

UNIVERSITY OF HARTFORD

Dean of the College of Education, Nursing and Health Professions

The University of Hartford invites nominations and applications for the position of Dean of the College of Education, Nursing and Health Professions. In keeping with the University's overall strategic direction and cognizant of national demographic and occupational trends, the next Dean will be an experienced leader from the world of health care or health-related professions. The Dean will possess the knowledge and experience to develop compelling new academic programs, build even more robust partnerships with outside entities, and facilitate extraordinary teaching and learning opportunities for students and faculty in health-related fields. At the same time, the Dean will be responsible for and continue to champion parallel successes of the faculty, staff, and students in Education, the field from which past Deans of the College have been drawn. In partnership with a new Director of Education whom the new Dean will hire, the Dean will oversee the transformation and elevation of the Department of Education into a strong and vital School of Education within the College.

The Dean will bring proven ability to connect with external partners, and will be asked to build relationships and programs of benefit to the educational mission of the College. The Dean will be expected to identify innovative inter-professional and multi-disciplinary collaborations within the College, across the University, and with regional, national, and global partners, and to enhance our ability to educate and serve culturally diverse populations. In keeping with the University's particular emphasis on practical application of intellectual expertise, the Dean should be both a credentialed expert as well as an experienced leader and professional. The opportunity to build and expand upon the University's flagship programs in health-related areas – University of Hartford is one of 13 institutions in the country with a specialized prosthetics and orthotics program – is extraordinary, as is the ability to add to the current suite of health-related programs generally. This role is ideal for an individual prepared to take creative, thoughtful, and informed risks in an entrepreneurial environment.

In keeping with the College's deep commitment to working with underserved populations and the University's overall commitment to creating and maintaining a diverse, inclusive, and equitable community for all its members, individuals from underrepresented communities are encouraged to apply.

University Profile

Now in its sixth decade, the University has emerged as a vibrant and dynamic force in higher education and finds itself at an important moment in its history as a private institution. The University has built a reputation for an innovative integration of liberal arts education and specialized or professional studies; service to and partnership with local, regional, national, and global communities; and high standards of scholarly and creative excellence. Recognized in particular for excellence in the health professions, engineering, and the performing and visual arts, the University, which has a Carnegie classification of doctoral university research 3, has also

achieved national and regional prominence in business, technology, and STEM education. Comprising seven distinctive schools and colleges, the University of Hartford is a dynamic, comprehensive, independent institution known for the diversity, breadth, and imagination of its academic programs.

The University of Hartford offers an array of academic programs available at few universities of its size while at the same time fostering individual attention. With 7,000 students, 4,600 of whom are full-time undergraduate students, the campus is large enough to achieve the goals of a university while maintaining the feel of a small, residential college. The University's array of academic opportunities includes 84 baccalaureate, 11 associate, and 62 graduate-level degree programs.

The University's roughly 360 full- and 500 part-time faculty savor the opportunity to mentor, challenge, and support students. They excel in this primary function while also advancing their scholarship and creativity in distinctive ways. Together with approximately 650 staff members, they provide outstanding learning opportunities, service, and professional support to the University community and its mission.

Seven [schools and colleges](#) provide an array of opportunities for developing core competencies and career preparation: the College of Arts and Sciences; the College of Education, Nursing and Health Professions; the College of Engineering, Technology, and Architecture; the Barney School of Business; The Hartt School; the Hartford Art School; and Hillyer College. Hillyer offers the first two years of the baccalaureate to students whose chances for academic success can be improved by a structured environment with small classes and enhanced academic advising. Hillyer students can take courses that keep them on track to transfer into one of the University's other schools and colleges, assuming admission requirements are met. In addition, [University Studies](#) offers programs designed for nontraditional-age undergraduates to earn degrees.

University Mission

Dedicated to learning, personal growth, knowledge creation, and the betterment of society, the University engages students in acquiring the knowledge, skills, and values necessary to thrive in and contribute to a pluralistic, complex world.

University Academic Promise

Every student who comes here, if they do their part, will receive a demonstrably transformative education. They will know and be able to do things they were not able to do when they got here. They will be changed as learners. And they will look at the world, their work, and themselves differently. Specifically, they will be career ready in the broadest sense of the term, walk responsively and responsibly in the world, and be more engaged and integrative learners.

Strategic Planning

Titled *Celebrating our Tradition, Engaging our Future*, the [Strategic Plan](#) reaffirms the University's commitment to the highest standards of learning, personal development, and community engagement. Launched in 2013, a system-wide strategic planning process resulted in unanimous approval by the Board of Regents of the 2014-2019 Strategic Plan. Employing a strategic planning committee that was chaired by the president and included representatives from the Board of

Regents, administration, faculty, staff, and students, this effort was supported by consultants from the Napa Group.

The Plan calls for the implementation of five goals:

- Goal I. Challenge and support students in a vibrant educational environment that integrates disciplinary focus, broad knowledge of the wider world, and exposure to experiences that prepare students for career success and personal development.
- Goal II. Position the University as a valued partner with business, industry, government, and non-profit organizations in order to use these partnerships to maximize the career, entrepreneurial, and intellectual preparedness of students.
- Goal III. Promote a culture of innovation, creativity, and agility that facilitates responsiveness to evolving demands from internal and external constituents.
- Goal IV. Broaden our reputation as a first-choice university leading to enhanced enrollment, alumni engagement, and philanthropic support.
- Goal V. Develop a sustainable economic model in order to achieve and then maintain a budget that is in equilibrium.

Diversity, Inclusion, and Equity

A commitment to diversity, inclusion, and equity is at the heart of the University's mission. From its founding, the University of Hartford has been committed to serving students from every socioeconomic group. President Gregory Woodward recently announced the formation of the [President's Committee on Diversity, Equity, and Inclusion](#),

The University's 2017 census shows 34 percent minority undergraduate student representation and 26.5 percent minority graduate students, up from 21.1 percent and 16.4 percent, respectively in 2006. Current undergraduate minority representation includes 14.5 percent African Americans, 3.6 percent Asians, 12.5 percent Hispanics, and 3.7 percent who report they identify with two or more races.

Additionally, 5.4 percent of the undergraduate population is composed of non-resident aliens who come to the University from 48 different countries. Graduate minority representation includes 7.6 percent African Americans, 5 percent Asians, 8.1 percent Hispanics, and 1.5 percent who report they identify with two or more races. Additionally, 8 percent of the graduate population is composed of non-resident aliens who come to the University from 24 different countries.

The University has a long-standing commitment to the Hartford region and to working towards access to education and health care for all populations. Pertinent examples are the Hartford Scholars program, which allows qualified students from Hartford to attend the University for half of the normal tuition; Project Horizon, an ENHP initiative that brings health care to the city's most vulnerable populations; and two Magnet Schools – the University of Hartford Magnet School and University High School for Science and Engineering. These schools sit on the campus and, by design, bring students from the City and the surrounding communities together.

University Leadership

Appointed in 2017, Gregory Woodward currently serves as the University of Hartford's sixth president. A composer, musician, athlete, and scholar, Dr. Woodward has spent nearly four decades in higher education. From 2012 to the end of the 2016-17 academic year, he served as president of Carthage College in Kenosha, Wisconsin, a private liberal arts college on the shores of Lake Michigan. He moved to Carthage from Ithaca College, where he led one of the premier undergraduate music conservatories in the country as dean of the School of Music, served as interim provost/vice president for academic affairs, and created and served as the inaugural dean of the Division of Graduate and Professional Studies. He joined Ithaca's Department of Music Theory, History, and Composition as a composer in 1984, becoming a full professor in 2000. While earning his Doctor of Musical Arts from Cornell University, Woodward was a student of Pulitzer Prize-winning Czechoslovakian composer Karel Husa. He earned his bachelor's degree from the University of Connecticut and master's degree from Ithaca College.

University Finances

The University of Hartford, through its focus on long-term revenue growth and a continued emphasis on prudent fiscal management, has enjoyed over two decades of financial stability. The University has invested heavily in strategic initiatives during these years, and has also held steadfast to a conservative philosophy that seeks to promote budgetary equilibrium through the careful management of operating expenditures. Through conservative budgetary practices, including the establishment of various operating contingencies, the University has accumulated an unrestricted net asset total in excess of \$55 million.

The total gross operating budget for FY 2018 is estimated at \$254 million, and the budget net of financial aid is \$170 million. Approximately 93 percent of the budget is funded from student tuition, room, board, and fees revenues. The University spends approximately 62 percent of the budget on salaries and benefits and 4.9 percent on annual debt service. The endowment available to support scholarships and programs is valued at \$164 million, and long-term debt is approximately \$103 million.

Institutional Advancement

The University of Hartford's fundraising efforts over the past five years have been focused on endowment support for student scholarships and several capital projects. Successful completion of a five-year scholarship initiative yielded just over \$16 million. Capital projects included extensive renovations to the Harrison Libraries, Millard Auditorium, and Gengras Student Center. Additionally, the University is at 90% of goal for a \$5.2 million renovation and expansion to the Barney School of Business, located in Auerbach Hall.

Over the past five years, philanthropic giving has experienced steady growth. In fiscal year 2012, the University received \$5.4 million in gifts and pledges. During fiscal year 2017, the University received \$8.5 million in gifts and pledges. Efforts have been concentrated on increasing the size of cash gifts and multi-year pledge commitments as well as focusing on impactful long-term legacy giving strategies.

Currently, the University is in a capacity-building stage, laying the foundation for its next comprehensive campaign. Current initiatives are focused on enhancing the University's academic reputation, increasing access to the University for all students through increased financial aid, and several specific restricted capital projects. Much emphasis and discussion has been focused on supporting and growing programs and facilities within STEM disciplines and Health Sciences.

About the College of Education, Nursing and Health Professions

Like the University of Hartford itself, present-day ENHP was born of the unification of various disciplines. In 1987, the programs offered through the College of Education and Allied Services combined with nursing and health science programs formerly housed in the College of Arts and Sciences to create the College of Education, Nursing and Health Professions.

Since its formation as a college, ENHP has continually modified its programs to adapt to the needs of surrounding communities. The College offers more than 20 [nationally accredited programs](#) leading to bachelor's, master's, and doctoral degrees.

Throughout the history of ENHP, and evident in the University's archives, is a recurring reference to "preparing professionals in the field of education" and later in human services, allied health, and nursing. Today, the College extends this theme by making explicit its commitment to community engagement in its [mission and vision](#): *to become a national model for the integration of health and education sciences with community engagement.*

In order to advance the above vision, the [Institute for Translational Research](#) and its three subsidiary content centers were created. The Institute for Translational Research furthers public scholarship and translational research through substantive programming, promotion of evidence-based practice, and engagement through authentic partnerships. The Institute's initiatives "translate" scientific results into relevant outcomes for the community and the professions.

In an effort to promote research and scholarship, particularly scholarship with clear applications in the health and education arenas, the College of Education, Nursing and Health Professions cultivates relationships with prominent local and national [partners](#) that offer rich, collaborative learning and research environments for students, faculty, and community members. Under the leadership of a new Dean, the College seeks to build on its impressive track record in applied research. Recent successes include grants from the National Institutes of Health and a new, \$5 million grant from the Walton Family Foundation focusing on Montessori education. As of October 2017, the University has become the physical home to the Montessori Training Center of New England, operated by the Capital Region Education Council. The University collaborates with the Center on teacher preparation and research.

The University also enjoys international research partnerships, including one with LIMBS International. This partnership involves ENHP, the College of Engineering, Technology, and Architecture, the Barney School of Business, and the Art School and focuses on the design and local production of affordable prosthetic limbs in developing countries.

Undergraduate Majors

- [Early Childhood Education \(BS\)](#)
- [Elementary Education \(BS\)](#)

- [Health Science \(BS\)](#)
- [Health Science Pre-Professional \(BS\)](#)
- [Integrated Elementary and Special Education \(BS\)](#)
- [Nursing - RN to BSN](#)
- [Physical Therapy \(combined BS/DPT\)](#)
- [Health Science Pre-Chiropractic \(BS\)](#)
- [Health Science Pre-Optometry \(BS\)](#)
- [Health Science Pre-Osteopathic Medicine \(BS\)](#)
- [Health Science Pre-Pharmacy \(BS\)](#)
- [Health Science Pre-Podiatry \(BS\)](#)
- [Prosthetics and Orthotics \(combined BS/MSPO\)](#)
- [Radiologic Technology \(BS\)](#)
- [Respiratory Care \(BS\)](#)

Graduate Programs

- [Doctor of Education in Educational Leadership \(EdD\)](#)
- [Master of Education in Early Childhood \(MEd\)](#)
- [Master of Education in Elementary Education \(MEd\)](#)
- [Master of Education in Special Education \(MEd\)](#)
- [Master of Education with Montessori Concentration \(MEd\)](#)
- [Master of Science in Nursing with Focus in Education \(MSN\)](#)
- [Master of Science in Nursing with Focus in Management \(MSN\)](#)
- [Master of Science in Nursing with Focus in Public Health \(MSN\)](#)
- [Doctor of Physical Therapy \(DPT\)](#)
- [Master of Science in Prosthetics and Orthotics \(MSPO\)](#)
- [Transitional Master of Science in Prosthetics and Orthotics \(tMSPO\)](#)

Certificates

- [Certificate in Computed Tomography](#)
- [Certificate in Magnetic Resonance Imaging](#)
- [Certificate in Diagnostic Medical Sonography](#)
- [Post Masters Certificate in Teaching for Nurses](#)

Role of the Dean of the College of Education, Nursing and Health Professions

The Dean of the College of Education, Nursing and Health Professions will play a crucial leadership role within the College, across the University, throughout the region, and on the national scene. The Dean should be committed to raising the visibility of the College in ways that enrich and sustain its educational mission and facilitate the continued success of its individual faculty, staff, and students.

The Dean will report to Interim Provost Fred Sweitzer and serve as a collaborative and creative colleague on the Council of Deans, working together to advance the strategic objectives of the University as a whole. The Dean will oversee a College comprising approximately 45 full-time and 104 part-time faculty, 746 undergraduate and 470 graduate students, and 18 full-time staff. The Dean's Office staff currently includes:

- Associate Dean for Academic Affairs
- Associate Dean for Research and Community
- Collegiate Director for Graduate Programs
- Collegiate Director for Budget and Administration
- Collegiate Director for Communication
- Collegiate Director for Student Success
- Coordinators for School and Health Partnerships (3)

The Chairs of the Departments of Health Sciences and Nursing, and of Rehabilitation Sciences also work closely and collaboratively with the Dean. The Department of Education is being reorganized into a School of Education, with a visionary Director to be selected by the new Dean.

The Dean receives valuable counsel from the [Board of Visitors](#), which includes established leaders and experts from partner organizations in education, nursing, health, and rehabilitation sciences who can provide guidance about current trends and the direction of the College.

Opportunities and Challenges:

The next Dean of the College of Education, Nursing and Health Professions will be asked to lead the following efforts:

- **Develop and lead the implementation of a shared strategic vision for the College:** The Dean will bring a sophisticated understanding of emerging trends and promising directions in health-related fields to the development of a clear strategic plan for the College. In this effort, the Dean will actively solicit the engagement and input of the College's faculty, staff, and students, and align the College's objectives with the larger University strategic plan. The College's plan should include a clear articulation of the ways in which the new School of Education will build upon its current strengths while also blending with the new health-related focus of the College. The Dean will be a champion of and advocate for the new strategic direction of the College both internally and externally, and work energetically to realize its promise.
- **Build new and deepen existing external partnerships in order to expand opportunities for all students and faculty and raise the College's visibility:** The College currently places students in a variety of clinical settings and enjoys faculty research partnerships with hospitals, health systems, and schools in the Hartford area. In the future, the Dean will be asked to expand, enrich, and sustain these relationships with the ultimate goal of making the University of Hartford a first-choice institution for employers and institutions throughout the region. In addition, the Dean will find rich opportunities for on-campus collaboration with, for example, the College of Engineering, Technology, and Architecture and the Barney School of Business, with whom the possibilities for joint initiatives are endless.
- **Oversee the transformation and elevation of the Department of Education into a School of Education while preserving and extending the current collaboration between education and health within the College:** The new Dean will oversee the creation of a School of Education within the College in order to enhance Education's

visibility and acknowledge its distinctiveness within the context of the College. The Dean will hire a new Director for the School of Education and will work in partnership with the Director to ensure that students, faculty, and staff within the School continue to thrive and grow.

- **Evaluate the College's current array of academic programs, particularly in the area of health-related professions, and identify and develop new ones:** The Dean will ensure that the offerings of the College strike a thoughtful balance across several key priorities: the educational mission of the College, the needs of local employers as well as the national demand for professionals in current and emerging health-related fields, and the social imperative to both diversify the health care and teaching work forces and to increase access to health care and education for marginalized and vulnerable populations. As befits the pace of change in health care and the nature of the University, the next Dean must be nimble, creative, and willing to take measured risks in order to build innovative, sustainable, and socially impactful programs.
- **Bolster the College's Presence in Greater Hartford, the Nation, and the World:** The Dean will maintain a visible and active profile in the regional dialogue around health care and the education of health professionals and, in partnership with the new Director of Education, will similarly bolster outreach around Education. At a regional and national level, the Dean will represent the College of Education, Nursing and Health Professions to health organizations, government agencies, school districts, foundations, and the media.
- **Advance even further the College's commitment to ensuring a diverse, equitable, and inclusive environment:** In keeping with the mission and priorities of the University as a whole, the Dean will proactively seek to recruit, retain, support, and mentor excellent and diverse faculty and staff. The Dean will ensure that the College's climate is one in which all are welcome and all can thrive.
- **Champion student recruitment and retention:** Working closely with Admissions and other offices across the University, the new Dean will provide support and resources to attract and retain excellent, diverse students who will thrive in ENHP. In close partnership with the new Director of Education, the Dean will attend to enrollment management challenges and work to enhance recruitment and retention efforts in Education.
- **Secure additional resources for the College through effective fundraising and partnerships.** The new Dean will identify and pursue a wide variety of development opportunities as well as leverage existing resources with alumni, foundations, corporations, and other entities to bring the College's educational and social mission to life.
- **Support, mentor, and provide professional development opportunities to faculty in all fields, at all stages of their careers:** While the new Dean will bring a new focus on health-related disciplines to the College, the Dean must also recognize, celebrate, and work to further the continued success of the talented Education faculty, staff, and students. The Dean will be responsible for developing concrete structures, programs, and policies to facilitate the growth of all of the College's faculty, in every discipline, throughout their careers.

- **Contribute to University efforts to design and build a state-of-the-art facility to support the teaching and practice of health sciences in the 21st century:** In light of the University's significant commitment to the health sciences, the facilities master plan envisions a renewed campus space for health sciences, including a health sciences and technology innovation center. The Dean will lead efforts around envisioning this space and will work collaboratively with leaders across the University to help bring this project to fruition.

Desired Qualities and Qualifications

The next Dean of the College of Education, Nursing and Health Professions will be experienced and credentialed in a health-related field. While a wide range of academic and professional pathways might lead an individual to the Deanship, the ideal candidate will possess the terminal degree within their field and a record of academic and administrative accomplishment sufficient to earn the respect of colleagues within the College and across the University.

The next Dean will possess many of the following characteristics and abilities:

- Experience leading the development and implementation of a strategic vision for a complex organization;
- Broad and deep knowledge of health-related fields and the fast-changing national landscape;
- An interest in and commitment to developing a new School of Education within the College and providing the support and resources for Education faculty, staff, and students to thrive;
- A proven talent for building external partnerships and for attracting resources in support of a vision;
- A personal and professional investment in leveraging greater resources to serve vulnerable and marginalized populations, as well as a need to attract larger numbers of people from underrepresented groups into health care and education professions;
- A demonstrated commitment to diversity, equity, and inclusion and the ability to attract, sustain, and support diverse faculty, staff, and students in a supportive and inclusive community;
- An ability to unite College constituencies around shared values, expertise, and mission related to cultural competency.
- Ability to lead credibly, flexibly, and transparently in an academic environment;
- Experience supporting faculty in a variety of fields in their scholarly and pedagogical development at all stages of their careers through innovative programs and initiatives;
- Familiarity with complex accreditation processes and the ability to oversee them at a high level across a wide range of disciplines and programs; and,
- The entrepreneurial drive to seize opportunities where they exist and to create them where they do not.

Contact

Please send nominations, applications, and queries in confidence and electronically to:

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The University of Hartford is an open and welcoming community, which values diversity in all its forms. In addition, the University aspires to have its faculty and staff reflect the rich diversity of its student body and the Hartford region. Candidates committed to working with diverse populations and conversant in multicultural issues are encouraged to apply.