



# LOYOLA UNIVERSITY CHICAGO

## Dean, School of Education

Loyola University Chicago seeks a dynamic and entrepreneurial leader to serve as the next Dean of the School of Education. The School takes pride in the professionalism and service of its faculty and students, who are changing the world for the better. Community engagement and social justice are integral values of the School. They are visible each day in the School's teaching, research, and community partnerships. These longstanding commitments are threaded by strands of innovation that highlight the School's identity of transforming schools and society. Together with the faculty as a whole, the Dean will strive to ensure that the School of Education fulfills its mission of educating students for a lifetime of service and strong leadership characterized by the values of a Jesuit education.

Reporting to the Provost, the Dean will have the extraordinary opportunity to serve as a campus- and city-wide leader and build a compelling strategic vision for the future of the School. The Dean will be an energetic and collaborative partner with the University's faculty, students, staff, and administration in advancing the educational mission of the University. The Dean will empower faculty and staff to more fully utilize the School as a platform for what is possible, ensuring that the mission is inclusive and informs the educational experience of every Loyola community member. Loyola's location in the heart of Chicago allows students and faculty to engage readily with a wide range of nearby organizations for research partnerships and to practice their professions in the service of the local community. Given its Jesuit tradition, breadth of programs, academic quality, and vibrant urban location, Loyola University Chicago's School of Education is poised to enhance its already significant impact under the leadership of a visionary Dean.

### **About the School of Education**

At the School of Education, the aim is to help students evolve as educators, to attain new expertise, to gain greater professional satisfaction and opportunity, and to achieve deeper personal fulfillment. This is accomplished directly through coursework and training, including the nationally recognized field-based teacher education program: *Teaching, Learning & Leading with Schools & Communities* (TTLSC). Loyola has one of the few four-year, field-based teacher preparation programs in the United States. It is complemented by faculty research that yields new understanding of the human condition that positively shapes the allied education community.

Loyola prepares professionals to serve in the fields of teaching, counseling psychology, school psychology, research methodology, educational policy, and administration. Whether a student's goal is to lead, teach, counsel, or conduct research at early childhood, elementary, secondary, or higher education levels, or to practice in Catholic, other private, public, Charter, or nonprofit professional settings, the School strives to help its students develop their abilities to the fullest by serving as responsive, effective professionals in the service of social justice.

### **Vision and Mission**

The School of Education of Loyola University Chicago is a community whose members seek to make an impact on local, regional, and global communities through the principles of social justice. As a Jesuit,

Catholic, urban university, Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity, and the School endeavors to advance the professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. The School of Education fulfills this mission by preparing professionals to serve as teachers, administrators, counselor psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

## **Degree programs**

- Doctoral programs include: EdD in Administration & Supervision, EdD in Administration & Supervision: Chicago Public Schools Principal, preparation, EdD in Curriculum and Instruction, EdD in School Psychology, PhD in Counseling Psychology, PhD in Cultural & Educational Policy Studies, PhD in Higher Education, PhD in Research Methodology, and PhD in School Psychology
- Education Specialist programs include: EdS in Clinical Mental Health Counseling and EdS in School Psychology (MEd/EdS)
- Graduate Teacher Prep programs include: MEd in Elementary Education, MEd in Secondary Education, MEd in Special Education, and MEd in Special Education (for Licensed Teachers)
- Master of Education programs include: MEd in Administration & Supervision, MEd in Community Counseling, MEd in Cultural & Educational Policy Studies, MEd in Curriculum & Instruction, MEd in Elementary Education, MEd in English Language Teaching & Learning, MEd in Higher Education, MEd in International Higher Education, MEd in Reading with Reading Specialist Endorsement, MEd in School & Community Counseling, MEd in School Counseling, MEd in Secondary Education, MEd in Special Education, MEd in Special Education (for Licensed Teachers), and MEd in Catholic Principal Preparation
- Master of Arts programs include: MA in Community Counseling, MA in Cultural & Educational Policy Studies, and MA in Research Methodology
- Dual Degree programs include: JD/MA in Law & Comparative Education, JD/MEd in Law & Education Policy, BS/MEd Five-year Degree in Biology and Secondary Education, BA/MEd Five-year Degree in Chemistry and Secondary Education, and BS/MEd Five-year Degree in Physics and Secondary Education
- Endorsement/Certificate Only programs include: English as a Second Language (ESL), Leading Inclusive Catholic Schools, Learning Behavior Specialist I (LBSI), Measurement and Quantitative Methodology Certificate, Organizational Evaluation Certificate, Reading Teacher, School Discipline Reform Certificate, Superintendent, and Teaching and Learning Certificate for Practicing Teachers: IB
- Bachelor's Degree programs include: BSEd in Bilingual/Bicultural Education, BSEd in Early Childhood Special Education, BSEd in Elementary Education, BSEd in Middle Grade Education, BSEd in Secondary Education, BSEd in Special Education, BS/MEd Five-year Degree in Biology

and Secondary Education, BA/MEd Five-year Degree in Chemistry and Secondary Education, and BS/MEd Five-year Degree in Physics and Secondary Education

- Undergraduate Minors available for BSEd majors only include: Education Policy Studies, Leadership Studies, Reading Teacher, and Special Education

### **The Andrew M. Greeley Center for Catholic Education**

The Andrew M. Greeley Center for Catholic Education (GCCE) is directed by Dr. Michael Boyle. The first organization of its kind, The Greeley Center was created to support the mission of pre-Kindergarten-12<sup>th</sup> grade Catholic schools through consultation and professional development. The Center's staff meets with client organizations to identify professional development needs and create customized plans to achieve those goals. They also create strategies to build the capacity of Catholic schools so they can continue to meet the spiritual and educational needs of the students they serve.

The Greeley Center believes that Catholic schools must have strong Catholic identity and academic excellence, and the Center is called to serve others through consultation and collaboration. The Center is grounded in the belief that innovative approaches to program development are necessary for Catholic schools to fulfill their mission and that strong teachers and administrators are a critical factor in excellent Catholic schools.

The priorities of the GCCE include: supporting schools through innovative professional development; sustaining and enhancing Catholic school leadership; creating inclusive approaches for Catholic schools; and advancing the national standards and benchmarks for effective Catholic schools.

Current GCCE initiatives include a grant-funded project to build inclusive practices in 30 Chicago-area Catholic schools. Additionally, GCCE is partnering with other educational entities in a US Department of Education sponsored program to build leadership capacity for continuous school improvement.

### **The Center for Comparative Education**

The Center for Comparative Education (CCE) is directed by Dr. Noah W. Sobe, Professor of Cultural and Educational Policy Studies. Established in 2006, the CCE is an interdisciplinary research center dedicated to bringing a global perspective to the study of educational policy and practice. Scholars in this area use the tools of the social sciences and the humanities to study educational issues that have a global or international dimension. CCE's researchers are particularly interested in making social justice more prominent in education systems and discussions around the globe.

As part of working to advance the comparative and international education professional community and fostering teaching and research in this area at Loyola, CCE sponsors lectures, hosts webinars, and manages a blog.

Recent CCE projects include a Spencer Foundation-funded research initiative looking at different conceptions of merit and meritocracy in education in China, Italy, Russia, and the US. The Center was also pleased to support the field by acting as a host and sponsor of the August 2016 International Standing Conference on the History of Education (ISCHE) conference as well as the March 2017 Comparative and International Education Society (CIES) Annual Meeting in Atlanta.

## **Accreditation**

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the North Central Association of Colleges and Schools (NCA). All degree programs that lead to state licensure are approved by the Illinois State Board of Education (ISBE) as well as other state accrediting bodies such as the Illinois Early Intervention System and Gateways to Opportunity. In addition, the PhD in Counseling Psychology and the PhD in School Psychology are accredited by the American Psychological Association (APA).

## **Loyola University Chicago History**

Loyola University of Chicago traces its roots way back to 1540, when St. Ignatius of Loyola founded the Society of Jesus. The new order entailed an apostolic life of preaching and good deeds. The Jesuit order's first college was established in Italy in 1551, with several more opening during St. Ignatius's lifetime. Education has always been an integral part of the Jesuit philosophy. It was this educational philosophy that led Father Arnold Damen, S.J., to build St. Ignatius College, having already established Holy Family, the first Jesuit church in Chicago, in 1857. The new college was erected on the corner of Twelfth and May Streets and opened on September 5, 1870 with a class of 37 students.

On October 23, 1909, St. Ignatius College was re-chartered by the State of Illinois as Loyola University, and in 1922 the University moved operations from West Twelfth Street to Sheridan and Devon in the Rogers Park neighborhood.

By 1930, Loyola had become a nationally known and respected university, one that would continue to grow during the next 30 years. The period of 1955 to 1970 was distinguished by unprecedented growth, with the establishment of three new campuses and the erection and acquisition of many new buildings. The enrollment skyrocketed in the 1960s, and Loyola became the center of national attention when the men's basketball team became the first college basketball team to start four African American players in every game. In 1963 the team won the NCAA Championship, a significant moment in the integration of college athletics. Loyola is still the only Division I NCAA university in Illinois to have won the men's basketball title, and it also boasts the highest graduation rates for student-athletes among NCAA Division I schools. March Madness was front and center last spring as the Loyola community watched their men's basketball team make an incredible run to the Final Four. Jean Dolores Schmidt, BVM or "Sister Jean", team Chaplain, gained national notoriety as a result of the team's success.

Loyola marked the 100th anniversary of the founding of St. Ignatius College in 1970 and sought to redefine its identity and distinguish itself from other contemporary Jesuit universities. One result was Loyola University officially changing its name to Loyola University of Chicago. Another was the expansion and enhancement of Loyola's facilities, with the construction and renovation of several buildings, the development of the Water Tower Campus and the Medical Center campus, and the acquisition of Mundelein College.

## **Campuses**

Loyola University Chicago comprises four campuses located in diverse neighborhoods: three located in Chicago and the Chicagoland area and one in Rome. The Chicago campuses consist of: the Lake Shore Campus, home of the College of Arts and Sciences; the Water Tower Campus, home of the School of Social Work, School of Law, School of Education, School of Business Administration, and an extension of the College of Arts and Sciences; and the Loyola Medical Center in Maywood, IL, home of the Niehoff School of Nursing and the Stritch School of Medicine. Loyola University Chicago's Rome campus, the

John Felice Rome Center, is open to students from other universities in addition to Loyola students. An extension of the College of Arts and Sciences, the Rome Center offers courses in anthropology, archaeology, art history, classical studies, communication, fine arts, history, global and international studies, peace studies, philosophy, and political science. In 2006, Loyola University Chicago became the host institution for the Beijing Center for Chinese Studies, the Jesuit China study abroad program founded in 1998.

## Summer Study in Rome

Loyola University Chicago's School of Education offers summer study sessions at Loyola's John Felice Rome Center campus for graduate students on a two-week schedule. All School of Education courses at Loyola's Rome Center make use of the vast cultural resources of the city and involve on-site instruction. With its ruins and palaces, streets and museums, fountains and churches, Rome is a classroom for understanding the cultural context of the present time.

## PLAN 2020

For the past several years, as the University has approached its sesquicentennial anniversary in 2020, Loyola has been guided by *Plan 2020*. The plan is grounded in more than 450 years of Jesuit, Catholic tradition and the collective wisdom of faculty, staff, students, alumni, and trustees. It is also informed by the present realities of our city and world and seeks to shape a better University and—through that University—a better future. *Plan 2020* is a framework to focus energies on improving the quality of education, so that Loyola's students are prepared to be agents of change in their families, careers, and communities. It organizes how they will leverage the resources of the University to meet the needs of our city and our world and deepen Loyola's identity as a Jesuit, Catholic enterprise for learning. *Plan 2020* will guide Loyola toward the goals established in "Transformative Education in the Jesuit Tradition." It articulates the University's collective aspirations to act for transformative justice by contributing to a more just, humane, and sustainable world.

Loyola University Chicago will continue to pursue the following goals, which have guided the University's recent strategic efforts:

- Deliver the premier undergraduate educational experience in Chicago, characterized by a transformative educational experience in the Jesuit tradition and a commitment to the underserved and to social justice.
- *Plan 2020* continues to position Loyola as the premier institution for undergraduate education in Chicago by offering transformative learning experiences, focusing on continuous quality improvement and integrating social justice learning outcomes throughout the curriculum.
- Deliver a high-quality professional education that is characterized by excellence, innovation, justice, and leadership, in which the University strategically leverages the schools' and centers' assets, reputations, and resources.
- Align schools, institutes, and centers, as well as administrative units, with the vision articulated in *Plan 2020*. Each unit will embark upon new initiatives to advance social justice, differentiating the University as an agent for social change. Put simply, Loyola University Chicago seeks to implement social justice learning and action across the University.
- Build an institutional culture devoted to collaborative and engaged learning, research, and service that promotes transformative justice to address complex societal issues.

## **Jesuit Catholic Identity**

Loyola University Chicago is the institution of choice for those who wish to seek new knowledge in the service of humanity in a world-class urban center as members of a diverse learning community that values freedom of inquiry, the pursuit of truth, and care for others.

### **The Five Characteristics of a Jesuit Education**

- **Commitment to excellence:** Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers.
- **Faith in God and the religious experience:** Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationships with God.
- **Service that promotes justice:** Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others.
- **Values-based leadership:** Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness
- **Global awareness:** Demonstrating an understanding that the world's people and societies are interrelated and interdependent.

## **Students**

Loyola University Chicago enrolled 17,007 students in 2018 including 11,919 undergraduates. The School of Education presently has 259 undergraduates enrolled in TLLSC, 289 master's students, 18 students seeking master's certificates, and 135 doctoral students. Loyola takes pride in the diversity of its student body. Several *Plan 2020* initiatives have helped to change the face of Loyola's academic community as the percentage of students, faculty, and staff from minority backgrounds increased from 25.6 percent in 2008 to 36.2 percent in 2017.

## **Leadership**

Jo Ann Rooney, JD, LLM, EdD, is the 24<sup>th</sup> president of Loyola University Chicago and the first lay president in the University's history. She joined Loyola on August 1, 2016 with a diverse background that includes various positions in higher education, law, business, health care, and public service. Most recently, Dr. Rooney was managing director at Huron Consulting Group in Chicago with responsibility for developing strategies to advance Huron Healthcare's Federal Government Healthcare Sector consulting practice.

Dr. Rooney's appointment returns her to leadership in higher education, as she has served as the president of both Spalding University—a private, Catholic, doctoral-level university in Louisville, Kentucky—and Mount Ida College, a baccalaureate-level college offering undergraduate and graduate degrees in Newton, Massachusetts. She has also spent more than 22 years in the classroom connecting with students and teaching at the graduate and undergraduate levels.

During her eight-year tenure at Spalding, Dr. Rooney led an impressive turnaround of an institution facing severe challenges. Leveraging her strong business, finance, and operational experience—and engaging support from the internal university community, the Archdiocese of Louisville, local business and community leaders, and alumni—she was able to stabilize the university and set it on a course of continued growth, allowing it to thrive to this day. In 2006, Dr. Rooney was named “Most Admired Woman in Education” by *Today's Woman* magazine.

In July 2010, Dr. Rooney was appointed president of Mount Ida College. After only months in the position, she was called by the Obama Administration to serve her country—a life-changing event that led her on an unexpected career path as the nominee for principal deputy undersecretary of defense for personnel and readiness in the U.S. Department of Defense. She was confirmed for the position by the U.S. Senate in May 2011.

Within the U.S. Department of Defense, Dr. Rooney served as senior advisor to the undersecretary of defense comptroller, principal deputy undersecretary of defense for personnel and readiness, and acting undersecretary of defense for personnel and readiness. As senior advisor to the secretary of defense, she managed a broad portfolio encompassing recruitment, career development, health care, readiness, pay, and benefits for approximately 1.4 million active-duty personnel, 1.3 million Guard and Reserve personnel, and their families. She had direct responsibility for more than 30,000 employees and a budget of more than \$70 billion, and served as a senior spokesperson for defense-wide issues.

In 2012, former Secretary of Defense Leon Panetta awarded Dr. Rooney the Department of Defense Medal for Distinguished Public Service, the highest award given to a civilian by the secretary of defense.

In September 2013, she was again called to serve by the Obama Administration and asked to accept the nomination for undersecretary of the Navy, the second-highest position in the department. Her nomination was voted out of committee favorably in October 2013 and January 2014, but she requested that her nomination be withdrawn in September 2014 after inactivity by the U.S. Senate.

Dr. Rooney holds a Bachelor of Science with a finance concentration from Boston University School of Management, a Juris Doctor from Suffolk University Law School, a Master of Laws in taxation from Boston University School of Law, and a Doctor of Education in higher education management from the University of Pennsylvania. Other affiliations include various positions in the legal and business sectors. She is a member of the American Bar Association and three state bar associations, and has served as a board member with a variety of civic and corporate organizations, including the Board of Directors of the Catholic Education Foundation, and as vice chair of Jewish Hospital & St. Mary's HealthCare—a Catholic Health Initiatives organization—in Louisville, Kentucky. She currently sits on the Board of Trustees for Regis University, a Jesuit institution located in Denver, Colorado, and the Archdiocese of Chicago School Board.

Margaret Faut Callahan is the Interim Provost and Chief Academic Officer of Loyola University Chicago and also serves as Provost of the Loyola University Chicago Health Sciences Division.

Callahan received her Bachelor of Science in Nursing from Loyola and has more than 35 years of experience in health care and higher education. Before coming to the University, she served as interim provost at Marquette University and dean and professor of the University's College of Nursing. There she led the Marquette University College of Nursing through a successful reaccreditation, expanded the college's freshman class size by 77 percent, and implemented the Doctor of Nursing Practice Program.

Before her time at Marquette, she was at Rush University for many years, where she served as chair of adult health nursing, director of the nurse anesthesia program, and professor.

Callahan also holds a Master of Science in Nursing and a Doctor of Philosophy in Nursing Science from Rush University College of Nursing. Her research on pain management, palliative/end-of-life care, and health policy is widely published. Additionally, she is a certified registered nurse anesthetist. She is a member of the Midwest Nursing Research Society and the Institute of Medicine, Chicago.

A search for Provost Callahan's replacement is ongoing with an announcement expected before January 1, 2019.

## **Direct Reports**

In addition to leading the approximately 28 tenured/tenure track faculty, 19 non-tenure track faculty, 15 staff, and approximately 100 part time faculty members and 700 students within the School, the Dean also oversees the following direct reports:

- Assistant Dean, Student Academic Services
- Associate Dean, Academic Programs
- Administration Supervision Program, Chair
- Counseling Psychology Program, Chair
- Cultural Education and Policy Studies Program, Chair
- Higher Education Program, Chair
- Research Methodology Co-Program, Chairs
- School Psychology Program, Chair
- Teaching and Learning Program, Chair
- Business Manager
- GEAR UP Program, Coordinator
- GEAR UP Program, Director
- Greely Center, Director
- Executive Administrative Assistant

## **The Next Dean of the School of Education**

The next Dean will be tasked with learning about the School's programs and activities in order to develop and communicate a collaborative vision that brings recognition to the School and harnesses the School's assets to positively shape the communities the School serves. The Dean oversees a budget of approximately 9 million dollars. School of Education faculty and students share a deep commitment to diversity and inclusion, and the Dean will be expected to work with the community to provide leadership and model the philosophy of inclusive excellence. Reporting directly to the Provost, the Dean occupies a key role in the life of the University and functions as part of the central administrative team. The Dean serves on the Dean's Council and is one of Loyola's academic leaders and key decision makers. Building upon the University's reputation, s/he will be well positioned to continue the department's distinguished record of teaching, research, and service, capitalizing on and executing responses to the following opportunities and challenges:

**Developing a cohesive and compelling vision for the School, taking advantage of the School of Education's strengths in teaching, research, and community partnerships.** The new Dean will join a community poised to achieve even higher levels of excellence in teaching, research and community engagement locally, nationally and globally. The Dean will bring a collaborative approach that capitalizes on the School's leadership positions in Pre-K-12 public, Catholic, private and urban education communities. The School's urban setting and multiple campuses and field sites create many opportunities for Loyola University Chicago to further distinguish itself and serve its mission in remarkable ways.

**Growing graduate education programs.** The next Dean will assess opportunities to draw on the faculty's expertise in new ways. The strategic growth of graduate programs within the School and across the University will be a point of emphasis at Loyola University Chicago. The Dean will guide outreach and awareness efforts to various internal and external constituents as programs and initiatives launch. Through dialogue with faculty and the central administration of the University, "smart growth" targets will be established and periodically reviewed to ensure that resources are allocated in line with the mission and vision of the School.

**Recruiting and developing faculty and staff.** The Dean will continue to support the recruitment and retention of world-class faculty at all levels and maintain the appropriate balance between adjunct, tenure-stream, and clinical faculty. S/he will promote faculty and staff development and encourage an organizational structure that supports high-quality teaching, service and effective mentoring of faculty scholarship, including the awarding of funds to support scholarship. The next Dean will actively work to increase the diversity of students, faculty, administrators, and staff. As the leader of the School, the Dean will appreciate the humanity of the community and model the Jesuit values that attract and retain the talented and dedicated members of the School of Education.

**Nurturing and enhancing partnerships with schools, districts and key community partners in Chicago and the greater Chicagoland area.** The next Dean will play a key role in tethering the University's strategic directions to specific initiatives and activities. A major part of Loyola's *Plan 2020* is to strengthen ties to local communities. The School of Education has many such relationships in place and stands poised to be at the forefront of growing the University's relations in Chicago and the region. In all partnerships, whether large or small, emerging or longstanding, the Dean will prioritize quality and impact. This requires a steadfast commitment to supporting the unique professional preparation needs and significant service obligations faculty experience through their partnership leader roles.

### **Qualifications and Personal Characteristics**

As a key academic leader in the Loyola University Chicago administration, the Dean will possess many of the following qualities and experiences:

- Entrepreneurial spirit that seeks out creative new opportunities for programs and other activities in both disciplinary and interdisciplinary areas—an ability to think strategically about the goals and mission of the School of Education, with a particular focus on helping faculty to define the School's approach to the concepts of urban education and social justice;
- Experience with and understanding of urban institutions and communities;
- Vision for the School's portfolio of academic programs, centers, partnerships, and community needs as well as dynamic leadership for directing the School as it carries out its mission;
- A demonstrated commitment to the University's Jesuit mission and the School's service to its students, the greater Chicagoland area, and the nation;
- Readiness to work closely with faculty and staff in defining and implementing a vision for the School;
- Exceptional ability to implement effective, transparent communication, and a decision-making culture that is grounded in the shared values of trust, tolerance, and civility across all levels of the School;

- Capacity to build external relationships and visibility: successful experience forming effective partnerships with external organizations, including public, private, and parochial schools, a state department of education, and NCATE/CAEP;
- Experience with and understanding of accreditation guidelines and procedures;
- Skill and interest in furthering the development of a diverse and multiculturally proficient community of students and faculty, and the ability to create programs that link them closely to the needs of the surrounding community;
- Experience successfully recruiting and mentoring faculty and staff at every stage of a career arc;
- Demonstrated success as an administrative leader with significant responsibilities within a complex organization; administrative experience that builds on successful personal engagement as a teacher and scholar; significant fundraising, budgetary, and supervisory experience;
- Outstanding interpersonal and communication skills and the ability to represent the University effectively in internal and external settings;
- A palpable commitment to diversity, inclusive excellence, community engagement, and integrity; interest in supporting the critical self-examination and development of faculty and staff in these areas;
- Experience with a variety of types of undergraduate and graduate programs; and
- Understanding of the evolving national issues in education and the ability to bring Loyola more fully into the national education dialogue.

True to its Jesuit values, Loyola University Chicago welcomes students, staff, and faculty of all religious and philosophical persuasions. Candidates for the Dean role should support the values of Catholic, Jesuit higher education—which include among others the complementarity of faith and reason, the importance of intellectual community and dialogue, and a commitment to social justice. Individuals from all faiths and traditions are encouraged to apply.

For best consideration, please send all nominations and expressions of interest electronically and in confidence to:

**Jim Sirianni, Partner**  
**Mark Halligan, Associate**

[LoyolaDeanEducation@storbecksearch.com](mailto:LoyolaDeanEducation@storbecksearch.com)

*Loyola University Chicago is an Equal Opportunity / Affirmative Action employer with a strong commitment to hiring for our mission and diversifying our faculty and staff. All qualified applicants will receive consideration for employment without regard to race, color, religion (except where religion is a bona fide occupational qualification for the job), national origin, sex, age, disability, marital status, sexual orientation, gender identity, protected veteran status or any other factor protected by law.*