Dean, College of Education
Position Profile

The President of the University of Arizona invites applications for the position of Dean of the College of Education, replacing Dr. Ron Marx, an outstanding leader who has served the College since 2003. We seek a similarly nationally recognized scholar whose outstanding administrative and leadership skills will enhance the University of Arizona's reputation, along with that of the College of Education's. The new dean is anticipated to begin duties on July 1, 2017.

ABOUT THE COLLEGE OF EDUCATION

The UA College of Education is situated at the nexus of research and scholarship and the world of professional practice. The College brings strong theoretical foundations and research methods that contribute to improved quality of education practice. Through research, instruction, and outreach, the College engages in programs to generate new knowledge about education, prepares the next generation of educators and leaders, and engages educational and community groups to enhance education for all stakeholders. The College partners with colleagues across the University of Arizona campus, in the education and business sectors, and with government and nonprofit agencies to leverage resources and affect change. We have a strong commitment to working with the K-12 education community in developing professional preparation programs, joint research efforts, and effective, mutually beneficial partnerships.

Graduates of the College of Education include teachers, administrators, local and tribal community leaders, educational researchers, counselors, sign language interpreters, school psychologists, educational psychologists, special education teachers, principals, superintendents, and Indigenous scholar-educators engaged in Indigenous culture and language revitalization projects. Outside of education, our College's degrees also serve as foundations for careers in law, nursing, writing, corporate leadership, the non-profit sector, and much more.

The College of Education serves approximately 1,800 undergraduate students and 900 graduate students within four academic departments: Disability & Psychoeducational Studies, Educational Policy Studies & Practice, Educational Psychology, and Teaching, Learning & Sociocultural Studies. Each features distinctive curricula, expert faculty, and unique degree opportunities. There are roughly 60 tenured/tenure-eligible faculty and about 30 faculty of practice. Faculty expertise includes curriculum development and assessment, student development, special education and rehabilitation, organization and administration, language, culture, and identity, and teacher education and preparation.

The College offers:

- Bachelor's degrees in Elementary Education; Early Childhood Education; Mild to Moderate Disabilities; Deaf Studies; Rehabilitation; and Literacy, Learning & Leadership
- Master's degrees in Behavioral Support; Counseling, Deaf & Hard of Hearing; Disabilities; Educational Leadership; Educational Psychology; Higher Education; Language, Reading & Culture; Mild-Moderate/Severe and Multiple Disabilities; Visual Impairment; and Teaching & Teacher Education Educational Specialist degrees in Educational Leadership; Language, Reading & Culture; and School Psychology
- Doctoral degrees in Educational Leadership; Educational Psychology; Higher Education; Language, Reading & Culture; Rehabilitation Counseling; School Psychology; Special Education; and Teaching & Teacher Education

The College has been actively growing in externally funded research and is currently generating $6.5 million of annual research expenditures, with roughly half focused on instruction, a third on research, and the remainder on outreach and service. Our research is driven by our commitment to address issues around inequity, social justice, and persistence in K-12 and higher education for underserved and underrepresented audiences (Latino/a, Native American, girls, LGBT, veterans, & special needs) through our research on literacies, higher education persistence, education equity practices, leadership pathways and the emerging digital learning landscape. Among our strengths:

- Robust federal funding, with a number of grants from Department of Education (including the Institute of Education Sciences) and the National Science Foundation (for mostly STEM-related activities)
- Interdisciplinary research that has drawn the attention of multiple sponsors, as well as both inter- and intra-institutional partners
- Projects supported through Helios Foundation, the largest educational philanthropic foundation in Arizona (the Helios Community-Based Early Childhood Education Project; Leaders for Learning Project)
- Three National Academy of Education/Spencer Postdoctoral Fellows in as many years

Additionally, we are well-positioned to compete for funding outside of what might be considered the traditional funding landscape for our disciplines, as evidenced by a recent grant sponsored by Office of Naval Research entitled "Inspiring the Next generation Naval Scientist an Engineers in NROTC Battalions through UG Navy-related Geospatial Experiences."

The College is also involved with multiple projects across the teaching, reserve, and service domains. These include:

STEM and STEM-related

- **Community Engagement and Youth Leadership through Science Education** (CEYLSE), via which researchers and participants explore how science education as a vehicle for community engagement, youth leadership, and social change.
- **Teachers in Industry**, which integrates paid summer industry work experiences in local businesses across Arizona together with either a focused Master's degree or professional development credits.
- **Teachers Empowered to Advance Change in Mathematics** (TEACH MATH), which prepares preK-8 teachers to connect children's mathematical thinking and community-based funds of knowledge.
- **UA STEM Learning Center**, a nexus where researchers, educators, business and industry, community organizations, and regional policy leaders join forces to realize an economic and civic future that holds at its heart the rich economic and human potential of STEM innovation.

Cultural Diversity and Minority Involvement

- The **American Indian Language Development Institute** (AILDI), whose mission is to provide critical training to support and strengthen efforts to revitalize and promote the use of Indigenous languages across generations and as a critical component in Indigenous education.
- **Cooper Center for Environmental Learning**, which has welcomed over 130,000 students to the Sonoran Desert over the past 50 years through multi-night, single night, and day programs at this residential center.
- **Native SOAR,** in which UA Native American College students mentor Native American high school students selected by their high schools because of interest in attending College and high academic achievements.
- **Project SOAR** (Student Outreach for Access & Resiliency), a service-learning experience that places over 100 UA undergraduate mentors in under-resourced middle schools in the Tucson area.
- **Secondary Science Teaching with English Language and Literacy Acquisition** (SSTELLA), which prepares novice secondary science for effective and responsive science teaching in linguistically diverse science classrooms.
- **Worlds of Words**, focused on building intercultural understanding, is the second largest collection of children's and adolescent literature in the world.

COLLEGE OF EDUCATION PRIORITIES

Given the College of Education's mission of preparing teachers, special educators, school and rehabilitation counselors, school and educational psychologists, school principals and superintendents, and leaders for P-12 and higher education, we seek a Dean who can articulate and advance a vision for education both within the College and for our role in the State of Arizona.

Advancing our collaborations with all of the region's stakeholders: The UA is committed to working with students and partners across communities, and seeks a leader who can identify and develop new partnerships while nurturing and growing existing ones.

Diversity and involvement: The College prioritizes cultural diversity, and we recognize that our obligations to the State and beyond require a focus on educational access and success for all of Arizona's learners. We support educators across Arizona working with and alongside Indigenous and minority communities, in linguistically and culturally diverse classrooms, and with students who display a range of different strengths and weakness, among others.

Promoting a culture of grant-seeking activity: Given the UA's membership in Association of American Universities (AAU), the Dean will be expected to maintain strong working relationships with the University's Office of Research and Discovery and to support faculty in preparing and securing grant funding, as befits a top AAU research university.

Growing the student body: Among the UA's strategic priorities is growth of the student body, both on campus and in our online programs. Our commitment to preparing and supporting teachers is evident in programs such as Teaching Fellows, a collaboration with the Sahuarita Unified School District, in which local high school students, College students, and postbaccalaureates who are interested in teaching and supported as they become teachers who return to teach in their communities.

Supporting graduate students: The College of Education recognizes the importance of recruiting and supporting highly competitive graduate students. Our grad students work alongside top faculty to analyze the cultural issues that affect education, examine new ways of teaching and learning, and share these discoveries with our communities. Graduate students may also become credentialed through a number of graduate programs that lead to certifications and licensure.

Recognizing and celebrating our sense of place: As a premier research institution and a land-grant university, our commitments to the region are multiple. Our College leaders are expected to advance engagements with our border communities, and to leverage the political and cultural complexities of the Sonoran region to create truly dynamic instructional programs that celebrate the varied and rich experiences and perspectives of those who call our State home.

OPPORTUNITIES AND CHALLENGES

The Dean will provide leadership in a number of critical areas including but not limited to:

- **Community Engagement** – The College of Education and its faculty have earned the respect of statewide and community stakeholders through partnership and engagement. The next Dean will have the opportunity to build upon these interactions to identify new and enhance existing collaborations with key stakeholders in the state. The Dean must lead the effort to leverage the College's work and reputation; the knowledge its faculty have of the culture, challenges, and opportunities in the state's educational landscape; and partnerships with Arizona's leaders to create a coalition dedicated to elevating the quality of education in the state.

- **Enhancing Interdisciplinary Research and Partnerships** – The next Dean will step into an organization that is well-poised to build upon existing strengths and identify new areas for enhancing academic/research partnerships at the University. The Dean will serve as the College's champion in communicating across academic units and serve as a catalyst for new interdisciplinary research and collaborative opportunities—inspiring open communication between faculty, students, staff, and administrators to capitalize on the University's many strengths in an effort to increase the College's stature locally and nationally.

- **Vision / Plans for the Future** – The Dean will play a key role in supporting the development of a vision for the future that includes a shared focus on academic achievement, research excellence, and service to K-12 and other educational entities within the state. The Dean will lead the discussion with College faculty on how to best employ the College's strengths in addition to the University's assets, energy, and land-grant mission toward this end. As the College begins its work toward the future, the Dean will be in a position to serve as a strong advocate for the College and statewide partners in bringing this vision to life.

- **Student Recruitment and Enrollment Management** – The next Dean must ensure the growth, retention, and successful graduation of students within the College of Education and serve as a thought leader and advocate for student recruitment, success, and retention. With student enrollments in Education programs declining nationally, the Dean must provide a clear vision and fervent voice for the College in fulfilling its mission to make a significant impact on the lives of students not only in the state of Arizona, but nationally.

ABOUT THE UNIVERSITY OF ARIZONA

Arizona's First University, the University of Arizona, has been a national and global leader in innovative research, teaching and outreach for over a century. The University's faculty members include Nobel laureates, Pulitzer Prize winners, McArthur Grant recipients, and more. With scores of top-ranked academic programs, the University is widely recognized as one of the nation's top-20 public research universities. The University of Arizona is a member of the AAU.

The University's central ethic, and what distinguishes it from other great public universities, is our commitment to applying world-class basic research to pressing social concerns across multiple domains – data and information, medicine and healthcare, social issues and challenges, and education across the P-20 continuum – so as to meet the dynamic needs of the world's people and industries, and to assure a more prosperous and humane future. The University of Arizona believes very strongly in the "public" part of its mission, consistently seeking new avenues for partnering with, and serving, both private and public sectors of the economy. In short, it takes its land-grant status and mission very seriously.

The UA has also long been one of the world's best centers of genuine interdisciplinary exchange, with permeable membranes across cultures, borders, and disciplines. Rather than adhering strictly to customary intellectual categories, we seek to lower barriers to intellectual collaboration and celebrate genuinely cross-disciplinary work, both institutionally and among the faculty.

Tucson, Arizona is a place of unparalleled natural beauty, a city that is accessible, alive, and communal, and that offers rich cultural, educational and business opportunities as well as special attractions characteristic of a University-centered town. Drawing from the strengths of its unique location – in the arid Sonoran Desert, surrounded by tribal lands and only 60 miles from the Mexico-U.S. border – the University is a natural laboratory for working on some of the planet's most pressing cultural, social, artistic, legal, medical, scientific, educational, and technological concerns. The people drawn to work here are exceptionally committed to addressing these issues, both to advance the goals of this region and to serve a world that faces similar problems.

In our academic programs, we teach students responsibility while cultivating a sense of genuine community. The campus is open, diverse, and complex, but also filled with a special Wildcat spirit that affects everything from admissions to our wide and proud alumni network. We marry the size and diversity of our student body – over 40,000 strong – with the relative intimacy of a mid-sized urban setting in order to foster close intellectual, social, and creative collaborations, both in the classroom and the region. University of Arizona students learn from the commitment of their professors to nurture the world, and to pursue the public good. In our hundreds of undergraduate, graduate and professional programs, the common theme is access to excellence and engagement as we build student competence, capacity, and commitment for their life's work as future teachers, scientists, writers, public leaders, and businesspeople.

UA's academic programs are demanding and ever evolving to assure that our graduates are profession ready, and that they are given the writing, research, technological and other experiences necessary to succeed in complex economies and world regions beyond College. Our 100% Engagement Initiative, for example, is based on our recognition that experiences beyond the classroom provide undergraduate students critical opportunities to reflect on the relationships between their academic engagements and their goals for themselves and for their communities, and in the process, enrich personal growth, academic acumen, and professional prospects. Exceptional graduate and professional programs, meanwhile, offer outstanding opportunities for advanced research training, collaboration with international centers of excellence, and teaching experience, all under the guidance of leaders in each student's discipline.

RESPONSIBILITIES

The Dean of the College of Education is responsible for all facets of leadership and management of the unit. Among the highest priorities are developing, inspiring, and supporting the success of College members, including faculty, staff, and of course our students, as well as leading by example through national leadership roles and deep engagement with local and global communities.

The University of Arizona is committed to shared governance, and expects administrative oversight and attention to process in ways that elevate the role of collective input as part of sound decision-making. Exceptional resource management and budgeting skills are required, as is continual environmental scanning in service to strategic positioning.

In terms of academics, the Dean is expected to optimize College instructional programs and seek interdisciplinary, cross-unit and -campus opportunities to meet emerging needs. Relative to research, the Dean will improve College research and scholarly activity and will ensure that junior faculty have the necessary mentoring and support to assume positions of leadership in their respective fields. Given our land-grant mission, it is also particularly important for the Dean to prioritize and promote service, outreach, translational and clinical activity.

Fundraising and development are, of course, of critical importance to building capacity. The Dean will be expected to work closely with the College's Development team as well as with the UA Foundation to build relationships and connect donors with philanthropic opportunities.

The Dean will be expected to represent Education within a University comprised of multiple Colleges, utilizing both data and value propositions to advocate for, and promote the work of, the faculty and students in the College.

Finally, clear and consistent communication – with central administration, other UA units, Colleges, and offices; with community, government, and alumni relations; and with community partners and stakeholders – will be essential to helping realize Education's full potential as a premier College in a top 20 public research university.

QUALIFICATIONS

Minimally, the position demands someone with a Ph.D. or equivalent from an accredited institution and an excellent record of scholarship tenurable at the level of Full Professor at the University of Arizona. Candidates will possess an outstanding record of leadership, advocacy, and service to a College or university and the community. In addition, the successful candidate will have: a successful record of management and administrative experience including managing personnel and a strong knowledge of budgets and the ability to prioritize College resources accordingly; knowledge of the varied disciplines of the College with a breadth of experience in education; an exemplary record of academic activities including teaching, research, and external funding, and the administrative acumen and communication skills to mobilize vision into action.

The successful candidate will also exhibit:

- A proven track record in program development, diversity enhancement, promotion of interdisciplinary research, and growth management;
- The interpersonal and communication skills necessary to perform as an effective communicator to internal and external constituencies;
- The ability to translate and integrate research evidence into a narrative format that can be understood by internal and external stakeholders;

- The ability to navigate the political landscape of higher education and its various statewide stakeholders;
- A commitment to a participatory decision making process;
- An understanding and deep commitment to enhancing diversity at all levels;
- A passion for the College's academic and research enterprises and a vision for how to best utilize them to effect change in Arizona's K-12 environment;
- A national and global perspective of Education and how these environments affect methodologies in Arizona and the United States;
- Expertise in the promotion of the teaching profession, and the outreach and recruitment of preservice professional educator candidates;
- An appreciation and resonance with the College's community outreach efforts and the desire to continue and enhance the visibility and impact of the College throughout the state;
- The ability to translate the College's capabilities and advocate for potential avenues for collaborative success;
- Experience and/or interest in fundraising and engaging faculty in these endeavors.

APPLICATION AND NOMINATION PROCESS

Applicants must submit a current curriculum vitae and cover letter. Review of applications will commence immediately and continue until the position is filled. Submission of materials via email is strongly encouraged. Nomination letters should include the contact information of the nominee. All nominations and applications will be handled in strict confidence. Applications and letters of nomination should be submitted to:

storbeck / pimentel

executive search consultants

Alberto Pimentel
Managing Partner
Storbeck/Pimentel & Associates
6512 Painter Avenue
Whittier, CA 90601
562-360-1353 (FAX)
Electronic submissions are preferred

Please submit to: apsearch@storbeckpimentel.com
Refer to code "UA-COE" in the subject line