



Search for

CHAIR

Department of Specialized Education Services (SES)

University of North Carolina at Greensboro
School of Education

THE SEARCH

The Department of Specialized Education Services (SES) at UNC Greensboro (UNCG) seeks a Department Chair of strategic and visionary leadership to advance the teaching, research, and service/outreach activities of the Department. Reporting to the Dean of the School, the Chair will have a dynamic opportunity to help shape the Department and define its identity, serving as the primary voice at the School, University, and community levels.

UNCG is a public, coeducational, doctoral-granting, residential university and one of the three original institutions of the University of North Carolina system. The University holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a “doctoral university with high research activity” and for “deep community engagement” in its curriculum, outreach and partnerships. With an enrollment of approximately 20,000 students, including 3,400 graduate students and 2,500 faculty and staff, UNCG is known for its inclusive learning community with a campus culture that embodies access, equity, diversity, excellence and collaboration. Students of color make up almost half the student body. The SES department is one of 6 departments within UNCG’s School of Education (SOE), offering B.S., M.Ed., and PhD programs, and studies in three academic disciplines: Birth Through Kindergarten, Professions in Deafness, and Special Education. With a strong commitment to community-engaged teaching, research, and service, SES prepares students to be leaders in their roles as teachers, professors, interpreters, administrators, advocates, and researchers in early education services, special education, and deaf-related fields.

The Chair will balance the administrative and operational tasks of the position with the strategic thinking and vision required to lead the Department. The Chair should possess a visionary and collaborative leadership style, characterized by participatory decision making, flexibility, a focus on innovation, and the ability to see and set direction on a large scale. This individual will be an excellent communicator with strong interpersonal and relationship building skills, and effective people-management ability. In

addition, the Chair will have the opportunity to shape the identity of the Department and bring cohesive unity to its three distinct program areas. This individual will foster an environment that values diversity, inclusion, equity, while encouraging interdisciplinary research, programming, and collaboration. The next chair will support research and scholarship activities of the SES faculty, help develop external resources for the department, and advocate for the advancement of faculty.

The successful candidate will hold a doctorate in a field consistent with the School of Education and the Department of Specialized Education Services, bring teaching/research accomplishment in one or more of the three academic areas within SES (or related areas), and meet criteria to enter at the rank of Full Professor and eligibility for tenure. UNCG has retained Isaacson, Miller, a national executive search firm, to assist in this important recruitment. All inquiries, nominations, referrals and applications should be directed in strict confidence to the firm as indicated at the end of this document.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNCG is one of 17 University campuses that comprises The University of North Carolina (UNC) system, which is led by the President, and overseen by The UNC Board of Governors. Each campus in the UNC system is headed by its own Chancellor and Board of Trustees, providing autonomy to each campus within the supportive framework of the larger UNC system.

Originally designated in 1891 as the North Carolina State Normal and Industrial School, and later known as UNC's Woman's College, UNCG was established to provide education for women. At the time, there was a need for qualified teachers in a state with poor-performing public schools, especially as North Carolina sought to re-establish itself in post-Civil War Reconstruction. UNCG developed a strong curriculum in arts and sciences, and the student body similarly evolved: African American students were first admitted in 1956 and men were first admitted in 1964. Last year marked the University's 125th anniversary, bringing together the entire campus community as well as generations of alumni to celebrate the remarkable history of UNCG.

Today, UNCG is a doctoral research-intensive university and a Minority Serving Institution (MSI), and is committed to its status as a diverse academic community as evidenced through teaching, research, and service. The Chronicle of Higher Education has ranked the University among the "Great Colleges to Work For," while the Carnegie Foundation for the Advancement of Teaching classifies UNCG as a "Community-Engaged Institution," demonstrating how community engagement is an active strategy throughout UNCG's curricular and co-curricular activities, strategic plan, diversity and inclusion initiatives, and student success efforts.

UNCG is the largest of six colleges/universities in the Piedmont Triad region of North Carolina. UNCG's University-wide enrollment has grown over the last six years, which has been critical in generating new resources. North Carolina is one of a small number of states which continues to fund a substantial portion of higher education, allowing universities like UNCG to keep tuition affordable, ensuring that all state residents have access to the University. Tuition and fees for full-time attendance are \$7,331 for in-state students and \$22,490 for out-of-state students. Approximately 77 percent of UNCG students receive financial aid.

Academic Programs

The University offers more than 125 undergraduate majors and concentrations, 74 masters programs and 32 doctoral programs. These undergraduate and graduate degrees are offered in The College of Arts and Sciences and six professional schools: Bryan School of Business and Economics, School of Education, School of Health and Human Sciences, College of Visual and Performing Arts, School of Nursing, and

the Joint School of Nanoscience and Nanoengineering. Fifty-three percent of full-time faculty members are tenured and 80 percent hold a doctorate or terminal degree in their field.

Faculty members receive more than \$35 million in grants and contracts for research and creative activity each year, with more than 700 undergraduate students participating in funded research. Among the most prominent of UNCG's research initiatives are the Gateway University Research Park and the Joint School of Nanoscience and Nanoengineering. The North Carolina Agricultural and Technical State University, a local historically black research institution, partners with UNCG on both initiatives.

UNCG was recognized as a 2019-2020 College of Distinction for its efforts in undergraduate student success and satisfaction. One of its signature local programs is the Middle College, which provides a unique educational experience for high school students. Each year, 50 students are selected to spend four years taking both high school and college classes and to participate in internship experiences designed to expose them to a variety of careers in health services and medical fields.

Campus and Student Body

With one of the state's most scenic campuses, UNCG is in the heart of Greensboro, within one mile of the city's growing downtown area. The 200-plus acre campus holds 93 academic, residential and recreational buildings. A cultural leader, UNCG offers concerts, lectures, dance and theatre performances, and exhibitions in the internationally-known Weatherspoon Art Museum. In athletics, Spartan teams compete in nine women's and nine men's sports in Division I of the National Collegiate Athletic Association (NCAA).

In 2019, UNCG enrolled 20,196 students, including 16,581 undergraduate and 3,615 graduate students, constituting the sixth year in a row that UNCG has seen enrollment growth. Increases in graduate students, community college transfers, and online students contributed to the growth. The average student/faculty ratio is 20:1. UNCG is the most diverse of the historically white campuses in the UNC system. Ethnic minority students comprise 43 percent of the student body, with 27 percent of undergraduate students and 16 percent of graduate students being African American.

About 5,400 students live on campus. Residences and housing opportunities include designated halls for Honors College students, multiple living-learning communities, and several residential colleges. The Leonard J. Kaplan Center for Wellness, opened in the Fall of 2016, plays a key role in giving thousands of students, staff and faculty access to facilities and activities that promote physical fitness and healthy lifestyle habits.

Greensboro, North Carolina

Greensboro is a thriving city with a population of 290,000 and 11 institutions of higher education. Located in the Piedmont Triad region of North Carolina, and centralized between the larger cities of Charlotte and Raleigh, Greensboro offers a wide range of cultural, culinary, and arts opportunities, including the International Civil Rights Museum. Greensboro's public parks, gardens, downtown greenway, and bike trails, coupled with easy access to the coast and mountains, offers many recreational opportunities. The local metropolitan area (which includes the cities of High Point and Winston-Salem) has a population of over 1.6 million and boasts a low cost of living and an excellent quality of life.

SCHOOL OF EDUCATION

The School of Education at UNCG is rooted in the founding of the University itself, as an institution designed to train women educators in 1891. By 1921, the North Carolina College for Women (NCCW)

had grown to encompass eight divisions that included the College of Liberal Arts and Sciences, the core curriculum out of which three professional schools were formed (Education, Music, and Home Economics). The name of the College was changed in 1932 to the Woman's College of the University of North Carolina (WC) when it officially joined the newly consolidated UNC system. In the spring of 1963, the institution changed its name to The University of North Carolina at Greensboro, maintaining a strong presence in the training of educational leaders in its School of Education.

Today, the School of Education (SOE) enrolls 1,600 students, of which 40% are undergraduate and 60% are graduate students. The SOE employs 80 full-time faculty who serve in 6 departments, spanning 6 undergraduate programs and 15 graduate programs. The School's mission is to advance access to life's opportunities by providing transformative learning, leading innovation and discovery, engaging communities, and promoting equity and diversity.

The School's focus on education and preparation, broadly-defined, has supported a range of teaching and scholarship activities, training more education professionals each year than any other university in the Piedmont Triad Region. The School is a leader in community partnerships, with hundreds of schools, public libraries, and community organizations connecting student learning with real-world practice. The SOE is organized across six departments: Counseling and Educational Development, Educational Leadership and Cultural Foundations, Educational Research Methodology, Library and Information Science, Specialized Education Services, and Teacher Education and Higher Education.

This past academic year, the faculty received over \$23.8 million in sponsored research funding, with current research projects funded by federal and state agencies, including the Federal Department of Education and the National Science Foundation.

A compilation of active research projects at the School of Education can be found here:

<https://soe.uncg.edu/research/active-projects/>

The SOE is the the top ranked regional graduate school of education in North Carolina. The School houses the UNCG Teacher Education Fellows Program, which provides scholarships and exceptional co-curricular programming for students in teacher preparation programs, and the Haggai Academy, which provides scholarships and exceptional co-curricular programming for non-traditional students in teacher preparation programs.

SOE Strategic Plan

In April of 2017, the School of Education launched a strategic plan to direct the School's future growth and goals. The resulting Visioning Framework identified the core purpose of creating life-changing opportunities through education. Four Areas of Distinction guide progress towards fulfilling this core purpose: to provide transformative learning, lead innovation and discovery, promote equity and diversity, and engage community, which defines the SOE's mission today.

Details about the SOE Strategic Plan can be found here:

<https://soe.uncg.edu/about/soe-strategic-plan/>

Leadership - Dean Randy Penfield

Dr. Randall Penfield serves as Dean of the School of Education and a Professor of Educational Measurement and Assessment at UNCG. He began his tenure at the SOE as Interim Dean in 2015,

assuming the deanship in 2016. His research focuses on issues of fairness in testing, validity of test scores, and the advancement of methods and statistical models used in the field of assessment. In recognition of his scholarship, he was awarded the 2005 Early Career Award by the National Council on Measurement in Education, and was named a Fellow of the American Educational Research Association in 2011. Dean Penfield holds a PhD from the University of Toronto in Measurement and Applied Statistics, an M.A. from York University in Physiological Psychology, and a B.Sc. from the University of Toronto in Psychology.

SPECIALIZED EDUCATION SERVICES

The Department of Specialized Education Services (SES), one of six departments in the School of Education, promotes the successful and equitable involvement of individuals with disabilities and those who are D/deaf or hard of hearing in society through excellence in the education of teachers and leaders, learning new skills, and the application of existing knowledge. With a strong commitment to community-engaged teaching, research, and service, the Department provides students with the knowledge, skills, and hands-on experience necessary to make valuable contributions in institutions of higher education, state education systems, school systems, and community services. The belief that all people deserve to live, learn and work as independently as possible guides the work of the SES faculty and students. The SES embraces the values and supports the dignity and rights of all individuals, especially children and adults with disabilities, and those who are D/deaf or hard-of-hearing. Graduates of the Department are leaders in their roles as teachers, professors, interpreters, administrators, advocates, and researchers in early education services, special education, and deaf-related fields.

The SES comprises four degree programs of study:

Birth Through Kindergarten

This interdisciplinary program is co-administered by the Department of Specialized Education Services and the Department of Human Development and Family Studies (in the School of Health and Human Services). The undergraduate program prepares professionals to work with infants, toddlers, preschoolers and kindergarteners, both with and without disabilities, and their families. The online Master of Education (M.Ed.) in Birth-Kindergarten Interdisciplinary Studies in Education and Development program prepares students to assume leadership roles in diverse settings serving young children with and without disabilities, ages birth to five, and their families. There are two concentrations in this M.Ed. program: Early Childhood Leadership & Program Administration and Early Childhood Leadership & Advanced Teaching Licensure. In addition, two Post-Baccalaureate Certificates are offered in this area. The online Post-Baccalaureate Certificate in Birth through Kindergarten Initial Licensure provides graduate level training and experiences in inclusive early childhood that enables eligibility for an initial North Carolina Birth-Kindergarten (BK) teaching license. The online Post-Baccalaureate Certificate in Leadership in Infant Toddler Learning provides the training necessary to seek employment in leadership positions within early care and education settings. Experienced faculty members from both the Department of Specialized Education Services and the Department of Human Development and Family Studies teach, advise, and mentor students through this innovative course of study. Graduate professionals are prepared to provide service to young children and their families across diverse early childhood settings. The SES Department offers an M.Ed. and Post-Baccalaureate Certificates in this program.

The Professions in Deafness (PID)

The Professions in Deafness program prepares students to meet the communication, educational, and human services needs of individuals from kindergarten through adulthood who are deaf or hard of hearing. Undergraduates choose from three concentrations: Advocacy and Services for the Deaf, which

prepares professionals to work with individuals who are deaf or hard of hearing in a variety of settings other than K–12 schools, such as community service agencies; Interpreter Preparation, which prepares professionals to work as interpreters for individuals who are deaf or hard of hearing in community as well as educational settings; and K–12 Deaf and Hard of Hearing Teacher Licensure, which prepares teachers to provide educational services for children who are deaf or hard of hearing in grades K-12). The PID major embraces a bilingual (ASL and English), tri-modal (sign, written, and speech as appropriate), multicultural (Deaf, hearing, and home cultures) philosophy with the belief that “inclusion” means having equal and direct access to language and full participation in society. The SES department offers a B.S. degree in this program.

Special Education

The Special Education Program provides opportunities for the study of school-age learners with mild to moderate disabilities (e.g., learning disabilities, behavior and/or emotional disabilities, and mild/moderate intellectual disabilities, autism, etc.). Students in this program learn about trends and issues in the field of special education, characteristics and needs of students with mild to moderate disabilities, specialized teaching methods for working with these students, strategies for collaboration with parents and/or families and colleagues, positive means for providing behavior supports, and technology applications that support students’ education. Professionals in this field provide a service to students with identified disabilities of which may impact their educational performance. The SES department offers the B.S., M.Ed., and Post-Baccalaureate Certificate in this program.

Doctoral Education

The mission of the doctoral program in special education is to prepare scholars and leaders for special education and related fields (e.g., deaf education, birth to kindergarten, K-12) whose efforts enhance the lives of individuals with disabilities and their families by promoting social justice and inclusive communities. The doctoral program is designed to develop competencies in research, teaching, and service so as to prepare scholars and leaders who are knowledgeable about the socio-political and empirical influence on pre-service and in-service development (e.g., teacher, sign language interpreter, early interventionist, advocate), informed regarding complex service delivery options and issues related to educational outcomes for individuals with disabilities and their families, and qualified to assume a variety of leadership positions. The SES department offers a Ph.D. in this program.

Detailed information about the SES degree and program offerings can be found here:

<https://soe.uncg.edu/academics/departments/ses/ses-programs/>

Seventeen full-time, clinical and research-based faculty serve in Department of Specialized Education Services. SES faculty biographies, research interests, and C.V.s can be found in the department directory, here:

<https://soe.uncg.edu/academics/departments/ses/ses-people/>

ROLE AND RESPONSIBILITIES OF THE CHAIR

The Chair reports to the Dean of the School of Education, and is supported by one administrative staff member. The Chair provides strategic and visionary leadership to advance the teaching, research and service/outreach missions of the Department and the School. The primary responsibilities of the Chair are to work closely with SES faculty, students and staff, the Dean, and other campus leaders to: 1) ensure

excellence in academic programs, curriculum development and teaching; 2) support the faculty in pursuing research, grants and contracts; 3) facilitate faculty and student participation in interdisciplinary research programs and service activities; 4) expand SES collaborations with academic, research, and community partners; 5) coordinate departmental personnel and resources, including proactively seeking new resources; 6) support the professional development and advancement of faculty and staff; and 7) provide fiscal management and oversight of Departmental operations.

The Chair serves as the primary voice and advocate for the Department within the School of Education and University levels. The Chair is also charged with implementing departmental, school, university, and UNC system policies. Involvement in some teaching and scholarship as commensurate with the duties as Chair is also expected.

OPPORTUNITIES AND CHALLENGES

With a clearly defined mission, social justice orientation, and tradition of engagement with the community, the School of Education and the Department of Specialized Education Services, and the new Chair, are uniquely poised to make a positive change for future students and faculty. The Department seeks a leader who appreciates and respects the many approaches, definitions, and applications of the work of its diverse faculty, the preparation of its students, and the School of Education's mission, ethics, and values, while also seeing the opportunity for collaboration and a unifying direction. The next Chair will balance the administrative and operational tasks of the position with the strategic thinking and vision required to lead the Department. The Chair will work with the faculty and staff to grow extramural funding opportunities, and support research and publication to increase visibility.

Specific opportunities for the Chair include:

Provide leadership and vision, and contribute to the developing identity of the Department

An important task for the next Chair of SES will be to guide the Department's development and direction between program areas and across the School of Education. The Chair will continue to help define the identity of the Department regarding its portfolio of research, the students it serves, the programs it develops and fosters, and the unique composition of its faculty. As some faculty retire in the coming years, the Chair will have an opportunity to shape the department's faculty and their activities, both in research and practice, and encouraging its continuing diversity. As the singular voice of a department represented by an array of exciting academic interests and needs, the Chair can articulate how SES fits in with a traditional, prominent school (SOE), and the exciting growth of an emerging university.

The Chair will also develop goals for the Department that align with the strategic planning effort of the School of Education. The Chair will foster innovation within SES, a key focus of the School. This individual will articulate and prioritize the needs of the department, providing an important link to the School's administration and the SES faculty.

Bring cohesive unity to three distinct program areas within the Department

The Department of Specialized Education Services encompasses a long-standing, unique place at the School of Education, with its distinctive programming and curriculum. The next Chair will provide leadership stability, while supporting a common thread that knits together the Department's three distinct academic areas—special education, professions in deafness, and birth through kindergarten & early childhood education, including licensure and non-licensure programs.

Foster a department and environment that values diversity, inclusion, equity, and a commitment to transparency

UNCG is a Minority Serving institution, and the new Chair will have the skills, experience, and commitment to work effectively with a diverse faculty and student body, and value difference. The Chair must promote an inclusive and accessible environment where all faculty, staff, and students are valued, including in the recruiting and mentoring of pre-tenured faculty members. The Chair will celebrate the Department's diversity, while seeking to increase faculty and student representation through future recruitment and retention.

Foster and encourage interdisciplinary research, programming, and collaboration

With the many partnerships and collaborative efforts in the School of Education and beyond, the new Chair must be facile in working with other academic departments and across schools in the University. Most notably, the Chair will work closely with the School of Health and Human Services, with whom SES offers joint programming and licensure agreements in the area of Birth-Kindergarten. The new Chair will encourage high-quality interdisciplinary research, programming, and collaboration, within SES, the School of Education, and across UNCG. To do so, the Chair must support the growth and development of faculty at all levels, while making viable connections with chairs and faculty from other departments at the School.

Support research and scholarship activities while developing external resources for the department and its faculty and students

As the "face" of SES, the Chair plays an important advocacy role within the School, the University, and the broader community. Skilled at seeking new and varied outside sources of funding, the new Chair will strive to support the research and scholarly interests of the faculty and students. The Chair will seek to increase the impact and visibility of faculty research and play an active role, internally and externally, to ensure the Department has the physical and financial resources to support its growth and activities.

Be a strong role model and mentor to faculty

The new Chair will put faculty needs first, fostering the pipeline for tenure and promotion, and providing a role model in research/scholarship, teaching, service, and leadership. As the Department looks to increase the promotion of associate professors to full professors, and assistant professors to associate professors, the new Chair will serve a key role in supporting faculty career progression. The Chair will foster greater publication, excellence in teaching, and increased potential funding among the SES faculty.

QUALIFICATIONS

Candidates must hold a doctorate in a field consistent with the School of Education and the Department of Specialized Education Services, as well as teaching/research accomplishment in one or more of the three academic areas within SES (or related areas). Candidates must also be eligible for tenure, and meet criteria to enter at the rank of Full Professor. Additionally, the successful candidate should have previous administrative experience, which may include chairing a department, directing an undergraduate and/or graduate program, or directing a center or program. Candidates must also demonstrate a commitment to and/or skills in guiding and supporting diversity, equity, and inclusivity among faculty, staff, and students. The successful candidate should possess knowledge of and/or exposure to licensure in early childhood (birth to kindergarten), deaf education, special education, or teacher preparation in birth-12 education, as well as to non-licensure programs (e.g., interpreter preparation, advocacy, linguistics) in related areas.

The candidate should possess a visionary and collaborative leadership style, characterized by participatory decision making, flexibility, and the ability to see and set direction on a large scale. This individual will be an excellent communicator with outstanding written and face to face communication skills, possess strong interpersonal and relationship building skills, and exhibit effective people-management ability.

In addition, the successful candidate will bring many, if not most, of the following skills and qualities:

- A dynamic and visionary leadership style characterized by collaborative/participatory decision making, transparency, and effective communication with internal and external stakeholders;
- Be a skilled, human-centric administrator with the ability to anticipate, respond to, and manage day to day operations of the department, to navigate bureaucracy, and to problem-solve creatively, efficiently, and effectively;
- An ability to provide differentiated support while also networking faculty with a wide-range of academic interests and goals;
- An ability to craft a unified departmental presence while recognizing each program's unique value;
- An orientation towards sustaining and growing interdisciplinary, engaged partnerships within the Department, across the University, and in the community;
- A demonstrated capacity to make contributions to teaching, research, and service as a senior faculty member;
- Knowledge of and experience in conducting research, disseminating academic scholarship, and securing and administrating external funding;
- Be an effective facilitator, skilled at negotiation, interpersonal dynamics, and conflict resolution;
- Active knowledge of 21st century teaching and learning technologies.

TO APPLY

UNCG has retained Isaacson, Miller to assist in this search. Please direct all inquiries, nominations, referrals, and curriculum vitae with cover letters in strict confidence to:

Daniel Rodas, Partner
Gregg Glover, Senior Associate
Isaacson, Miller
Boston, MA 02210
www.imsearch.com/7090

Phone: (617) 262-6500

Electronic submission of application materials is strongly preferred.

In adherence to the UNCG Policy on Discriminatory Conduct, the University has been and will continue to be committed to the equality of employment opportunities and does not discriminate against applicants or employees based on race, color, national origin, religion, gender, age, disability, creed, veteran status, political affiliation, or sexual orientation.