Southern Connecticut State University, a comprehensive university providing exemplary undergraduate and graduate education in New Haven, Connecticut, is re-launching a national search for Dean of the School of Education. Southern seeks an accomplished teacher/scholar from one of the disciplines offered by the School who has strong communication and leadership skills. The new dean will be expected to bring a unifying vision to the multiple disciplines that comprise the School; further its outreach efforts into the local, national, and international communities; and successfully engage its external constituencies.

NEW PRESIDENTIAL LEADERSHIP
President Mary A. Papazian arrived at Southern on February 1, 2012, after serving as provost and senior vice for academic affairs at Lehman College, CUNY. She was attracted to Southern’s powerful mission of engagement, social justice, access, and excellence. During the months leading up to her recent inauguration, she has initiated conversations with the campus community about how the University can best ensure student success in a knowledge-based economy and build upon its partnership with the state and the business community. With the establishment of a new and enlarged state system of higher education, President Papazian is cognizant of the importance of Southern’s future role as a leader in helping to shape the evolution of the system.

With planning processes in place for the 10-year successor to the University’s cornerstone strategic plan (2007 – 2012), there is a structure for developing new program initiatives, innovative learning environments, and pathways to increase global literacy throughout the curriculum. The President is engaged in a conversation with all external constituencies to advance collaboratively the University’s ongoing efforts to address workforce issues, student needs, enrollment management, and the diversification of financial resources. Southern’s master building plan has been moving forward with the recent renovation and expansion of facilities for the School of Business and the Library, as well as the start of construction of a new state-of-the-art science building—initiatives supported in part by a legislatively approved 10-year infrastructure.
investment plan for the Connecticut State Universities. A number of high priority projects, including a fine arts center, a campus recreation facility, an alumni house, phase two of the business school renovation, and a building for health and human services programs, will require public/private partnerships and the initiation of a major capital campaign.

THE CONNECTICUT HIGHER EDUCATION SYSTEM
On January 1, 2012, Connecticut reorganized its governance of higher education and created the Connecticut State Colleges and Universities (ConnSCU), governed by the Board of Regents for Higher Education. In creating the new structure, the state brought its comprehensive universities and community colleges under a single governing board. ConnSCU includes: the Connecticut State Universities (four institutions); Connecticut Community Colleges (twelve institutions); and Charter Oak State College, an online adult education, degree completion institution.

As one of four comprehensive universities of the 17 institutions in the Connecticut State University system, Southern maintains strong relations with its in-state peers. Its sister institutions are Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, and Western Connecticut State University in Danbury.

Dr. Gregory W. Gray was recently selected as the new President of the Board of Regents. An experienced administrator with a distinguished career in public education, Dr. Gray was most recently Chancellor of the Riverside Community College District (California). He began his duties at ConnSCU on July 1, 2013.

As a new and enlarged system of higher education, the relationship between the system office and the universities and colleges is evolving. However, the president of each university serves as the institution’s chief executive officer and is accountable to ConnSCU for management of the university within Board policy. The president of each institution works in concert with other senior leaders on campus to develop campus policy in support of system objectives, directs the activities of administrative staff and evaluates their performance, provides stewardship over university resources, enhances instructional and development programs, facilitates research and scholarship, fosters university relations with alumni and the public, and serves as the face of the institution to external constituencies.

MISSION STATEMENT
Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.
SOUTHERN CONNECTICUT STATE UNIVERSITY

HISTORY

Southern was founded in 1893 as the New Haven State Normal School and designed to deliver strong teacher preparation, a hallmark of the University still today. In 1937, it became a four-year college – New Haven State Teachers College – with degree-granting powers. Ten years later, it joined with Yale University’s department of education to offer a graduate program leading to a Master of Science degree and assumed full responsibility for the program in 1954. In 1959, six years after the institution had moved to its present location, state legislation expanded the institution’s offerings to include liberal arts curricula leading to bachelor’s degrees in the arts and sciences and subsequently renamed it Southern Connecticut State College. A board of trustees overseeing Connecticut's four state colleges was established in 1965, and in 1983, Southern Connecticut State College became Southern Connecticut State University, part of the Connecticut State University System. Through the years, Southern has continued its growth as a modern, diversified center of higher learning, expanding both its undergraduate and graduate programs and opening up entirely new fields of study and research.

ABOUT SOUTHERN CONNECTICUT STATE UNIVERSITY

A partially residential university, Southern currently enrolls approximately 11,000 total students. Roughly 7,000 are full-time undergraduates, 1,300 are part-time, and 2,600 are full- and part-time graduate students. Southern’s faculty consists of 420 full-time and 620 part-time members, and the staff numbers over 1,000.

Southern has long sought to foster in its students an appreciation for the practical application of knowledge along with a desire to pursue education beyond the scope of their fields. In doing so, Southern develops lifelong learners and effective citizens of the world. A 14:1 student-faculty ratio allows for a substantial amount of individual attention, yet Southern provides a diversity of educational opportunities generally found only at larger institutions.

Its five schools – the School of Arts and Sciences, the School of Business, the School of Education, the School of Health and Human Services, and the School of Graduate Studies offer more than 100 degree programs ranging from business to secondary education, biology to studio art, and communication disorders to nursing. Bachelor’s and master’s degrees are awarded, as well as sixth-year professional diplomas and doctoral degrees in educational leadership and nursing. In addition to traditional in-class pedagogy, Southern offers a broad array of online courses at the undergraduate and graduate levels.

- The School of Arts and Sciences enrolls more than 4,200 majors in 22 departments. All undergraduate students spend a minimum of one third of their collegiate careers in carefully chosen arts and sciences courses that serve as the core for their academic life at the University. The School plays a central role in ensuring that Southern’s mission permeates the student experience.

- The School of Business enrolls 1,200 students in four departments, as well as the multidisciplinary M.B.A. program. The former student center was renovated into a 23,000-foot, state-of-the-art facility to house the business school operations that includes a Wall Street-style trading room.

- The School of Education enrolls more than 2,100 students in six departments. As the largest teacher preparation program in the state, Southern plays a leadership role in developing Connecticut’s next cohort of educators. Through its nationally accredited programs, the School also prepares students for careers in athletic training, educational leadership, human performance, information and library science, school and community counseling, and school psychology.

- The School of Health and Human Services enrolls approximately 2,300 students in six departments. Highly interdisciplinary, the programs also emphasize hands-on learning, with numerous opportunities for internships and clinical rotations in the field.

- The School of Graduate Studies serves as the administrative arm for SCSU’s 2,600 graduate students. With more than 50 degree and certificate-granting programs, it is one of the ten largest graduate education centers in the Northeast and has earned its reputation as the graduate flagship of Connecticut State Universities. The University produces the largest number of graduates in health and life sciences, education, business and social and public services in the ConnSCU system.
Complementing Southern’s traditional academic disciplines are several nationally recognized centers. Included among them are the Research Center on Computing and Society, Center for Adaptive Technology, Center for the Environment, Center for Coastal and Marine Studies, Center for Community and School Action Research, Center for Communication Disorders, and the Center of Excellence on Autism Spectrum Disorders. In addition, Southern’s distinguished Women’s Studies program conducts a noteworthy annual conference that draws renowned scholars from around the world. The Center for Excellence in Mathematics and the Sciences has developed programs reflecting strong local involvement. Southern is also establishing a Nanotechnology Center as part of a system-wide collaborative initiative to support a new graduate certificate in nanotechnology.

THE CAMPUS COMMUNITY
Southern is an intellectually exciting place where quality teaching and research occur on a daily basis. The University boasts a faculty and staff that are especially committed to students and their success, inside and outside of the classroom. More than 80 percent of Southern’s full-time faculty members hold the appropriate terminal degree in their discipline. The University is accredited by the New England Association of Schools and Colleges (NEASC), and in 2012 was successfully re-accredited for a 10-year period.

Ninety-four percent of Southern’s students hail from the state of Connecticut. More than 2,760 live on campus in nine residence halls and townhouse apartments. Southern is truly “in” and “of” the region. With the great majority of its students from Connecticut and almost 90% of its graduates remaining in state following graduation, the University and its 84,500 alumni are shaping the workforce and citizenry of Connecticut. Southern has a defining role to play in articulating those areas of strength for which the state will be known.

Southern students are engaged, participating in about 100 student clubs and organizations, myriad community service activities, fraternities and sororities, campus media, musical ensembles, theater and dance groups, 19 highly competitive NCAA Division II athletic teams, and a robust offering of intramural and club sports. This makes for a rich and integrated learning experience and an energetic campus.
Consistent with its mission, Southern is actively engaged in its community and routinely seeks new points of intersection for students, faculty, and staff. Each year, the University provides 120,000 hours of student service to the region through volunteer work, internships, and practica. Faculty and staff are also very active in the community. Of particular note is Southern’s commitment to enhancing local K-12 education and college preparatory programs through models such as the grant-funded GEARUP Project. The University has also been a longtime host site for Connecticut Special Olympics, has been included in the President’s Higher Education Community Service Honor Roll, and was a charter signatory to the American College & University Presidents Climate Commitment.

In keeping with its mission statement, the University has fostered a diverse and inclusive community reflective of broader society. The Office of Diversity and Equity Programs, as well as the current Diversity Action Plan, provide valuable direction. Recruitment and retention of students from racially or ethnically diverse backgrounds is very strong. Underrepresented minority students comprise nearly 28 percent of the population. The University is also a welcoming environment to non-traditional aged students, students with disabilities, veterans, and first-generation college students. The percentage of full-time faculty who are racial and ethnic minorities has risen to a new high of over 18 percent. While more work lies ahead, the institutional commitment to diversity is firm.

A strong network of collective bargaining units represents nearly every constituent group within the Southern family. As such, a clear set of policies, procedures, and agreements enable contract negotiations and other related matters to be widely understood. Expectations for decision-making under these units are quickly and easily defined as a result of Southern’s infrastructure.

**BUDGET AND THE SCSU FOUNDATION**

The University’s operating budget is over $196 million. The largest sources of revenue are tuition and fees (42.7%) and state appropriations (35.3%). In-state costs for full-time undergraduate tuition, room, board and fees are $8,981 for 2013-2014. Room and board fees range from $7,643 to $14,722 per year depending on the residence hall and meal plan selected.

Private giving, while providing a small proportion of the budget, makes significant contributions to student
scholarships, funding for new program initiatives, and the growth of an endowment. Established in 1972, the Southern Connecticut State University (SCSU) Foundation, with net assets of $17.2 million and an endowment of $13.7 million, solicits, receives, invests, administers, and stewards gifts and financial resources from private sources for the benefit of all programs at Southern. The SCSU Foundation’s elected board of directors is an influential group, enhancing the University’s image in the business community, philanthropic circles, government, and the general public. The Board assumes the fiduciary responsibilities of governing the Foundation and serves as an advocate for Southern’s fundraising, which is led and implemented by the University’s Division of Institutional Advancement. Total fundraising in cash gifts, pledges and gifts-in-kind was approximately $1.5 million in fiscal year 2012.

CAMPUS, NEW HAVEN AND THE REGION
Southern benefits from an attractive geographic setting, a modern 172-acre campus located in a vibrant college city and an intellectually exciting area. As host to six colleges and universities, the New Haven area is a center for the arts and the site of focused economic revitalization through the establishment of computer and bio-tech firms. Music, theatre, museums, excellent restaurants, sports, parks, the nearby beach, and other recreational opportunities are in ample supply. Amtrak provides easy and quick access to New York City and Boston. New Haven is 42 miles from Hartford and easily reached via I-91. These factors combined with the deep sense of community that helps to define the campus, yield an extraordinary quality of life for Southern’s students, faculty, and staff.

THE SCHOOL OF EDUCATION
Since its founding in 1893 as a teachers college, the University has had a prominent role in the preparation of teachers for the city of New Haven, for Connecticut, and indeed for much of New England. The School of Education carries on this tradition of excellence in teacher education and has a place of prominence among the schools and departments of education in the region. Consequently, it is well placed not only to be a leader of educational reform in the region, but also to exercise significant influence in the state of Connecticut. The new dean will have the opportunity not only to lead the School, but to have a significant impact on educational reform at the state level.

The School of Education consists of six departments: Counseling and School Psychology, Educational Leadership and Policy Studies, Elementary Education, Exercise Science, Information and Library Science, and Special Education and Reading. All of the Secondary Education programs are located within their respective disciplines in the School of Arts and
Sciences. While this structure presents many possibilities for collaboration and interdisciplinary work, it also presents some challenges. Secondary Education is organizationally separate from the other education departments, and several programs within the School are not involved in teacher preparation (Clinical Mental Health Counseling, Athletic Training, and Human Performance).

The School has 78 full-time faculty and 70 part-time faculty. The faculty are all teacher/scholars of diverse backgrounds, and many of them have developed strong research records. The standard teaching load is four courses per semester. The faculty provide support for a variety of undergraduate majors, postgraduate diplomas and certificates, masters programs, and a doctoral program in Educational Leadership.

Through its nationally-accredited programs, the School prepares students for careers in athletic training, educational leadership, human performance, information and library science, teaching, school and community counseling, and school psychology. It lays claim to one of the strongest special education programs in Connecticut. The teacher-education program is NCATE-accredited and is scheduled for a reaccreditation site visit in 2014. The other programs in the School are all accredited by the appropriate professional body.

The School of Education’s new conceptual framework is based on the following four constructs:
• Collaborating Within and Across Diverse Contexts
• Applying Skills to Impact Learning and Development
• Leading for Educational Excellence
• Learning Through Inquiry, Experience, and Reflection

This conceptual framework, represented by the acronym CALL, is reflective of the work that the School of Education faculty, students, administrators, and staff do daily as they apply their professional capacities to promote the learning and development of youth and adults.

The School enrolls more than 2,100 students and is the largest education program in the state. Most of the instruction is offered on the University’s campus; the MLS degree, however, is offered both on campus and online. There is a satellite program in East Lyme for Special Education and Reading. The School has a partnership with the Center of Excellence on Autism Spectrum Disorders within the University. The School has also enjoyed, for many years, mutually rewarding
collaborations with programs at the Yale University Child Study Center, including the Comer School Development Program. Some of those collaborations have recently been strengthened and expanded.

Characterized by diversity at every level, the New Haven area provides a rich environment for the School, and the School is well-placed to have a significant impact on the region. The New Haven area also presents an abundance of possibilities for collaboration both with the K-12 schools and with the other colleges and universities. The University has received federal funding for a GEARUP program in partnership with the New Haven School District. The School is also developing a partnership with the New Haven School District to construct and operate a Kindergarten to fourth grade school on the University’s campus. This unique partnership between the city and the University will provide a world-class education to New Haven students. The curriculum will focus on the development of 21st century literacy skills that build the foundation for future success as global citizens. Students will receive instruction in world languages and cultures; state of the art technology will be imbedded to support teaching and learning; and the school will serve as a professional development outlet for Southern’s undergraduate and graduate students preparing to become teachers and other educational personnel.

The Dean of the School of Education reports directly to the Provost and is a member of the Deans’ Council. Under the leadership of President Papazian, the deans have been given greater independence and are empowered to take on an enhanced leadership role in their schools. At the same time, there is a strong and very collegial relationship among the deans that fosters collaboration and cooperation.

The Dean’s Office is currently staffed with a 1/2-time Assistant to the Dean, who also has a faculty appointment, a Certification Officer and Title II Coordinator, a Director of Clinical Field Experiences and SOE Student Services, an Elementary Education Student Teaching Coordinator, a Special Education Student Teaching Coordinator, and an Administrative Assistant.
LEADERSHIP PRIORITIES
The new Dean of the School of Education will be expected to:

1. Work with the faculty to develop a vision for the School of Education that is inclusive of each of its disciplines, encourage the faculty to collaborate more effectively and to achieve an ever-higher level of excellence, and support the overarching strategic direction of the University.

2. Ensure that the Dean’s Office is adequately staffed and organized to administer the School effectively and allow the dean time for significant engagement with external constituencies.

3. Be an effective voice for the School of Education at the state level and maintain and expand the School’s outreach into New Haven, the surrounding community, and beyond.

4. Guide and promote the development of a kindergarten to grade 4 school on the University’s campus in partnership with the New Haven School District.

5. Promote faculty scholarship and identify opportunities for enhanced external grant support.

6. Promote a culture of assessment within the School and utilize data for informed and evidence-based decision-making.

7. Articulate a vision for the evolving role of technology in teaching and work with the faculty to develop a strategy for implementation, which emphasizes innovative program delivery.

8. Work with the faculty to establish consistent policies and procedures across program and
departmental lines within the School.

9. Build on Southern’s commitment to student-centeredness by enhancing connections with students and their organizations and by being a highly visible and engaged participant in the life of the School.

10. Promote and advance Southern’s commitment to diversity.

QUALIFICATIONS
The successful candidates will:

1. Possess a record of teaching and scholarship comparable to that of a full professor in one of the disciplines offered by the School of Education.

2. Have a history of significant academic leadership and/or administration.

3. Possess effective communication and relational skills, including being welcoming and collegial, as well as being a skilled negotiator and an active listener.

4. Be an excellent public speaker and an effective advocate for the School’s people and programs.

5. Be an innovator with strong organizational and collaborative skills.

6. Possess uncompromised integrity, act in a principled and fair manner, and be comfortable with a high degree of transparency.

7. Have significant experience with accreditation and outcomes measurements.

8. Have significant experience with budgeting and external funding.

In addition, practical experience in a preschool-12 setting or in other fields represented within the School coupled with experience in a public institution housing a collective bargaining environment would be desirable.

APPLICATIONS AND NOMINATIONS
To apply, candidates must send a letter of application in which they address the leadership priorities and qualifications outlined in this prospectus, a curriculum vitae, and contact information (names, phone numbers and email addresses) for five references in MS Word or PDF to:
SouthernCTSOE@agbsearch.com

For full consideration applications should be received by October 18, 2013. Nominations and inquiries should be directed to:

Robert Holyer, Ph.D.
Senior Consultant
AGB Search
rkh@agbsearch.com
804-359-9370
804-402-6736 (c)

For more information about Southern Connecticut State University, please visit SouthernCT.edu

For more information about the School of Education, please visit SouthernCT.edu/Education

For more information about Connecticut State Colleges and Universities, visit ctregents.org

For more information on the city and region, please visit
- ctvisit.com
- city-data.com/city/New-Haven
tobitconnecticut.com