The Educational Leadership Development Academy (ELDA) at SOLES was one of eight exemplary pre- and in-service leadership development programs – and the only California-based program – selected to be evaluated in a study commissioned by The Wallace Foundation and undertaken by the Stanford Educational Leadership Institute to examine key issues in leadership development.

In response to the tremendous expectations placed on school principals to cure the ills that face the nation’s schools, the study sought to identify:

• Essential elements of good leadership and the current state of educational leadership development
• Critical features of effective pre-service and in-service leadership development programs that prepare principals to successfully transform schools

The study format included interviews of faculty and administrators, participants and graduates, and district personnel; a review of program documents; observation of meetings, courses, and workshops; participant and graduate surveys, and on-site observations of graduates in their jobs as principals.

The ELDA program at SOLES was cited numerous times in the study for its role in developing exceptional leaders in education. According to one study participant, a principal supervisor with the San Diego Unified School District, “ELDA graduates…can articulate a belief and build a rationale and justification that encourages others to believe the same thing and..."
Dear SOLES Alumni and Friends,

I am writing this letter to you as I sit at my desk facing the Pacific Ocean and San Diego Bay. It is one of those gorgeous, clear San Diego days. I can see frigates, sailboats and even white caps. What incredible beauty! How fortunate I am to sit in this chair.

Mother Rosalie Hill, one of USD’s Founders, said that in a place of learning “beauty will attract them; goodness will lead them; but truth will hold them”. It is my hope that this building will allow our students, most of whom are part-time, and lead very busy lives, to experience their graduate program, rather than drive through it. Graduate education should be a time to step back and reflect on what one is learning. A graduate education should be a transformative experience.

Our architect, Michael Wilkes, not only has a keen eye for beauty, but he and his team also understand learning spaces. Upon entering the front door, there is a sala (Spanish for living room) that is a large, two-story room with a fireplace. I think of this space as the SOLES community lyceum. We will hold lectures, programs, and entertainment. We have a high tech executive training room for the many community forums and leadership development conferences we offer. Our 187-seat auditorium will be available for community use. There are numerous small project rooms scattered throughout the building. Our café, Bert’s Bistro, besides having tasty and nutritious food, also is open hours conducive for busy graduate students.

I invite you to come to the University of San Diego campus and visit our new, fabulous, SOLES facility and judge for yourselves.

Let me take this opportunity to thank our alumni and friends who have been so generous to us. This remarkable structure could not have been built without you; it will benefit generations of students to come.

Many, many thanks,

Paula A. Cordeiro, Ed.D
Dean and Professor
Prominently situated at the northwest edge of campus, on a bluff overlooking the bay and the City of San Diego, the impressive 80,000-square-foot SOLES building is now the new home for the School of Leadership and Education Sciences (SOLES) at USD. The building was designed by San Diego architect Michael Wilkes of Delawie Wilkes Rodrigues and Barker, who visited the 16th-century Universidad de Alcalá de Henares near Madrid, Spain, for his inspiration. The result was a distinctive Spanish Renaissance style that is reflected in everything from the proportions of buildings, arches and windows, to decorative patterns in stone, tile and plaster.

Wilkes and landscape architect Greg Nowell, of Nowell & Associates, conceived of the building as a series of interior spaces connecting to various “outdoor rooms” in the form of plazas, courtyards and patios. The grand main entrance, with its three-tiered arch, wrought-iron grillwork and double 9-foot doors, opens onto a two-story atrium, or sala. Modeled after a similar room at the University de Alcalá, where doctoral candidates would defend their dissertations during the Renaissance, the sala – with its commanding fireplace and second-story gallery – will provide an impressive setting for presentations, receptions and other SOLES events.

Cutting-edge technology
In sharp contrast to the Renaissance-inspired architecture of the building is the 21st-century technology that lies within it. The structure is completely wireless, and features:

- An executive training classroom with multimedia teleconferencing capability
- Simulation classrooms equipped with one-way mirrors for observing, modeling and critiquing teaching techniques
- Computer access to outside databases and Web resources
- SMART technology for Web-based instruction
- Demonstration classrooms with videotaping capability
- Remote links for observing off-site student teaching and classroom interactions
- Fully equipped curriculum development labs for identifying and sharing best practices

According to Dean Paula Cordeiro, the new SOLES building will engender “a real sense of community. We’ve never had a place like this for students and faculty to interact and develop relationships and have conversations beyond the classrooms. I think the dynamic and potential for multi-disciplinary work that our new building will provide is exciting and challenging.”
Faculty and Students at SOLES Play Host to Seven Summer Institutes and Conferences

As part of our ongoing commitment to provide leadership training to promote student achievement and better schools, this past summer the University of San Diego School of Leadership and Education Sciences (SOLES) hosted no less than seven major conferences.

“From the elementary to the college level, these conferences show the depth and breadth of our commitment to help develop the educational leaders needed to transform California's schools and colleges for the 21st century,” commented SOLES Dean Paula Cordeiro.

Character Development Leadership Conference (June 22–23)
In association with the Joan B. Kroc Institute for Peace & Justice, the ninth annual Character Development Leadership Conference at SOLES featured special session speaker Eva Olsson – a Holocaust survivor and author of the Canadian best seller “Unlocking the Doors: A Woman’s Struggle Against Intolerance.”

Educational Leadership Development Academy (ELDA) Summer Institute (July 8–12)
Prominent experts from California and across the nation presented successful strategies to improve teaching and learning, develop plans for action, and achieve dramatic results. Michael Schmoker, author of “Results: The Key to Continuous School Improvement” and Randolph Ward, recently appointed San Diego County Superintendent of Schools, were among the presenters.

Summer Autism Conference (July 9–11)
USD Autism Institute's summer conference, entitled “People Not Packages: Dynamic Approaches to Personalizing Supports for People with Autism,” presented a new approach that explores the role of movement differences in communication and behavior, rhythm and relationships, and sensitivity training to better understand the experiences of those living with the condition.

Leadership Institute Conference (July 13–15)
“Leadership for Change” was the subject of a three-day conference designed to help participants create change in their organizations in the midst of unprecedented global and technological change.

The 52nd Annual World Assembly of the International Council on Education for Teaching (July 16 – 19)
Held in conjunction with the seventh annual Border Pedagogy Conference, this unique international forum on education was attended by scholars and administrators from universities, colleges, and institutes of education, as well as representatives from government ministries and agencies,

Continued on page 5
ELDA Selected

hold high expectations for all kids…They put actions behind it, convincing others not by edict, but by actual leadership…looking at practice, figuring out what to do about it, and not settling for practice that doesn’t produce a good result for kids.”

Other programs selected to be evaluated were Delta State University (MS), University of Connecticut’s Administrator Preparation Program, Hartford (CT) Public School District, the Principal’s Institute of Bank Street College (NY), Jefferson County (KY) Public Schools, Region 1 NYC Public Schools and San Diego Unified School District.

The Findings

Results showed that graduates of the innovative leadership programs included in the study report higher quality program practices, feel better prepared, feel better about the principalship as a job and a vocation, and enact more effective leadership practices than principals with more conventional preparation.

In addition, the exemplary leadership programs shared several distinctive features, including:

Recruitment. Rather than waiting to see who would enroll, the exemplary programs worked with districts to recruit candidates who were known as excellent teachers with strong leadership potential and who reflected the local population of teachers and students.

Partnerships. Leaders in each of the exemplary programs were instrumental in forging strategic, inter-institutional partnerships that contribute profoundly to the programs’ success. Cited as an example, the strong partnership between San Diego Unified School District and the University of San Diego has resulted in a preparation program and induction support for new principals, tailored to the district’s needs and tied to the district’s instructional programs.

Financial support. On average, graduates of exemplary programs were much more likely to receive financial support to attend their programs than comparison principals. Federal, state, and foundation grants, as well as district and university contributions provided this support, which in turn had a profound impact on the design of internships and the ability of candidates in some programs to undertake full-time study.

Candidate preparation and commitment. Participants in the Stanford/Wallace Foundation study were quick to identify the strengths of their programs. These often centered on the tight integration of coursework and clinical learning experiences. In addition, graduates of these programs who became principals were significantly more likely than the comparison principals to hold positive beliefs about the principalship and feel more strongly committed to it.

SOLES to Pay Tribute to “Remarkable Leaders” in Education

Beginning in 2007, the Remarkable Leaders in Education Awards will pay tribute each year to those who have made significant contributions to the field of education in San Diego and Imperial Counties. Members of these communities will have an opportunity to nominate individuals whose body of work in the field of education – as a teacher, administrator, elected official or community leader – is deemed remarkable. A selection committee consisting of faculty, alumni, and community leaders will then select those candidates who best meet the following criteria:

• Acknowledged as having a distinctive vision for education that resulted in one or more initiatives having a significant positive impact in the San Diego and Imperial County region
• Developed one or more education initiatives that significantly changed educational practice in the region
• Developed education initiatives that resulted in a positive impact on student learning in the PK-16 system, higher education system, or both

This year’s “Remarkable Leaders” will be announced at an induction ceremony to be held at 3:00 p.m. on Saturday, November 10, 2007, in the new Warren Auditorium at SOLES. If you would like to attend, please contact Gary Neiger at 619-260-7783 no later than November 2.

The Value of Contentment: A Lesson From Volunteering

By Jennifer L. Brown
American Humanities, USD SOLES

Each time I work with others when volunteering or coordinating a service project, without fail someone will say, “I ended up taking more out of this volunteer work than I brought into it.” As a volunteer with Head Start this semester, an important message I ended up taking back from the experience was the redeeming value of contentment.

One particular girl in the classroom, who is from a family of low socioeconomic status, nonetheless seems to delight in even the smallest things. Her contentment seems to come from her relationships with those around her. Her adoration for the teacher is undeniable. At play, she is more willing to share her toys than most.

This little girl reminded me how necessary it is to step back from our materialistic world and be content with just being. And yes, as a volunteer, I truly did end up taking more out of this work than I brought in.
People on the Move

Our best wishes to the following faculty members who are retiring or moving on to other opportunities.

Edward F. DeRoche, Ph.D., Dean Emeritus

Dr. DeRoche joined the University of San Diego's School of Education as Dean in 1979 and returned to the faculty as professor and Director of the Center for Character Development Center in 1998.

He received his Bachelor's degree from the University of Maine and a M.Ed. degree from Eastern Connecticut State University. From the University of Connecticut he earned a M.A. and a Ph.D. degree.

Ed has been an elementary and junior high school teacher and principal, a member of a public school board of education, and has served on several private school boards. He is the past president of the California Association of Teacher Educators, past vice president of the San Diego Council on Literacy, and a former member of the California Commission on Teacher Credentialing. He also served as a member of the National Commission on Character Education for the Association of Teacher Educators.

Ed has published over fifty articles in education journals and many articles in daily newspapers. He has authored or co-authored thirteen books on education topics. He is a national consultant and speaker on educating the “hearts and minds” of children and youth.

Robert Infantino, Ph.D., Professor Emeritus

Dr. Robert L. Infantino has been a Professor of Education at USD since 1976. He was Director of Teacher Education and then Director of Secondary Teacher Education from 1976-1998. He has been active in many organizations involved with English education: Director of the San Diego Area Writing Project (1980-91); Greater San Diego Council of Teachers of English (President, 1986-88); California Association of Teachers of English (President, 1994-96), The Conference on English Leadership CEL, an affiliated group of the NCTE (board member, 1999-2002). Dr. Infantino has also served in many capacities with the California Council for Teacher Education, recently as co-chair of the Policy Committee.

At SOLES, Dr. Infantino has taught courses in secondary teaching methods and secondary reading methods, measurement and evaluation, writing across the curriculum, and ethics and education. He has co-authored a book with Dr. Ed DeRoche entitled *Real World Reading for Teachers and Students*.

Katie Bishop-Smith, Ph.D., Associate Professor

Dr. Bishop-Smith’s professional and scholarly work has revolved around the inclusion of children and adults with significant disabilities into typical educational and community settings. She has been a national trainer for the Research and Training Center on Positive Behavior Support, focusing on comprehensive nonaversive strategies to facilitate behavior change. She continues to work in the community as an advocate for individuals with disabilities and their families. Some of her publications include: *The Inclusive Classroom, The Social Construction of Disability in Education, Postsecondary Considerations, and Positive Behavior Support Strategies*.

Dr. Bishop-Smith and her family have moved to Oregon. We wish them well.
Alumni News

Alex Anella, Credential ’06, is currently teaching mathematics at Westview High School in Poway.

Tricia Bertram Gallant, Ph.D. ’06, had her first single-authored publication released in the Review of Higher Education. She is working on a book chapter with Cheryl Getz; and with Pat Libby, they have one manuscript under review, one chapter in press, one journal manuscript in process, and a co-authored book with Steven Davis under way.

Kecia Brown, M.A. ’00, is the Assistant Director for the Office of Multicultural Affairs at Columbia University in New York.

Monica Rose Brunner, B.A. ’93, and her husband recently bought and remodeled a building for his architecture business. She has two daughters and is very involved in youth ministry.

Brenda Godfrey Geiger, B.A. ’95, started her own law firm in Vista, CA. Brenda is married and has a son, Len.

Janet Littrell, Ed.D. ’96, has been selected to serve as the Dean of the College for Continuing and Professional Studies at Chatham University in Pittsburgh, PA.

Victoria G. Kerba Miller, M.A. ’00, is the Assistant Dean of Student Affairs for Thurgood Marshall College at UCSD.

Enrika Macklin, B.A. ’06, is a Case Manager for Independent Living Skills at Boys Haven in Louisville, KY where she is also a graduate student at the University of Kentucky.

Jennifer Malkowski, B.A. ’06, received an American Humanics, Inc. scholarship for the 2006-2007 school year. Jennifer is a graduate student at San Diego State University where she is also a teaching assistant.

Chris Newman, M.A. ’04, was married this summer and admitted to the Ph.D. program at UCLA.

Jennifer Ochs, B.A. ’05, is teaching at St. Francis High School in Santa Clara, CA.

Rendy Opdycke, B.A. ’06, is in graduate school at USC pursuing her Masters degree in Student Affairs. Rendy won 1st place overall at the 2006 Manhattan Island Marathon.

BethAnne Yoxsimer Paulsrud, M.Ed. ’95, who taught bilingual pre-school children in Sweden before coming to USD, has returned to Sweden and received a grant to develop listening and writing centers in her school. She is currently working on her MA in English Linguistics at Dalarna University and has her own translation business; Language Arts.

Tai Oliver, B.A. ’00, M.Ed. ’04, completed her Masters degree in Special Education and is currently in the Ed. Specialist M/M Level II program at SOLES. She was named “Teacher of the Year” at Morse High School.

Francesca Ramos, B.A. ’05, is a Human Resource Specialist for the Department of Defense, in Coronado, CA. She is a graduate student in the Leadership Studies program at USD and also coaches women’s softball.

Patrick M. Schwerdtfeger, M.A. ’87, Ed.D. ’05, accepted the position of Vice President for Academic Affairs at Riverside City College.

Whitney Smith, B.A. ’07, finished her studies at USD and has started graduate school at Cal State Fullerton, where she is studying Speech Pathology.

Email your alumni news to soles@sandiego.edu.

“Character Matters” Essay Contest Winners

Winners in the Elementary School, Middle School and High Schools divisions of the 2007 Character Matters Essay Contest, sponsored by the Character Development Center at SOLES, together with their families and teachers, were honored at an awards ceremony that was the closing event at the Character Development Conference at SOLES in July.

Rob Robinson, the winner in the high school division, will read his winning essay at the upcoming Service Learning 101 Conference at SOLES, which is sponsored by the San Diego County Officer of Education, the USD Character Development Center, and San Diego Unified School District.
SOLES Forms Strategic Partnerships to Benefit Students and Families

Center on Education Policy and Law (CEPAL)
Established by a grant from the William D. Lynch Foundation in 2007, the Center on Education Policy and Law (CEPAL) is a joint undertaking of the USD School of Law and the School of Leadership and Education Sciences. The center's mission is to foster better linkage between educational research, policymaking, and practice by:

- Undertaking commissioned empirical and legal research on education policy issues at the local and state levels;
- Enhancing communication between education leaders and local and state-level policymakers;
- Facilitating understanding among USD law students and education graduate students about the policymaking process through courses, internships, and research opportunities.

Center Director Scott Himselstein, a former Deputy Secretary of Education for the State of California and later acting Secretary of Education, together with a distinguished advisory board and faculty from both schools, will work together to support legal and educational research that brings the worlds of education, policymaking, and law together.

COMPASS Family Center
Since 2005, the COMPASS Family Center has offered much needed family support services at the Exceptional Family Resource Center in Kearny Mesa (San Diego). The program is a joint effort of USD’s School of Law, Special Education Advocacy Clinic, School of Leadership and Education Sciences, Marriage and Family Therapy Program and Hahn School of Nursing and Health Sciences’ Pediatric Nurse Practitioners Program, whose graduate students and faculty are working together to:

- Develop an integrated continuum of services for families of children with special needs;
- Support advocacy services for families of children with special needs and impact positively existing policies, laws, and practices that affect their lives;
- Train professionals and graduate students to provide effective services to families of children with special needs;
- Promote and generate research to identify families’ needs and best practices to assist them.

For more information on the COMPASS Family Center, visit our web site at http://www.sandiego.edu/compass.

Professional Development Lectures
Spotlight Math, Science, Technology

More than ever before, educators are being challenged to provide the kind of opportunities that will improve the academic achievement of all students, particularly in the fields of mathematics, the life and physical sciences, and technology. But closing the achievement gap poses an enormous leadership challenge.

In response to that challenge, SOLES’ “Spotlight Lecture Series” offers school leaders and classroom teachers the opportunity to meet and hear experts who are conducting cutting-edge research in these fields, in an effort to identify and improve instructional content by expanding participants’ knowledge and expertise.

The goal of the lecture series is to provide a forum where educators can:

- Hear from and interact with leading practitioners and scholars who are working in their content areas;
- Have a unique opportunity to enhance their skills and knowledge of research-supported best practices;
- Integrate new information, learn from each other, and support each other in their collective quest to increase student learning;
- Test their assumptions about specific teaching and learning practices, and receive feedback.

Over the past year, each lecture was attended by an average of 150 participants representing ten school districts in San Diego County who have the potential to impact over 25,000 San Diego County school children.

MATH, SCIENCE AND TECHNOLOGY SPOTLIGHT SERIES
All times are 4:30 p.m. to 7:30 p.m.

Wednesday, October 17, 2007
Tim Kanold – Reception in Sala Presentation Warren Auditorium

Wednesday, November 28, 2007
Michael DiSpezio

Thursday, January 10, 2008
Arthur Eisencraft

Tuesday, February 26, 2008
Kati Haycock

Tuesday, March 11, 2008
Megan Franke

MSTE Spotlight Series is sponsored this year by the following: Oliver R. Porter Memorial Fund; Charles B. Cram Fund; Ingrid and Joe Hibben Fund; The San Diego Foundation and Gen-Probe, Inc.
NOTABLE NEWS:
Honors Go to Outstanding SOLES Faculty, Scholars

Humanitarian of the Year
In May 2007, Jan Kehoe, Ph.D., President of Community College Leadership Development Initiatives (CCLDI) at SOLES, was honored as Humanitarian of the Year by the National Conference for Community and Justice (NCCJ) of Southern California, an organization that works to eliminate bigotry and bias in the community. This prestigious award is given to individuals who further the cause of NCCJ. Kehoe sits on the NCCJ Board of Directors and was past Chair of the Board. In 2006 Kehoe was also awarded the Soroptomist Award for her work in mentoring women.

American Humanics Scholars and Award
In January 2007, twelve George and Katherine Pardee Scholars from SOLES attended the American Humanics Management Institute (AHMI) titled “Empowering Communities Through People, Passion, and Policy” in Washington D.C.; Jennifer Brown, Suzanne Bruun, Julia Campagna, Allison Christian, Lucy Eagleson, Anne Hoolihan, Heather Hughes, Kate Lilly, Elizabeth Santa-Donato, Alexandra Smith, Mahina Tuteur, and Anna VanHorn participated in plenary sessions, case study simulation, the National Collegiate Dialogue, panel discussions, workshops, and the Career and College Expo. USD's American Humanics Director Teresa VanHorn was honored with the Excellence in Certifications Award for the greatest percentage increase in the program's certifications over the past year.

American Society for Public Administration Award
The American Society for Public Administration selected George E. Reed, Ph.D. of the School of Leadership and Education Sciences to receive the Marshall E. Dimock Award. The award was presented in March of 2007 in recognition of an article that appeared in the September-October 2006 edition of Public Administration Review entitled “Abu Ghraib, Administrative Evil and Moral Inversion: The Value of ’Putting Cruelty First.’” The article was co-authored by Dr. Guy Adams of the University of Missouri and Dr. Dan Balfour of the Grand Valley State University.

H.B. McDaniel Award
Each year the H. B. McDaniel Foundation presents an award to an individual who has made an outstanding contribution in the field of counseling and guidance. The 2007 Individual Award winner was Lonnie Rowell, Ph.D., Associate Professor in the Counseling Program and Director of the Center for Student Support Systems at SOLES. His award was given for “dedicated and passionate leadership in school counseling advocacy, research, and mentoring.” Rowell was a founding member of the California Association of School Counselors, serving as Program Chair for the California School Counseling Research Summit, the first of its kind in California.
Events Calendar

Thursday, October 18, 2007
8:00 a.m.-12 noon
SPARCAPALOOZA
(SPARC, Support Personnel Accountability Report Card training)
Sponsored by CS3
Hill Hall - Executive Training Classroom
Cost: $50 per person/$90 for a team from one school site
Contact: Jeanette Jacobo, cjjacobo@sandiego.edu

Saturday, October 20, 2007
6:30 p.m.
SOLES Building Dedication
Hill Hall, West Terrace
By invitation only
Contact: Gary Neiger (619) 260-7783

Saturday Nov. 10, 2007
3:00-5:00 p.m.
2007 SOLES “Remarkable Leaders in Education” Honors Awards
Sponsored by SOLES
Warren Auditorium
Contact: SOLES Development Office
(619) 260-4539

January 11-12, 2008
8:30-3:30 p.m.
4th Annual USD Institute for Nonprofit Board Governance
Sponsored by Caster Family Center for Nonprofit Research
Joan B. Kroc Institute for Peace and Justice
Contact: www.sandiego.edu/nonprofit/events or Laura Stein at lstein@sandiego.edu or (619) 260-7442

January 24-25, 2008
8:45 a.m.
International Symposium on Military Ethics
Sponsored by Leadership Studies
Hill Hall
Contact: www.usafa.edu/jscope/ or george.reed@sandiego.edu or (619) 260-7444

Math, Science and Technology Spotlight Series

All times are 4:30 p.m. to 7:30 p.m.

Wednesday, October 17, 2007
Tim Kanold – Reception in Sala Presentation Warren Auditorium

Wednesday, November 28, 2007
Michael DiSpezio

Thursday, January 10, 2008
Arthur Eisencraft

Tuesday, February 26, 2008
Kati Haycock

Tuesday, March 11, 2008
Megan Franke
Do we have your current e-mail address?

This issue marks the last printed edition of Horizons. Beginning in January 2008, SOLES newsletters will be available in pdf format only. In addition to saving printing expenses – not to mention trees – this new electronic format will offer greater convenience and accessibility to our alumni and friends. If you wish to continue receiving our Horizons newsletter, make sure we have your current email by selecting one of the following options:

• Email us at soles@sandiego.edu and provide us with your contact information and current email address.
• Call (619) 260-4539 with your email information.

Victoria Baron
Licensed Family Therapist; MFT Alum ’94
Brian Bright
Liaison International
Jean H. Miller
Community Volunteer; S. D. College for Women ’59
Jeff A. Carstead
Owner, Hampton Inn; Doctoral Alum ’04
Vince Mudd
CEO, San Diego Office Interiors
Christopher Carstens
Clinical Psychologist
Jim F. Mulvaney, Jr.
Vice President, Driver Alliant Insurance
Rodney F. Dammeyer
President, CAC
Drew Schlosberg
Community and Public Relations Manager, San Diego Union Tribune
Laura Stanley DeMarco
Former Partner, Nicholas-Applegate Capital Management
Dorothy Smith
Former Member and President, Board of Education, San Diego City Schools; Professor, San Diego City College (ret.)
Wendy Gillespie
Principal, Frontier Trading, Inc.
Darryl O. Solberg
Partner, Hecht, Solberg, Robinson, Goldberg & Bagley LLP

Todd Gutschow
Founder, Todd and Mari Gutschow Family Foundation
Peter Sibley
CEO, EDmin.com
Rebecca Haddock
Regional Director of Communications and Outreach, High Tech High
Mel Katz
Executive Officer, Manpower Inc.
Richard Thome
Retired Assistant Superintendent, Human Resources and Technology; Associate, Leadership Associates, Superintendent Search Firm; Lead Coach, Springboard Schools
Brian E. Kinsman
President, Kinsman Capital
John Yochelson
President, Building Engineering and Science Talent (BEST)
Stevan Laaperi
Director of Schools, Diocese of San Diego USD Alum, ’76
John Zygowicz
Managing Director, Private Client Group, US Bank
William D. Lynch
Founder, William D. Lynch Foundation
Richard Sulpizio, Investor, Former President, Qualcomm, Inc.