The University of Redlands seeks a visionary and innovative leader as the next Dean of the School of Education. Building upon a strong foundation, the Dean will engage campus and community members in continuing programs of excellence that provide transformational opportunities for the region.

THE UNIVERSITY

The University of Redlands is a private, nonprofit university that connects students to a world of opportunity, geared toward their passions and potential. The University offers more than 40 undergraduate programs, as well as 33 graduate programs in music, business, communication sciences and disorders, education, theology, and geographic information systems—blending liberal arts and professional programs, applied and theoretical study, traditional majors and self-designed curricula. In addition to an award-winning 160-acre campus in Redlands featuring orange groves, architectural landmarks, and more than 1,700 trees, the University includes seven regional locations across California, providing innovative programs at convenient places and times for working professionals. Surveys show that generations of alumni have found that the University, established in 1907, prepared them well for career success and lifelong learning. A recent survey of alumni one year following graduation showed 92 percent are satisfied or very satisfied with their overall U of R experience.

The University of Redlands is a liberal arts master’s level university with a population of approximately 5,000 students equally divided between undergraduate and graduate programs. Believing in a collaborative, engaged approach to education, Redlands’ many schools and specialized centers give students the opportunities to interact, share research, and widen their perspectives. The academic program is delivered through the College of Arts and Sciences, the School of Business, the School of Education, and the new Graduate School of Theology, and also includes opportunities for continued education and professional studies/certificates.

Located in the inland area of Southern California, the beautiful main Redlands campus is within easy distance of snow skiing, hiking, and climbing to the north, some of the world’s best beaches to the south and west, Palm Springs and Joshua Tree to the east, and the urban culture of Los Angeles to the west.
HISTORY OF THE UNIVERSITY OF REDLANDS

Founded in 1907, the University prides itself on providing students a transformative education in an environment of academic and personal responsibility. Expressed in the language of an earlier time, Redlands, at its founding, sought to “mold the mind and the heart so that in the conflict of life, keenness and conscience shall go forth together.” It remains centered on students and life experience. The University opened in 1909 with nine faculty members, 10 courses of study, and 59 students, and conferred its first degrees in 1910. A School of Music followed in 1911 and a School of Education in 1924.

Co-curricular life was a feature of the University from its earliest times, with the founding of the first fraternity in 1909 and the first sorority in 1910, along with the founding of a women’s literary society and the school newspaper shortly thereafter. Athletics was also established as an important part of students’ educations. The name of the University’s yearbook, La Letra, commemorates the “R” that was created by students on a nearby mountainside in 1913, which persists as the second largest collegiate letter in the nation. As the University continued to grow, new facilities, including residential and academic space, a gymnasium, chapel, and library, were added in the 1910s and 1920s. Redlands persevered through the Depression and continued to grow throughout the post-war decades, increasing in both number and diversity of faculty and students.

Programmatic innovations characterized the 1960s and 1970s. In 1959–60, Redlands introduced the Salzburg Program for study abroad, which has provided many thousands of Redlands students of all majors with both cultural enrichment and memorable experiential opportunities. With the 1969 founding of Johnston College, now the Johnston Center for Integrative Studies, the University codified new directions in multidisciplinary teaching and self-directed learning that continue to inspire what has become the essence of a Redlands education.

The Alfred North Whitehead College of Liberal and Career Studies was founded in 1976, based on a vision that the early 20th century mathematician and philosopher Alfred North Whitehead had for educating working adults in England. The School of Education was separated in 2000 from what was then known as the Whitehead College for Lifelong Learning, and the School of Business followed as a separate entity in 2001.

The celebration of the University’s 75th anniversary in 1982 included the founding of Town & Gown, an organization dedicated to facilitating relationships with the surrounding communities and to raising money to aid students from the region. Town & Gown endures today as the embodiment of the historic bond between the City of Redlands and the University.
The Redlands Centennial was celebrated throughout 2007 with a range of academic programs focused on faculty accomplishments in teaching and research, and celebratory events that included a memorable University float in the annual Rose Bowl parade. The Centennial also coincided with the successful conclusion of a $100 million capital campaign, which exceeded its goal at a final total of $120 million. More recently, in October 2017, the University celebrated the public launch of a $200 million comprehensive fundraising campaign, *Forever Yours*. With $174.2 million raised to date, *Forever Yours: The Campaign for the University of Redlands* will enhance for all time Redlands’ commitment to personalized education, experiential learning, global perspective, educational innovation, and access and affordability through need- and merit-based financial aid.

The University of Redlands has a proud history of higher education in the liberal arts and sciences tradition. It has provided an excellent educational experience to students for over 100 years. On June 12, 2012, the University of Redlands Board of Trustees elected Dr. Ralph W. Kuncl as the 11th President of the University. A physician, neuroscientist, and leading medical research expert from Johns Hopkins University who served previously as Provost and Executive Vice President at the University of Rochester in New York, Dr. Kuncl is a strong advocate of a liberal arts foundation and an advocate for liberal arts and sciences education. The President is supported by an active and engaged Board of Trustees currently numbering 38 members; a dedicated and experienced leadership team, the President’s Cabinet; and a talented faculty and staff. They are proud of their 110-plus-year tradition as an excellent academic institution and of their particularly strong connection to, and support from, their local community.

A commuter rail connecting downtown Los Angeles and all of Southern California to the Redlands campus will be complete in 2020-21.

Students continue to be at the heart of the University and are supported by faculty and staff who are committed to the education of students in every respect. This commitment takes the form not only of delivery of curricular and co-curricular programs, but also of individual, daily interactions that help empower students to take ownership of their learning and to be citizens of the community.

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We set a high standard for our graduates—that they be educated in “heart and in mind.” We expect that Redlands graduates will bring advanced knowledge and skills to their individual and community endeavors and demonstrate a reflective understanding of our world. At Redlands, students proceed from information to insight, from knowledge to meaning. Our students practice the discernment necessary to make enlightened choices.

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From the University of Redlands Strategic Plan North Star 2020
ABOUT THE SCHOOL OF EDUCATION
For nearly 100 years, the University of Redlands School of Education has upheld a commitment to develop compassionate, influential educators who are dedicated to contribute to something greater than themselves. The School’s credential, undergraduate, and graduate programs prepare teachers, counselors and administrators to be leaders in their field and to uphold educational justice in today’s diverse and challenging educational landscape.

The academic portfolio of the School of Education, which is accredited by the California Commission on Teacher Credentialing, is delivered through three departments whose programs are offered on the Redlands campus and at regional campuses, including courses delivered in-person, online, and in hybrid format.

THE DEPARTMENT OF TEACHING AND LEARNING OFFERS THE FOLLOWING PROGRAMS:

- Master of Arts in Education, Learning and Teaching (with Teaching Credential)
- Master of Arts in Education, Curriculum and Instruction
- Master of Arts in Education, Curriculum and Instructional Design (online)
- Master of Arts, Learning and Teaching, Education Specialist (on-ground and online)
- Preliminary Teaching Credential, Multiple Subject/Single Subject/ Education Specialist
- Undergraduate Program for Teacher Education (a pathways partnership with the College of Arts and Sciences).

THE DEPARTMENT OF COUNSELING AND HUMAN SERVICES OFFERS THE FOLLOWING:

- Master of Arts in Clinical Mental Health Counseling
- Master of Arts in Education, School Counseling (K-12 and/or College Counseling)
- Master of Arts in Education, Human Services (online)
- Pupil Personnel Services Credential, School Counseling.

THE DEPARTMENT OF LEADERSHIP AND HIGHER EDUCATION OFFERS THE FOLLOWING:

- Master of Arts in Education, Educational Administration (with Preliminary Administrative Services Credential)
- Master of Arts in Education, Higher Education (with optional Student Affairs concentration)
- Doctorate in Education (Ed.D.) in Leadership for Educational Justice.
Characterized by personalized, inclusive, and globally engaged teaching and scholarship, these programs are delivered by 22 full-time faculty members and 121 adjunct faculty members who are practitioners in their fields. The School’s student population of approximately 1,000 students, which includes 800 graduate students as well as 200 undergraduates enrolled in the joint pathways program with the College of Arts and Sciences or certificate programs, reflects the multicultural richness of the region. Notably, approximately 60% of the School’s students are first-generation students. With students attending classes at four regional sites, the programs involve partnerships with over 200 educational institutions in the region.

*Student race and ethnicity diversity may be defined by federal or institutional definition. Institutional definition (duplicated) is a direct reflection of how students self-identify their races/ethnicities. For example, students who are both Hispanic and White are counted under both categories, and international students who are Asian and White are counted in both Asian and White categories. Therefore, the sum across all duplicated categories is larger than the total enrollment.
Among the educational opportunities available to the students in the School of Education are several programs and initiatives that have created momentum for the School, distinguish the University, and serve the needs of the region. An important collaborative effort between the School and the College of Arts and Sciences creates new and seamless pathways from the undergraduate experience to the teaching credential. Increased international opportunities—including programs in Salzburg, field work and scholarly exchange in Haiti, study away in New Zealand, and other new experiences in China, Cuba, Guatemala, and Honduras—supplement many of the programs and broaden the global competence of students preparing to work in education and counseling. These opportunities complement the School’s commitment to teaching and learning in local community-based settings. An innovative student success approach for advising ensures that students stay on track through an advising model that provides direct context to inform the dean, other student affairs professionals, and faculty members of trends and issues so that, together, these colleagues can work to provide thoughtful interventions and initiatives. The Rochford Leadership Development Program builds the capacity of leaders in the Redlands community so that they can transform the lives of youth; through a 10-month leadership development experience, current and emerging leaders in Redlands build stronger leadership skills, develop a self-reflective practice, and foster a community service orientation. To bring perspective to a national educational system that has historically struggled with delivering relevant programs to some of the students who need them most, the School established the Center for Educational Justice, a forum for discussion, research, and collaboration; the Ed.D. is aligned with this Center. In addition, an exciting facilities renovation made possible through donor support will create a welcoming student environment with enhanced access to services, as well as a state-of-the-art active-learning smart classroom.
ABOUT THE DEANSHIP

The Dean of the School of Education at the University of Redlands is the senior academic and administrative leader of the School, responsible for strategy, operations, and financial management. Building upon a strong foundation and expanded community outreach, the Dean leads the school in providing responsive and transformational programs of the highest quality. The comprehensive leadership portfolio for the next Dean includes faculty development, enrollment management, curricular and pedagogical innovation, assessment, and external relations for the School of Education.

Along with the Deans of the College of Arts and Sciences, the School of Business, and the Graduate School of Theology, the Dean sits on the President’s Cabinet and serves as a member of the Dean’s Council and the Provost’s Council (which also includes the University Dean of Student Affairs and the Senior Diversity and Inclusion Officer). In these contexts, the Dean is an engaged member of University leadership teams as well as an advocate for the School of Education, its programs, faculty, staff, and students.

STRATEGIC DIRECTIONS FOR THE NEXT DEAN OF THE SCHOOL OF EDUCATION

The School of Education has engaged in thoughtful mission-driven planning. The four pillars underlying the School’s strategic plan are reinforced by four areas of focused action:

PILLARS

- Excellence and Engaged Teaching and Learning
- Community Betterment with a Justice Focus
- Purposeful Leadership
- Inquiry (broadly defined)

FOCUS AREAS

- Enhancement of the Student Experience and Success for Diverse Learners
- Teaching and Learning Excellence
- Excellence in Scholarship
- Community Engagement

With the pillars and focus areas of the School of Education’s strategic plan as a foundation, the next Dean will build on the momentum of the past several years, galvanizing change and valuing the historical and cultural strengths of both the School and the University. The Dean will work collaboratively with faculty, staff, and community members also to develop the School’s strategic direction in several areas critical to the education of students:

- As a scholar in the field who is broadly educated about the forces shaping higher education, the Dean will lead the School in ensuring relevant, high
quality, and visible programs that are recognized within the region and that earn increasing visibility at national and international levels. Furthermore, the Dean will engage with the network of leaders in higher education to influence local and national policy.

- The Dean will expect and nurture faculty excellence in teaching, learning, and scholarship, fostering robust faculty development opportunities across the trajectory of individual careers. The Dean’s support for faculty will continue the investment in a high-quality academic environment for faculty and students and will increase the visibility and reputation of the School to the benefit of the campus and the community.

- The Dean will manage operations not only as a series of transactions but as a system to be understood conceptually as information, relationships, and tasks that align transactions with a larger purpose. The Dean directs a comprehensive organization that includes enrollment management, facilities planning, program and curricular development, student services, faculty and staff development, human resources, and financial management to ensure viability and maximize the effectiveness of operations not only at Redlands but also across the regional campuses.

- Expanding beyond the bricks and mortar of the campus, the Dean will collaborate with faculty and staff in advancing the delivery of seamless online and hybrid modalities that broaden the School’s reach for teaching and learning as well as for professional development, advising, networking, internationalization of the student experience, and career counseling.

- Inspired by the diversity of engagement that the position brings with students, faculty, staff, donors, and regional external partners and employers, the Dean will work passionately to enhance relationships with school districts, alumni, community members, trustees, and friends of the University to increase visibility, relevant partnerships, and philanthropic support, all with the goal of creating opportunities for student learning.

REQUIRED QUALIFICATIONS

The Dean will hold the earned terminal degree in an area relevant to the School of Education, as well as a record of scholarship, leadership, and teaching commensurate with appointment at the rank of professor with tenure. The Dean will have experience working with students and faculty from diverse cultural and socio-economic backgrounds and will advance the educational justice mission of the School of Education.

DESIRED EXPERIENCES AND ATTRIBUTES

- Commitment to shared governance.
- Demonstrated support for faculty and staff professional development.
- Experience leading diverse teams in innovative ways.
- General administrative experience, including sound budget management, staff supervision, and program accountability.
- Understanding of enrollment management, including the role of marketing and communications.
- Understanding of accreditation, assessment, and credentialing.
- Appreciation for the use of data analytics, sufficient to inform tactical and strategic actions.
- A strongly developed sense of ethics and equity.
- Trustworthy and collaborative leadership.
- Engaged listening skills and the ability to facilitate courageous conversations.
- Ability to understand, support, and advocate for all program areas.
- Ability to communicate across academic disciplines.
- Ability to advocate for the School at the highest levels of the institution, as well as leadership across the campus, including partnership with deans, administrative, and staff colleagues.
- Dedication to the success of the University of Redlands.
- A passion for making a difference in the lives of students, providing transformative experiences that enable students to flourish personally and professionally.

**PROCEDURE FOR CANDIDACY**

The University is being assisted by Academic Search, Inc. Prospective candidates and nominators may arrange a confidential discussion with senior consultants Stacey Morgan Foster, J.D., at stacey.foster@academicsearch.org or Andrea Warren Hamos, Ph.D., at andrea.hamos@academicsearch.org. Additional information about the University of Redlands can be found at www.redlands.edu.

Applications should be submitted electronically to RedlandsDeanSOE@academicsearch.org and must include a cover letter that addresses the expectations outlined above, a curriculum vitae, and a list of at least five professional references with contact information, including telephone and email, and a notation indicating the candidate’s working relationship with each. References will not be contacted without the explicit permission of the candidate. This position is open until filled, but only applications received by January 1, 2020, can be assured full consideration.

*Submission of a resume and application indicates agreement that the University may verify all information contained therein. The University of Redlands is an equal opportunity employer. Members of underrepresented groups are encouraged to apply.*

*In compliance with the Americans with Disability Act, if selected for the interview process and accommodations are needed, please call (909)748-8040.*