



## Dean, College of Education and Human Development

The University of Massachusetts Boston invites applications for the position of Dean, College of Education and Human Development (CEHD).

### The University

The University of Massachusetts Boston (UMass Boston) is a recognized model of excellence for urban public research universities. The scenic waterfront campus, with easy access to downtown Boston, is located next to the John F. Kennedy Library and Presidential Museum, the Commonwealth Museum and Massachusetts State Archives, and the Edward M. Kennedy Institute for the United States Senate.

One of the five campuses of the UMass system, UMass Boston is a research university with a teaching soul. The University combines rigorous focus on the generation of knowledge that characterizes a major research university with a dedication to teaching that places its top scholars in undergraduate and graduate classrooms where a 17:1 student-to-faculty ratio fosters optimal student-faculty interaction. UMass Boston is the most diverse university in New England and the third most diverse four-year institution in the country. The University has a growing reputation for innovation and a particular focus on research addressing complex urban issues. As metropolitan Boston's only public research university, UMass Boston offers its diverse student population both an intimate learning environment and the rich experience of a great American city. This is an exciting time for the University as it is completing a new ten-year strategic plan and launching a new branding campaign that will further propel UMass Boston forward as a university of and for the times. The University maintains a strong commitment to all aspects of diversity and inclusion, including anti-racist and health promoting initiatives. UMass Boston is proud to be an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI).

### Leadership

**Chancellor** Marcelo Suárez-Orozco assumed the role of chancellor of the University of Massachusetts Boston on August 1, 2020. Prior to coming to UMass Boston, Chancellor Suárez-Orozco served as the inaugural UCLA Wasserman Dean, leading two academic departments, 16 nationally renowned research institutes, and two innovative demonstration schools at UCLA's Graduate School of Education & Information Studies. His research focuses on cultural psychology and psychological anthropology, with an emphasis on education, globalization, and migration. His award-winning books and edited volumes have been published by Harvard University Press, Stanford University Press, University of California Press, Cambridge University Press, New York University Press, and others.

Dr. Suárez-Orozco is member of the American Academy of Arts and Sciences (currently serving in the Governance and Trust Board), the National Academy of Education, Trustee of the Carnegie Foundation for the Advancement of Teaching, member of the Board of Advisors of the Thomas Mann House, and recipient of Mexican Order of the Aztec Eagle. He has also served as Special Advisor to the Chief

Prosecutor, The International Criminal Court, The Hague, The Netherlands.

During his tenure as the UCLA Wasserman Dean, Dr. Suárez-Orozco raised over \$120 million toward the UCLA Campaign (or approximately 170 percent of the Chancellor's Goal for GSE&IS a year ahead of schedule.)

At Harvard University, he served as the Victor S. Thomas Professor of Education, co-founder and co-director of the Harvard Immigration Project, and founding member of the Executive Committee of the David Rockefeller Center for Latin American Studies. At NYU he served as the inaugural Courtney Sale Ross University Professor of Globalization and Education. He has held fellowships at Stanford's Center for Advanced Study in the Behavioral Sciences and Princeton's Institute for Advanced Study. An immigrant from Argentina, Dr. Suárez-Orozco is a product of the California master plan, having studied in community college and at the University of California Berkeley, where he received his AB, MA, and PhD.

**Provost** Joseph B. Berger is a renowned and award-winning scholar whose work focuses on higher education policy, organization and leadership, the impact of higher education on key stakeholders, and the development of higher education in various national contexts. He has authored dozens of journal articles, book chapters, and research reports and has served on the editorial boards for several top journals. He has received more than \$62 million in funding for his work from agencies and foundations such as the National Science Foundation (NSF), United States Agency for International Development (USAID), Trefler Foundation, Ford Foundation, and the Nellie Mae Education Foundation. Internationally, he has provided leadership for projects in countries such as Malawi, China, Russia, Palestine, Pakistan, and Afghanistan. Dr. Berger also served as the chair of the Global Higher Education and Research (GHEAR) Initiative for the Worldwide Universities Network. He has been honored with several national awards for his scholarship from associations such as the Association for the Study of Higher Education (ASHE), American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA), and the Phi Kappa Phi National Honor Society.

Dr. Berger has more than 20 years of strategic academic leadership experience in which he has been instrumental in developing innovative academic programs, enhancing faculty development, improving opportunities for inclusive student success, building improved administrative infrastructure, promoting sponsored research, cultivating mission-driven fundraising, engaging community partners, promoting international collaboration, and championing social justice.

Provost Berger has been a member of the UMass Boston community since 2017 when he was appointed the Dean of the College of Education and Human Development, where he also holds an appointment as professor of education. He previously served as the senior associate dean in the College of Education at UMass Amherst, where he was also the director of the Center for International Education. Before his more than two decades of experience in the UMass system, he was a member of the faculty at the University of New Orleans. He earned a BA in Anthropology and Sociology from Lawrence University, Appleton, Wis.; an MA in College Student Personnel from Bowling Green State University; and a PhD in Education and Human Development, Higher Education Administration, from Vanderbilt University.

## **The College of Education and Human Development**

The [College of Education and Human Development](#) (CEHD) enrolls approximately 2,000 students across its programs. There are 75 faculty members and, inclusive of research staff, over 110 staff in the College. At UMass Boston, students of color are 62 percent of the student body. Fifty-seven percent are first-generation college students, and 51 percent are immigrants or children of immigrants who speak languages other than English at home or with families. Forty-eight percent of UMass Boston's full-time

undergraduates are Pell grant recipients. The College of Education and Human Development's annual personnel and operating budget, which does not include external funding, is approximately \$10 million.

## **Mission**

The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, counselors, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs—and is informed by—CEHD's efforts to fulfill the academic and civic purposes of education in a diverse democracy.

CEHD is guided by the following core values:

- Academic excellence applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;
- Social justice and inclusion involve equality of access and success for all students, especially those who historically have had limited educational opportunity because of systemic inequities impacting education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or race, ethnic, linguistic, or cultural background;
- Community engagement integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

The mission is accomplished in collaboration with students, professionals, and other stakeholders through:

- Offering learning environments that prepare students, educators, counselors, and other professionals to assume leadership roles in the design, development, and implementation of teaching and learning experiences that are consistent with CEHD's values;
- Conducting research directed at improving educational policy and practice in school, higher education, and community settings to improve the quality of life for all individuals;
- Disseminating materials and information to increase knowledge, improve practice, and facilitate the learning and development of all individuals in school, higher education, and community settings;
- Offering technical assistance to enhance learning and skill development in community settings including schools, colleges and universities, and community-based organizations and programs at local, state, national, and international levels.

## **Commitment to Anti-racism**

CEHD is dedicated to social justice, inclusion, equity, and eradicating all forms of discrimination, oppression, and racism. Recognizing that the College is embedded in a society that perpetuates systemic racism, discrimination, and oppression CEHD chooses to confront and reject them in all their manifestations. While CEHD has a mission founded in, and a historical commitment to, social justice and inclusion, the College recognizes its members must work harder to implement these values in society, institutions of higher education, and even CEHD's own academic community.

Building upon this commitment, CEHD dedicates its individual and collective efforts to sustained reflection and action within the College's own academic community and beyond. In keeping with other units within the University, the College has adopted a restorative justice approach to this important work. Beginning in the 2020-21 academic year, as a community, the College has engaged in cycles of examination, interrogation, and action with the goal to be an authentically anti-racist and socially just community. This is hard work that requires immediate progress toward longer-term sustained change – it involves challenging work that may result in discomfort, examining personal identities and beliefs, and providing constructive ways forward. CEHD's members have much to do as they strive for continuous improvement and sustainability. In order to meet the challenge described above, CEHD commits to actions within the following identified dimensions for change, in addition to other dimensions that are collectively identified. CEHD recognizes that these dimensions are not mutually exclusive, and each impacts the development and success of the others:

Dimension #1: Strategic Priorities & Goals

Dimension #2: Student Recruitment & Support

Dimension #3: Faculty & Staff Recruitment, Hiring, & Retention

Dimension #4: Faculty Community & Career Development

Dimension #5: Assessment and Accountability, permeating all buckets

The College is committed to strategically developing each dimension, including adding accountability measures to ensure CEHD is fully engaging in this process.

## **Academics**

The College of Education and Human Development, a *U.S. News* top 50 school of education, is a diverse, international community comprising three departments and one school:

[Department of Counseling and School Psychology](#)

[Department of Curriculum and Instruction](#)

[Department of Leadership in Education](#)

[School for Global Inclusion and Social Development](#)

All four units share a commitment to academic excellence, social justice and inclusion, and equality of access and success for all students.

Graduate programs include: [Accelerated Master's, Global Inclusion and Social Development MA](#), [Accelerated Master's, Middle/Secondary Education MEd](#), [Accelerated Master's, Rehabilitation Counseling MA](#), [Counseling MEd](#), [Counseling MEd/CAGS \(On Campus\)](#), [Counseling Psychology PhD](#), [Critical and Creative Thinking MA](#), [Early Childhood Education and Care \(ECEC\) PhD](#), [Early Childhood MEd](#), [Educational Administration MEd/CAGS](#), [Elementary Education MEd](#), [Global Inclusion and Social Development MA](#), [Global Inclusion and Social Development PhD](#), [Higher Education EdD/PhD](#), [Instructional Design MEd](#), [Mental Health Counseling MS](#), [Mental Health Counseling MS \(On Campus\)](#), [Middle/Secondary Education MEd/Certificate](#), [Rehabilitation Counseling MS](#), [School Psychology MEd/EdS](#), [School Psychology PhD](#), [Special Education MEd](#), [Teach Next Year MEd](#), [Undergraduate Education Minor](#), [Urban Education, Leadership, and Policy Studies EdD/PhD](#), and [Vision Studies MEd](#)

Undergraduate programs include: [Asian American Studies Program](#), [Early Education and Care in Inclusive Settings \(EECIS\) BA](#), [Sport Leadership and Administration BA](#), [Undergraduate Education Minor](#), and [UTeach Education Program BA with Teaching Preparation](#)

Certificate & Peace Corps Partnerships include: [Applied Behavior Analysis for Special Populations Certificate](#), [Assistive Technology for Individuals with Visual Impairments Certificate](#), [Autism Endorsement Certificate](#), [Cortical/Cerebral Visual Impairment Certificate](#), [Coverdell Fellows Program](#), [Critical and Creative Thinking Certificate](#), [Early Education Research, Policy, and Practice, Post-Master's Certificate](#), [Human Rights Certificate](#), [Instructional and Learning Design Certificate](#), [Instructional Technology Design Certificate](#), [Peace Corps Prep Program](#), [Rehabilitation Counseling Certificate](#), [Special Education Certificates](#), [Transition Leadership Certificate](#), [Vision Rehabilitation Therapy Certificate](#), [Vision Studies Certificate](#), and [Vision Studies: Orientation and Mobility Certificate](#)

## **Research & Engagement**

The College of Education and Human Development is committed to advancing its mission through community-engaged research and advocacy that responds to the needs of the Boston community and global community. CEHD's faculty and staff engage in cutting edge research focused on equity, justice, inclusion, and within/with urban communities. CEHD accounts for 17 percent of all research grants proposed at UMass Boston. In 2021, CEHD and its constituent units received over \$21 million in grant awards and accounted for nearly a quarter of grants awarded at UMass Boston. CEHD faculty and staff routinely publish research in top journals inside and outside the field of education.

## **Centers & Institutes**

The College of Education and Human Development is home to [five centers and institutes](#). Two of those centers, the Institute for Community Inclusion, and Institute for New England Native American Studies, are housed in CEHD's School for Global Inclusion and Social Development.

### **Institute for Community Inclusion**

Founded in 1968, the [Institute for Community Inclusion](#) (ICI) is one of 67 University Centers on Excellence in Developmental Disabilities located at public universities in every U.S. state and territory. As practitioners, researchers, teachers, and advocates, ICI supports systems change and partners with people with disabilities, their families, and communities to advocate for personal choice, self-determination, and social and economic justice.

ICI is a leader in disability research, policy, and practice and is known nationally for its work in employment as well as inclusive post-secondary education. ICI partners with Boston Children's Hospital and is home to 90+ staff, including more than 18 staff who are PIs for externally funded grants. With over 60 grants and contracts, ICI is the largest externally funded center at UMB, averaging \$15 million in external funding annually.

ICI has significant partnerships locally, nationally, and internationally. Ranging from the [Lawrence Partnership for Employment](#) which is bring together youth, their families, community leaders, and school personnel to improve employment outcomes for students with intellectual and developmental disabilities to [Think College](#) a leader nationally in inclusive post-secondary education for people with intellectual and developmental disabilities. ICI engages with people with disabilities, families, community organizations, state agencies, institutions of higher education, and advocates to support people with disabilities to be fully included in their communities. The State Employment Leadership Network includes 25 state intellectual and developmental disability agencies working to improve employment outcomes for people they support. Likewise, ICI works with state vocational rehabilitation agencies across the country to provide support related to leadership, organizational development, evaluation, and training to support improved employment outcomes. ICI has strong presence in Japan with funding through the US Embassy and the Tomadachi Foundation and leads a

professional fellows exchange on inclusive civic engagement in Kenya, Tanzania, Uganda, and Ethiopia.

### **Institute for New England Native American Studies**

The [Institute for New England Native American Studies](#) (INENAS) was established at the University of Massachusetts Boston in June 2009. INENAS's mission is to develop collaborative relationships, projects, and programs between Native American tribes of the New England region and all of the UMass campuses so that the tribes may participate in and benefit from university research, innovation, scholarship, and education.

INENAS responds to the changing priorities of tribal communities, which are assessed on an ongoing basis through surveys and direct consultation meetings. The shift in focus in response to those changing priorities will be reflected in future programming, grant submissions, and outreach efforts.

### **Center of Science and Mathematics in Context**

The [Center of Science and Mathematics in Context](#) (COSMIC) was established in fall 2004. COSMIC is a joint venture of the College of Education and Human Development and the College of Science and Mathematics at the University of Massachusetts Boston.

COSMIC has several related goals. As the University looks toward its responsibility of preparing students for a wide spectrum of careers in science, technology, engineering, and mathematics, COSMIC sees, as one of its roles, ensuring that students receive the best educational experience possible. On another front, COSMIC provides support for science teachers beginning with teacher training at UMass Boston and continuing with professional development through the teaching career path as novice teachers, experienced teachers, and as teacher leaders. For the pre-college students, COSMIC develops innovative science curriculum materials and conducts research studies on their effectiveness. COSMIC also pursues projects that encourage pre-college students to consider science related careers and to participate in courses and activities that can lead in this direction.

### **Institute for Early Education Leadership and Innovation**

Founded in 2016, the [Institute for Early Education Leadership and Innovation](#) is a University-wide initiative that was inspired by and created in response to the demand from graduates of entrepreneurial leadership development programs piloted in 2012.

The mission of the Institute is to equip the racially and linguistically diverse early care and education workforce to lead and innovate for change and quality improvement in their practice, program, and in the field. The Institute believes in the power of the racially and linguistically diverse early education workforce to lead the changes urgently needed so that all young children and their families thrive. The Institute's vision is for a system of early care and education that is high quality, affordable, and accessible for all children and families. In this system, family childcare business owners and early educators from every level of the field lead change and innovation. They incorporate cutting edge research and new knowledge in their programs, and their businesses are vital contributors to their local economies.

## **Institute for International and Comparative Education**

The Institute for International and Comparative Education (IICE) is dedicated to advancing research at UMass Boston in areas related to education in [international](#) settings as well as U.S.-based educational issues with global dimensions. By bringing together a scholarly community of experts—including faculty members, visiting scholars, students, and practitioners—the IICE aims to address global educational challenges, in particular those concerning social justice and equity.

The IICE supports a number of research and publishing initiatives, which are interdisciplinary in nature and emphasize both K-12 and higher education in a range of geographical settings, including Africa, the Middle East, South Asia, East Asia, Eastern Europe, and Latin America. The IICE sponsors a variety of activities, including a speaker series, workshops, and professional development.

## **Partnerships**

The College of Education and Human Development is committed to working with the local community through various responsive, reciprocal, and respectful partnerships. CEHD's students are engaged with the local community through more than 100 schools, clinics, counseling centers, and various community organizations. CEHD is especially proud of its deep, long-lasting partnerships with Boston Public Schools, [TeachersConnect](#), [The Mosaic School](#), and [The3PointFoundation](#).

CEHD is also home to the Teach Next Year (TNY) Program, which is an educator pipeline partnership with the Boston Public Schools. Through this innovative program, TNY residents spend a full school year working as apprentices alongside expert educators while engaging in coursework specifically focused on urban education and students from racially and economically diverse backgrounds.

Additional partnerships include strong and current relationships with Self Advocates Becoming Empowered, the National Association of State Directors of Developmental Disability Services, the Institute for Community Integration at the University of Minnesota, Langston University, Center for Public Representation, The Arc of Massachusetts, Massachusetts Advocates Standing Strong, the Harvard University Project on Disability, and many more.

## **Office of Student Success**

The [Office of Student Success](#) is responsible for providing services to prospective, current, and former students in terms of program and application information; University, College, and program requirements; programmatic and academic advising; and resources for former students and alumni. The office's overarching goal is to assist students in navigating the College of Education and Human Development (CEHD) and UMass Boston as a whole. Working closely with faculty, the Office of Student Success provides support for students to successfully complete their program.

## **Role of the Dean**

Reporting to the Provost and Vice Chancellor for Academic Affairs, the Dean will be responsible for the strategic, programmatic, and financial operations of the College. In collaboration with CEHD leadership faculty and staff, the Dean will shape the College's future and articulate a compelling vision for the College that will inspire engagement and financial support from external audiences. Internally, the Dean will encourage collaboration and continuous improvement, with a focus on undergraduate and graduate student success and support of faculty and staff in research and scholarship and be a strategic advocate for the College's Centers and Institutes. Additionally, the Dean will encourage and support a diverse,

equitable, and inclusive environment. The Dean will be visible and accessible to all faculty, staff, and students in the College of Education and Human Development.

## **Opportunities and Challenges**

The next Dean will bring passion and innovation to the College of Education and Human Development with a commitment to advancing the priorities of the College. Building on a solid foundation and working collaboratively with CEHD's devoted faculty and staff, the Dean will develop a strategic vision to advance the College. In close partnership with the Provost, Chancellor, and fellow Deans, the next Dean will forge the path forward for the College. Priorities for the next Dean include:

### **Advance an Anti-Racist Culture**

UMass Boston is an engaged campus where students, staff, and faculty are working with the Boston community and the larger Commonwealth of Massachusetts to benefit the public good. Like many UMass Boston students, CEHD students, both undergraduates and graduate students, disproportionately identify as first-generation and Pell-eligible. A multitude of cultures from around the world are represented in CEHD's classes each day of the year. The College has attracted faculty and staff who are passionate about serving traditionally underserved communities and leveraging the robust diversity in each course section for greater student learning and mutual benefit.

The College incorporates community engaged opportunities into its curriculum, scholarship, and service activities. The Dean should be an engaged community member and leader who will seek additional opportunities to further build upon the University's civic engagement.

Furthermore, UMass Boston has committed to stepping forward and putting in the work to eliminate oppressive systems and structures that unequivocally and disproportionately impact minoritized UMass Boston students, staff, faculty, and the local communities in and around Boston. The Dean will work to ensure this challenging work continues. UMass Boston faculty, staff, and students have done much to forward this important work, and the faculty and staff of the College of Education and Human Development will continue to support them and this work. The Dean will lead with a steadfast commitment to diversity, inclusion, and equity within the College and advance the anti-racism work that has begun.

### **Lead Budget Management and Resource Allocation**

As the University moves toward a new activity-based budget model, the Dean will play a pivotal role for the College in constructing a budget geared toward the larger campus strategy. The Dean will lead the forecasting, budgeting, and fund distribution in close partnership with CEHD Department Chairs and Program Directors, seeking input from a wide variety of constituents and creating fair and equitable processes. This effort coincides with the development of a comprehensive strategic plan for UMass Boston. The Dean will provide leadership in a budgeting model that drives both strategic initiatives and day-to-day operations. This will require focus on revenue generation to support the priorities and initiatives of the CEHD. The Dean will bring a strategic mind and creative eye to resource allocation and offer transparent, decisive leadership in fund distribution. Similarly, innovation and the introduction of contemporary organizational and management practices will enhance the stability and impact of the College's remarkable Centers and Institutes. In these efforts, the Dean will work within a largely unionized environment and demonstrate respect for the positions of faculty and staff. Even as the College will be the primary aperture for the Dean, close collaboration with the Executive Leadership of the University will be essential for the strategic goals and mission of UMass Boston to be achieved.



### **Building, Expanding, and Fortifying Community Partnerships**

The College of Education and Human Development is committed to working with and for the local community through various partnerships. Students engage with the local community through more than 100 schools, clinics, counseling centers, and various community organizations, providing them a comprehensive educational preparation for lives of contribution to society, meaningful employment, and the essential skills to advance in their careers, while responding to community-identified needs. CEHD graduates are leaders in their fields. This ever-growing network of accomplished alumni is an asset for the Dean in the continuous work of positioning the College for the most significant impact. The next Dean will have the opportunity to sustain existing community partnerships while seeking to establish new mutually beneficial collaborations with local organizations. The Dean will benefit from a transformative spirit, a strengths-based approach to community engagement, and a commitment to progressively amplify and extend CEHD's important contributions in its communities. The next Dean will work effectively with internal and external constituents to ensure the continued growth of vibrant and innovative programs and ensure that the curriculum is relevant and in demand for societal needs. Graduates will have a competitive edge in their pursuits and impact.

### **Encourage Research and Scholarship**

Building on the clear strengths of current faculty and staff, the College of Education and Human Development will need to find creative means to support, strengthen, and diversify scholarly contributions. Promising directions may include identifying multidisciplinary research opportunities, soliciting greater resource support from both internal and external funding, and diversifying workload expectations. These challenges and opportunities are keenly felt in all areas, as faculty seek to find the right balance between preparation of practitioners and advancing greater knowledge within their disciplines.

### **Representative Duties of the Dean**

- Provide leadership and oversight for all academic and student service personnel and programs, including their accreditation, for both undergraduate and graduate programs within the College;
- Engage in strategic shared governance that advances the mission, priorities, and goals of CEHD;
- In collaboration with CEHD's Centers and Institutes, support the research and scholarly initiatives and productivity of faculty and staff;
- Work with and coordinate the team of Dean's office staff, Associate Deans, and CEHD's Department Chairs, and engages with faculty to foster a learning community that is rich in ideas, productivity, and joy;
- Establish and maintain an effective plan that supports student success, including the recruitment and retention of highly qualified and diverse faculty to serve in the College;
- Engage in leading, supporting, and strategically guiding CEHD's community partnerships to ensure high quality, high impact, and intentionality in the relationships build with external organizations, as well as in the way community engagement is recognized by the College and University as well as promoted among the faculty, staff, and students;
- Set quality standards for academic program assessments, curriculum, teaching, and student

learning outcomes within the College of Education and Human Development;

- Coordinate and strategically manage the budget development and resource allocation of the College;
- Engage diverse funding sources for innovative programs, curricula, and scholarship opportunities, including fundraising initiatives and partnerships;
- Manage faculty personnel processes, including hiring, tenure, and promotional decisions, in an orderly and equitable fashion; and
- Collaborate closely with the Executive Leadership of the University to further the strategic goals and mission of UMass Boston.

### **Desired Qualifications and Characteristics**

The successful candidate will have an earned doctorate or equivalent terminal degree from an accredited institution, in an academic discipline within the College of Education and Human Development, a record of distinguished research/scholarship and teaching that would support appointment as a tenured full professor, experience in an administrative leadership position, and many of the following professional qualifications and personal characteristics:

- A collaborative and authentic approach to shared governance;
- A strong record of commitment to diversity, equity, social justice, and inclusion;
- An established history of contribution to student success efforts and demonstrated record of seeking student input and fostering student engagement;
- Extensive experience in securing, managing, and increasing external funding through sponsored research, fundraising, and innovative external partnerships that support the academic enterprise;
- High motivation and ability to function effectively in a fast-paced environment, with strong interpersonal skills;
- A record of successful management of large and complex academic units, including engagement with clinical settings and partners;
- A substantial and successful fiscal management and budgeting experience, particularly in an environment of constrained resources;
- A demonstrated support of research;
- A proven ability to make difficult decisions in a transparent and compassionate manner;
- An understanding of the unique culture of an urban university with diverse commuting and residential student populations, including, but not limited to, an appreciation of the unique needs of first-generation students, students from resource-constrained socioeconomic backgrounds, Students of Color, women, students with disabilities, members of the LGBTQ community, and veterans;

- A demonstrated commitment to affirmative action and equal opportunity in academic admissions, personnel actions, and other relevant arenas;
- A working knowledge and appreciation of a broad range of academic scholarship, student services, and administration practices;
- Excellent communication skills, both oral and written;
- A proven track record of building financially sustainable academic systems and infrastructure;
- Knowledge of the multiple communities served by the Institution, as well as an understanding and appreciation of the University's unique urban mission;
- Successful experience leading strategic planning, academic program evaluation, learning outcomes assessment and accreditation, and developing interdisciplinary programs;
- Experience in an institution with unionized faculty and staff and respect of tenure-track, tenured, and non-tenure-track clinical and traditional faculty;
- The ability to function effectively in external and internal environments with sound judgment in the context of politics, public relations, and academe;
- Strong commitment to a collaborative and consensus-building environment; and
- Demonstrated achievements in supporting and expanding the development of mutually beneficial industry partnerships and innovative curricular changes that support student success.

The review of credentials will begin immediately and will continue until the position is filled. Candidates should complete the basic personal and demographic application and upload a curriculum vita and letter of application through the UMass Boston job site at <https://employmentopportunities.umb.edu/boston/en-us/listing/>.

Requests for information and nominations should be directed to:



Jim Sirianni, Managing Director  
Mark Halligan, Senior Associate  
Storbeck Search  
[UMassBostonCEHD@StorbeckSearch.com](mailto:UMassBostonCEHD@StorbeckSearch.com)

*The University of Massachusetts Boston is an equal opportunity employer and, in compliance with federal and state laws and university policy, is committed to providing equal educational and employment opportunities for all persons without regard to age, color, national origin, race, religion, disability, veteran status, sex, sexual orientation, gender identity or other protected class status. Individuals from traditionally underrepresented populations are encouraged to apply.*