

# SEARCH PROFILE:

DEAN FOR THE SCHOOL OF EDUCATION



**CENTRAL**  
CONNECTICUT STATE UNIVERSITY

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## THE OPPORTUNITY

Central Connecticut State University (CCSU, Central) seeks a new Dean for the School of Education (SOE) who is academically accomplished, student-focused, innovative, and energetic. The successful Dean has a proven track record of building students' capacity to live, work, and contribute to the P-20 landscape of their community, state, and increasingly diverse world. The Dean will shape and lead the SOE with exemplary management skills; foster collaborative and data-informed fiscal and facilities planning, execution, and accountability; advance CCSU's [Mission](#) driven purpose; and enhance the University's campus culture.

The College seeks an experienced Dean and leader who will report to the Provost. The Dean will lead inclusive and transparent strategic processes for strengthening and growing the SOE; promote innovative, engaging, and student-centered approaches to teaching, research, development and service. The Dean of the SOE must be a bold and effective spokesperson for the value of the entire education pipeline (P-20). This comes at a time when the state of Connecticut and the nation continues to experience teacher shortages as well as the challenges that come with such scarcities.

CCSU is a unionized campus. The seasoned professional is expected to uphold the highest ethical standards and embrace the benefits of inclusive shared governance, and in doing so, will enhance trust and transparency while building community. The successful Dean will attend to the important operational matters that make continued excellence and growth possible and ensure faculty, staff, and students work, create, and succeed within the school and university structures. The Dean will work collaboratively with internal and external stakeholders, partnering with other Deans, Vice Presidents, and Directors as appropriate.

The Dean will advocate internally and externally for all programs and units within the School, ensuring academic quality in undergraduate and graduate programs as well as meeting the standards of external accrediting agencies for all academic programs. Collaborating with the Division of Enrollment Management, the Dean will oversee and help achieve recruitment and retention goals for the SOE. Additionally, the Dean is expected to provide opportunities for faculty and staff development.

## LEADERSHIP

**Dr. Zulma R. Toro, Ph.D.**, began her service as the President of Central Connecticut State University in 2017. During her tenure, President Toro has succeeded in creating an administration characterized by greater transparency and accountability. Her personal commitment to equity and inclusion is deep and unwavering. By listening to all voices and working with Central's community, she has sponsored a series of initiatives, planning documents, and action plans that are moving equity and inclusion issues forward. As a champion for diversity, equity, and inclusion (DEI), as well as educational opportunities, President Toro is a mission-driven and student-centered administrator committed to institutional success and ensuring the progression of inclusive excellence across the University.

During her presidency, President Toro has had a multitude of significant accomplishments in the following major areas: Community Engagement: enriching the cultural and intellectual vitality in the communities Central serves, and as a transformation partner of K-12 school systems; Development of a Campus Culture that is Welcoming and Safe for Everyone; Enabler of Social Mobility by Providing Access to Higher Education; Closing the Health Disparity Gap; Innovative Partner

and a Facilitator of Success for Small and Medium Companies; Enlisted top tier experts as members of the President's Advisory Board to develop and implement the CCSU 2030 Strategic Plan – Changing Lives, Building Communities, Central to Connecticut. Additionally, President Toro successfully partnered with Connecticut Commissioner of Education Dr. Miguel Cardona (now U.S. Secretary of Education), to create the “NextGen” program, which addresses the state's shortage of K-12 teachers while affording students experiential learning opportunities early in their course of study at CCSU.



**Dr. Kimberly T. Kostelis** currently holds the position of Provost and Vice President of Academic Affairs at CCSU. With a career spanning over two decades at Central, Dr. Kostelis has been a driving force in shaping the university's academic landscape. Dr. Kostelis began her career as an Assistant Professor, bringing a wealth of knowledge and expertise to the institution. Over the years, she has held several key positions, including department chair and then Dean for the School of Education and Professional Studies. While serving as the Dean, Dr. Kostelis was instrumental in driving the school's vision and ensuring the delivery of high-quality education. Her leadership saw the implementation of innovative programs and initiatives that enhanced the school's reputation and academic standards such as her work with the NextGen Educators Program.

In June 2021, Dr. Kostelis was appointed as the Interim Provost and Vice President for Academic Affairs and now serves in this role today following a national search. Throughout her career, Dr. Kostelis has been recognized for her strategic vision, her ability to foster collaborative environments, and her commitment to academic excellence. She has played a key role in the expansion of Central's First Year Experience program, the opening of the eSports Center, as well as the establishment of

the Drop-In Childcare Center, which has been instrumental in increasing retention of student-parents. Most recently, Dr. Kostelis is actively working to improve healthcare accessibility for local residents while training students in interprofessional collaboration through the opening of the Central Community Health Education Clinic on campus in October 2023. Dr. Kostelis continues to demonstrate her unwavering dedication to Central. Her strategic vision for the university's academic future is focused on innovation, inclusivity, and excellence, preparing the university for additional academic achievements and institutional growth.



## THE UNIVERSITY

Founded in 1849 as New Britain Normal School, Central was the first public institution of higher education in Connecticut and the sixth normal school in the nation. It was first located in what was to be New Britain's new Town Hall, which was still under construction, and which was modified and expanded to meet the needs of the school. Over the decades, the school's needs surpassed its physical space, so in 1883 it moved to a new facility, jointly funded by the town and the State of Connecticut, overlooking Walnut Hill Park. In 1922, the school moved to its current location. In 1933, it was renamed the Teachers College of Connecticut and authorized to grant baccalaureate degrees. In 1959, it



became Central Connecticut State College, and in 1983, the college became Central Connecticut State University, a comprehensive regional university authorized to grant baccalaureate and graduate degrees. Since then, Central's campus has grown dramatically, and its curriculum includes baccalaureate, master's, and doctoral degrees. However, it is still an integral part of New Britain and the greater Hartford area and is a crown jewel of Connecticut public higher education.

## CONNECTICUT STATE COLLEGES AND UNIVERSITIES

Central is part of the 6-member Connecticut State Colleges and Universities (CSCU) system governed by the Connecticut Board of Regents for Higher Education. The system includes four regional comprehensive universities, the CT State Community College, and Charter Oak State College (an online institution). As one of four CSCU universities, Central maintains strong relations with its system peers.

The president of each university serves as the institution's chief executive officer and is accountable to the CSCU Board through a direct reporting relationship to CSCU

System Chancellor Terrence Cheng, for the management of the university within Board policy. The 21-member Board of Regents (15 voting members) is the governing authority of the CSCU system; its responsibilities include setting statewide tuition and student fee policies; establishing financial aid policies; reviewing, licensing, and accrediting academic programs; and, in collaboration with institutional stakeholders, conducting searches for and selecting campus presidents and the CSCU President. The Board also holds broad responsibilities for the development and coordination of statewide higher education policy.

## CENTRAL CONNECTICUT STATE UNIVERSITY TODAY

The largest of Connecticut's regional comprehensive universities, Central enrolls approximately 9,700 students. Roughly 30 percent are enrolled part-time, and 40 percent are students from minoritized groups, the largest being Hispanic. Ninety-five percent of the students are from Connecticut. Central can accommodate approximately 2,400 students in the residence halls. In Fall 2023, 28 percent of all undergraduates lived on campus. The percentage of first-time, full-time students who are first generation students in higher education has been increasing and now exceeds 50 percent.

A longstanding strength of Central is its faculty. Partnered with more than 400 full-time faculty are about 450 part-time colleagues, many of whom are practitioners in their fields and who add a breadth and depth of experience to the classroom. Central faculty members are actively engaged in research, scholarship, and other creative activities as well as the supervision of undergraduate and graduate research. At the same time, a sustained primary

commitment to personalized teaching and learning permeates the campus. Many faculty members oversee internships, undergraduate research, graduate and undergraduate theses, special projects, and independent studies, and conduct faculty-led, short-term study/travel courses. Most also serve as academic advisors. A 14:1 student-faculty ratio allows for substantial individual attention.

Consequently, Central provides the diversity of educational opportunities generally found only at larger institutions with the close student-faculty relations found at the best private colleges. Central also has more than 400 full-time and part-time administrative staff, all of whom are true partners in the educational enterprise at Central. A strong network of collective bargaining units represents nearly every constituent group of Central's faculty and staff. A collective commitment to shared governance unites faculty and staff and is a hallmark of the University.



## THE SCHOOLS

Central's schools and colleges – the Carol A. Ammon College of Liberal Arts and Social Sciences; the School of Business, the School of Education; the School of Engineering, Science, and Technology; and the new College of Health and Rehabilitation Sciences; offer 148 programs with 103 unique disciplines across all levels. All undergraduates share a common general education curriculum.

Because of this, education in the liberal arts and sciences permeates and defines Central's academic programs. The University also offers graduate degrees in over 70 academic programs in 54 different disciplines, including doctoral degrees in educational leadership and nurse anesthesia practice.

Central offers a broad array of online courses at the undergraduate and graduate level. Accredited by the New England Commission of Higher Education, the University completed its decennial reaffirmation process in the fall of 2018. As of Fall 2023, nearly 50 percent of Central's academic programs were accredited by an external accrediting body such as ABET or the Council for the Accreditation of Educator Preparation (CAEP).

In addition to the School of Education, Academic Affairs is comprised of the following schools/ college:

**Carol A. Ammon College of Liberal Arts and Social Sciences**, named in honor of Central alumna Carol A. Ammon, Class of 1973, offers undergraduate and graduate degrees in the fine arts, humanities, social sciences, and behavioral sciences. Its faculty bear the major responsibility for teaching the general education curriculum.

**School of Business** offers undergraduate majors in accounting, finance, management, management information systems, marketing, and business analytics, as well as an MBA, a master's in accounting, and stackable Official Certificate Programs at the graduate level. It is AACSB accredited, meeting the highest quality standards for business programs worldwide.

**School of Engineering, Science, and Technology** offers undergraduate and graduate degrees and certificates in engineering and engineering technology (civil, computer, electrical, manufacturing, mechanical, robotics/mechatronic, and software), life and physical sciences (biochemistry, biology, biomolecular sciences, chemistry, earth sciences, and physics), technology (computer science, computer information, cybersecurity, electronics, graphics, and networking), manufacturing (construction management, environmental health and safety, supply chain, manufacturing management, and technology management), data science, mathematics, and technology and engineering education.

**College of Health and Rehabilitation Sciences** is currently in its inaugural stage of formation and will offer health-related programs including undergraduate degrees in nursing, social work, and exercise science; master's degrees in athletic training, counselor education, marriage & family therapy, and nursing: hospice and palliative care; post-master's certificate in professional counseling; and a Doctor of Nurse Anesthesia Practice.

**Graduate Studies** serves as the organizational hub for Central's many graduate programs. An Associate Vice President for Academic Affairs works collaboratively with the Provost, deans, department chairs, and faculty to develop, promote, and administer the University's expanding range of graduate offerings and accelerated bachelor's to master's pathways.

## CAMPUSCOMMUNITY

Central is a campus community focused on students and their educational development. The low student/faculty ratio allows for close interaction with faculty and individual attention to students. The average undergraduate class size is 19; no classes are taught by graduate students.

The faculty serve as teachers, mentors, advisers, and research partners with students. Central's students have a variety of opportunities to do individual research with the guidance of a faculty member, both during the year and over the summer. The University has an annual research day at which students of all disciplines can present their research or creative activity. The University awards travel support for the best work in each academic area so that students can present their work at the national meeting of the National Council for Undergraduate Research.

Central also has a robust commitment to community service. The Center for Community Engagement and Social Research brings together the important work of community engagement and applied research. Integrating teaching, research, and service through community engagement is essential. The Center provides opportunities for students to engage in multiple experiential learning opportunities; for faculty to develop scholarship with a community focus; and for our community to work with Central to address their most pressing needs. Central is also recognized by the Carnegie Foundation for the Advancement of Teaching as a Community Engagement Institution.

Reflecting demographic changes in Connecticut, Central has an increasingly diverse campus. The largest student body from minoritized groups are Hispanic/Latino (19 percent), Black/African American (13 percent), and Asian (5 percent). Hispanic/Latino students and Black/African American students now make up 37.8 percent of the incoming freshmen class; this represents almost a nine percent increase in five years. Of the +850 faculty, almost 50 percent are full-time, and 21 percent are people of color. In addition, there are just over 600 full-and part-time staff, of which about 27 percent are people of color.

Central offers a variety of academic and co-curricular programs that support diverse students and offer opportunities to explore the many cultures and issues that are important to our increasingly multicultural society.

Adding to campus diversity are the University's international programs and activities supported by the George R. Muirhead Center for International Education (CIE). Founded in 1987 as a statewide center for excellence in international education, the CIE has



established a number of community and university partnerships around the globe. It also offers both short-term, faculty-led programs as well as semester- and year-long programs. The CIE is also home to the Intensive English Language Program. Central enrolls international students in both degree- and non-degree programs. Central offers its students a full range of clubs and activities, including musical groups; academic, honorary, and special interest clubs and societies; dance and theatre groups; student government; various student-run media; campus ministry; and social fraternities and sororities. As Central has become more residential, the level of student activity has increased, making the campus more vibrant. At the same time, a large portion of Central's students are commuters, many of them balancing their academic work with family obligations and full-time employment.

Central values its commuter students, recognizes their special needs and makes every effort to integrate them into campus life. The Central Connecticut Blue Devils, an NCAA Division I athletics program that competes in the Northeast Conference, offers intercollegiate competition in seven men's sports and nine women's sports. Central students are offered a variety of recreation, fitness, and wellness options, including 25+ intramural activities and club sports, five fitness centers across campus, and a variety of wellness and fitness classes. The past seven years have been a period of significant achievement for the Blue Devils.



## ENROLLMENT

Central is in a competitive admissions environment. CCSU's enrollment challenges are similar to other master's level institutions in the area which have been impacted by the pandemic. However, Central was the only University in the CSCU system to have an increase in enrollment and the incoming class of 1,416 was the 5th largest at the University since 1991.

Central has devoted its attention to increasing retention and graduation rates. The first-year retention rate for the Fall 2022 cohort returning in Fall 2023 was 78.6%. This

is the second highest retention rate since the Fall 2013 cohort. In addition, the number of students returning for the 3rd year increased by 6.8% over the previous year. The 6-year graduation rate continues to feel the lingering impact of the pandemic with a rate below 50%. The University awards \$16 million in institutional financial aid. During the past ten years, institutional aid has increased both in the amount given and the number of students who receive it.

## THE CAMPUS

**THE CAMPUS** Central's 165-acre main campus, with over 70 buildings, sits on the northern edge of New Britain, with easy access to major highways and Interstate 84. Central continues to implement its campus master plan and make improvements across its campus and within its facilities. The University is entering the final phase of the State of Connecticut's CSUS 2020 capital improvement program, the largest such program ever undertaken in its 170+ year history. The University continues to support its core mission and student needs while retaining and enhancing an aesthetically pleasing environment.

In 2019, the University opened the 70,000 square foot, \$25 million C.J. Huang Recreation Center and the \$63 million renovation and expansion of Willard- DiLoreto Hall. The University recently completed a \$22 million renovation and expansion of Barnard Hall, where the

SOE is located, and the construction of the 93,000 square foot, \$65 million Applied Innovation Hub. The new 600-space Willard-DiLoreto Parking Garage opened last year. The University recently debuted its XR Lab, the first of its kind in the State of Connecticut, which is used across multiple academic disciplines specializing in the use of virtual and augmented applications. Construction of a \$16 million expansion of Burritt Library has recently commenced. In total, these projects represent an impressive investment by the State of Connecticut in Central's future and a major transformation of the campus. The University continues to plan for and make significant upgrades and improvements to its buildings and infrastructure.

## FINANCES AND FUNDRAISING

While COVID has created unexpected and historic challenges for higher education, Central's commitment to fiscal responsibility, resource allocation, and the finalization of its new strategic plan leaves it well positioned for the future. Its current operating budget is approximately \$240 million and as of the June 30, 2022, Audited Financial Statements, the University had unrestricted reserves of approximately \$58.8 million. It has ended the past several years with operating budget surpluses. Funding from the State provides approximately 43 percent of its revenue; gross tuition and mandatory fees provide 40 percent. The CCSU Foundation assets are approximately \$94 million as of February 2023, the largest of Connecticut's regional comprehensive universities. In-state tuition and mandatory fees for 2023-24 total \$12,460; room and board are \$12,710.

The institutional advancement effort at Central is well established with an engaged Foundation Board. The top fundraising priority for the University has been the growth of the endowment, which has steadily increased with each year featuring an increased giving target goal. Its success has enabled the Foundation to increase its scholarship support to students to over \$2.8 million.

Central has 92,000+ living alumni, 78 percent of whom live in Connecticut. The Alumni Association Board is active and has effective leadership, and the affection for Central by its alumni is palpable. The alumni have a three percent participation rate in university fundraising.



## NEW BRITAIN

Located nine miles southwest of Hartford, New Britain is a town of some 70,000. Part of the Greater Hartford area of 1.2 million residents, New Britain is centrally located in the state and is within easy reach of much of Connecticut and several of the metropolitan areas in the region.

New Britain's population is characterized by a high degree of racial and ethnic diversity. Known as "Little Poland," 17 percent of its population are of Polish background. New Britain is also 3 percent Asian, 13 percent Black/African American, 41 percent Hispanic, and 42 percent White, non-Hispanic. Hartford, a city of some 120,000, is 3 percent Asian, 37 percent Black/African American, 45 percent Hispanic/Latino, and 15 percent White, non-Hispanic.

New Britain is the home of the New Britain Symphony, founded by Central faculty members and first conducted by Central's Dr. Etzel Willhoit. It is also home to the New Britain Museum of American Art, the Connecticut Virtuosi Chamber Orchestra, the Connecticut Theatre Company and the Hole in the Wall theatre. Charter Oak State College, the online branch of the CSU system, is also located in New Britain.

Often known as "Hardware City," New Britain is the home of Stanley Black & Decker. The largest employer in New Britain is the Hospital of Central Connecticut. Other major employers are the State of Connecticut, the City of New Britain, the Hospital for Special Care, and Tilcon Connecticut. In 2015, New Britain acquired the Bees,

an unaffiliated professional minor league baseball team in the Atlantic League until 2020 and now an American collegiate summer baseball team in the Futures Collegiate Baseball League.

In addition to its proximity to Hartford, New Britain is 40 minutes from Springfield, Massachusetts, two hours from Boston, and two hours from New York City. It is also part of the Hartford-Springfield "Knowledge Corridor" and therefore within easy driving distance of a host of private and public institutions of higher education and many cultural opportunities. The CTfastrak bus rapid transit system, begun in March 2015, offers frequent connections between New Britain and Hartford and points as far west as Waterbury.

The larger region provides excellent opportunities for Central to partner with major corporations and organizations. It currently has close ties with: Travelers, Pratt & Whitney, CohnReznick, GKN Aerospace, Stanley Black and Decker, The Hartford, UTC Aerospace Systems, Otis Elevator Company, Sikorsky, General Dynamics, Electric Boat, Parker Hannifin, and the Kaman Corporation.

The Hartford region also provides equity and inclusion challenges beyond the University. In addition to the large percent of people of color in the region, 30 percent of the population of Hartford and 22 percent of the population in New Britain live below the poverty line.



# CENTRAL ALUMNI LEADING CONNECTICUT PUBLIC EDUCATION



## **DR. MAUREEN BRUMMETT**

### **Superintendent of Newington Public Schools**

- Doctorate, Educational Leadership, 2011
- 6th Year Certificate, Educational Leadership, 1999
- Master's degree, Special Education, 1989

"I have valued my long-term relationship at CCSU both on a personal and professional level. For the past ten years I have enjoyed my work as an Adjunct Professor and the Ed Leadership Advisory Board.

"The new Dean would need to focus on the need to innovate in education to ensure we are meeting the needs of students in a rapidly changing world. It would also be important to continue partnerships with local school districts both to understand the work on the ground level and to provide valuable experiences for your students."



## **DR. ANTHONY J. GASPER**

### **Superintendent of the Consolidated School District of New Britain**

- Superintendent of School Preparation Program, 2014
- Doctorate, Educational Leadership, 2005
- Master's degree, Educational Leadership, 2002
- B.S., Spanish Education, 1995

"For both the community that I currently serve and for me personally, CCSU represents a critical point of access and aspiration to higher education in Connecticut. As the first in my family to attend college, Central was a welcoming but rigorous place of learning. This is also true for the families of New Britain whom I currently serve as their superintendent of schools. I look forward to a continued and growing partnership between Dr. Toro, the CCSU faculty, and the faculty and families of the Consolidated School District of New Britain."



## **DR. GERALD HAIRSTON**

### **Equity & Inclusion Specialist, Newington Public Schools**

- Doctorate, Education Leadership, 2017
- Master's degree, Educational Foundations, 2009
- B.A., Psychological Sciences, 2000

"My connections with CCSU are wide ranging and deep. I have had enriching personal relationships that have afforded me with mentors and thought partners. At the sake of sounding gosh; I love the university and its people. The CCSU family of staff has been vital throughout my career. I have collaborated with staff from various sectors of the institution, and that allyship continues to this day. No matter the distance between occasions to partner, I have continuously found the CCSU family to be endeavoring in the work of equity and justice in education.

"My belief and hope is that the new dean would have that same diligent commitment. That person ought to come with a legacy of evident personal devotion to increasing equity in education. Specifically, a vigilance for racial equity. While the contours of the social world have changed, race's position in society and education remain central. It seems necessary that this new leader be uniquely visionary and innovative in the culture they intend to build in the department. Having a clear sense of how to fashion systems and spaces that organize people (who are differently situated in society and education) into a community focused on maximizing the CCSU experience and their individual/collective impact on education."

## EQUITY, INCLUSION AND DIVERSITY

Since her arrival at Central in 2017, President Toro has demonstrated a strong commitment to diversity, equity, and inclusion. Central is committed to ensuring that every member of our community, regardless of how they identify or the group they associate with, feels safe and secure, and to communicating a policy of “zero tolerance” for acts of violence, bias, and discrimination. Central is bold and progressive in its approach, addressing discordant actions in innovative ways while holding ourselves responsible for achieving a diverse, equitable, and inclusive environment where we are all accountable. Our collective efforts strive to ensure a richly diverse campus with a healthier, more vibrant climate that is safe, inclusive, and welcoming.

Central’s Office of Equity & Inclusion (OEI) cultivates a campus environment that is equitable, inclusive, and respectful to enable students, faculty, and staff to realize their full potential. OEI works with faculty, staff, and students to develop and maintain a community of inclusion. It acts in a transparent manner guided by respect and professional standards, providing training and support on diversity, Title IX, and sexual harassment prevention. OEI is committed to tenets of due process, fairness, quality service, and discretion.

The Equity, Justice, and Inclusion Committee of the Faculty Senate advises and makes recommendations to promote policies, curricular enhancements, and campus events designed to foster respect for all. It promotes a diverse



faculty and student body, while advocating for hiring and promotion practices that foster inclusion. Central recently approved an undergraduate degree requirement that all undergraduate students complete at least one course in the area of Equity, Justice, and Inclusion.

## STRATEGIC PLAN

The process of strategic planning was initiated in December 2018 and came to conclusion in April of 2020 with the approval of a ten-year plan: [Strategic Plan 2030: Changing Lives, Building Community, Central to Connecticut](#). The spirit of the plan is to make Central “innovative, bold, inclusive, and engaged.” The first goal of the plan prominently commits CCSU to academic excellence and preparing students for the future. Goal 2 is designed to increase access to higher education while ensuring student success and obligates Central to expand its outreach to underrepresented populations and those from marginalized social and economic groups. Beginning with more effective marketing to these populations, Central intends to support these students through graduation and into promising career opportunities. This will include more effective admissions work, improving advising, increasing student persistence,

ensuring full engagement with the campus community, and helping students achieve beyond their expectations. Goal 3, “Fostering an inclusive and safe campus community that values and encourages individuals to participate in the free and respectful exchange of ideas,” requires Central to create an inclusive, respectful, just, and safe campus culture. In so doing, Central aspires to become a national model of a university committed to social justice and a community in which it is practiced effectively by all. The community engagement goal, Goal 4, commits Central to embracing its civic responsibilities and to engage and contribute substantially to the public good through service, research, and educational opportunity. Finally, Goal 5, “Assuring Sustainability for the Future,” ensures a focus on fiscal and environmental responsibility.



## THE LEADERSHIP AGENDA: DEAN OF THE SCHOOL OF EDUCATION

The incoming Dean will find a welcoming community of committed faculty and staff who are dedicated to their students, their research, and the mission of the University. The Dean's leadership agenda focuses on supporting this mission and seeking out new opportunities for innovation and collaboration. The [School of Education](#) has a long history of preparing educators, beginning with the establishment of the New Britain Normal School in 1849. Today, the school is recognized as a leader in preparing teacher leaders for service in diverse communities. A diverse range of undergraduate and graduate programs in education including early childhood, elementary, secondary, special education, and K-12 content areas including Art, Dance Education, Music, Physical Education, Technology and Engineering Education.

Building on this rich legacy, the Dean will enhance the excellence of the SOE and the broader CCSU community collaborating with internal and external stakeholders. Like many states, Connecticut is experiencing severe educator shortages. The SOE Dean must work to integrate programs such as [NextGen Educators](#), [Jump Start](#), [Inspirar Teacher Residency Program](#), and [TRiO Programs](#), to explore and identify non-traditional paths, evaluative efforts, and in escalating or pivoting, as necessary for collaborations, success, and social impact. The Dean will inspire confidence among the faculty, staff, students, and the community by being creative, relevant, transparent, and genuine.

## OPPORTUNITIES/CHALLENGES

The University expects the incoming Dean of the SOE to be an accomplished and forward-thinking educational leader with a wealth of experience, ideas, and passion. The seasoned professional will demonstrate a deep commitment to educational excellence, fostering collaborations, driving innovation, and preparing educators to meet the evolving needs of the P-20 educational continuum. In addition to driving curricular innovation and fostering community engagement, the new Dean will prioritize enrollment and retention, as well as promote access and equity. The new Dean will also leverage data and technology to support decision-making, fiscal accountability, and administrative practices.

By embracing opportunities, overcoming challenges, and remaining steadfast to our mission, the Dean will lead by example in aspiring, preparing and producing educators who are ready to help shape the future of education with partnership, creativity, compassion, inclusivity, and innovation. The following four thematic areas serve as key focus:

### **PROMOTE AND SUPPORT A MISSION-CENTERED CULTURE OF EQUITY, DIVERSITY, AND INCLUSION**

The Dean will create and support an inclusive and justice-oriented culture within the SOE that respects the past and reflects the present and promising future of the communities (local, state, national) served by Central and the SOE. This culture should permeate student, faculty, and staff recruiting; community and alumni relations; faculty and staff training; and curricular development. A key opportunity to do this work will be ongoing participation and collaboration with external K-12 and the Connecticut State Department of Education (CSDE).

### **COORDINATE, EXPAND, AND STRENGTHEN INTERNAL/EXTERNAL COMMUNITY EDUCATION – RELATED PROGRAMS**

The Dean of the School of Education must be a great collaborator who builds and leverages networks and

relationships on all levels—internally and externally to the university. This includes building sustainable relationships with K-12 schools and two-year colleges. It also includes addressing the teacher shortage through identifying and cultivating locally talented individuals who may take direct or indirect paths to teaching. Streamlining processes and advocacy will be needed to move internal and external academic initiatives forward. The strategic array of programmatic offerings should meet regional needs and prepare students for in-demand careers today and in the future. The Dean will ensure that all students have access to appropriate field experiences and additional experiential learning opportunities.

### **ENSURE ACADEMIC EXCELLENCE, INTERDISCIPLINARY INITIATIVES, AND INNOVATION**

The Dean will foster a culture of academic excellence by providing voice, support, and inclusivity in advancing the elements of the SOE's vision for academic programs. The Dean will be expected to bolster processes to ensure continuous improvement and innovation that define the SOE's culture and experiences for faculty, staff, and students. This includes ongoing attention to faculty development that enables the faculty to continue to respond to emerging student needs while also serving as leaders in their academic fields consistent with Central's mission and vision.

### **GENERATE RESOURCES TO SUPPORT STRATEGIC GOALS AND ENERGIZE FUNDRAISING**

The Dean must cultivate the long-term financial viability of the SOE by aligning existing resources to support ongoing priorities and emerging initiatives, and by generating new resources through multiple sources and general grant development success. In looking for new programmatic opportunities and partnerships, the dean must simultaneously bolster the financial health of the school and uphold its academic standards of excellence.



# QUALIFICATIONS

The successful candidate will have experience working with the Connecticut State Department of Education (CSDE) or relevant experience with teacher regulations. The candidate will also have the credentials, competencies, and disposition necessary to provide leadership and guidance in implementing existing, new, and interdisciplinary academic and professional programs. Additionally, the successful candidate should have demonstrated experience in academic leadership (i.e., overseeing an academic unit college/school), promotion and tenure process, and budget management within a unionized environment. The ideal candidate will possess excellent communication and interpersonal skills, have demonstrated the ability to work collaboratively with faculty, students, staff, other administrators, and community members; a commitment to academic excellence and accountability; an ability to work with faculty to continue to develop, articulate, and implement a constructive and workable vision for the SOE; and a record of demonstrated commitment to diversity, equity, and inclusion.

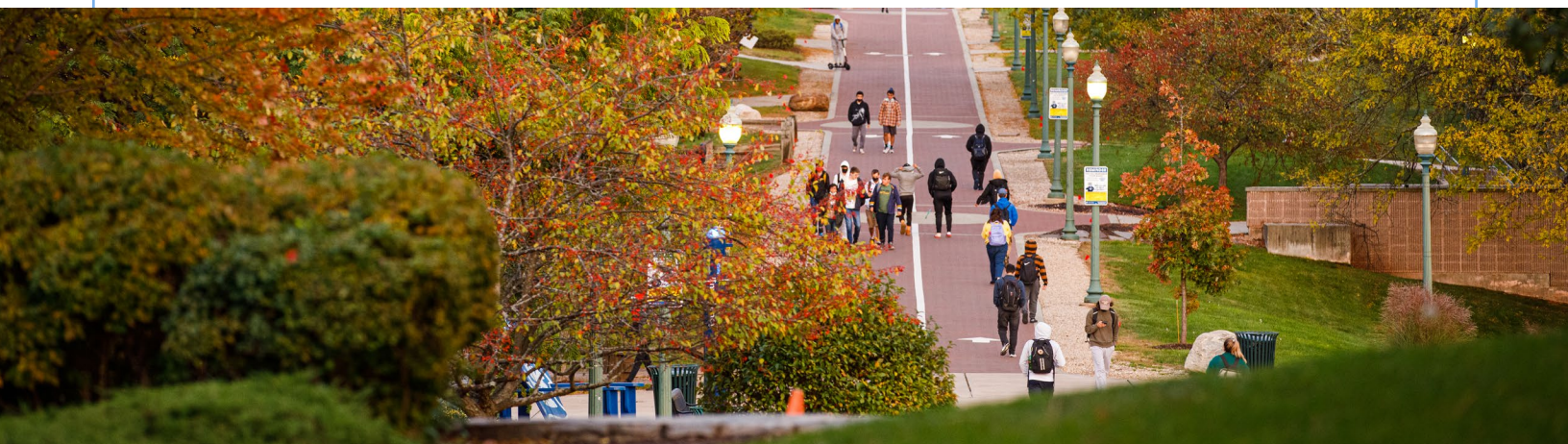
## MINIMUM QUALIFICATIONS

- An earned doctorate (or appropriate terminal degree) from an accredited institution in one of the academic disciplines housed in the School of Education;
- Eight (8) years of full-time service at a college or university with a strong record of teaching and scholarship that would merit the rank of full professor;
- A record of accomplished academic leadership in administrative roles with increasing responsibility and complexity for at minimum three (3) years, including management of people and budgets, ability to collaborate across disciplines and programs, and effectiveness in advocating for academic programs;
- Demonstrated experience working with graduate and undergraduate programs in teacher education or closely related disciplines;

- Demonstrated strong analytical and problem-solving skills, and successful prioritization and management skills with appropriate organization, delegation, and timely decision-making and follow-through;
- Strong listening, verbal, written, interpersonal skills, and public speaking skills;
- Demonstrated effective consensus-building, conflict management, and crisis management skills;
- Demonstrated experience with meeting accreditation standards and teacher licensure processes;
- Experience with successful transparent planning, budgeting, and fiscal management within a complex organization;
- Experience in the evaluation of faculty and staff for renewal, promotion, and tenure.
- Experience with recruiting and retaining diverse faculty, staff, and students.

## PREFERRED QUALIFICATIONS

- Experience working in a unionized environment;
- Commitment to shared governance and to the ongoing support and development of faculty;
- Familiarity with public higher education and local, regional, state, and federal regulations and guidelines;
- Student-centered; able to connect with students and understand their evolving educational needs and aspirations especially students from marginalized groups;
- Demonstrated experience working successfully with internal and external communities in Education or Education-related arenas, as well as with the Connecticut State Department of Education.





## APPLICATION AND NOMINATION PROCESS

Central Connecticut State University is being assisted by Academic Search. Applications should consist of a substantive cover letter addressing the qualifications and expectations listed above, curriculum vitae, and a list of three professional references with full contact information and a note indicating the nature of your working relationship with each. References will not be contacted without the explicit permission of the candidate. Applications, nominations, and expressions of interest can be submitted electronically, and in confidence, to: [CCSUDE@academicsearch.org](mailto:CCSUDE@academicsearch.org).

Prospective applicants are encouraged to arrange a confidential discussion about the opportunity with the Senior Consultant for this search, Dr. Carlos N. Medina, at [Carlos.Medina@academicsearch.org](mailto:Carlos.Medina@academicsearch.org); or Senior Consultant Dr. Dorothy (Dee Dee) Campbell, at [Dorothy.Campbell@academicsearch.org](mailto:Dorothy.Campbell@academicsearch.org).

The Dean of the School of Education is compensated at the Executive 2 salary level in accordance with CCSU Human Resources Policies for Management and Confidential Professional Personnel. For more information, please visit [Management & Confidential Policies](#).

Applications will be accepted through **February 9, 2024**.

As an affirmative action employer, Central Connecticut State University actively seeks and encourages applications from women, minorities, persons with disabilities, and individuals with protected veteran status. The University provides reasonable accommodations to qualified individuals with disabilities upon request.

# ABOUT ACADEMIC SEARCH

Academic Search is assisting Central Connecticut State University in this work. For more than four decades, Academic Search has offered executive search services to higher education institutions, associations, and related organizations. Academic Search was founded by higher education leaders on the principle that we provide the most value to partner institutions by combining best practices with our deep knowledge and experience. Our mission today is to enhance institutional capacity by providing outstanding executive recruitment services, executive coaching, and transition support, in partnership with our parent organization, the American Academic Leadership Institute.



Committed to IDENTIFYING  
AND DEVELOPING LEADERS  
by providing the highest  
level of EXECUTIVE  
SEARCH to our  
higher education  
partners.