THE SEARCH

The University of Massachusetts Boston invites nominations and applications for the position of Dean of the College of Education and Human Development (CEHD). One of eleven schools and colleges at UMass Boston, CEHD is an integral part of ambitious plans to increase the university’s size, reach, and impact. The college seeks to be a transformative force in the lives of its students and in addressing urgent problems confronting urban communities in a transnational world. The deanship is an exceptional opportunity for a seasoned, collaborative, and strategic leader to guide the college through an extraordinary period of growth and innovation.

CEHD is a vibrant educational community, offering a wide variety of programs, including four at the doctoral level. It has more than 1,000 full- and part-time students, most of whom are graduate students. Nearly 300 students are also pursuing a new undergraduate major in early education and care in inclusive settings. CEHD has 46 tenured and tenure-track faculty members and eight full-time, non-tenure-track faculty members. It awards nearly 500 degrees each year. Its academic departments, centers, and institutes conduct research, participate in service activities, and contribute to growing programs in teacher preparation, higher education administration, and counselor and psychologist training. CEHD maintains significant partnerships with local community-based programs and urban school systems, most notably the Boston Public Schools. It also has international partnerships in many countries, including China, Kyrgyzstan, Micronesia, Taiwan, Poland, Tanzania, and Brazil.

The new dean will work creatively and collaboratively with faculty and staff to advance a dynamic vision for the college; to create an environment that invites respect for all persons, conveys a sense of transparency and fairness, and reflects a deep commitment to inclusion and human diversity; to promote excellence in teaching, research, service, and program development; to advance the effective use of technology in learning and teaching; to forge alliances with networks of teachers, administrators, and other professionals in government and private agencies, locally, nationally, and globally; to strengthen the links between CEHD and UMass Boston’s other colleges and institutes; and to substantially increase external resources for the college.
Candidates should have outstanding records of leadership and management in complex institutions. While an earned doctorate in education or a related field and a distinguished record of scholarship would be ideal, they are not required. All candidates must have experience in effecting change; knowledge of education research, practice, and policy; an entrepreneurial instinct; a commitment to being welcoming and inclusive; and an ability to nurture local, national, and global relationships.

UMass Boston has retained Isaacson, Miller, a national executive search firm, to assist in the search for a new dean of CEHD. Reflecting extensive consultation with key university leaders and stakeholders, this document describes the challenges and opportunities facing the new dean and the personal attributes and professional experience of the ideal candidate. All applications, inquiries, and nominations, which will remain confidential, should be directed to the search firm, as indicated at the end of the document.

THE UNIVERSITY OF MASSACHUSETTS BOSTON

The University of Massachusetts Boston proudly speaks of itself as “a research university with a teaching soul.” Classified as a Doctoral University with Higher Research Activity by the Carnegie Foundation, UMass Boston is one of just 107 U.S. institutions of higher education with that classification. The Carnegie Foundation has also selected UMass Boston to hold its Community Engagement Classification for outreach, partnerships, and curricular community engagement. As of 2014, the last survey year, the university ranked in the top 28 percent of the country in research and development expenditures, among the top 10 universities for R&D in education, and 18th for all non-science and engineering. Innovative, multi-disciplinary approaches to the social sciences, education, health and wellness, the exact sciences, disability research, and other fields characterize its intellectual contributions.

Located on Boston Harbor, with programs online and also at off-campus sites, UMass Boston is the Boston area’s only public university. Its setting affords learning, research, and career opportunities that benefit students, faculty, staff, and the community. In 2015, UMass Boston celebrated a half-century of commitment to superior education, making a difference worldwide while standing with and serving the city.

In Fall 2015, university enrollment reached nearly 13,000 undergraduate and more than 4,000 graduate students. The students come from 149 countries and speak more than 90 different languages at home. Many are of modest income backgrounds, and many are first-generation college students. The university’s student body and its commitment to diverse populations have earned it the designation of Minority-Serving Institution from the National Institutes of Health.

Faculty and staff, also of diverse backgrounds, have earned national and international recognition in biology, environmental sciences, cancer research, brain sciences, and green chemistry. Last year, their work garnered nearly $64 million in annual research awards, a 19 percent growth over the past five years. Major areas of inquiry include urban health and public policy, STEM teaching and learning, computational sciences, developmental and brain sciences, and global governance and sustainability.

For more information about the university, please visit www.umb.edu.
Strategic Planning for the Future

In 2011, UMass Boston instituted a detailed strategic plan to guide its growth through the year 2025. Titled *Fulfilling the Promise* (see www.umb.edu/the_university/strategicplan), this plan links the noble aspirations expressed by UMass Boston’s founders in the mid-1960s to a highly ambitious vision of the university’s future. Its aim is to give the university national standing and an international imprint comparable to those of the best public urban research universities in the country. Its major goals include advancing student success and development; enriching and expanding academic programs and research; improving the learning, teaching, and working environment; and establishing financial resources and an infrastructure consistent with these goals. It calls for expanding the university’s student body to 20,000 by 2020 and 25,000 by 2025. Five hundred million dollars in new construction is already beginning to transform the university’s waterfront campus on Boston Harbor.

As UMass Boston implements this ambitious plan, which requires deeper, broader, and more rapid change than ever before, the commitment to its founders’ vision remains the guiding principle: to provide its students with opportunities “equal to the best.”

University Leadership

Heading the university is the chancellor, selected by the Board of Trustees, and the president of the University of Massachusetts system. The trustees have authority over the system, but UMass Boston operates with considerable autonomy. The chancellor’s authority is delegated by the trustees and the president.

J. Keith Motley, PhD, is the eighth chancellor of the University of Massachusetts Boston. Prior to his appointment in 2007, Chancellor Motley served as vice president for business, marketing, and public affairs in the University of Massachusetts President’s Office.

Winston E. Langley, PhD, is provost and vice chancellor for academic affairs. The senior administrator in charge of advancing the university’s academic mission and the quality of its intellectual life, Provost Langley has been a professor of political science and international relations at the university since 1982.

THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

With an urban mission and global outreach, CEHD generates knowledge; fosters engaged learning; promotes social justice; and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The college develops students’ multicultural competencies while training them to become teachers, researchers, consultants, counselors, psychologists, and administrators. The college collaborates with school districts, colleges and universities, and community groups. It also conducts theoretical and policy research about individual and organizational learning. In fiscal year 2016, CEHD had a budget of $16.9 million, and its faculty secured over $2.9 million in external grant awards. Through research and community engagement, CEHD faculty, staff, and students make significant contributions to the local, national, and international understanding and practice of education. CEHD’s mission and vision are inextricably tied to the mission and
vision of the university, whose urban setting informs—and is informed by—the college’s efforts to fulfill the academic and civic purposes of education in a diverse democracy.

**Academic Departments**

The Department of Curriculum and Instruction houses a wide variety of teacher-training courses and programs. Its offerings are focused on social justice in urban schools. The department awards degrees in early childhood education and care in inclusive settings (BA); early childhood education and care (MEd, PhD); elementary education (MEd); general education with professional licensure (MEd); learning, teaching, and educational transformation (MEd); and middle and secondary education (MEd). It also awards certificates in early childhood education and care; early education research, policy, and practice; game-based teaching and technology; middle and secondary education; special education; and teaching social studies and history to English language learners.

The Department of Counseling and School Psychology prepares individuals to enter professional roles as family therapists, mental health counselors, school counselors, school psychologists, and counseling psychologists. It prepares its graduates to be thoughtful and responsive professionals, particularly in meeting the needs of those who live in urban and diverse environments. It awards degrees in counseling psychology (PhD), family therapy (MS), mental health (MS), and school counseling (MEd, CAGS, EdS). The programs in mental health and school counseling are offered both on campus and online.

The Department of Leadership in Education prepares professionals for leadership roles in schools, colleges, universities, and other related institutions through highly regarded, practice-oriented programs for full-time working professionals from diverse backgrounds and work settings. Leadership for change and social justice is a core element in each of its programs. The department awards degrees in educational administration (MEd, CAGS); higher education (PhD, EdD); teacher leadership (CAGS); and urban education, leadership, and policy studies (PhD, EdD).

**Centers, Institutes, and Nontraditional Paths to Teacher Certification**

CEHD houses five centers and institutes, largely grant-funded, which respond to the needs of communities in Boston and beyond through research and direct services focused on such concerns as international and comparative education, early education leadership and innovation, STEM learning, professional development for educators, cross-cultural exchanges, and resources for New England academics.

CEHD is also home to several innovative programs that offer nontraditional tracks to a career in education. UTeach, a collaboration between CEHD and the College of Science and Mathematics, is designed to attract undergraduate STEM majors to teaching careers by earning both a content area degree, as well as a teaching certification, in just four years. The Urban Teacher Educator Corps Pipeline is a rigorous program of undergraduate and graduate teacher education that prepares students to teach in urban schools; graduates are committed to beginning their careers in the public schools of Boston, Cambridge, or Somerville, Massachusetts. Teach Next Year is an experimental, experiential, urban-school-based route to earning an MEd and Massachusetts initial teacher licensure in approximately twelve months. The NOYCE Scholars for Teaching program encourages talented STEM professionals to become K-12 mathematics and science teachers by similarly offering an MEd and
Massachusetts initial teacher licensure. Additionally, a post-master’s certificate in early education provides a pathway to leadership for experienced educators working in the birth-to-five early childhood sector.

THE ROLE OF THE DEAN

Reporting to the provost, the dean of the College of Education and Human Development is responsible for academic and administrative leadership that includes promoting student success, recruiting and developing faculty, overseeing program evaluations, forging collaborative relationships with other colleges and external constituencies, developing and monitoring budgets, increasing financial resources through fundraising and financial stewardship, and advancing and nurturing internationalization. To succeed and thrive, the dean must be at home in two worlds: the world of scholarship, where cutting-edge research and informed practice intersect, and the policy and political world, where new models of student-focused action gain the political and financial support essential for transformative change.

Challenges and Opportunities

This is an exciting time for a new dean to lead the college, elevating its voice and service as it builds on its already strong reputation, expands its reach, becomes more visibly engaged and relevant, and plays a major role in helping the university to achieve its ambitious mission and vision. The dean’s duties will include:

- **Articulating a vision and strategic direction for the college and for urban education in the context of UMass Boston’s traditions and mission.** The dean, in collaboration with the faculty and central administration, will communicate a CEHD vision reflecting UMass Boston’s unique strengths as an urban, public university with a global reach and perspective. With faculty and other partners, the dean will also craft and execute a strategy for significant expansion of the college.

- **Enhancing the student experience.** The dean will oversee the day-to-day delivery of services to students and will ensure that the college continues to provide a nurturing, welcoming environment for all students. The dean will also work to strengthen organizational initiatives to ensure student success across the university.

- **Diversifying and developing substantial new sources of revenue.** The dean will be an energetic, enthusiastic, and entrepreneurial fundraiser, working with the Office of University Advancement to develop a successful strategy for increasing revenues. Alumni, friends of the college, governmental agencies, and foundations will be key components of the strategy. Along with the deans of the other colleges, the dean will participate in the university’s $100 million, five-year fundraising campaign.

- **Enhancing academic programming and curricula.** The dean will assess and report on student learning and the quality of existing programs, and build new areas of distinction and programmatic emphasis. The dean will facilitate interdisciplinary collaborations across the university by working with other deans and faculty to develop more joint programs and initiatives. This will include expanding CEHD’s academic programs and capitalizing on the successes of the new early childhood BA program. The dean will also work with faculty to
facilitate the growth of revenue-generating programs, such as new online and international programs developed with the university’s College of Advancing and Professional Studies.

- **Providing professional development and support to faculty and staff.** The dean will strengthen a sense of community through the hiring and professional development of faculty and staff and will foster greater departmental collaboration and integration. The dean will strengthen a culture of scholar-practitioners, recruiting, guiding, developing, and retaining faculty dedicated to both teaching and research, and will also develop support, mentoring, and job-assistance opportunities for alumni.

- **Supporting high-quality faculty research.** The dean will ensure that faculty members receive support for increasing the quality and quantity of their scholarly work. Both the university and the college have made building faculty research production a top priority.

- **Marketing the college’s distinction; increasing its visibility and reach.** The dean will advance CEHD’s reputation as a thought and action leader in teacher education and to promote the innovative work of its centers, institutes, and nontraditional paths to teacher certification. The dean will ensure that the college plays a large leadership role in education policy by serving as its external face at home and abroad, actively participating in public debates about education issues, and sharing lessons and best practices that strengthen educational programs, public policies, and human development initiatives with domestic and global partners.

- **Leveraging technology to advance information-sharing and global connections.** The dean must foster the use of technology to reach and serve a growing, diverse array of student populations while maintaining or enhancing quality and productivity in curriculum and course planning, materials development, content delivery, tutoring and mentoring of students, and assessment of student learning.

### THE SUCCESSFUL CANDIDATE

The dean must be a proven leader in the field with a distinctive record of achievement. The successful candidate will embody most, if not all, of the following professional qualifications and personal qualities:

- An understanding of and commitment to the vision, mission, and ambitions of UMass Boston and CEHD.

- Knowledge of current issues in education across the lifespan.

- Deep knowledge of and experience in urban teacher education.

- An enthusiasm and capacity for raising funds and cultivating donors and a willingness to build revenue-generating academic offerings.

- An appreciation of innovative educational technologies and delivery systems.
• Administrative leadership, vision, and a record of increasing experience and responsibilities in a diverse environment characterized by collegial management, mentorship, inclusive and transparent decision-making, and effective communication.

• Experience managing a complex enterprise of professional staff, fiscal resources, equipment, and space.

• Ability to support faculty in obtaining grants and contracts.

• Ability to nurture a supportive environment to foster institutional growth through intellectual vitality, creativity, student learning, and outstanding teaching, research, and service.

• Commitment to equity, social justice, and diversity in all its forms.

• Experience in supporting, promoting, and implementing learning opportunities and program development in a diverse community.

• Experience in and commitment to fostering international perspectives in teaching and research, and promoting global networks of relationships.

• Ability to represent the college effectively while working in collaboration with the university community and external stakeholders.

• An understanding of managing within a unionized higher education environment.

• An earned doctorate in education or a related field (but interested persons with an outstanding record of leadership are encouraged to apply).

All applications, nominations, and inquiries may be directed to Isaacson, Miller online:

www.imsearch.com/5901

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