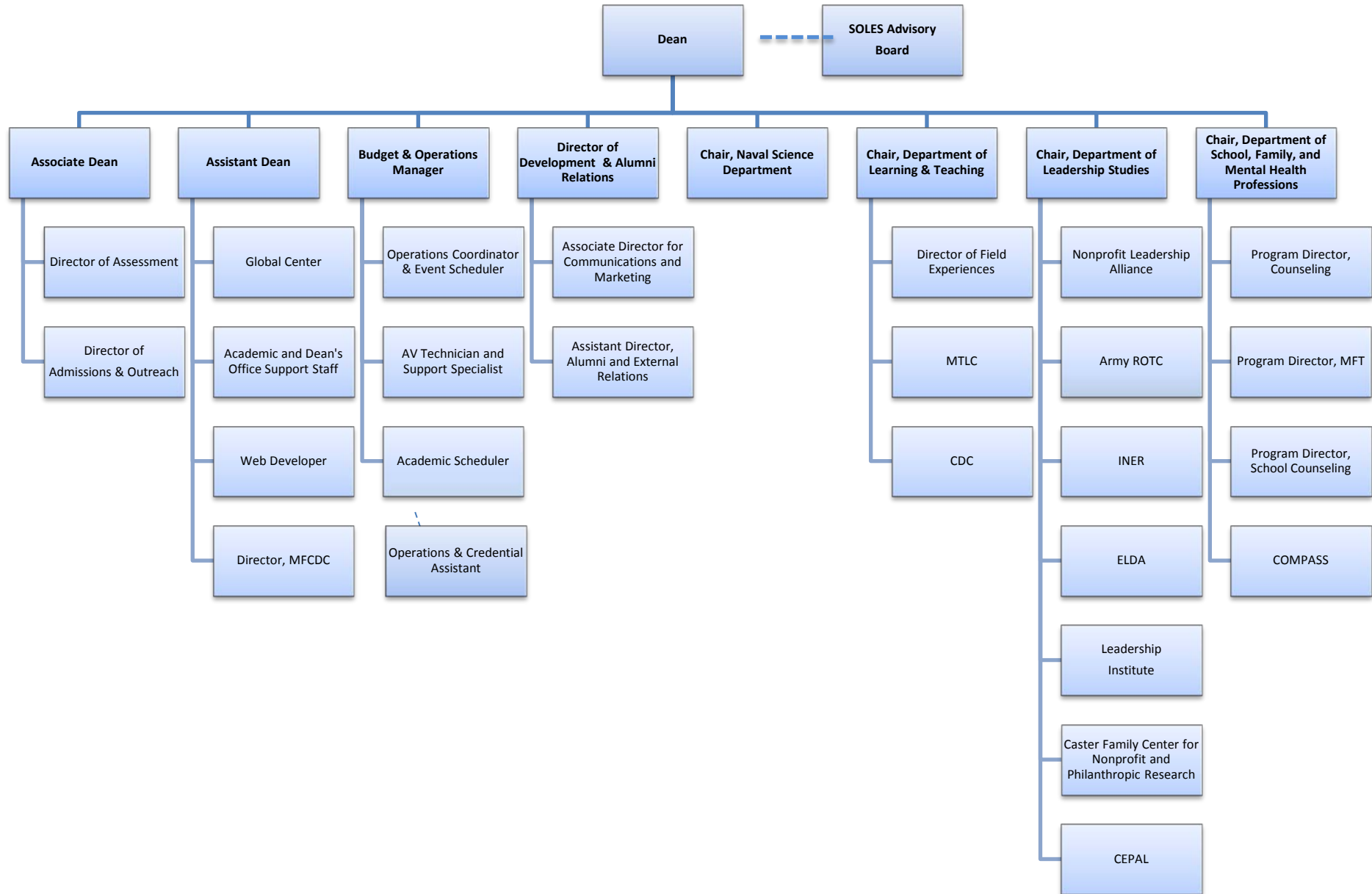


**The Professional Education Unit** within the School of Leadership and Education Sciences is a learning community collaboratively engaged in the pursuit of professional competence. It is comprised of the Learning and Teaching Department, the School Counseling Specialization, and the Educational Leadership Development Academy (ELDA). Faculty in the School of Leadership and Education Sciences Professional Education Unit are committed to the pursuit of truth, the attainment of academic excellence, and the advancement of knowledge, as they prepare educational leaders. Candidates in these programs seek licensure and certification in their areas of expertise. They demonstrate their capabilities as collaborators, agents of change, and leaders who positively impact the communities they serve.

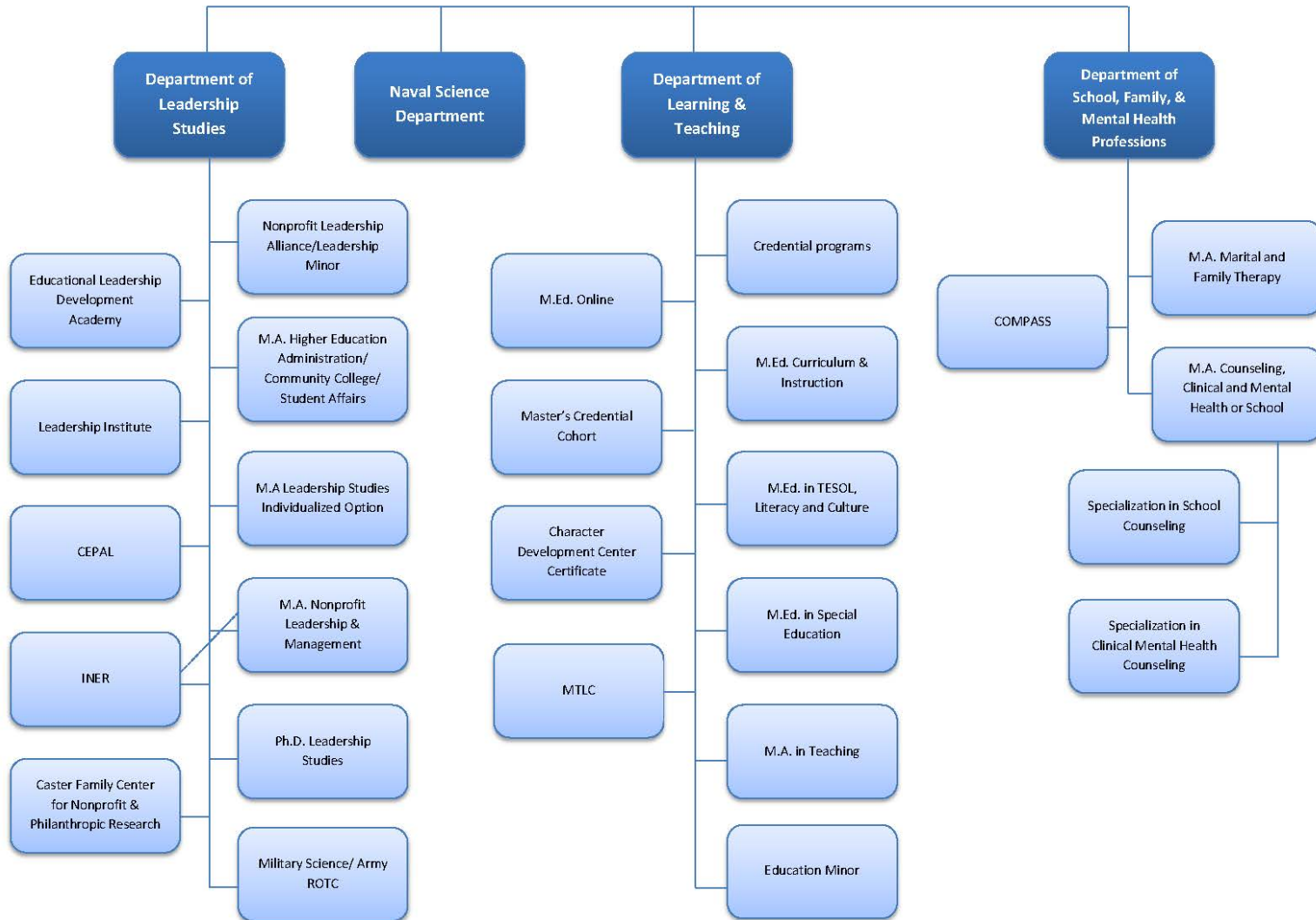
## *Professional Education Unit - Candidate Outcomes*

1. Candidates place value in academic excellence, as demonstrated through their persistence and by following through on commitments.
2. Candidates demonstrate through verbal and non-verbal observable behavior, the belief that all individuals can learn and succeed.
3. Candidates place value in self-reflection, as evidenced by active engagement in reflective activities or critical analysis of one's practice.
4. Candidates place value in critical inquiry, as demonstrated by the use of higher order thinking skills applied to a wide array of investigative pursuits.
5. Candidates demonstrate community values, as evidenced by the use of theory and practice to effectively collaborate with students, family members, community members, and colleagues.
6. Candidates demonstrate belief in service, as evidenced by engagement in professional and community related service activities.
7. Candidates place value in diversity, as evidenced by interactions with or decisions made relating to students, family members, community members, and colleagues.
8. Candidates advocate for social justice, as evidenced by verbal or non-verbal observable behavior.
9. Candidates adhere to the professional code of ethics for their field, as evidenced by verbal or non-verbal observable behavior.
10. Candidates apply fairness in decision-making to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner, as evidenced in observable behavior of the candidate.

# SOLES 2014-2015 Organizational Chart



# SOLES 2014-2015 Department/Program Functional Chart



# SOLES Vision and Mission Statement

SOLES aspires to be a vibrant and diverse community for innovation, cultivating academic excellence and developing socially responsible global learners and leaders.

## **Vision Statement**

We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

## **Mission Statement**

It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society. We seek to become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development. We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.

## **Tag Line**

**“SOLES...Where leaders are made.”**

# Strategic Directions

2012-2015

8/12

## INITIATIVE #1: ADDRESSING SOCIETAL CHALLENGES

As a prominent education and human services school we must confront important human challenges. Through our Centers and Departments, we marshal academic expertise from across the disciplinary spectrum to produce research and programming of contemporary social relevance. Using evidence-based practices SOLES is uniquely positioned to contribute to the dialogue surrounding the challenges of: educating our citizenry for the workplace of the 21st century, meeting the leadership and management needs of the nonprofit and public sectors, addressing the social-emotional needs of our community through clinical work, and addressing teaching and learning issues locally, nationally and globally.

**Expand the Reach and Impact of SOLES' Centers and Institutes:** the Institute for Nonprofit Education and Research's (INER) Caster Center for Nonprofit and Philanthropic Research, the Center for Education Policy and Law (CEPAL), the Global Center, the Educational Leadership Development Academy (ELDA), the Leadership Institute (LI), and the Mobile Technology Learning Center (MTLC)

- Create collaborative solutions to societal challenges.
- Drive debate and bring media attention to policy issues in our respective sectors.
- Serve as a community resource for information and research services connecting the community to SOLES.
- Elevate collaboration between faculty and students across SOLES' disciplines and across USD.
- Train doctoral students in research and evaluation methods to address important community needs.
- Global Center: Connections and Impact
  - Expand connections with existing partnerships, Ashoka campuses, and NGOs (e.g., Edify, Save the Children).
  - In collaboration with USD, establish at least one SOLES initiative in a strategic location abroad.
  - Expand research opportunities abroad for students and faculty.
- Engage and Influence the Greater San Diego Community
  - Strengthen our high profile annual conferences, speaker series and symposia in order to enhance the vibrancy of our environment and to stimulate debate in the community.
  - Provide services to the community through symposia, workshops, projects, events, and continuing education.
  - Provide additional opportunities for influential scholars to visit SOLES for extended stays.

## **INITIATIVE #2: TEACHING EXCELLENCE**

Innovation is in the DNA of SOLES. For example, we created the first Leadership Studies doctoral program in the nation; we were the first education school in the nation to require that all students have an international experience; and, we have students from all three departments conducting Action Research projects annually. SOLES and USD are nimble and thus we are able to be highly responsive to our community and stakeholders in offering new programs, courses and certificates.

Our ability to assume a more influential leadership role in the sectors we serve, is directly related to the quality of our teaching efforts, which have a direct impact on all of our programs and certificates – undergraduate, graduate, doctoral and continuing professional education.

**Expand Experiential Learning and Reflective Practice:** In particular, we offer experiential learning opportunities to students through our practicum and fieldwork courses, internships, the Leadership Institute, the Leadership Conversation Project, action research projects and our work with pedagogies such as PBL and lesson study. The substantial international research and study opportunities available to our students are also evidence of our leadership in experiential education. Going forward, we will:

- Deepen commitment to extending and creating additional opportunities; further integrating them in all our academic programs.
- Promote us, both internally and externally, as a laboratory for innovative pedagogies that highlight the connection between theory and practice and emphasize experiential learning.

**Increase Teaching Excellence:** All of our programs are well regarded, and our intent is to increase their stature. In recognition of the pivotal role that faculty will play in achieving that goal, we will:

- Increase support and incentives for developing excellent courses and teaching materials.
- Provide incentives and opportunities for faculty to innovate and incubate new ideas in their respective disciplines and professions.

**Attract Top Faculty and Students:** The quality of our pedagogic efforts depends on our ability to bring together innovative teachers and highly qualified students, both of whom have a wide range of experiences, languages and cultural perspectives. Therefore, achieving teaching excellence at SOLES requires that we:

- Attract and retain a diverse faculty.
- Attract and retain a diverse student body.
- Prepare students to work in diverse communities.
- Increase our endowment in order to support recurring scholarships and additional assistantships.

## **INITIATIVE #3: INTELLECTUAL INFLUENCE**

A vibrant intellectual environment is essential for any prominent school within a university. One of our key roles is to expand our influence in the local, regional, national and international community. The core intellectual capital of SOLES is nurtured within our academic departments. Our ability to assume a leadership role in education, the nonprofit and public sectors and mental health community is directly



related to the quality and influence of our scholarship. This scholarship, in turn, directly affects the school's intellectual environment.

The current intellectual environment at SOLES is strong. Our research output is increasing and becoming nationally and internationally recognized. Some faculty support and incentives for research accomplishments are institutionalized. Building upon this foundation, more can now be done to strengthen the intellectual environment in SOLES.

### **Increase Faculty and Student Scholarship**

- Increase the number of professorships, chairs, fellowships, and additional research support.
- Increase support to students to attend professional conferences, and be involved in research projects, and professional associations.
- Support cross-departmental research seminars in, for example, action research or quantitative analysis that will deepen the impact and generality of our research.

### **Increase Faculty Grants from Private Foundations**

- Develop strong and purposeful connections to private foundations that fund in SOLES' program areas.
- Provide grant-writing support to faculty.
- Offer focused, timely professional development on grant writing particularly targeting foundation grants.

## **INITIATIVE #4: PROMOTE SUSTAINABILITY**

In our role as Higher Education professionals, it is our responsibility to advance sustainability and sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we, in SOLES, are committed to developing practices and policies to reduce the carbon footprint of SOLES' students, faculty, staff, and facilities. We support curriculum and pedagogy on the topic of sustainability.

### **Goal 1: Increase awareness of sustainability practices by SOLES staff, students, and faculty. Actions and Metrics:**

- Announce sustainable best practices and regional efforts at each SOLES faculty meeting.
- Post sustainability tips on SOLES' Sala screens monthly or more often.
- Maintain mixed recycling posters at recycling bins. Replace as needed at the time of each committee meeting.

### **Goal 2: Identify and suggest best practices to incorporate sustainability topics across the curriculum.**

Actions and Metrics:

- The committee will add a sustainability statement to the SOLES syllabus template.
  - Each year, the number of syllabi that reflect an emphasis on sustainable practices and/or topics will increase.

- The committee will highlight best practices and post them on our website.
  - Each year, the percent of syllabi including a statement on sustainability will increase.
- Faculty will decrease the distribution of paper syllabi.
  - The number of syllabi available electronically will increase each year.
  - The Sustainability Committee will conduct an annual survey of practices across SOLES that will include an item related to distribution of paper syllabi.

**Goal 3: Advance sustainable practices in SOLES' operations.**

Actions and Metrics

- SOLES will increase paperless practices and electronic forms processing.
  - The Sustainability Committee will conduct an annual survey of practices across SOLES.
- SOLES will support and engage in university and community Earth Month activities.

The Sustainability Committee will sponsor one or more specific events each year related to increasing sustainable practices.