Leadership Profile

Howard University
Dean of the School of Education

This search is being assisted by:

ACADEMIC SEARCH
OVERVIEW OF HOWARD UNIVERSITY

Established in 1867, Howard University is one of the nation’s leading research universities dedicated to educating students from diverse backgrounds, with a particular focus on African-American students, as well as those of all other racial and ethnic groups from the United States and the world. The University received its first accreditation from the Middle States Association of Colleges and Schools in 1921 and has had its accreditation reaffirmed at every required interval thereafter.

Howard’s campus contains 89 buildings, and covers 256 acres in Washington, DC, and includes a 108-acre research facility in Beltsville, Maryland. Today, Howard is one of only 48 U.S. private, doctoral/research-extensive universities. Its 10,500 students enjoy academic pursuits in more than 120 areas of study leading to undergraduate, graduate, and professional degrees. These students come from virtually every state, the District of Columbia and nearly 70 countries.

Howard’s academic programs are offered by 13 schools and colleges: the College of Arts and Sciences; the School of Business; the School of Communications; the College of Dentistry; the School of Divinity; the School of Education; the College of Engineering and Architecture; the Graduate School; the School of Law; the College of Medicine, the College of Nursing and Allied Health Sciences; the College of Pharmacy; and the School of Social Work. The University competes in 17 varsity sports including basketball, football, bowling, lacrosse, soccer, softball, swimming, tennis, both indoor and outdoor track, and volleyball.

Howard is a unique university with a special mission that addresses the higher education needs of the nation and the world. Since its founding, Howard has been open to men and women from all racial and ethnic groups. The University has awarded more than 100,000 degrees in the arts, sciences, and humanities. Howard ranks among the highest producers of the nation’s Black professionals in medicine, dentistry, pharmacy, engineering, nursing, architecture, religion, law, music, social work, and education. The University has long held a commitment to the education and advancement of disadvantaged persons in American society and throughout the world. The goal is the elimination of inequities related to race, color, social, economic, and political circumstances. Howard’s motto, Veritas et Utilitas, or Truth and Service, is woven throughout its academic, student, faculty and research programs. More information is available at www2.howard.edu.
Overview of School of Education

Established in 1890, Howard University’s School of Education (HUSOE) has been improving and expanding educational opportunity and access, by preparing teachers and other professionals for leadership roles in a variety of national and global educational settings.

The Howard University School of Education (HUSOE) offers degree and certification programs through its three academic departments: Curriculum and Instruction (C&I), Educational Leadership and Policy Studies (ELPS), and Human Development and Psychoeducational Studies (HDPES). Largely a graduate school, the HUSOE offers doctoral and master's degree programs leading to careers as K-12 teachers, principals and superintendents, school counselors, school psychologists and careers in the human development professions, counseling psychology as well as educational policymakers and researchers. Fall 2016 data show that there are 326 current students in the School of Education. The graduate population consists of 219 students in various majors; while the undergraduate population is 107.

The School of Education offers two undergraduate degrees: (1) a bachelor of science (BS) in human development through the HDPES Department and (2) a bachelor of science (BS) in elementary education (which leads to teacher certification in grades 1-6) through the C&I Department. There is also an accelerated five-year joint BS/MSW degree program. In collaboration with the College of Arts and Sciences, C&I also offers a secondary education minor program that leads to teacher certification in grades 7-12 for students majoring in English, French, History, Mathematics, Physics, Political Science, Spanish, Theatre Arts, and Music Education. Additional majors for the secondary education minor program are being considered as well. There is an Honor’s Program open to undergraduate students who meet the qualifications in both the Departments of HDPES and C&I.

The Department of Curriculum and Instruction prepares candidates to become teachers in early childhood, elementary, secondary, and special education. There are three pathways to teacher certification in the HUSOE: the four-year bachelor of science program in elementary education, the secondary education minor program (for students majoring in English, French, History, Mathematics, Physics, Political Science, Spanish, Theatre Arts, and Music Education), and the one-year Master of Education programs (in elementary, secondary, and special education).

The mission of C&I is to prepare teachers and other professionals for leadership roles in a variety of national and global educational settings. The Department specifically champions the needs of Black and other under-represented students in urban communities. Asset-focused teaching methodologies and interdisciplinary coursework prepare candidates to (a) think and reflect...
critically; (b) analyze and solve problems; (c) make ethical decisions; (d) translate theory and research into effective practice; and (e) understand self, history, and community. The ultimate aim of the Department Programs is to develop graduates who will influence educational policies, practices, and outcomes.

Department of Curriculum and Instruction Majors, Degrees and Minors

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<thead>
<tr>
<th>Curriculum &amp; Instruction</th>
<th>BS</th>
<th>MEd</th>
<th>Minor</th>
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<tbody>
<tr>
<td>♦ Elementary Education</td>
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<tr>
<td>♦ Special Education</td>
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<td>♦ Secondary Education</td>
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<tr>
<td>(English, French, History, Mathematics, Physics, Political Science, Spanish, and Theatre Arts).</td>
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The Department of Educational Leadership and Policy Studies (ELPS) prepares educational professionals to serve as scholar-practitioners in executive educational leadership positions and educational policy professionals for PreK-12 schools and other educational settings and with a higher educational leadership and policy studies program in development. The master’s program is primarily designed for teacher leaders seeking to be school administrators. The education doctorate degree is designed for scholar-practitioners of leadership of PreK-12 districts, systems, and national organizations. Using a framework of educational and social policy, programs are designed to prepare educational leaders to meet the challenges facing urban schools which serve African-American and other historically excluded groups.

Department of Educational Leadership and Policy Studies Majors, Degrees and Minor

<table>
<thead>
<tr>
<th>Educational Leadership and Policy Studies</th>
<th>MEd</th>
<th>CAGS</th>
<th>EdD</th>
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<tbody>
<tr>
<td>♦ Educational Administration</td>
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The Department of Human Development and Psychoeducational Studies (HDPES) prepares educators, human development specialists, psychological practitioners, and researchers for leadership roles and challenging careers in schools, colleges/universities, clinical settings, community programs, and government agencies. The mission of HDPES is to meet the human development, educational, and psychological needs of a multicultural society and to encourage research and policy development that support individual, family, and community wellbeing.
Department of Human Development and Psychoeducational Studies Majors and Degrees

<table>
<thead>
<tr>
<th>Human Development &amp; Psychoeducational Studies</th>
<th>BS; BS/MSW</th>
<th>MEd</th>
<th>PhD</th>
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<td>Human Development</td>
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<td>School Psychology and Counseling Services</td>
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<td>Counseling Psychology</td>
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<td>Educational Psychology</td>
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<tr>
<td>School Psychology</td>
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Advocacy is at the core of HUSOE’s preparation programs which equip graduates to be leaders of change, reflective practitioners, and engaged researchers. Graduates are steeped in a knowledge base that is designed to eradicate the effects of racism in education and human service delivery. HUSOE has two research centers: The Center for Drug Abuse Research and The Capstone Institute; an Early Learning Program that serves ages 3-5, and an Upward Bound Program. The Howard University Middle School of Mathematics and Science, the only middle school on the campus of an HBCU, provides the HUSOE with a true laboratory school experience that is used to train future teachers, educational experimentation, and education research. Additionally, the Journal of Negro Education, which recently celebrated its 75th anniversary, is HUSOE's hallmark research, policy, and practitioner publication.

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Programs with specialized national recognition include Elementary Education (The Association of Childhood Education International), Early Childhood Education (The National Association for the Education of Young Children), Special Education (The Council for Exceptional Children), School Psychology (National Association of School Psychologists (NASP), and Educational Administration (The Educational Leadership Constituency Council). The PhD program in Counseling Psychology is accredited by the American Psychological Association (APA).

Leadership Agenda for the Dean of the School of Education

The Dean of the School of Education will report to the Provost and Chief Academic Officer of the University. The Dean will provide leadership for all aspects of administration, management and operation of
the academic programs and services in the School of Education to include the following areas: Curriculum and Instruction, Educational Leadership and Policy Studies, and Human Development and Psychoeducational Studies.

The University and the School of Education have been pivotal to the educational and professional achievements of many of Howard’s distinguished alumni. The University leadership has made a commitment going forward to preserving those distinctions and adds to them as Howard educates the leaders and thinkers of the future. To this end, interdisciplinary collaboration and global connectivity will be the watchwords of that future.

The Dean of the School of Education will work collaboratively with the other schools and colleges within the University and with school districts throughout the region. The Dean will also work with other external educational entities such as national educational organizations, businesses, the alumni, and the communities surrounding the University to access the champions, support, partnerships, and fiscal and program resources necessary to enhance the education, training, and scholarship opportunities needed for students in the School of Education, first and foremost, as well as partnership opportunities for faculty and staff. Currently, the HUSOE has established programs across the teaching and training spectrum of its three academic areas ranging from a premier early childhood development model to the Urban Superintendent Academy. The future successes of these programs and several others in the pipeline will require more than just a vision of the possible but decisive academic agendas, sound fiscal templates, and substantial infrastructures to operationalize these programs for future development. In fact, the Dean must have the experience and ability to create a dynamic 21st century infrastructure for the HUSOE’s programs and services. In 2017, Howard University will embark on a comprehensive capital campaign celebrating its 150 year existence. One of the hallmarks of the campaign will be the revitalization of the Miner Teachers College Building which is designated for the co-location of the School of Education and the Howard University Middle School of Math and Sciences.

The ability of the Dean to create a vision and a path of programmatic excellence for successful global participation of Howard’s Education students and faculty is also essential. These efforts should not only include ways to increase on-campus experiences, but to take the School of Education student population globally through the internet, other forms of social media, on-line learning modalities, and through interactions with multi-national companies and businesses that will need their expertise.
The Dean of the Howard University School of Education has to have a profound love for being a “scholar-practitioner-consultant-moderator-visionary-fiscal wizard-change agent” of a leader. The Dean must be able to embrace the successes of the School and build upon those successes with contemporary and futuristic strategies and requirements for faculty, students and staff.

**Qualifications**

The University seeks an eminent and effective academic leader with a distinguished record of scholarly research and administrative experience combined with a strong commitment to excellence in the School’s research, education, and professional programs. The successful candidate must have an earned doctorate in an appropriate field related to Howard University’s School of Education, be eligible for appointment at the rank of Professor, and be able to chart a distinctive course for the School. This position will require the successful candidate to recruit strong empirical research-oriented faculty, raise significant funds to continue growth in the research and professional programs of the School, work with the Deans of other schools and the senior leadership of the University in collaborative programs, as well as ensure that the School’s offerings and activities take advantage of the diverse community in the Washington, DC metropolitan community. The Dean must be committed to building and sustaining diverse faculty, staff, and student bodies. The University seeks an individual who is able to exercise leadership, sustain a community, and relate to multiple constituencies while also sustaining national engagement and enhancing an international presence.

**Desired Characteristics and Attributes**

In addition to the qualifications listed above, the successful candidate for this deanship will possess the following:

- A track record of success in building flourishing academic training programs and structures for urban population majors in the School of Education.
- A track record of success in recruiting and retaining traditional and contemporary student demographics in education programs.
- Understanding of and experience in managing multiple accreditation processes in the educational arena.
- A highly visible teaching and research profile in related educational fields and a strong record of relating well with faculty and staff on multiple subject areas in the educational sphere.

Academic Search

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• A dynamic and convincing articulation of the shared mission and goals of institutions in the HBCU arena and the current mission and role of Howard University in preparing students for the contemporary world.
• A successful record of grantwriting and fundraising for education programs and services.
• A successful record of expertise in community engagement, advocacy and interdisciplinary efforts in a collegial setting.
• A successful record of developing program models that were innovative and/or entrepreneurial in the university setting.
• A record of faculty and staff development efforts, with a particular focus on the advancement, promotion, and tenure process of faculty.
• A record of strong program, personnel, and fiscal management skills in a university setting.
• A record of continuous strong ethics, effective policy development, and exemplary communication skills in an academic environment.

Application and Nomination Process

Applications should consist of a substantive cover letter addressing the qualifications and desired attributes listed above, curriculum vitae, and a list of at least five professional references with full contact information and a note indicating the nature of your working relationship with each. References will not be contacted without explicit permission from the candidate. Applications, nominations, and expressions of interest can be submitted in confidence to HUDeanSOE@academic-search.com. The position will remain open until filled, but only applications received by November 18, 2016, can be assured full consideration.

For the search for the Dean of the School of Education, Howard University is being assisted by Academic Search, Inc. Confidential discussions about this opportunity may be arranged by contacting Jacqueline Woods, Senior Consultant, Jacqueline.Woods@academic-search.com or Lauren Johnson, Director of Research Services and Associate Consultant, ltj@academic-search.com at Academic Search.

The University does not discriminate on the basis of race, color, national and ethnic origin, sex, marital status, religion, or disability. Veteran status and people with disabilities are encouraged to apply.
Inquiries regarding provisions for persons with disabilities, equal employment opportunity and Title IX should be directed to the Office of the Vice President for Human Resource Management at (202) 238-5960.
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